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Academic writing skills for non-language students

Manual

2026

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The objective of this manual is the development of professional English language competencies in academic writing, specifically in paraphrasing and annotating authentic English academic texts; creating English academic texts; compiling author's and bibliographic abstracts (in English); and professional communication in the scientific community. For students and postgraduate students of Psychology and Sociology faculties in higher education institutions who are studying academic English writing for professional

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PART I

READING AND NOTE-TAKING

Note-taking is not just about showing what you have understood; it is also about working with a text to 'make it your own' when you put in your own interpretation.

Denise Bates

UNIT 1: note-taking and note making while reading

SKILLS: understanding the nature and purpose of note-taking and note making from reading

Lead in:

Reading and note-making are at the heart of all academic study. *Much of what you learn in your time at university is a result of your own independent research - reading books, journals and websites on your topic and making notes with the purpose to use what you have learnt as evidence to support your arguments in seminars, presentations and written assignments.* **How much are you familiar with note-taking while reading? Work in groups of 3-4 and discuss the following questions with your fellow students.**

- 1) When you are faced with an extensive reading list of works, how do you know which ones to read?
- 2) What can you do to make reading complex texts more manageable?
- 3) How can you avoid the situation when academic reading takes all of your time?
- 4) Do you know how to improve your reading skills?
- 5) Who sets your reading goals?
- 6) Which one do you agree or disagree with? Why?
 - If you are reading for general interest and to acquire background information for lectures you will need to read the topic widely but with not much depth.
 - If you are reading for an assignment you will need to focus the reading around the assignment question and may need to study a small area of the subject in great depth, jotting down the essay question, making a note of any questions you have about it.

- 7) How often do you take notes when reading?
- 8) Do you know how to take notes from reading effectively?
- 9) Is it necessary to develop reliable mechanisms for recording and retrieving knowledge obtained at university?
- 10) Do you agree that good note-taking helps you:
 - avoid unintentional plagiarism;
 - focus on what is important in what you are reading;
 - understand and remember material, and make connections;
 - structure the assignments you're researching;
 - provide a personal record of what you've learnt (more useful than your lecturer's or friends' notes) and record your questions and ideas;
 - sets you up for exam revision.

1. You have some experience in note-taking, don't you? Study the information from the websites and find if you've learnt anything new about this way of recording facts.

Note-taking (sometimes written as **notetaking** or **note taking**) – is the practice of recording information captured from another source. By taking notes, the writer records the essence of the information, freeing their mind from having to recall everything. Note-taking is an important skill for students, especially at the college level. Many students gain skills as they go through High School and most grasp onto the best and easiest note-taking techniques.

It is important to understand that effective note-taking requires you to write notes on what you have read in your own words. Copying what others have said is not note-taking and is only appropriate when you want to directly quote an author. It can be tempting, especially if your reading material is online, to copy and paste straight into a document. If you do this, then you are unlikely to learn or reflect on what you have read, as copying is not engaging with the text.

There is no magic formula to taking notes when reading, but there are effective note-taking strategies and some useful tips for note-taking. You simply have to find out what works best for you. Your note-taking skills will develop with practice.

Ultimately, how you write and organise your notes is up to you. It is a very personal choice, and you may also find that you have different preferences for different readings like academic reading and reading for pleasure.

It is, however, important that you find a way of doing it that works for you, because note-taking is one of the most effective ways of recording and retaining information.

/After: <https://en.wikipedia.org/wiki/Note-taking>; <https://www.skillsyouneed.com/write/notes-reading.html/>

1a. Pair Work. Discuss the questions.

- 1) What is note-taking?
- 2) Is copying the main ideas of a reading good for note-taking?
- 3) Are there any efficient techniques for note-taking?
- 4) What can a choice how to write and organise notes depend on?
- 5) Why is it necessary to have one's own way of note-taking?

2. Read the article and answer the question given in the title.

WHY DO PEOPLE TAKE NOTES WHEN READING?

When engaged in some form of study or research, either informally or formally, you will probably need to read and take in a lot of information. Taking notes is a way to engage with the printed word, and can help you to retain more of the information, especially if you summarise.

There are plenty of ways to take notes, both in terms of the tools you use (pen and paper or computer, for example), and the style of notes. Some of these may be more effective, and some may be a matter of choice and personal preference.

When you are studying, reading should be seen as an *'active' exercise*. In other words, you engage with your reading to maximise your learning. One of the most effective ways of actively engaging with your reading is to make notes as you go along.

Reading for pleasure or as a way to relax, such as reading a novel, newspaper or magazine, is usually a *'passive' exercise*. Notes can also be taken when people copy sentences from the reading passage or rewrite part of the text with the purpose to find later some useful information quickly.

However, how much you take in seems to depend on how you take notes. Research shows that students who took notes by hand, using pen and paper, tended to retain significantly more information than those who used computers. It was suggested that this was because those writing by hand tended to summarise the points more, whereas those with computers tended to type verbatim and therefore engage less with the content.

Paraphrasing and summarising what you read in your own words is far more effective in helping you to retain information. This seems likely to apply whether you are using a computer or a pen and paper.

By writing notes, in your own words, you will be forced to think about the ideas that are presented in the text and how you can explain them coherently. The process of note-taking will, therefore, help you retain, analyse and ultimately remember and learn what you have read.

/After: <https://www.skillsyouneed.com/write/notes-reading/>

Reading and note-taking work together to support learning!

Denise Bates

2 a. If you took notes when reading the things mentioned in the first column in the table below, would it be an 'active' or 'passive' exercise? Why?

Reading materials	Active exercise	Passive exercise
1. Newspaper article		
2. Scientific journal article		
3. Book		
4. Conference abstract		
5. Essay		
6. Novel		
7. Critical annotation		
8. Journal abstract		
9. Recipe		
10. Doctoral dissertation		
11. Manual		
12. Assignment booklet		
13. Glossary		

Reading materials	Active exercise	Passive exercise
15. Study calendar		
16. Methodology handbooks		
17. Study guides		
18. Statistical table		

2 b. Pair work. Compare your table to the partner's and explain your choice.

3. First, study the information from the two websites. Then complete the table with the activities, which are suggested below the table.

1) **Active learning** helps you make meaning from what you learn. Being involved in learning means learning through doing. **Passive learning** does not support remembering, organising and making meaning from the reading passage. If you are not sure what is important, if you do not evaluate the sources you read and accept them as suitable evidence, then you are a *passive note-taker*. An *active note-taker* looks for connections within his topic and other topics and records direct quotes only when it's important to have the exact words. The most effective note-taking is active not passive.

/After: <http://pdf.truni.sk/e-ucebnice/eap/data/c41594a2-9dde-47c4-ab40-2706dd4b07d2.html/>

2) **Active learning** helps you to make meaning from what you learn. **Passive learning** is allowing you to be an empty vessel into which knowledge is poured with no way of organising or making meaning from it. You are less likely to remember things you learn passively, which means more checking your notes while you are writing assignments, and more repeated effort when you come to revise.

/After: https://libguides.reading.ac.uk/ld.php?content_id=32363107/

Active note-taking process	Passive note-taking process
1.	1.
2.	
3.	

Activities: writing notes using your own words; copying sentences from the reading passage; looking for answers to the questions you have about the topic; rewriting words; thinking about the content of the reading passage; writing notes on everything

you read; thinking about what you want to get out of your research before you start; cutting and pasting from online documents; trying to write everything you hear in a lecture; writing your own explanation of what something says or means; writing notes on everything you read, because you're not sure what will turn out to be important; copying lots of direct quotes rather than putting the ideas in your own words; looking for connections within the topic you're studying, and to other topics on your course.

4. Study the two explanations of the difference between note-taking and note making. Which one (A or B) is more helpful to understand both activities? How much do you agree with the underlined sentence?

A. Note-taking is what you do when you attend a lecture, watch a video, or read a book - one note per activity.

Note making means taking the separate notes from your lecture, video and book and creating one document that combines the information you have obtained into a briefing that you'll probably use for revision or future reference, but that anyone could read to better understand the concepts you've been studying. It's a simple concept, but I couldn't imagine one without the other. If all you're doing is blindly copying other people's thoughts, you're not learning anything. When I encounter new information, I'll almost always restate what I learn in ways that better suit my needs - so I both take and make notes as a part of the same process...

/After: <https://www.quora.com/How-can-you-distinguish-between-note-taking-and-note-making/>

B. Note-taking is a process that involves writing or recording what you hear or read in a descriptive way. This is often the first stage of the process of producing effective notes.

Note making is an advanced process that involves reviewing, synthesizing, connecting ideas from the lecture or reading and presenting the information in a readable, creative way that will stick in your mind”

/After: https://library.leeds.ac.uk/download/downloads/id/39/note_taking_or_note_making.pdf/

4 a. Make an investigation on the Internet to find more definitions of note-taking and note making that can help you distinguish between these two important academic activities. Write a one-paragraph summary to show your understanding of

difference between note-taking and note making. Read your summary and decide whether it answers the following questions.

- What is the difference between note-taking and note making in a comprehensive way of learning?
- What are the disadvantages of note-taking and note making?

4 b. Pair Work. Present your summaries and explain your attitudes to the difference between note-taking and note making. Can you consider them to be the same activities? What do you usually do as a student: take notes, make notes or both? Why?

5. Think about what you will do with the information and ideas you are recording from reading written materials and match the situations with the purpose of notes.

Situations when students can take notes	Purpose of the notes you are producing
1. At a lecture listening to a lecturer	a) to take account of the different types of reading or sources you need to write about, and how much detail you need from each;
2. At home writing an assignment	b) to effectively organise time in order, get ready to answer the number of questions successfully later;
3. At the library preparing a presentation	c) to understand more of the content discussed by the tutor;
4. At the reading hall preparing for an examination	d) to communicate specific information where you may have a limited amount of time;
5. ...	e) ...
6. ...	f) ...

5 a. From your own experience remember situations when students can take notes (there are also some ideas below) and add to the list in the first column of the table

in ex. 5. Then make use of the tips below to complete the list of purposes in the second column. Define the purpose in each situation.

List of purposes: to record key pieces of information; to support your active engagement with new information and thus promote your active learning; to help you select and then understand new information; to facilitate your thinking and research; to provide you with source material for discussions and writing; organise your ideas; keep focused while reading; keep a record of what you read so you can locate it again; keep a record of what you thought whilst you were reading; think critically about what you read; analyse a text; engage more effectively with what you read; draw links to other research; draw conclusions highlight areas that you need to develop further; to enable you to avoid unintentional plagiarism helps you focus on what is important in what you are reading or hearing; to help you understand and remember material, and make connections; to help you structure the assignments you are researching; to provide a personal record of what you have learnt (more useful than your lecturer's or friends' notes); to record your questions and ideas; to set you up for exam revision.

6. Pair Work. Discuss your experience in taking/making notes at university and say if notes you write down in different situations are the same. Answer the questions.

- Do you agree that listening and reading note taking/making strategies should be different? Why?
- What are the steps of note-taking process?

UNIT 2: reading and note-taking process

SKILLS: describing steps for effective reading and note-taking

Lead in:

When university students read, they take notes. One of the students describes this process like this: *“When I read, I’m always looking for passages that I want to note. I mark them as I read – either by putting in a sticky flag if I’m reading a library book, or by marking the page if I own the book. Side note: for books I own, I mark them up a lot – it’s faster, plus if I’m looking through a book later, those marks help me find the passages that I found most notable. Then, when I’ve finished reading the book, I go back and copy the notes into my computer”.*

What is your experience in taking notes?

Work in groups of 3-4 and discuss with your fellow students the following questions.

- 1) Do you always take notes while reading?
- 2) Does note-taking process seem like a passive, easy task when you only write down a few keywords or write down everything you hear or read?
- 3) Are you a student who doesn’t have to push themselves to take notes or are you a student who has to stop themselves from taking too many notes?
- 4) Do you write your notes in hand or do you type them?
- 5) Why do you think students type their notes: because of their terrible handwriting or because it’s faster?
- 6) As you take notes, do you only underline definitions or do you also add any questions that occur to you or any conclusion that you think you might forget?
- 7) How often do you write a short summary to sum up what you’ve read?
- 8) Do you ever go through your notes repeatedly and think about your own analysis about what you’ve learned?
- 9) Is it necessary to organize notes?
- 10) Have you ever heard how to organize notes effectively?

1. Study the information from the websites and say if you've ever considered reading and note-taking process like this.

THE THREE READING STAGES

Adapt strategies that work for you, to help you take and then make effective notes.

There are 3 stages to note-taking.

Pre-reading:

Think about the purpose for reading. What do you need to know?

While-reading:

Skim for the gist.

Scan for key points.

Read in more detail – annotate.

Write keyword notes, adding your own thoughts.

Good notes contain:

- Source: e.g. title of lecture/book/article, date, etc.
- Headings: capturing key topics
- Keywords: key points, examples, illustrations, names, new ideas
- Mnemonic triggers: things that make your notes memorable, such as cartoons, colour, etc.
- Further reading: articles to read, noted and highlighted.

Post - reading:

Organise - include bibliographical details.

Review your notes. When reviewing and organising your notes (after you have made your notes) you should:

- label and file your notes (physically or online)
- cross reference them with any handouts
- read through your notes and fill in any details from your additional reading or research
- link new information to what you already know
- discuss with others, compare, fill in gaps.

/After: https://library.leeds.ac.uk/download/downloads/id/39/note_taking_or_note_making.pdf/

1a. Pair Work. Discuss the questions.

- 1) How many stages of reading and note-taking do you know?
- 2) What are the three stages of reading and note-taking?
- 3) What do good notes contain?
- 4) What should you do when reviewing and organising your notes?
- 5) Which stage is the most important? Why?

2. Study the information from the website. First, decide if any of the mentioned steps can be optional when taking notes while reading. Why? Then, agree or disagree that note-taking process is rather tedious. Why?

EFFECTIVE STEPS FOR NOTE-TAKING

There is no magic formula to taking notes when reading. You simply have to find out what works best for you. Your note-taking skills will develop with practice and as you realise the benefits. This section is designed to help you get started.

1. Highlighting and Emphasising. A quick and easy way to be active when reading is to highlight and/or underline parts of the text. Many people also recommend making brief notes in the margin. Highlighting key words or phrases in text will help you:

- focus your attention on what you are reading – and make it easy to see key points when re-reading.
- think more carefully about the key concepts and ideas in the text, the bits that are worth highlighting.
- see immediately whether you have already read pages or sections of text.

When you come across **words or phrases** that you are not familiar with it may be useful to add them to a personal glossary of terms. Make a glossary on a separate sheet (or document) of notes, so you can easily refer and update it as necessary. Write descriptions of the terms in your own words to further encourage learning.

2. Making Written Notes. Although highlighting is a quick way of emphasising key points, remember your main purpose in taking notes is to learn, and probably to

prepare for some form of writing. There are two main elements that you need to include in your notes:

- the content of your reading, usually through brief summaries or paraphrasing, plus a few well-chosen quotes (with page numbers);
- your reaction to the content, which may include an emotional reaction and also questions that you feel it raises.

It can be helpful to separate these two physically to ensure that you include both. So, your notes may take various forms and style, for example:

- linear, or moving from one section to the next on the page in a logical way, using headings and sub-headings;
- diagrammatic, using boxes and flowcharts to help you move around the page;
- patterns, such as mind maps, which allow a large amount of information to be included in a single page, but rely on you to remember the underlying information.

As well as notes on the detailed content, it is also worth compiling a summary at the end of each section or chapter. A summary is, by definition, precise. Its aim is to bring together the essential points and to simplify the main argument or viewpoint of the author. You should be able to use your summary in the future to refer to the points raised and use your own explanations and examples of how they may apply to your subject area.

3. Reviewing and Revising Your Notes. Once you have gone through the text, made notes and have a summary of the document, you reflect on your reading and may find that your earlier reactions have softened or sharpened or even new themes emerged. It is therefore helpful to review your notes a few days after completing them. In particular, you may want to: use headings or different sheets (or documents) to separate different themes and ideas; use brightly coloured pens or flags to highlight important points in your notes; note where your opinions changed, and why.

4. Organising Your Notes. Depending on your circumstances, you may find you accumulate a lot of notes. Notes are of no use to you if you cannot find them when

you need to, and spending a lot of time sifting through piles of papers is a waste of time. It is therefore important to ensure that your notes are well-organised and you can find what you want when you need it.

How you organise your notes will depend on whether they are ‘physical’, written on paper or ‘digital’, stored on a computer, or a combination of the two. It will also depend on your personal preferences, but good options include binders and folders, whether real or digital. There are also a number of apps that can help you to store and recover information effectively.

/After: <https://www.skillsyouneed.com/write/notes-reading.html/>

2a. Decide if the statements are true (T) or false (F). Discuss your choice.

- 1) Highlighting or underlining parts of the text is a passive exercise which doesn't help learn.
- 2) It is better to make brief notes in the margin than highlight and underline the parts of the text.
- 3) When highlighting it is important to look for key words.
- 4) It is useful to make a glossary of unknown words or phrases on a separate sheet when you take notes.
- 5) The reaction to the content of your reading is a more important element than the content itself.
- 6) It is possible to separate the content and reaction to it physically to ensure that you include both.
- 7) The choice of the way to separate the content and reaction to it physically depends on the information you are trying to record.
- 8) You can reflect on your reading only after you have made notes and written a summary.
- 9) It is useless to review and revise your notes as it prevents from remembering the information.
- 10) It doesn't matter what way you choose to organise your notes.

3. Read the article “Taking notes while reading” and explain why the author’s ways to take notes when reading a book can be useful for university students.

TAKING NOTES WHILE READING

When you are going to take notes, it is necessary to figure out why you are taking notes. If you’re studying for an exam your notes are going to look different than if you’re reading for entertainment. The way you take notes depends on the reason you’re taking notes. Learning something new as an adult is a function of consuming information (what you read and how you read), the information you retain, and your ability to put what you learned into practice (recognize patterns). For this, I use a simple *three-step note-taking process* that scales up to 150 books a year. Like almost everything in life, there is no magical answer that fits everyone. You’ll have to do a bit of trial and error and take what works for you.

Step One. The first thing I do when I pick up a book is read the preface, the table of contents, and the inside jacket. Often, I’ll glance over the index too. This doesn’t take long and often saves me time, as a lot of books do not make it past this filter. Maybe it doesn’t contain the information I’m trying to gain. If it seems crappy, I’ll flip to a few random pages to verify.

This filter is a form of systematic skimming. This isn’t my term, Mortimer Adler, a guy who literally wrote the book on reading, came up with it. Adler says there are four levels of reading. I tend to blend inspectional reading and analytical reading together for most books. This way, when I start reading a book, I have an idea what it’s about, the main argument, and some of the terminology involved. I know where the author is going to take me and the broad strokes of how they will bring me along. That’s very useful information.

While reading, I take notes. I circle words I need to look up. I star points that I think are critical to the argument. I underline anything that strikes me as interesting. I comment like a madman in the margins. I try to tease out assumptions, etc.

Essentially, I’m trying to engage in a conversation with the author. Maybe my questions will be answered on the next page or in the next chapter. Maybe I’ll need to find another book to answer them. Who knows? But I write them down.

At the end of each chapter, I write a few bullet points that summarize what I've just read. When I'm done, I write a brief summary of the entire book and then I do something few other people do. I let the book age. I put the book on my desk and I won't touch it for anywhere from a few days to a week. This is very important. **Step two.** When I pick the book up again, I re-read every scribble, underline, and comment I've made (assuming I can still read my writing). Sometimes I can't. I'm not the same person I was the first time I read the book, two things have changed: (1) I've read the entire book and (2) I've had a chance to sleep on what may have seemed earth-shattering at the time but now just seems mesh. If something still strikes my interest, I write a note in the first few pages of the book, in my own words, on the topic. Often this is a summary but increasingly it's a way to apply the knowledge. I index this to the page number in the book. Sometimes, and this depends on the book, I'll create a sort of mental summary of the book's main arguments and gaps. Sometimes I'll cross-link points with other books.

Step 3 (optional but highly effective). Wait a few days. Then go through the book and copy out excerpts by hand and put them into your repository or commonplace book. I use these notes to connect and synthesize ideas as I read. To aid recall, connect the ideas to something you already have in your mind. Is it a continuation of the idea? Does it replace an idea? Is it the same idea in a different discipline? I add these connections to my notes and percolate them in my mind. Often, I turn out to be mistaken but that's the process.

/After: <https://fs.blog/2013/11/taking-notes-while-reading/>

3 a. Arrange the steps for effective note-taking when reading a book in the correct order.

- Copy out the clips by hand or take a picture of them to pop into Evernote. Tag accordingly.
- Pick up the book again and go through all your notes. Most of these will be garbage but there will be lots you want to remember. Write the good stuff on the inside cover of the book along with a page number.

- At the end of each chapter write a few bullet points that summarize what you've read and make it personal if you can — that is, apply it to something in your life. Also, note any unanswered questions. When you're done the book, put it down for a week.

3 b. Answer the questions.

- 1) Why does the author (see ex. 3) take notes when reading a book?
- 2) Is the author an active or a passive reader? Why?
- 3) Do you agree with the author's way of recording the information from books?
- 4) What is your own experience in taking notes when reading a book?
- 5) Have you ever followed the steps mentioned in ex. 3?
- 6) Which of them do you consider the most effective?

4. Read the text about note-taking process and comment on the sentence in bold. How can you explain the choice of the best note-taking method?

HOW TO TAKE NOTES WHILE READING

... I'd like to explain my thinking process of taking notes while reading. Follow these steps and you can find the right way to take notes for your situation.

Step One: Why am I Reading?

The starting point of any note-taking technique has to be the purpose of whatever you're trying to read. Why are you reading it in the first place? Why are you trying to take notes? What are you hoping to achieve? ... **Different purposes are better served by different methods.**

Consider two different situations. In one, you're studying from a textbook. You want to take notes because the textbook is too long to easily review, and you want to prepare for an upcoming test based on the material it contains.

In the second situation, you're a journalist, doing research to write a piece. You'll go back to your sources when you write the final article, so your goal with taking notes is to make this job easier on yourself later.

In my experience, these two situations suggest different note-taking techniques, which I'll go into shortly.

Before that, start by asking yourself why you are reading what you're reading. In particular, ask yourself: trying to remember? (Alternatively: What do I think I'm going to forget?) How am I going to use this information? (e.g. on a test, cited in an essay, as background for deeper thinking, etc.) What do I plan to do with the notes later? Will you be studying off of them extensively? Keeping them in your records, just in case, but otherwise not looking at them again? Or maybe you're just taking notes to stay focused, and it's highly unlikely you'll look through them after?

Think about your answers to these questions as we go through the next steps.

Step Two: Facilitating Focus

The first purpose of notes should be to enhance your concentration on what you read. This is especially true when taking notes from written material, because, in most cases, you'll be able to go back and read the original source in case your notes were incomplete. You want your notes to do the following:

- Make it easier for you to concentrate on reading. A small amount of note-taking can prevent your mind from wandering.
- Focus your mind on the right level of information. Are you trying to meticulously store details from a text? Or are you trying to get the gist of the argument put forth by the author? How you take notes also reinforces what you pay attention to.
- Create a document that you can reference later to review, study or find information. Notes can also serve as a cheat-sheet for finding things you later forgot.

A few strategies I do to take notes while reading that helps with this are:

- Jot notes in the margin. These aren't particularly searchable (if the book is text, not Kindle), but they allow me to reiterate the main idea, so I can convince myself I understood it.
- Keep a small notepad on the side, take breaks each section to jot down the main ideas. This, again, helps force me to focus on what are the higher-level ideas.

- Creating flashcards. In the rarer situations where memorization of details is important, then a simple strategy can be to just create flashcards while you take notes. If I'm learning a language, anatomy or am given long lists of details I need to master, this can be better than trying to write them down and transfer them to flashcards later.
- The important thing to keep in mind is that text, unlike live lectures, is usually searchable later. So, your notes, to be effective, should strive to enhance your focus first, and only secondarily, be a document that is pretty and easy to review.

Step Three: Review or Recall?

If you expect to have to study the same material multiple times to fully master it (say it's for an exam) then, you can save time by integrating your note-taking and retrieval practice efforts. Retrieval practice is a well-supported practice that greatly enhances your memory compared to simple review. This technique is simply to try to recall as much as you can from the text, either by having prompted questions and answers, or just writing as much as you can on a blank page.

Retrieval works far better than review, where you look at the notes you wrote down multiple times. This is because review merely aids recognition, which isn't very useful for most practical applications. Retrieval, in contrast, practices your ability to summon up memories when you need them – exactly the ability you need for tests and real-life situations.

Therefore, if you expect to study the material multiple times, it may be in your benefit to use the Question Book Method. This method simply encourages you to take your notes as questions, rather than as statements. Then, when you review your notes, you can answer those questions instead of just reading the information—aiding retrieval and making your studying time more efficient.

Step Four: Creating Clues for Future Searches

Sometimes the goal of notes isn't to facilitate your memory, inside your brain, at all. Rather, the goal is to create an easily-searchable document that can help you find things you thought were important later. I use this with writing all the time. I take

notes, not so much to help me pay attention or memorize the facts, but to serve as anchors to find later if I'm looking for a quote, factoid or reference.

If you're reading something you plan to use for a specific purpose, you can even put little sticky tags on the book to mark passages that refer to that. Say you're reading a book on marketing, but you're mostly interested in pulling ideas to try for your own business. You could put these tags on the book so you can easily flip through later if you need inspiration....

Above all, however, pick a method that you feel most comfortable with.

/After: <https://www.scotthyoung.com/blog/2019/01/29/take-notes-while-reading/>

4 a. Complete the table using the information from the text (see ex. 4).

Activity	Note-taking process			
Steps	Step 1	Step 2	Step 3	Step 4
One -sentence summary				

5. When you read the whole chapter, you take notes on the basis of what you have understood and retained after studying it. It helps you to make solid notes based on your own understanding and in your own words. So, it enhances the ability of recalling and retaining the chapter you studied.

Below is the pattern you can follow for preparing notes. Match the four stages of the pattern (1– 4) with their correct description (A – D).

Stages	Description of the process
1 Brief/Nutshell/Summary	A In this I make use of pointers in relevance of the main points and sub points, if any. Else, I go to next step.
2 Introduction	B I always add a conclusion in the end. In this, I write about what actually I learned from the whole chapter and what I understood. It actually helps me when I got less time to revise. It allows me to quickly recall the concepts and topics I studied.
3 Main points/Sub points	C In this I write the theme of the chapter I read. So, it allows me to recall the whole chapter easily.
4 Conclusion	D In this, I write a small intro about the topic I studied and what's its relevance with the main theme. It helps me to make connections while revising and recall and understand the concepts easily.

1 _____, 2 _____, 3 _____, 4 _____

6. Now that you have learned slightly different attitudes towards note-taking from reading (see ex. 1-5), do the following:

- 1) Create the steps of the note-taking process from reading that is perfect for you (you will probably make use of the information presented in this unit);
- 2) Compare your process to the partner's. How much is it different? Why?
- 3) Discuss if it is necessary to come through all three stages (BEFORE, DURING and AFTER) when taking notes from reading.

UNIT 3: note-taking format

SKILLS: differentiating between linear and non-linear note-taking systems

Lead in:

Studying at university requires taking good notes that are user-friendly. Do you also know how to make your notes easier to read, easier to understand and easier to find when you need them? Work in groups of 3 – 4. Discuss the questions.

- 1) What is the best way to take notes while reading any kind of book?
- 2) What is the fastest way to take notes?
- 3) If you were reading for an assignment/exam, what forms of note-taking would you choose?
- 4) What can the choice of note-taking formats depend on more: a student or reading materials?
- 5) If we're taking notes from textbooks or for educational purposes, are there usually special take-noting methods?
- 6) Do you take notes when reading fiction?
- 7) Can you share any tips to take notes/annotate for studying?
- 8) Which of the tips below would you follow to make effective notes from a book:
 - a) make your notes brief;
 - b) keep your notes well-spaced so you can see individual points and add more details later if necessary;
 - c) show the relationships between the main points (link with a line along which you write how they relate to each other, for instance);
 - d) use your own words to summarise – imagine someone has asked you "so what did X say about this?" and write down your reply;
 - e) use illustrations, examples and diagrams which help to put ideas in a practical context;
 - f) make your notes memorable using: colour, pattern, highlighting and underlining.
 - g) read through your notes to make sure they are clear – will you still understand them when you come to revise;

h) file with care! – Use a logical system so you can find your notes when you need them, but keep it simple or you won't use it?

g) Have you already come up with the note-taking system that works best for you?

1. **Study the information from the two websites. Which note-taking format (linear or non-linear) have you ever used to record the information from reading?**

NOTE-TAKING FORMATS

Many different note-taking formats are used to structure information and make it easier to find and to understand, later. Note-taking is an important skill for students, especially at the college level. Many students gain skills as they go through High School and most grasp onto the best and easiest note-taking techniques.

Linear note-taking is the process of writing down information in the order in which you receive it. Paper is itself two-dimensional so linear notes follow the natural succession of time 1, 2, and so on, beginning, middle and end. However, the human brain is thought to be multi-dimensional: the more connections one makes to current knowledge, the greater the likelihood of understanding, remembering and applying the information.

Non-linear note-taking involves using mind maps / spidergrams that start with notes in the middle of a page, commonly in an oval representing the topic. Non-linear note taking may require additional sheets of paper extending the notes at the top, bottom or sides, giving a holistic overview of the information.

/After: <https://en.wikipedia.org/wiki/Note-taking/>

NOTE-TAKING TECHNIQUES

Linear notes. This is the most conventional method but can encourage a more passive approach to taking notes. Make your notes effective:

- use headings, underlining and capitals to organise the notes on the page
- use symbols/abbreviations for brevity
- use bullets or numbering
- leave good margins so you can add additional notes, thoughts or questions

- use “quotation marks” to show direct quotes from your lectures or the source you are using
- identify where you have noted your own ideas e.g. use [square brackets]

Pattern (non-linear) notes. This is a visual approach, organising keywords and concepts across a page so that you can remember them in the exam. In this example note that the source and quotes are still clearly recorded. **The note maker has added their own connections in pink to focus on meaning.**

The three column approach. This is a good approach to taking and making notes because:

- you can use any note-taking technique e.g. linear, mind mapping, visual notes.
- it encourages critical thinking, questioning and reviewing of your notes.
- it gives you a usable summary of a lecture or a reading.

For this approach you can simply divide a plain sheet of paper into three sections to create your own template.

<p>Left section Use this area to highlight key terms, questions and references.</p>	<p>Right section Use this area to take notes using any note taking technique.</p>
<p style="text-align: center;">Lower section Use this area to write a summary in your own words of the lecture or reading</p>	

/After: https://library.leeds.ac.uk/download/downloads/id/39/note_taking_or_note_making.pdf/

1a. Pair Work. Discuss the questions.

- 1) What *format* synonyms do scientists use to speak/write about the way of organising information when studying?
- 2) Is note-taking popular among university students? Why?
- 3) When do students become good at note-taking?
- 4) What is the difference between linear and non-linear note-taking?
- 5) Which type of note-taking is more popular: linear or non-linear?

2. The choice of a note-taking style can depend on what sort of reading you're doing, and what sort of book you're reading. Read the article and answer the question given in the title.

WHAT IS THE BEST WAY TO MAKE NOTES WHILE READING?

Nicolas Nelson

It depends on what sort of reading you're doing, and what sort of book you're reading. For academic and informational nonfiction books, I am a strong proponent of taking notes in the book itself: jotting questions and summarizing key points in the margins, using a highlighter or coloured pencil to highlight key words and important sentences, and using a mechanical pencil or fine-point coloured pens to do inductive mark-up of the text itself.

If you cannot do so (if it's a library book, a rental, or otherwise not to be part of your collection, nor passed along to a protégé), one idea I share with my clients: post-it notes. Keep a 1/2" thick block of 3"-square sticky-notes with each rented or borrowed book, and write your notes on them, placing them in the margins, on the diagrams, and right onto the text, as appropriate. One of my clients carries at all times a multi-tool with a small pair of scissors, which he sometimes uses to cut the sticky-notes into thinner strips or shapes, when a whole note would take up too much space. When you're done with the book or must return it, before you do so, take a quick photo of each sticky-noted page for future reference, then recycle all the little notes and return the text in pristine condition.

However, if the book in question is a work of fiction— a novel perhaps— richly annotating the text directly can distract from the reading process instead of add to it. In that case, I will only occasionally underline something, no more than once per page (usually much less often), and jot discreet codes in the upper or lower corners of key pages, to mark key plot points and trace significant themes through the work. I then diagram and describe those points and themes etc in the Table of Contents as I go. In that way, I create a story map of the book in the table of contents with page references to take me back to those places in an instant, as desired. This makes it much easier to write substantive literary essays and book reviews: no paging back and forth looking for that perfect quote.

There are other tips and tricks to take notes on (and in!) books of various kinds as you read them. Experiment! Adapt all the ideas you find to your own use.

/After: Coach <https://www.quora.com/What-is-the-best-way-to-make-notes-while-reading/>

2 a. Complete the table to show the difference between taking notes on a fiction and a non-fiction book.

Non-fiction books	Fiction books

2 b. Pair work. Compare your tables and express your opinion on how different and similar the two note-taking processes for fiction and non-fiction are.

3. Study the information from the website. Have you ever used mentioned note-taking formats to structure information from reading materials?

NOTE MAKING FORMATS

A note making involves the selection, analysis, summarization, and organization of information. There are different note making formats.

Split – Page Format (A narrative note making format method). In this method, the page is divided into two columns. The first column had the standard notes. The second column will have a summary. There is also a section at the top of the page where you can put some Bibliographic Details. This is the most common note making format to note down lecture notes.

Diagram / Pattern format (A visual note making format method). In this method, the information is presented by a diagram. The main topic is linked together by related ideas. This method is visually more appealing and easier to understand.

Mind Map (A visual note making method). In this method, the main points and all the related points are presented through a map. It contains text and images both. For a clear understanding, the information is linked in the proper sequence.

Outline Format (A visual note making format method). In this method, the information is presented as an outline. Proper titles and subtitles are numbered accordingly for this outline.

Question and Prompt Format (A visual note making format method). In this method, the main points are highlighted as a series of questions and appropriate answers. It helps in revising the note in an easy way.

/After: <https://www.toppr.com/guides/business-correspondence-and-reporting/note-making/styles/>

3 a. Pair Work. Discuss the questions.

- 1) What are the five forms of recording information when reading?
- 2) Why is *Split – Page Format* different from all other forms of note-taking?
- 3) Which method is the most common? Why?
- 4) Which method is visually more attractive and understandable?
- 5) Which method contains not only text but also images?
- 6) Which method would you choose if you prefer arranging ideas in an outline?
- 7) If you are sure that questions can motivate studying, which format of note making will you choose?

4. Read about effective notes for academic writing and study the template given at the end of the text. What format does the template demonstrate?

HOW TO ORGANISE EFFECTIVE NOTES FOR ACADEMIC WRITING

The split-page method can be a useful way to help you organise your notes, record and collect information, and develop your thinking about what you read.

Page Layout

At the top of the page: bibliographic information

Note down the bibliographic details of the source you are taking notes from at the top of each page. Include the surname and initial of the author or editor, the title of the book, article or source, the title of the journal, the publisher, the place of publication, the page numbers of the article, website details, including the URL. Also include any library catalogue item numbers so that you can easily relocate the source if you need to. If you are focusing on a particular page, include the page number.

Underneath the bibliographic information: rule up two columns

Use **the first column** for notes based on the reading. This section may include:

- paraphrased information from the original text, (paraphrasing means to rewrite somebody else's ideas in your own words)
- summaries of ideas or information
- quotations (reproducing the exact words of an author)

Ultimately, most of your note-making should paraphrase or summarise the key ideas of the author(s). Use quotations sparingly in assignments and only in situations where they seem to be the most appropriate way to express something. Make sure that you put quotes between quotation marks (“ “) in order to distinguish between the words of the author and your own words.

Make sure you record:

- the page number(s) on which you found a particular piece of information
- the paragraph number, if it is an online source with no page numbers

This is essential for two reasons. Firstly, you will need to include this information in citations. Secondly, if you need to clarify anything, you also need to be able to quickly locate the original information.

Use **the second column** for your comments on what you read. What you write here will depend on your purpose for reading. Your comments are vital because they can give context. If reading for an assignment, you might focus on how this information relates to the assignment task, or reflect how or where you will use it in the assignment. Your comments may also build on what you have read and noted in the left-hand column, reflect how you see this information in relation to your own ideas — or be simple notes clarifying why you thought an idea was useful. You can acknowledge similarities and differences with other authors, or identify questions you have, what you find confusing, or where your knowledge needs further developing. This is the section that encourages you to think critically about the text, to question what the author is saying and to examine the strengths and weaknesses of the author's ideas. It is where you start making links between the various authors that you have read as well as to consider where and how your ideas are positioned in the research,

and how they may be validated or questioned. Remember to use a new page for each new reading.

Below is a template for setting out and writing effective notes from a reading.

Bibliographic Details	
author's surname and initial, the title of book / article / page, the title of the journal / website, publisher / sponsor, place of publication, website details, including URL etc., page number(s). It is a good idea to include the library item number.	
Notes	Comments on Information
<p><i>Paraphrased notes</i> Paraphrases (i.e. rewriting somebody else's ideas in your own words) and summaries should form the bulk of the information in this section.</p> <p><i>Quotations</i> (use quotation marks “ ”) When you reproduce information word for word, make sure you put it between quotation marks (“ ”) or write it in a different colour to remind you that it is somebody else's words copied exactly. Always include page or paragraph numbers to help you cite accurately.</p>	<p>In the comments section, write anything that indicates your response to what you are reading. It is important to record your thoughts about what you read, while you read.</p> <p>Your comments will usually reflect your purpose for reading. The questions included here are a guide only. You don't have to include a response to every paraphrase or quote but it is important to think about why you are including information and to note down any reasons that seem relevant.</p> <ul style="list-style-type: none"> • How is the information relevant to my purpose? (If it isn't relevant, should I be pursuing it at all?) • How does this information relate to my assignment? • How/ where will I use it in my assignment? How can it help me answer the question/ task? • How does this information relate to other information on the topic? • What links can be made to the topic/ other research? • Does the author say anything new or of particular interest? • Do I have questions? Is there anything that I don't understand that I need to follow up? • Is the author saying anything that I disagree with? Why do I disagree? • Is the author saying anything that contradicts the findings/opinions of other authors? <p>What conclusions can I make from the points being made?</p>

/After: <https://student.unsw.edu.au/notemaking-written-text/>

5. Pair Work. Various ways to take notes exist because there are many different reasons why you want to read something and remember it. Discuss the questions:

- What are the reasons for note-taking?
- How does the choice of a note-taking method depend on the reason?

6. Make an investigation on the Internet to find more about reasons for note-taking and how the choice of a note-taking method can depend on the reason? Write a one-paragraph summary to show your understanding of the problem.

UNIT 4: note-taking practice

SKILLS: writing notes using different note-taking methods

Lead in:

Very often students read for a specific purpose rather than general information. For example, if students are working on reports about the branches of psychology, they will likely skim lots of psychology resources. Why do you read and what do you usually do with the information you have found?

Work in groups of 3-4. Discuss the questions.

- 1) Preparing for classes or writing papers requires a lot of reading, doesn't it? Why?
- 2) How much reading for studying do you usually do?
- 3) How often do you consult a reference section in the back of the book to find sources for further reading on the same subject (the one which is necessary for your assignment)?
- 4) Do you often read electronic books on the Internet to find noteworthy sources?
- 5) Do you always take notes when reading or do you take notes only when your teacher asks you to present them in class?
- 6) Have you ever been taught how to take notes? How?
- 7) What tips can one follow to make effective notes?
- 8) What note-taking strategies do you prefer? Why?
- 9) What does your choice of note-taking strategy depend on?

1. Read about the basics of note-taking and arrange the paragraphs according the correct sequence of taking notes. Then add the headings * During note-taking

* Before note-taking *After note-taking **to each paragraph. Give the reason for your answers.**

THE BASICS OF NOTE-TAKING

1 _____

Make a note of the source. It is best to put this at the top of the first page, with full details of the author, title, year of publication, etc. This is especially important if you plan to use this text in your writing, as you will need to cite it to avoid plagiarism. It is much easier to make a note of source details before you begin note-taking than to try to find the text again later.

Make a note of the main points, using an appropriate style. You will need to decide what style of notes, either linear or pattern notes, best suits the text and your own preferences. Using colour or highlighting can also help to make your notes more memorable.

Keep your notes clear and concise. Pay attention to transition signals as you read in order to understand the connection between ideas, for example a cause/effect relationship, comparison, contrast, etc. Remember also that these are *notes*, so keep them brief, with enough space so you can add more detail later.

Try to use your own words. This will not only help you understand the meaning, but will also assist you in avoiding plagiarism if you use the information in your writing.

Make sure your notes clearly distinguish between ideas in the text and your own ideas. If you have read critically and added annotations, you will probably want to include these in your notes. However, you need to make a clear distinction between the writer's ideas and your own, especially when you are using the information in your writing (your ideas do not need citations).

2 _____

File the notes carefully. You will probably want to be able to access the notes later, so make sure you are able to.

3 _____

Be clear about your purpose. This will affect not only how but how much of the text you read. Reading for an assignment will probably need quite detailed notes, though perhaps for only part of the text; in contrast, reading to prepare for a lecture might result in much briefer notes, with a list of key vocabulary.

Be a critical reader. This starts *before* you begin reading by making judgements about the author, the intended audience and how trustworthy the source is. This information could potentially reveal that the text is one you should not be reading or making notes for.

Survey or skim through the text first. This will help you to get a general idea of the text, which makes taking notes easier. You may also find that only part of the

text relates to your purpose, in which case you can engage in *selective note-taking* by making notes for only a section of the text.

Read the text actively. This means engaging with the text in order to understand what it contains, for example by highlighting key words and phrases, making annotations in the margin, testing yourself as you read, or reading critically by asking questions about the text.

/After: <https://www.eapfoundation.com/reading/notetaking/>

1a. Choose an effective note-taking method to make notes of the text you've read in ex. 1. Explain your choice.

2. Read the text 'The Best Note-Taking Methods' and make notes using the Charting Method when completing the chart below. Don't rewrite the sentences from the text but try to express the information in other words paraphrasing or giving your own reaction.

Note-Taking Method	Description	Purpose	Advantages	Disadvantages
1				
2				
3				
4				
5				

THE BEST NOTE-TAKING METHODS

Note-taking is one of the most important activities for students. There are a variety of reasons for it but we only want to highlight the most important one here: Taking notes will help you recall information that would otherwise be lost. ...

1. Note-taking method #1: The Outline method

The Outline method is one of the best and most popular note-taking methods for college students. It lets you organize your notes in a structured form, helping you save a lot of time for further reviewing and editing. As the name suggests, this method requires you to structure your notes in form of an outline by using bullet points to represent different topics and their subtopics. Start writing main topics on the far left of the page and add related subtopic in bullet points below using indents.

When should you use this note-taking method?

This method can be used in a variety of situations but works best if the lecture or class follows a relatively clear structure.

Pros: highlights the key points of the lecture in a logical way; ease of use allows the students to focus; reduces the reviewing and editing time; gives a proper and clean structure to your notes.

Cons: not suitable for subjects like chemistry and math that comprise of formulas and charts; doesn't work well if the attended lecture doesn't follow a certain structure.

2. Note-taking method #2: The Cornell Method

We've written about the Cornell Method in one of our previous blog articles. It is a unique note-taking method that finds its application in a variety of situations. What differentiates it from other methods is the page layout. The page is divided into three or four sections starting from one row at the top for title and date (optional) and one at the bottom along with two columns in the center. 30% of width should be kept in the left column while the remaining 70% for the right column.

All notes from the class go into the main note-taking column. The smaller column on the left side is for comments, questions or hints about the actual notes. After the lecture, you should take a moment to summarise the main ideas of the page in the section at the bottom which will speed up your reviewing and studying process immensely. The best part is that many people already remember and digest the information while they write a summary like this.

When should you use this note-taking method?

The Cornell method is ideal for all types of lectures or even meetings.

Pros: a quicker way to take, review, and organize your notes; summarizes all the information in a systematic manner; helps in effective learning as it enables to absorb information in a shorter time; helps you to extract main ideas; cuts down time for reviewing.

Cons: pages need to be prepared before a lecture; requires some time for reviewing and summarising the key concepts.

3. Note-taking method #3: The Boxing Method

This method might be still widely unknown but gains increasing popularity. The term “Boxing Method” has been coined by one of our users, who has written about how she uses the method in a previous article on the Good Notes blog. All notes that are related to each other are grouped together in a box. A dedicated box is assigned for each section of notes which cuts down the time needed for reading and reviewing. iPad note-taking apps like our app Good Notes are especially helpful for this method because content on the page can be reordered or resized subsequently. That way, you can just write down notes as you would normally do and then reorder them afterward to assign them to particular boxes. Digital note-taking also allows you to zoom in on the page, which helps to focus on one topic at a time during the review.

When should you use this note-taking method? This method works best if you have a class/session that is split into different sections that are still related in a sense.

Pros: segregates and organizes your notes in the form of boxes; let’s you focus on one box at a time while reading; help you memorize the relation between notes in a visual way; perfect for people that take notes on an iPad.

Cons: not suitable for every lecture type; doesn’t work well if no overall topics can be assigned to a group of notes; requires additional time to group the notes in the end or during the lecture.

4. Note-taking method #4: The Charting Method

It is an ideal method for notes that involve a lot of information in the form of facts and statistics that need to be learned by heart. The information will be organized in several columns, similar to a table or spreadsheet. Each column represents a unique category which makes the rows easily comparable. A great example of the charting method would be a summary of this article (you are just doing).

When should you use this note-taking method? This is also one of the most-effective note-taking methods for college students when it comes to jotting down heavy content which includes stats and other information. It also works great when you want to cut down on the amount of time you spend on editing and reviewing during test time. We suggest using the method when you need to memorize a lot of information but don’t recommend applying it during classes or lectures. Creating

charts with the charting methods takes time. It makes sense to use this method when summarising whole lectures as a preparation for exams or during intensive study sessions.

Pros: information is clearly structured; fantastic for reviewing; notes are easily comparable; a lot of information can be memorized rather quickly.

Cons: very time-consuming method; barely makes sense to apply this method in a lecture/class where the content isn't clear beforehand; doesn't work for information that can't easily be categorized.

5. Note-taking method #5: The Mapping Method

When the lecture content is intense, the mapping method works best. It helps organize your notes by dividing them into branches, enabling you to establish relationships between the topics. Start with writing the main topic at the top of the map. Keep dividing it into subtopics on the left and right as you go down.

When should you use this note-taking method?

This technique works best when the lecture content is heavy and you need to organize it in a structured and easy form. It can also be used when you have no idea about the content of the lecture to be presented.

Pros: visually appealing; can be used for noting down detailed information but in a concise form; allows easy editing of the notes.

Cons: while mapping your notes, you might run out of space on a single page; can be confusing if the information is wrongly placed while taking notes.

Conclusion

Note-taking is a crucial part of every student's life and the way you do it can have a great impact on your studies and results. If your notes are messy, it can be difficult to review them and find important information before tests and exams. This is why you should consider these 5 different ways to take notes effectively. Not only they will deepen your understanding of the information, speed up your revision, and improve your recall but they will also help you stay disciplined and organized, maximizing your chances to fetch good marks.

/After: <https://medium.goodnotes.com/the-best-note-taking-methods-for-college-students/>

2 a. Pair Work. Define the note-taking system in each picture below. Discuss your choice.

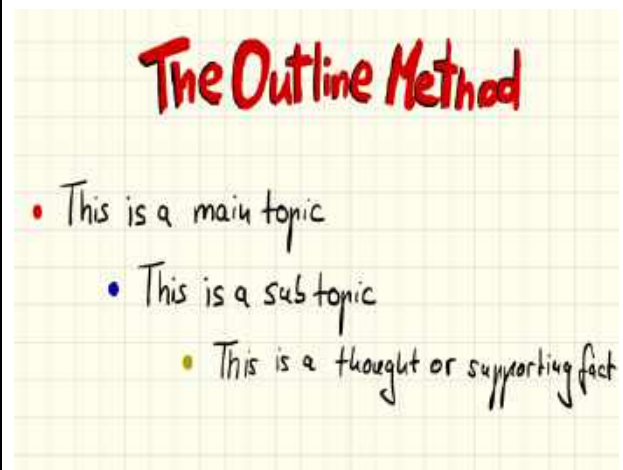
1.



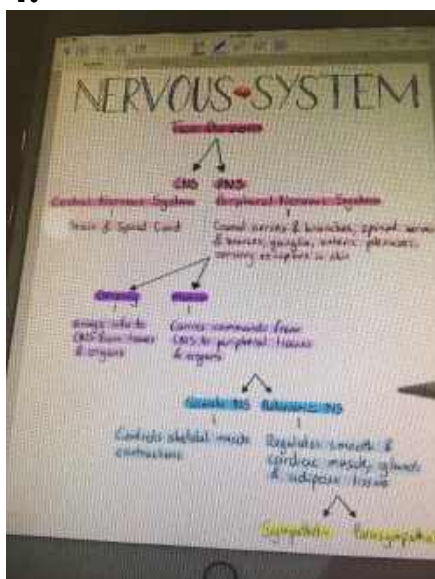
2.

Method	Description	When to use	Pros	Cons
Outline				
Cornell				
Boxing				
Charting				

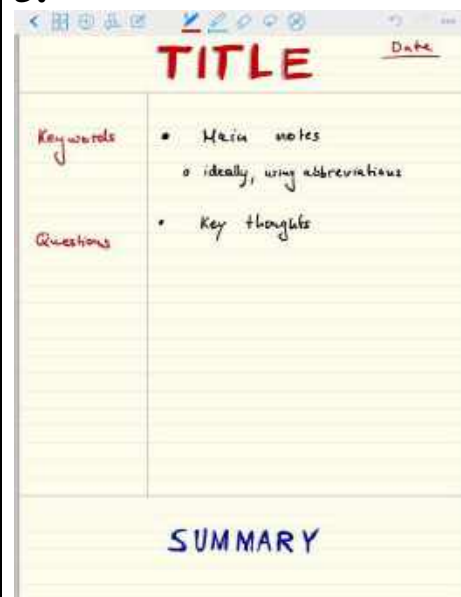
3.



4.



5.



2 b. You've just made notes (see ex. 2) and found the pictures of different note-taking methods (see ex. 2 a). What is your own experience in using these methods?
 3. First, complete the table below, then tell each other how much familiar you are with every of the five methods of note-taking.

Method	Assignment or activity
The Outline method	
The Cornell Method	
The Boxing Method	
The Charting Method	
The Mapping Method	

3 a. Pair Work. Discuss the questions below.

- What methods were used to take notes that you can see in pictures below.
- Why has a student chosen these methods to take notes?
- Can you restore the information from the notes?

" WHY AM I
TAKING NOTES? "

1. Studying for an exam



2. for future reference



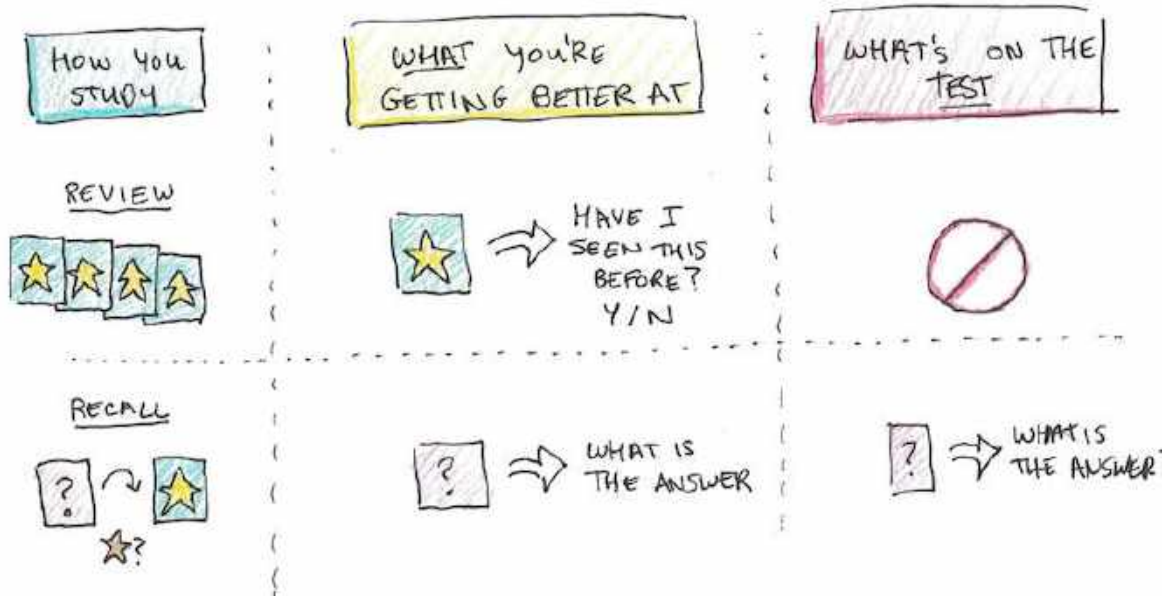
3. To enhance my focus



4. To generate study material



A.



B.

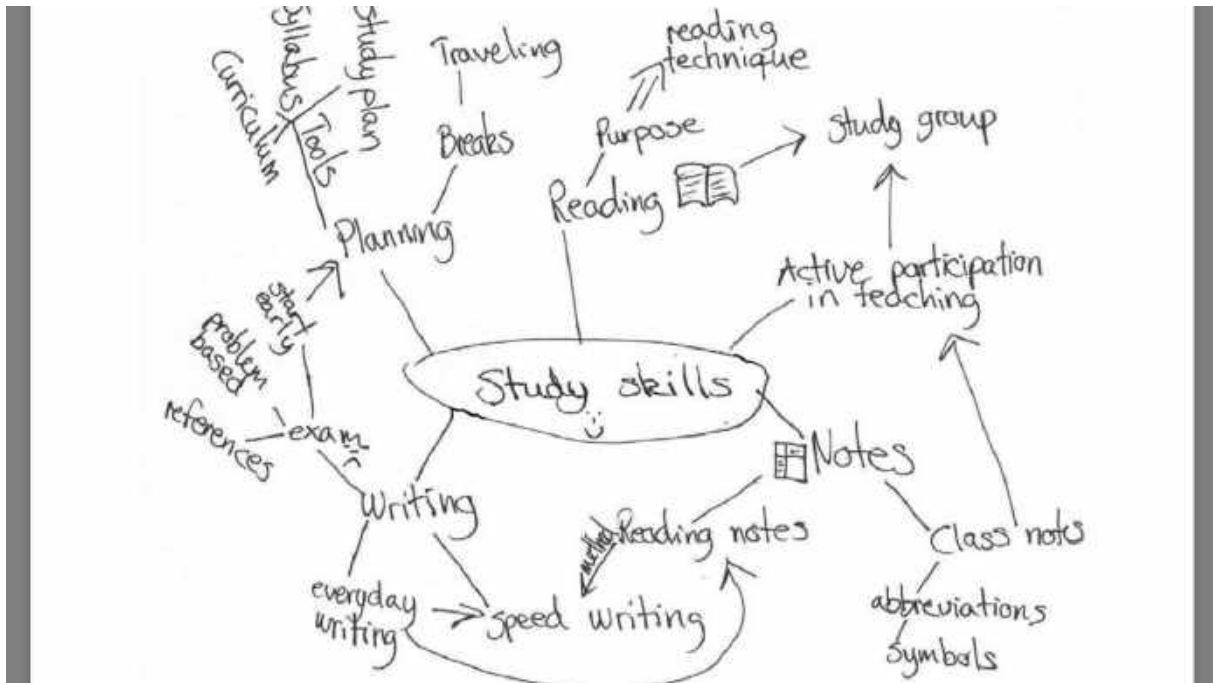
/After: <https://www.scotthyoung.com/blog/2019/01/29/take-notes-while-reading/>

C. THE METHOD: ACTIVE ACADEMIC READING

Step by step	What to do
1. Prepare your reading	<ul style="list-style-type: none"> - Get a clear idea of the purpose for reading the text. What kind of text is it, and what do you need to do with it? How important is the text in relation to the knowledge you need? - Also consider how much time you can and will spend on reading the text, and when you can do the reading. You might try putting reading into a weekly planner where you can also indicate your other activities. Remember: You control your reading, rather than the other way around. - Now you can decide whether you need to follow all the next steps or only a few. If your reading is for lectures/class, following steps 2 and 3 may be enough.
2. Orient yourself within the text and form an overview of it	<ul style="list-style-type: none"> - Read the title, headings and table of contents. - Read highlighted words, keywords in the margin, text boxes and the index. - Look at the illustrations, figures, graphs and models, and read the accompanying text. - Read the introduction and the conclusion. The beginning and end are the framework for the actual content.
3. Ask the text questions	<ul style="list-style-type: none"> - Ask the text questions based on steps 1 and 2 and write down the answers.
4. Read what is relevant	<ul style="list-style-type: none"> - The relevance depends on the knowledge you need here and now. You can always return to the text.

5. Take notes	<p>- Perhaps you are better able to retain what you have read if you take notes along the way. Use, for instance, a form for taking notes, adapting it to your purpose. You can download one or more of the following forms:</p> <p>a) a form for identifying key concepts in a reading.</p> <p>b) a form that offers inspiration about reading and note-taking methods.</p> <p>- Vary your reading. Download a detailed handout about reading methods and the purpose of the reading.</p> <p>- Do you participate in a reading group? If so, you might want to use an agreement form for working with texts in reading groups.</p>
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D.



/After: http://cms.ku.dk/upload/application/pdf/d0ca724c/Study_Skills_2007.pdf/

4. Read the text about teaching note-taking and answer the question in its title.

WHAT DO I NEED TO CONSIDER WHEN TEACHING NOTE-TAKING SKILLS?

Emma Mijailovic

Many researchers agree that note-taking is an important skill, as it facilitates learning from text. Siegel (2015) iterates that note-taking benefits second learners, as it provides them with an ‘external record’ which they can use for future tasks and

review. Furthermore, Dyer, Riley and Yekovich's 1997 study confirmed the effectiveness of note-taking in enhancing reading skills.

Studies indicate that native learners are better note-takers (Siegel 2015). Consequently, there is now an abundance of second language material designed to help learners practise this important skill. Textbook publishers tend to develop straightforward exercises that are easy to teach; however, the tasks are often simply to 'take notes', with no further instruction. This is because there has been little research into pedagogical methods, which means that resources are often not extensive enough or teaching technique is under-developed. Taking notes requires a simultaneous sequence of mental and physical actions. Learners must understand the input, identify key information and write it down. The learner's working memory also plays a significant role (Siegel 2015).

It is important that note-taking is used as a learning tool, with a clear objective in mind. Are the students making notes to revisit later in preparation for an exam? Are the notes going to be collated into a summary or essay? Or will the notes be used to assess the learner's comprehension? How we teach this skill should be dependent on the learning objective. For example, I would advocate the use of verbatim notes (copying text word for word) if the objective is to prepare for an exam where notes are prohibited. Verbatim notes have many advantages from both a content and linguistic perspective. By copying short sentences, the learner is able to record key points quickly without having to re-word, which may be time-consuming for a second language learner. With verbatim notes, the learner will also be sure to record accurate information. From a linguistic perspective, by copying good examples of English, they will implicitly add language chunks to their own lexicon.

/After: <https://www.axcultures.com/eal-note-taking-skills/>

4 a. You are expected to take notes on the text (see ex. 3). Use different-coloured highlighters and highlight the parts you consider the most important. Make a list of key words.

4 b. Compare your answers with a classmate's answers to see whether you have highlighted the same portions of the text.

4 c. You will continue taking notes on the text about teaching note-taking. Paraphrase the highlighted sentences (see the task in ex.4a) and use them to write a short summary.

5. Read the text below and take notes following the four steps below:

- Figure out your purpose.
- Choose a technique that maximizes your focus on what is most relevant for your purpose. There are many different ones for different purposes.
- Decide whether to optimise for review or retrieval practice.
- If you do need to go back into the text again and again, create clues in your notes that can help you find what you're looking for faster.

READING TECHNIQUES

Your reading speed is generally limited by your thinking speed. If ideas or information requires lots of understanding then it is necessary to read slowly. Choosing a reading technique must depend upon why you are reading: To enjoy the language or the narrative? As a source of information and/or ideas? To discover the scope of a subject - before a lecture, seminar or research project? To compare theories or approaches by different authors or researchers? For a particular piece of work e.g. essay, dissertation? It is important to keep your aims in mind. Most reading will require a mixture of techniques e.g. scanning to find the critical passages followed by reflective reading.

Scanning. Good for searching for particular information or to see if a passage is relevant: Look up a word or subject in the index or look for the chapter most likely to contain the required information. Use a pencil and run it down the page to keep your eyes focusing on the search for key words.

Skim reading. Good to quickly gain an overview, familiarise yourself with a chapter or an article or to understand the structure for later note-taking. Don't read every word. Do read summaries, heading and subheadings. Look at tables, diagrams, illustrations, etc. Read first sentences of paragraphs to see what they are about. If the material is useful or interesting, decide whether just some sections are relevant or whether you need to read it all.

Reflective or critical reading. Good for building your understanding and knowledge. Think about the questions you want to answer. Read actively in the search for answers. Look for an indication of the chapter's structure or any other "map" provided by the author. Follow through an argument by looking for its structure: o main point o subpoints o reasons, qualifications, evidence, examples... Look for "signposts" –sentences or phrases to indicate the structure e.g. “First. Secondly. Thirdly. Most importantly. To summarise..”. Connecting words may indicate separate steps in the argument e.g. "but", "on the other hand", "furthermore", "however".... After you have read a chunk, make brief notes remembering to record the page number as well as the complete reference (Author, title, date, journal/publisher, etc). At the end of the chapter or article put the book aside and go over your notes, to ensure that they adequately reflect the main points. Ask yourself – how has this added to your knowledge? Will it help you to make out an argument for your essay? Do you agree with the arguments, research methods, evidence..? Add any of your own ideas – indicating that they are YOUR ideas use [] or different colours.

/After: https://libguides.reading.ac.uk/ld.php?content_id=32363107/

6. Make an investigation on the Internet to find more about note-taking techniques. Present your investigation in the table below.

Method	One-sentence summary

6 a. Pair Work. Present your tables and comment on the techniques you’ve prepared. Explain your choice. Say which of the techniques you’ve used since you entered university.

UNIT 5: self-study work

SKILLS: revision and self-assessment

Lead in:

As a student you spend a lot of time reading and taking notes in order to learn new subject matter and retain knowledge. Your efforts are more likely to succeed if you approach reading and note-taking in an active manner, which happens by taking your current needs as a learner and everything you have learnt into consideration.

Let's check how well you are prepared for active academic reading which includes effective note-taking.

A. Complete the checklist below to check your understanding of the note-taking process.

Timing	Item	OK?	Comment
Before note-taking	I have a clear purpose for making notes.		
	I have used critical reading skills such as considering who the author is and how reliable the source is.		
	I have surveyed the text or skimmed through it to understand the main points.		
	I have read the text actively, for example by underlining main points or making annotations in the margin.		
During note-taking	I have made a note of the source at the top of the page (name, title, etc.).		
	I have used an appropriate style (linear or pattern).		
	My notes are clear and concise.		
	I have used my own words.		
	The ideas of the writer are easily distinguishable from my own ideas.		
After note-taking	I have filed my notes for easy retrieval later.		

/After: <https://www.eapfoundation.com/reading/notetaking/>

B. Complete the checklist below to check your understanding of note-taking techniques.

Item	OK?	Comment
I know what linear notes are		
I know why it is important to use numbering/lettering and indenting for linear notes		
I know what pattern notes are		
I know when and how to use different pattern notes, i.e. spidergram, table, flowchart and tree diagram		
I know what Cornell notes are, and how to lay out the page if I want to use this style of notes		

/After: <https://www.eapfoundation.com/listening/notetaking/styles/>

1. Pair Work. Compare note-taking processes A and B in the table below. Express your opinion on how different and similar the two note-taking processes are. Which one do you consider more effective? Why?

Process <i>Steps</i>	Note-taking process A	Note-taking process B
1	highlight and/or underline parts of the text	skimming the text (reading the preface, the table of contents, and the inside jacket); taking notes when underlining and circling and writing a few bullet points; writing a brief summary
2	making written notes when paraphrasing and giving own reaction or asking questions	re-reading every scribble, underlining and commenting
3	reviewing and revising previous notes	going through the book in a few days and copying out excerpts by hand; putting notes into one's repository or commonplace book
4	organising your notes	-

2. Read the text about various note-taking styles and find the examples of linear and non-linear notes. Which example do you consider the best to take notes when reading this text? Why?

DIFFERENT WAYS OF TAKING NOTES

This text describes two different ways to organise your notes, namely linear notes and pattern notes. It also gives information on a very common method of note-taking, the Cornell Method.

Linear notes are the simplest and therefore the most common style of notes, both for reading and listening. The word *linear* is the adjective of the word *line*, which indicates that these notes are written down the page, one line after the other. This type of notes is sometimes called *outline notes* as they are similar in format to the outline of an essay. Two common features of this style of notes are the use of:

- numbering or lettering;
- indentation.

The use of numbering/lettering and indentation is important to help distinguish the main points from the minor ones. The use of indentation also helps to make the information more visual, which is useful for visual learners (although of course linear notes are not as visual as pattern notes, described in more detail below). An example of linear notes, for information on this page, is given below.

1. Linear notes

- go down the page
- use letters/numbers
- use indenting

2. Pattern notes:

- a) Spidergram
- b) Flowchart
- c) Table
- d) Tree diagram

From the above, it can easily be seen that there are two main topics (linear notes and pattern notes). These are indicated both by the use of numbering (1, 2) and indenting

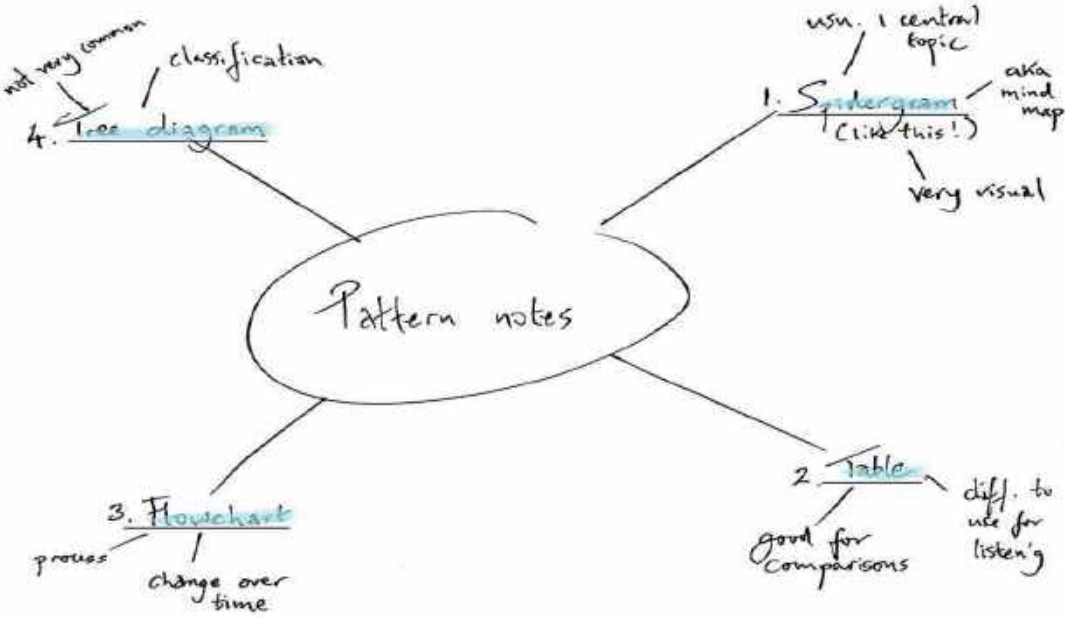
(all the other information is moved across the page, to the right of these ideas). Both of the main ideas have several supporting points. As these are not in any kind of sequence or order, there is no need to use lettering or numbering, and in this case a dash is used to indicate each point. For the second main point (pattern notes), four types are given, indicated by a combination of lettering (a, b, c, d) and indenting.

When using lettering, it is possible to use capital or small letters, or large or small roman numerals, as shown in the table below. These can be used in any combination which you prefer, though for clarity it is important to make sure each level uses a different system.

Numbers	1, 2, 3, 4, 5, ...
Large roman numerals	I, II, III, IV, V, VI, VII, VIII, IX, X, ...
Small roman numerals	i, ii, iii, iv, v, vi, vii, viii, ix, x, ...
Capital letters	A, B, C, D, E, ...
Small letters	a, b, c, d, e, ...

The main advantage of linear notes is that they are usually very clear, especially when there is a clear structure to the lecture (or reading text, for reading and note-taking). The main disadvantage is that they are not as interesting or visual as pattern notes, which means the information may be less memorable.

Pattern notes are notes which are not linear and therefore have some distinctive pattern. There are four main types considered here, which are spidergram, table, flowchart and tree diagram.



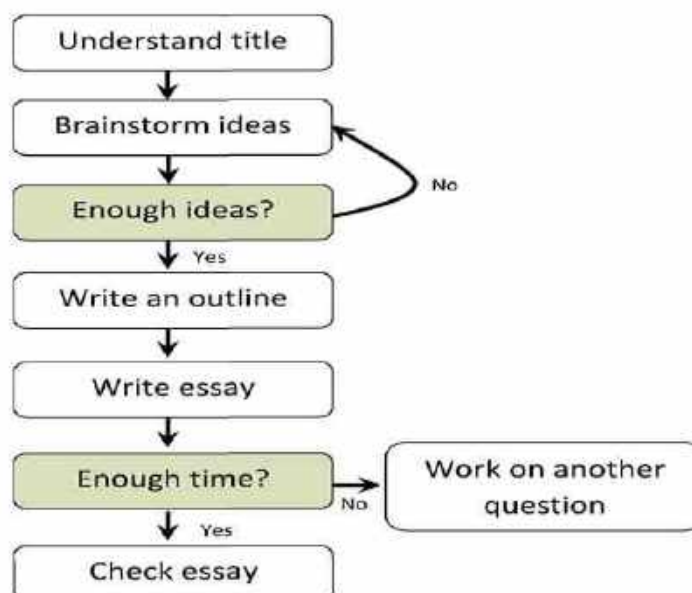
Spidergram, also known as a mind map, is a diagram in which ideas are linked to each other by lines, usually starting from the middle and working outwards, making the diagram look a little like the web of a spider (*spidergram* is a combination of the words *spiderweb* and *diagram*). Although it can be used at any time, it is best when there is one central topic with several sub-topics related to it. An example of a spidergram, for information on this page, is given below. In this spidergram, the central topic is *pattern notes*, and there are four sub-topics, namely the four types of pattern notes described on this page. The advantages of this style of notes are that it is quick and easy to make, and it is very visual, which makes it ideal for visual learners. It is also easy to add information later. It tends to be briefer than linear notes, which could be both an advantage and a disadvantage.

Table. Another type of pattern notes is a table. This is most commonly used when two different things are compared, and is therefore usually only used for part of a lecture (or reading text). It can be difficult to use this style of notes when listening, as when you are listening you need to make a very quick decision of which style to use, though it is easier to use when reading and note-taking since you have more time to think before making notes. If two things are being compared, this is definitely an effective form of notes to use, as it makes the similarities and differences very clear. Below is an example of a table, for information on this page.

Linear notes	Pattern notes (Non-linear notes)
Connection between ideas very clear	Connection between ideas quite clear
Not very visual	Very visual
May be a little boring	Usually quite interesting
Can be difficult to add info later	

Flowchart

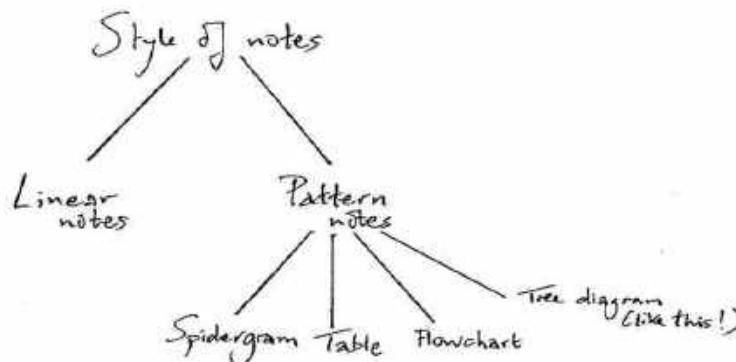
A flowchart is useful if you want to show a process or a change over time. A flowchart usually has steps



shown in boxes connected by arrows which show the order. Below is an example of a flowchart, for the process of writing an exam essay.

Tree diagram

A tree diagram is another form of pattern notes. It is called a tree diagram because, if turned upside-down, it resembles a tree. This type of notes has a specific use, which is to



show classification. Below is an example of a tree diagram for information on this page. Here it can be seen that notes can be *divided into* two types, linear and pattern. Pattern notes can be *sub-divided into* four main kinds, namely spidergram, table, flowchart and tree diagram.

The Cornell Method is a particular method of note-taking, rather than a separate style. It was developed in the 1950s by a professor at Cornell University, and is especially common at universities in the USA. For this method, the page is divided into three areas: notes go on the right side of the page; questions are added on the left; while a summary is added at the end. The space on the right for notes is the largest area. This is a method of note-taking rather than a style since the two styles described above, linear and pattern, can both be used within the Cornell Method when noting the main points. The main advantages of this method are that it is specifically designed for making notes in a lecture, and the questions ensure a more active engagement with the lecture. The main disadvantage is that it can take some time to learn how to take notes using this method.

The page format for Cornell notes is shown below.

Questions	Note
Summary	

In short, there are two main styles of notes, linear notes and pattern notes, with pattern notes sub-divided into four main kinds, which are spidergram, table, flowchart and tree diagram. Whichever way you use, you should still try to make the main points as clear as possible, and ensure the connections between ideas are also clear, so that you will be able to use your notes later. Both styles can use headings, underlining, highlighting and space to help make these relationships clear. Although some styles of notes are better suited to particular functions, for example a table when comparing or contrasting, or a flowchart for showing a process, which style you choose will depend on your ability to recognise the best type to use, and also your own personal preference.

(After: <https://www.eapfoundation.com/listening/notetaking/styles>)

3. Read the text about psychology and make notes in any suitable format.

WHAT IS PSYCHOLOGY?

Scientific study is a particular form of analysis. It is the search for regularity, form and order in nature. The focus of the science of psychology is the human being. A human being is at once a biological organism, a social organism, and an organism with a mind. (The word psychology comes from the Greek root psyche, meaning breath, soul and mind). The first two elements – biological and social – are measurable; but the third element, the mind is not. The mind is precisely what makes psychology unique and problematical. Psychologists today take the mind seriously.

Some psychologists have tried to avoid speaking about the mind or any internal states or events (thoughts and feelings). They have thought that it is more scientific to investigate only that which can be externally observed and measured. The mysterious mind does not satisfy this requirement. However, such an extreme position is less common now than it once was. That is because psychology today is much more convinced that inner states are important and essential subjects of study.

Psychology attempts to explain, predict and control what may appear inexplicable and unpredictable. Taken together, the varied questions, potential answers, problems, levels and points of view about human nature and about the nature of scientific inquiry, make up psychology – a rich, diverse, fascinating and surprisingly young

field. The modern scientists define psychology as the scientific study of mental processes and behaviour.

/After: <https://studfiles.net/preview/7005481/page:2/>

4. Read the text about sociology and make notes in any suitable format.

WHAT IS SOCIOLOGY

Sociology is one of the social sciences. It occupies a prime position among a group of these sciences or disciplines, which include also anthropology, economics and political sciences. The subject-matter of sociology is behaviour of people as social beings. Sociology is the study of human social life, groups and societies. The scope of sociology is extremely wide, ranging from the analysis of everyday happenings with people in the street up to the investigation of global social processes.

Among the aims of sociology there are such as: discovering the basic structure of human society, identifying the main forces that hold groups together or weaken them, learning what conditions transform social life. And still in the world there are different approaches to sociology. For some people sociology is the scientific study of society and social behaviour. For others it is a guide for ordinary people to understand what is happening to them and how their social world operates. Both approaches are to be considered actual and interdependent at the present historical moment. A common sense question “so what?” should be used by a sociologist who is taking part in a research.

Almost everyone has some specialized knowledge of a social situation: a family, a work setting or a life style. The sociologist is respectful of this common sense knowledge and often depends on it. However, in the majority of cases it can be fragmentary and uncritical. Sociological research is to be more critical and more systematic. It is quite evident that for this reason sociology must often go beyond the categories of everyday life and must invent new categories to interpret events and experiences in a fresh light.

In order to understand how people behave and how they change it is always necessary to see it as a part of a broader social process. That is why sociologists

closely study social context which helps a lot in interpreting things. Sociology studies men and groups in action. The acting person is a specific human being who pursues goals, interprets experience, responds to opportunities and confronts difficulties.

The sociological emphasis on context and action points out to the concreteness of human experience. There is no abstract being called man, there are only particular persons who live their own lives in historical time. Awareness of plurality is essential for sociology. It studies the general and the particular, the abstract and the concrete.

Human interaction is another focus of sociology. A human being always interacts with his social environment. From his setting he derives aspirations, satisfactions, anxieties and social identity.

/After: <https://studfiles.net/preview/2622739/>

4. Choose some paragraphs from a Psychology or Sociology book and try to take notes following the steps:

- skim the text(s);
- underline or highlight important parts of the text (eg. one sentence for a paragraph);
- paraphrase the chosen sentences;
- write a brief summary.

4 a. Choose one of the note-taking formats (see ex.1) to store the information you've got from the text.

5. Your Psychology teacher wants you to participate in a discussion. So, you have to do some reading and take notes to use them in your next class. First, choose one of the psychology books and/or choose some chapters from "50 Must-Read Psychology Books" (<https://www.sparringmind.com> 'ps)) to read and take notes following the four steps below.

Step 1: Understanding goals

Decide why you want to read the book and take notes (to prepare for a discussion or test, or exam; to find some ideas for a written assignment)!

Step 2: Highlighting key points

Read the whole chapter to get the gist of it! Answer the questions for yourself.

What should I learn from it?

What ideas does the author introduce?

Use different colours to underline the key points of the text.

Step 3: Writing a summary after every chapter

Write down the main ideas (ones you highlighted) in your own words as if you are talking with your peers about your book.

Step 4: Revising and reviewing

When you've done the book, put it down for a while. Pick up the book again and go through all your notes. Most of these will be garbage but there will be lots you want to remember. Write the good stuff on the inside cover of the book along with a page number.

6. Use the Cornell note-taking template to take notes when reading one of the texts your teacher suggests.

1. Record the Module, Lecture Title, Lecturer and Date	
3. After lecture go through notes – extract key concepts and questions and write them here.	2. Make notes during lecture here. After writing down key concepts/questions in the column to the left (3), cover up this column (2) with a sheet of paper. Now try to recall the detail of your notes, using the words in the visible column to the left as cues – vocalise this detail in your own words
4. Summarise the content of this page of your notes in three or four sentences here.	

PART II

WRITING ACADEMIC ESSAYS

UNIT 1: structure of academic essays; elements of an academic essay:
introductory paragraph

SKILLS: recognizing basic structuring parts of academic essays and
strategies of writing major elements of an introductory paragraph

An academic or research essay is the culmination and final product of an involved process of research, critical thinking, source evaluation, organization, and composition.

1. Study the information. Then, in pairs, discuss the questions below the text.

Academic (research) essay – a structured piece of academic writing, in which the author does independent research into a topic and writes a description of the findings of that research.

In many countries essays have become a major part of higher education. Students are taught structured essay formats to improve their writing skills, and essays are often used by universities both in selecting applicants and assessing the mastery and comprehension of material.

The volume of academic essays, which may also be called "papers", varies considerably, depending on purposes and time allocated for writing, starting from approximately 250 words to 5,000 words and even more. Longer essays sometimes begin with a short summary analysis of what has previously been written on a topic, which is often called a literature review and may also contain an introductory page in which words and phrases from the title are tightly defined.

Academic Essay Structure. Generally, all types of academic essays follow the same pattern:

- An opening paragraph that introduces the thesis statement (the topic of the essay, the author's position and the subtopics discussed in the body paragraphs).

- Body paragraphs that use specific evidence to illustrate your informative or analytic points.
- A conclusion that emphasizes central idea of the essay without being repetitive.

One common formula for the research essay is the 5-Paragraph Essay.

While the 5-paragraph structure gives a helpful formula to work with, it is only one among many valid options, and its suitability will depend on other factors like the length and complexity of your essay. If you are writing a paper that is more than 3 or 4 pages long, it should be more than 5 paragraphs. In most cases, the structure of a longer essay will be similar to that of the 5-paragraph essay, with an introduction, a conclusion and body paragraphs performing the same basic functions—only the number of body paragraphs will increase. The length of the paragraphs may also increase slightly in proportion to the length of the essay.

1. In your opinion why is the process of writing academic essays so complex?
2. Why a written essay is such an essential part of higher education?
3. What are the basic parts of an essay structure?
4. Anticipate what information might be included into each structural part of an essay?

2. Read this example essay. Identify its main structural parts.

WAYS STUDENTS CAN SPEND THEIR LEISURE TIME

A student's life is often hectic. Moving from class to class, ingesting lots of information, a load of coursework and preparing for examinations is a lot to handle. The leisure time a student gets should be treasured and used wisely. Sadly, most students in today's society spend their free time indulging in activities that are harmful to their well-being such as ingesting alcohol and drugs. Precious leisure time can be used to decompress using meaningful but still relaxing activities. Leisure time should contribute to a more wholesome student, and in particular student's physical, mental and spiritual wellbeing.

Given that most classes are sedentary activities, a student should spend their time get their bodies active through exercise and other physical activities. Leisure

time can be used as a way to look after your health. The body's well-being undoubtedly constitutes the physical aspect. When a student is in better physical shape, their concentration, energy levels and participation in class also increase. Most students sit while in class. Medical research shows that prolonged sessions of unadulterated sitting have adverse effects on the body's health by exercising during their leisure time; students can counteract these negative consequences. Exercise can include endurance activities such as running, swimming, martial arts and bike riding. It could also include power exercises such as weightlifting. Sports are also an excellent choice in this regard. You get to work your body out while having fun at the same time.

Students should be involved in arts during their leisure time. This activity is vital especially for those students studying scientific courses. Those studying artistic courses should practice other arts as well. Arts are critical to developing our creativity. Creativity assists students to be more critical and original thinkers in their day to day lives. Studying new skills causes the brain to grow. It is challenging as well as exciting. Arts are also a way of self-expression. Self-expression is vital in giving a student a release from the pressures of everyday life. A student may also discover hidden talents in this regard which he may go on to make a living out later in life. The arts could teach a student how to live passionately which is solely lacking in the modern world. A student gains much virtue from drawing, painting, and writing among other arts. Such virtues spill over into other areas of their lives.

Relaxation brings about the tranquility that a student cannot find anywhere else. In modern society's hurried ways, to slow down even for a few minutes each day will bring peace to a student's life. It helps to achieve peace of mind. A student can calm down and see what is crucial in their lives. Every endeavor is carried out with more clarity. An undercurrent of peace is very healthy while carrying on routine activities in a student's day to day life. Meditation is a practice that would help a lot of students in schools currently suffering and in pain.

The activities outlined above seek to make a student more balanced. Since schoolwork is more specific and mainly deals with the intellect, students should find

activities that are not curriculum oriented. Activities that make them human beings that are closer to their nature. Activities that give them joy and bring them greater understanding not only of the world but also of themselves. Also, activities that help them to exercise their brains and relax. After all work and no play makes Jack a dull boy and school is the last place anyone wants to feel dull and detached.

/Available at <https://www.examples.com/education/academic-essay-examples.html/>

3. Study the following information. Then do the exercise below.

Introductory paragraph. The first paragraph should introduce the reader to the essay topic. It should create interest in the essay, outline the writer's main ideas and suggest how these ideas will be presented within the body of an essay. The introduction consists of: a **hook**, **building sentences**, and a **thesis statement**.

1. **Hook** – the first sentence (sentences) that should catch the reader's attention and encourage them to continue reading, so it introduces the topic of an essay in an interesting or provocative way. Here are some strategies to "hook" the reader.
 - a) *An eye-catching statement* – an interesting idea or idea opposing the thesis to introduce the topic;
 - b) *A surprising statistic* – a detail that is not widely known to introduce the topic;
 - c) *A general truth* – some statement about the topic which the reader can immediately agree with;
 - d) *A quotation (by an expert on the topic)* – a powerfully worded statement that begins the essay in a knowledgeable and authoritative way;
 - e) *A question (though not widely used in academic essays)* – gets the reader's attention by forcing them to think directly about the topic.
2. **Building sentences** – after the hook, the following sentences should provide background information to give the reader some context about the topic necessary to understand the thesis. They, for example, may:
 - a) Explain the history of the topic;

- b) Provide some statistics on the topic;
 - c) Mention the current statistics regarding the topic;
 - d) Mention attitudes or opinions towards the topic.
3. **Thesis statement** – the most important sentence in the essay because it specifies the main idea of the essay. In other words, it states the purpose of the essay. Therefore, a thesis statement should include:
- a) The topic of the essay;
 - b) The writer’s position, opinion, or approach to the topic;
 - c) The main ideas that will develop and support the writer’s position.

The thesis statement appears at the end of introductory paragraph and main ideas are listed in the same order as they appear further in the essay, which gives the reader a clear preview of what the following paragraphs will be about.

Example: *Online learning has many advantages for people in today’s world by providing health safety and physical security, comfort for teachers and students, as well as easy and quick access to any needed information.*

This thesis statement shows that: 1. “online learning” is the topic of the essay, the writer’s position on this topic is that it “has many advantages”, and then there come three main ideas that support the writer’s position: 1) it is “providing health safety and physical security”; 2) “comfort for teachers and students”; 3) “quick access to any needed information”.

/Peter Chin, Samuel Reid, Sean Wray, Yoko Yamasaki Academic Writing Skills, 2013, p.2/

3 a. Match the following statements to the strategies of writing a “hook”.

- 1. Life is considered to be a constitutional right, why cannot be death?
- 2. “I dream of the realization of the unity of Africa, whereby its leaders combine in their efforts to solve the problem of this continent”, stated Nobel laureate Nelson Mandela.
- 3. There is no doubt that the problem of emigration from Ukraine becomes more and more urgent.

4. When people ask question “Who am I?”, they ask about the self, the most prized and personal possession a person can have.
5. In 2015 global number of cannabis users was approximately 183 million people.
6. How would life be different in a world without electricity?
7. A simple Google search for advice of preparing successful conference presentation returns 25.8 million results.
8. Culture – is a system of artificial instincts that determine desires of its representatives.

4. Pair work. Which of the following hooks would be appropriate to begin the following introductory paragraph? Explain your choice.

One growing trend worldwide against this way of life is the “slow life” movement, which seeks a return to a simpler, more balanced lifestyle based on the appreciation of food and eating traditions. The slow life movement has successfully led to more and more people eating healthier food, a preference for locally produced over imported food, and an increase in the demand for organic and naturally grown crops.

1. People now have many more lifestyle choices than before.
2. When people move to cities, do they forget their traditional values?
3. Modern life for many people means enduring crowded streets, noise, endless advertisements, work, and stress.
4. Although advances in technology were designed to make modern life easier and more convenient, many people have come to realize that they are busier and busier.

5. Using different strategies write a “hook” for each essay topic.

1. *ELECTRIC CARS - A SOLUTION TO ENVIRONMENTAL PROBLEMS?*
2. *LEGALIZATION OF WEAPONS IN UKRAINE*
3. *THE FUTURE OF NEWSPAPERS*

6. Write building sentences to complete the introductory paragraph.

1) **Topic:** The threat of nuclear weapons

Hook: Former British Prime Minister Margaret Thatcher once said: “A world without nuclear weapons would be less stable and more dangerous for all of us”.

a)

b)

c)

Thesis: Nuclear weapons remain the major threat in the world because of terrorism, continuing conflicts between nations, and radical dictators.

2) **Topic:** Students studying abroad

Hook: Is studying abroad something every student should do while in university?

a)

b)

c)

Thesis: The number of students studying abroad has been increasing because of the specialized programs available, the high status of a foreign degree, and the desire for a new experience.

7. For each essay topic write a thesis statement.

1. TESTING NEW PRODUCTS ON ANIMALS

2. SURROGATE MOTHERHOOD

3. LEGALIZATION OF “SOFT” DRUGS

UNIT 2: elements of an academic essay: body paragraphs

SKILLS: recognizing structure and mastering strategies of writing body paragraphs

1. Study the information below. What is the structure of a body paragraph?

BODY PARAGRAPHS

Common five-paragraph essays usually contain three body paragraphs. The body paragraphs provide evidence and analysis connecting that evidence to the thesis. Each paragraph is organized around one main idea from the thesis statement. Every sentence in a body paragraph should provide details and examples that only support this one main idea. A body paragraph should include:

- A topic sentence;
- Supporting sentences;
- A concluding sentence.

Topic sentence – is the first sentence of a body paragraph. It has two parts: 1) the topic; 2) a controlling idea. The controlling idea outlines the content of the paragraph. In other words, all of the following sentences in the paragraph should support this controlling idea.

Example: *Low-cost, solar powered lamps provide dependable and safe source of light to people in rural communities who often have no connection to a national electricity grid.* Topic – solar powered lamps; the controlling idea – that they “provide dependable and safe source of light to people in rural communities”.

Topic sentences do not introduce the topic with personal language (I am writing about...), nor they directly declare what will happen in the paragraph (This paragraph will examine the recent....)

Supporting sentences. After introducing the controlling idea in the topic sentence, the supporting sentences should prove why the controlling idea is true. A three-step pattern may be detected in well-organized supporting sentences: 1) Reason for the controlling idea; 2) Evidence of this reason; 3) explanation for both.

Concluding sentence – summarizes the reasons in the paragraph and shows how these reasons prove the writer’s position in the thesis.

/Peter Chin, Samuel Reid, Sean Wray, Yoko Yamasaki Academic Writing Skills, 2013, p.7/

2. You have the topic and concluding sentences of the body paragraph. Place the supporting sentences in the most logical order.

1)

Topic sentence: The fundamental human need to belong comes from the desire to associate with others, to cooperate, to accept group norms.

- a) On the other hand the need for autonomy and control, the central forces toward self-direction and planning, can be perverted into an excessive exercise of power to dominate others or into learned helplessness.
- b) And finally, our need for stimulation triggers explorations and adventurous risk taking, but it can also make us vulnerable to boredom when we are placed in a static setting.
- c) However, the Stanford Prison Experiment (SPE) shows that the need to belong can also be perverted into excessive conformity, compliance, and in-group versus out-group hostility.

Concluding sentence: Thus each human need may cut ways, provoking either socially accepted or abnormal behaviors.

2)

Topic sentence: One of the most interesting things about the phenomenon of taboo behavior is how it can change over the time within the same society.

- a) And with the publication of such books as “On Death and Dying” and “Learning to Say Goodbye”, people have become more aware of the importance of expressing feelings about death and therefore, are more willing to talk about such taboo subject.
- b) Topics such as sex and death, for example, were once considered so upsetting and unpleasant that it was a taboo to even talk about them.
- c) It may seem surprising but nowadays sex is a really popular topic for discussion in American society.

Concluding sentence: So among the essential features of taboo as an example of social behavior is its instability, which allows certain prohibited attitudes and actions become perfectly acceptable at another point of time.

3. Choose the most suitable variant of topic sentence for the body paragraph.

- a) Certainly for people who are living in a new culture, it would be helpful to pay attention to the various ways of transmitting messages and try not to judge other people's behavior too quickly.
- b) Many people find themselves communicating "double cultural messages" when they are expected to behave according to traditional "masculine" or "feminine" roles.
- c) There are three ways people can relate to a new culture when they move to another country: to confront, to complain or to conform.

One common source of misunderstanding between people of different cultures is connected to the concept of personal space. North Americans, for example, are often perceived as "unfriendly", "distant" or "aloof" compared with other national groups, in part because they prefer more physical distance between individuals than some other groups such as Greeks or Latin Americans. People in the U.S. have long-standing heritage of not touching each other physically even if they are emotionally close. This distancing can be confusing and upsetting to foreigners, who often misinterpret American's need for space and distance as kind of personal rejection and insult.

4. You have the topic and concluding sentences of the body paragraph from the essay "Conflict in Black and White". Write at least three supporting sentences:

Topic sentence: To eliminate feelings of guilt and to justify their actions, slave owners found it easier to think of the slaves as "nonhuman beings".

- a)
- b)
- c)

Concluding sentence: The owner was the "master", "superior" to his slaves, and it was his job to teach them to "know their place".

5. Read supporting sentences for the body paragraph of the essay “The Answers are not always the Issue: the Kennedy-Nixon Debates”. Provide suitable topic and concluding sentences of your own to complete this paragraph.

Topic sentence: _____

After the first debate, a poll was taken of two groups of people: one group who had watched the debate on TV and the other who had listened to the debate on radio. The majority of radio listeners thought Nixon was the winner. However, the majority of TV viewers thought Kennedy had definitely won. Experts believe that it was Kennedy’s “good looks” and his body language that influenced the opinion of the viewers

Concluding sentence: _____

UNIT 3: elements of an academic essay: concluding paragraph

SKILLS: recognizing structuring elements of a concluding paragraph and mastering strategies of writing proper final part of an academic essay.

A concluding paragraph sums up the paper by reevaluating the thesis in light of the evidence discussed in the essay's body. The function of the concluding paragraph is to reinforce the ideas of the essay. It restates these ideas in order to remind the reader of the essay's important points. The concluding paragraph often makes a final comment which encourages the reader to think more about the issues of the essay.

1. Study the information below. What are the functions of a concluding paragraph?

CONCLUDING PARAGRAPH

At the beginning of the concluding paragraph the writer restates the topic and their position but without using the same words and expressions as in introduction. A conclusion that does not simply restate the thesis, but readdresses it in light of the evidence provided. The next step is summarizing the main idea of each body paragraph. The writer's *final thought* finishes the essay. It may take several forms: a judgment, a solution or recommendation, a prediction or speculation. When writing a final thought, make sure it is directly related to the essay topic. Do not include any new details or examples which are not presented in the body of your essay. Introducing new ideas at the end of an essay may make the reader lose focus on the points made in the essay.

/Peter Chin, Samuel Reid, Sean Wray, Yoko Yamasaki Academic Writing Skills, 2013, p.12/

TRANSITIONAL EXPRESSIONS

Finally, in a word, in brief, briefly, in conclusion, in the end, in the final analysis, on the whole, thus, to conclude, to summarize, in sum, to sum up, in summary.

[/https://writingcenter.unc.edu/tips-and-tools/transitions/](https://writingcenter.unc.edu/tips-and-tools/transitions/)

2. Read the following thesis statements and restate them to make the first sentences of the concluding paragraphs.

1. Men and women, they believe, should have equal opportunities to develop their qualities and skills: adequate recognition of their contributions and equal opportunity to work and study, and improve themselves.
2. Youth culture around the world has been significantly influenced by American youth culture as is evidenced by the music they listen to, the clothes they wear, and by the hobbies and sports they pursue.
3. Smartphones have become useful in daily life not only as communication devices but also for everyday tasks such as paying bills, reserving tickets, and accessing bank accounts.

3. Read the following concluding paragraphs of essays and think of any possible final thought to complete each of them.

- a) Living in a culture people consciously or unconsciously incorporate certain standard ways of conducting themselves. From an early childhood we are all taught rules of different social occasions. Also growing up in certain cultural environment most of us comprehend lots of unspoken messages without ever being formally taught. By following or not following these norms of behavior people project an image of themselves to others around.
- b) The phenomenon of growing older has been of human interest for centuries; people have always been thinking about the possibilities to live longer and healthier lives. As reasons preventing long life expectancy (like childhood diseases) are eliminated, as people learn how to take better care of them, today's biologists are on the verge of a new scientific breakthrough: understanding biological causes of aging. Social scientists are speculating what career and marital changes might be provoked by the ability to live 150-200 years.

4. Read the following paragraphs. Put them in logical order to make a proper essay.

THE RISE OF TEENAGE GANGS AND THEIR CONSEQUENCES

- A.** Another potential reason why the total number of gangs and gang members keeps increasing is because a great majority of crimes they commit usually goes unreported. As a result, government officials find it difficult to gather exact data about this growing issue. Youth gang members primarily focus on their peers, bully them, and force them to say nothing in order to avoid harsher consequences.
- B.** Research shows various complex reasons as well as outcomes of participation in juvenile gangs. While most teenagers have a strong urge to feel accepted by their peers, others seek the solace and comfort or escape from their difficult family life in gangs. Although the current data shows the staggering number of gang members it is assumed the problem could be even more severe as most of them do not fit into the gang demographics and many crimes are not reported. Finally, there is a growing need for the entire society to take necessary measures and work on this issue. If not, the consequences could be far more severe.
- C.** Teenagers constantly look for the place they belong. Isn't it everyone's dream to belong to a certain group of people, to find like-minded individuals and feel accepted? Unfortunately, a vast majority of teenagers take a wrong turn and get lost on their path to acceptance. It is not uncommon for them to join teen gangs feeling like their members understand them, but that is far from the truth. The rise of teenage gangs is a major problem nowadays. Study of youth gangs include the issues of statistics, finding reasons for seeking gang membership and consequences of such membership for young people.
- D.** When discussing the issue of youth crime groups, one must wonder how one decides to join them. Risk factors that enhance a teenager's odds of joining a gang include drug or alcohol abuse, negative influences, peer pressure, a

strong desire for recognition and belonging, lack of parental supervision, and limited attachment to the community. Most adults do not take this problem seriously enough and, usually, consider it as just another phase that the teenagers go through. However, the American Journal of Public Health published a research showing that gang membership in the adolescence has severe consequences in adulthood, long after a person leaves the gang. Besides higher likelihood of criminal activities, people who were gang members in the adolescence also experienced financial issues and were in poor health in adulthood.

E. Youth, teenage, or juvenile gang is defined as an organized group of adolescents and/or young adults who rely on group intimidation and violence to commit criminal acts with the purpose to gain power, recognition, and control. The rise of teenage gangs is perfectly explained in a study published in the Journal of Adolescent Health wherein researchers discovered there were 1,059,000 youth gang members in the United States in 2010. Moreover, on a yearly basis 401,000 juveniles join gangs. The primary reason why this staggering number of gang members goes unnoticed is due to the fact that they may not conform to popular perceptions of teen gang demographics.

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5. Identify the elements of the essay paragraphs and insert them into the gaps:

A	The game was used as specific training for developing strategic and tactical thinking of future military principals.
B	So, the Muslim world was responsible for the greater migration of the game.
C	Chess is perhaps the most popular and treasured board game in the world.
D	Chess spread like a wildfire throughout Europe after the rules had been changed so that the queen and bishop had greater mobility, and was even called “mad queen chess” and other variations on this title.
E	This special game originated in India in the 6th century — but that is just the start of learning the beginnings of chess – gradually spreading around Islamic

	countries it finally reached Europe.
F	From India, chess traveled to Persia.
G	Chess is a game of about 1,500 years that originated in India, traveled to Persia, and through Muslim influence, spread throughout Europe.

THE HISTORY OF CHESS

1. _____ Millions of people play it daily, and millions of dollars of sponsorship go into the world championships of chess. It seems to be getting even more popular as the years roll on. But how much do we know of its history, and where the royal game came from?

2. _____ There are many legends surrounding the origin of chess, and also the rules of the game have transformed so much during its about 1500 years of history, that it is difficult to trace exactly when “chess” came into being as we know it. In each region, chess took on different rules, pieces, boards, and such. However, according to Chess.com, “Today we know that chess originated from the Gupta Empire (600BC), of India. The pieces come from the primary military elements of that time: the infantry, the elephants, the cavalry and the chariots” (“History of Chess: The Basics”).

3. _____ Some experts have claimed the game could have originated in China, but these assessments are in the minority. In India, the game was referred to as Chaturanga, and has been mentioned in Persian manuscripts.

4. _____ As stated from Medium.com, “In 7th Century AD it was adopted as Satranj in Sassanid Persia. Several variations of chess evolved in Persia” (Naval, Saini). The queen and bishop had limited movement at this time, unlike the wide movement it has now. According to Ancientchess.com, “The form of chess which finally arrived in Europe was already being played in Persia some 1,350 years ago, when that area of the world was conquered by Muslim armies in the mid-7th century. The game became very popular in the Muslim world, and it was carried back, throughout Islam, across North Africa and eventually into Europe” (“Chess History”). Also, in Persia, the first recognizable chess pieces began to emerge that are

similar to our modern ones. In addition, before chess became widespread in Europe, it was brought to Spain and Sicily (around 800 AD) through the Moors, who were Muslim inhabitants in those areas.

5. _____ Though our international chess game has many variants in many countries, the most popular one played today around the world started to become a pastime in Europe around 1000 AD. According to Ancientchess.com, "...the chess which came to Europe from Asia, passing from one culture to another, remained virtually unchanged for almost a millennium. Even as pieces changed shape and identity, the rules of the game remained remarkably stable. The first known printed occurrence of the new rules is dated 1497 — but that manuscript seems to indicate that the new game was already generally known" ("Chess History").

6. _____ With the newfound speed of chess, the game become more exciting and nuanced. This was the start of our modern chess, and it seems the popularity and growth of chess has not stopped since (Naval, Saini).

7. _____ In that progression, its rules have drastically changed, and its pieces have also transformed. There are still several variations of chess in multiple countries, like China, Japan, Korea, and more. However, the international chess we play today was developed in Europe by giving the queen and bishop greater power—making the game more thrilling, and at the same time, subtle.

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UNIT 4: types of academic essays: expository essay

SKILLS: recognizing different types of academic essays and peculiarities of expository essays.

The goal of a research paper is not just to inform the reader what others have to say about a topic, but also to offer a unique perspective on the issue at hand. This is accomplished through three major types of research papers: expository, argumentative (persuasive) and compare-and-contrast essays (though other classifications of academic essays exist).

1. **Study the following information. Then, in pairs, answer the questions below the text.**

EXPOSITORY ESSAY

Exposition is explanatory communication, whether in speech or writing. So an expository essay is an organized piece of prose which explains a specific topic or set of ideas. Expository essay should be focused on a particular topic and illustrate its points with specific examples, but it doesn't usually have the depth of research or argument.

Composing an Expository Essay. Start a brief outline by writing a tentative thesis statement that addresses the assignment prompt. Remember that your essay should devote one body paragraph to each of your major examples. So continue your outline by writing a topic sentence about each major example for each of your body paragraphs. Since the topic sentence will be part of each paragraph transition, it should make a clear, logical connection between your thesis and the evidence that paragraph will discuss. If this is an assignment that you're completing at home rather than in a timed exam, you might start with writing the body paragraphs before you write your introduction. The details of analysis in the body of the paper often help you to determine more precisely how to word your thesis and the way you introduce it in your opening paragraph.

Complete your outline by thinking of an interesting, meaningful way to end the essay. Remember that the conclusion should sum up your central points without merely repeating what you've said earlier. You might suggest the larger implications of what the essay has discussed and analyzed.

1. Recollect the information about the main structural parts of academic essays and their elements.
2. What is the major feature of expository essays?
3. What are two basic strategies of writing an essay described in the text you have just read? Which one is more suitable for you?

2. Considering the information presented above compose introductory and concluding paragraphs for the body part of the essay.

THE NATURE OF PREJUDICE

Introduction: _____

While it is important to remember that biases may be pro as well as con, it is none the less true that ethnic prejudice is mostly negative. A group of students was asked to describe their attitudes toward ethnic groups. No suggestion was made that might lead them toward negative reports. Even so, they reported eight times as many antagonistic attitudes as favorable attitudes. It is not easy to determine how much fact is required in order to justify a judgment. A prejudiced person probably resorts to a selective sorting of their own few memories, mixes them up with hearsay, and overgeneralizes. Hence a person frames negative judgment of a group as a whole.

Not every overblown generalization is a prejudice. Some are simply misconceptions, based on insufficient or wrong information. There is an easy way to distinguish between ordinary errors of prejudice. If a person is capable of rectifying their erroneous judgments in the light of new evidence he or she is not prejudiced. Prejudgments become prejudice only if they are not reversible when exposed to new knowledge. People tend to grow emotional when a prejudice is threatened with

contradiction. Thus the difference between prejudgments and prejudice is that one can rectify a prejudgment without emotional resistance.

Few people keep their antipathies entirely to themselves – the more intense the attitude, the more likely it is to result in hostile action. Scholars distinguish certain degrees of negative action from the least energetic to the most. *Antilocution* is when a person expresses their antagonism freely with like-minded friends, occasionally with strangers, but never goes beyond this mild degree of antipathetic action. *Avoidance* leads the individual to avoid members of the disliked group, even perhaps at the cost of considerable inconvenience. *Discrimination* means that the prejudiced person undertakes to exclude all members of the group from certain rights granted to others. The next level is *physical attack*. *Extermination* is the ultimate degree of violent expression of prejudice. Pogroms, massacres and genocides are the examples. This five-point scale serves to call attention to the enormous range of activities that may issue from prejudiced attitudes and beliefs.

Conclusion: _____

/After: Gordon Allport, The Nature of Prejudice, 1999/

- 3. Think of any other examples that can illustrate theoretic information of each paragraph.**
- 4. Choose one of the topics given in exercises 5 and 7 of Unit I to write an expository essay.**

UNIT 5: types of academic essays: argumentative essay

SKILLS: recognizing distinguishing features of argumentative academic essays

Some confusion may occur between the **argumentative essay and the expository essay**. These two genres are similar, but the argumentative essay differs from the expository essay in the amount of pre-writing and research involved. The argumentative essay is commonly assigned as a capstone or final project in first year writing or advanced composition courses and involves lengthy, detailed research. Expository essays involve less research and are shorter in length. Expository essays are often used for in-class writing exercises or tests.

1. **Study the following information and answer the questions below the text.**

ARGUMENTATIVE ESSAY

An argumentative essay is a type of writing that requires a writer to defend a position on a topic using evidence from literature, historical examples, and research to support his or her viewpoint. Basic steps of writing the argumentative essay must include:

1. Having read the assignment the writer should establish their general position.
2. Working with different kinds of scientific sources it is necessary to find evidence and ideas to support the author's position.
3. The author should also consider counter-arguments (possible objections to the arguments) and prepare rebuttals (rejections of the counter-arguments) to them.
4. Write a thesis statement and outline the essay.

Argumentative essay assignments generally call for extensive research of literature or previously published material. Argumentative assignments may also require empirical research where the student collects data through interviews,

surveys, observations, or experiments. Detailed research allows the student to learn about the topic and to understand different points of view regarding the topic so that she/he may choose a position and support it with the evidence collected during research.

The most difficult part for students is usually dealing with counter-arguments and rebuttals.

/Peter Chin, Samuel Reid, Sean Wray, Yoko Yamasaki Academic Writing Skills, 2013, p.37/

1. What are the peculiarities that distinguish argumentative essays from other types of academic essays?
2. What is specific feature of an author's position in argumentative essays?
3. Why it is claimed that students have most difficulties with counter arguments and rebuttals? Can you think of any ways to overcome these difficulties?

2. Here are some introductory paragraphs of argumentative essays. Can you define the author's position? If not, rewrite a paragraph to improve it.

1. Discovery and invention are the truest companions of man in the journey of his civilization. This journey took a controversial turn when it was invented that clones of an individual can be created. It all started when Dolly the sheep was created. Where it opened a gateway of advanced discoveries and inventions, it also disturbed many religious communities across the entire world. Even today, it is a hot topic to understand that whether it should be allowed to make clones of different organisms or not.
2. Malaria is an infectious disease caused by parasites that are transmitted to people through female Anopheles mosquitoes. Each year, over half a billion people will become infected with malaria, with roughly 80% of them living in Sub-Saharan Africa. Nearly half a million people die of malaria every year, most of them young children under the age of five. Unlike many other infectious diseases, the death toll for malaria is rising. While there have been many programs designed to improve access to malaria treatment, the best way to diminish the impact of malaria in Sub-

Saharan Africa is to focus on reducing the number of people who contract the disease, rather than waiting to treat the disease after the person is already infected.

3. Euthanasia is one of the most controversial issues in modern society. Everyone has his own opinion is it good or not, is it should be legalized or prohibited. To make it clear, it should be said what is euthanasia exactly. Euthanasia, also known as assisted suicide, physician-assisted suicide, doctor-assisted dying, and more loosely termed mercy killing, basically means to take a deliberate action with the express intention of ending a life to relieve intractable (persistent, unstoppable) suffering. Some interpret euthanasia as the practice of ending a life in a painless manner. Many disagree with this interpretation, because it needs to include a reference to intractable suffering. Euthanasia has been legalized already in many countries. But in Ukraine this practice is prohibited by national law.

[/https://blog.prepscholar.com/argumentative-essay/](https://blog.prepscholar.com/argumentative-essay/)

4. **Here are two variants of counter arguments for the argument. Choose the most effective; explain your choice.**

Argument:

Though human beauty is an abstract construct, every period in history has its own beauty standards and ideals. Those who oppose the idea of plastic surgery forget that physical attractiveness is a serious matter. Starting from the role of beauty in evolutionary theory which claims that physical characteristics such as pathogen resistance, averageness, physical symmetry and youthfulness were crucial to human race surviving. Psychologists proved that attractive people get favorable attitude for them from strangers much easier than those who are not.

Counter argument 1:

While some may view beauty as based on inner traits such as personality, intelligence, confidence, grace, charm, and elegance, others may believe that it is only physical factors that make a person attractive. People's perceptions of beauty are often reflected in their fashion styles and depicted in the clothes that they wear. Many strive to create their own unique style which shows their individual opinion on what they perceive as alluring. One person may find that a leopard print jacket, a

yellow tank top, and pink polka dot shorts are beautiful, while another could wear military clothes and boots as the most stylish things in the world.

Counter argument 2:

The quest for physical perfection would often become the “need to attain standards” to the extreme (Pliner and Haddock, 1995). When diet and exercise fail, some individuals would turn to cosmetic surgery or other beauty practices as a last resort to achieve the perfect body. For example, when cosmetic surgery is used as the last resort to attain the „ultimate“ body, it would be considered as the invasion of the human body for the sake of fulfilling the beauty ideal. As a result of the emphasis on the „perfect“ body, it blurs the lines between the natural body and the beauty ideal. Although authors such as Wolf (1990) and Jeffreys (2005) in the literature review consider the beauty ideal to be unrealistic, Grogan (2008) believe we can resist the internalization of the „perfect“ body through psychoeducational interventions regarding unrealistic images portrayed media and advertising.

<https://core.ac.uk/download/pdf/56361799.pdf/>;

<https://www.bartleby.com/essay/Beauty-in-Todays-World-F3C837EKTJ/>

5. Write your own counter argument for each of provided arguments.

a) If human cloning is allowed, it can open a new chapter of drastic chaos which may threaten the human civilization. The criminal sector and many curious people may take this particular invention of science to a level where unethical, inhumane, and morally unforgivable crimes can be committed unquestionably. It can be understood this way that a clone of human, when fully grown, will be the same as the rest of humans. As it will feel and respond just like any other human, it will hold all the human rights which do not allow a person to be a subject of experimentation without their choice.

b) It is a fact that modern medicine has been progressed considerably and special machines can keep people alive for a long time. Each year humanity invents dozens of new ways, drugs and technologies to fight health problems. Opponents of euthanasia assure that scientists are about to find a cure for such fatal diseases as cancer or AIDS. What would be the reaction of relatives who permitted

legal killing as they learn about new treatment that could have cured their loved ones?

c) The most common argument against is that soft drug legalization increases number of users and consumption frequency. «The greatest mortality from drugs comes from legal drugs. The moment you make a drug legal, you are going to increase the number of people who get exposed to it, and therefore you increase the negative consequences from its use» (Nora D. Volkow, 2019). Besides, soft drugs integration in national economy shifts priority from quality to quantity. As a result, the proportion of synthetic substance - TNC - increases from 0.5% to 50%, and sometimes 95%. Exactly this component is toxic and perilous for human body. Another reason for non-legalization is possible combination of already legal drug (alcohol or nicotine) and potential legal drug. This “cocktail” might lead to negative consequences on physical or social level.

6. Think of some possible arguments for and against that may be used discussing the following topics.

- *Should Military Service be Mandatory in Ukraine?*
- *Uniform in Schools*
- *GMO in Modern World*
- *Legalizing of Prostitution*
- *To the Issue of Privacy: Should the Personal Life of Politicians be Discussed in Mass Media?*

7. Choose one of the topics to write your own argumentative essay.

UNIT 6: types of academic essays: compare and contrast essay

SKILLS: recognizing distinguishing features of compare and contrast academic essays

1. Study the following information and answer the questions below the text.

COMPARE AND CONTRAST ESSAY

A compare/contrast essays are characterized by a basis for comparison, points of comparison, and analogies. It is grouped by subject (chunking) or by point (sequential). Comparison focuses on the similarities between two or more objects while contrasting highlights the differences between two or more subjects. When writing a compare/contrast essay, writers need to determine their purpose, consider the basis and points of comparison (the most typical and convenient way – to choose three points of comparison), consider their thesis statement, arrange and develop the comparison, and reach a conclusion.

There are some compare/contrast essay structuring formats:

Subject-by-Subject.

Introduction

Introduction — like the other essay types, should open generally (with a quotation, generalization etc), and lead into the thesis statement.

Subject 1

This next part of your essay should cover only the first subject of the comparison and contrast. All points of comparison concerned the first subject are presented in this paragraph(s).

Subject 2

This next portion of your essay (which may also consist of one or more paragraphs) should cover the second of the two subjects. Present the information of each point of comparison for the subject 2.

Subjects 1 and 2 Together

Now that you have analyzed both subject 1 and subject 2 independently, it is time to analyze them together. Sometimes this section is used as a conclusion of an essay.

Conclusion

The conclusion — like the introduction — should be a generalization of the thesis. This paragraph should express your certainty and absolute knowledge on the subject matter. You should reaffirm your thesis and show how you've proven it.

Point-by-Point is another pattern of structuring compare/contrast essay. This structure implies that each paragraph considers one point of comparison for both subjects.

You may use the alternative pattern of compare/contrast essay: **all comparisons (subjects 1 and 2) - all contrasts (subjects 1 and 2)**. The first part of an essay goes through all similarities you find in the two subjects on which you are writing; the second part is devoted to the differences of compared subjects.

1. What are the peculiarities that distinguish compare/contrast essays from other types of academic essays?
2. Have you ever had the experience of comparative research during your studies of work?
3. What structuring format of compare/contrast essay you consider the most effective and why?

3. Read the following body paragraphs of compare/contrast essay. Define the subjects and the points of comparison; anticipate the title of this essay.

One similarity between current and previous methods of communication relates to the form of communication. In the past, both written forms such as letters were frequently used, in addition to oral forms such as telephone calls. Similarly, people nowadays use both of these forms. Just as in the past, written forms of communication are prevalent, for example via email and text messaging. In addition, oral forms are still used, including the telephone, mobile phone, and voice messages via instant messaging services.

However, there are clearly many differences in the way we communicate over long distances, the most notable of which is speed. This is most evident in relation to

written forms of communication. In the past, letters would take days to arrive at their destination. In contrast, an email arrives almost instantaneously and can be read seconds after it was sent. In the past, if it was necessary to send a short message, for example at work, a memo could be passed around the office, which would take some time to circulate. This is different from the current situation, in which a text message can be sent immediately.

Another significant difference is the range of communication methods. Fifty years ago, the tools available for communicating over long distances were primarily the telephone and the letter. By comparison, there is a vast array of communication methods available today. These include not only the telephone, letter, email and text messages already mentioned, but also video conferences via software such as Skype or mobile phone apps such as WeChat, and social media such as Facebook and Twitter.

<https://www.eapfoundation.com/writing/essays/candc/>

4. Look at the pairs of topics/subjects and find three points of comparison for each of them.

- 1) In-class learning – Distance learning;
- 2) Gender oriented upbringing of children – Gender neutral upbringing of children;
- 3) Expository essay – Compare and contrast essay;
- 4) Sociology – Psychology.

5. Here are some words and combinations to express similarities and differences. Use them writing sentences comparing two subjects from the previous exercise.

SIMILARITIES	DIFFERENCES
<ul style="list-style-type: none"> - Similarly - Likewise - also - both... and... - not only... but also... - neither... nor... 	<ul style="list-style-type: none"> - However - In contrast - On the other hand - while - whereas - but

<ul style="list-style-type: none"> - just like (+ noun) - similar to (+ noun) - to compare (to/with) 	<ul style="list-style-type: none"> - to differ from - to be unlike
<p>* Both computers and mobile phones can be used to communicate easily with other people.</p> <p>* The computer is similar to the mobile phone in the way it can be used for easy communication.</p>	<p>*Computers are generally not very portable, whereas the mobile phone is.</p> <p>* Computers are unlike mobile phones in their lack of portability.</p>

6. Many other words and combinations are used to provide the smooth transition from one idea to another making coherent paragraph. Check whether you can operate them well.

a) Choose the most suitable variant:

A number of studies have indicated that the levels of antioxidants are higher in organic foods, (1) **as compared / similar** to inorganic foods, and so are the levels of certain types of micronutrients such as iron, zinc and vitamin C. (2) **Therefore / According to** a research conducted on corns and berries grown organically, the antioxidant levels were found to be at 58%, (3) **like / while** those of that were not organic were found to be 52% . The higher levels of antioxidants are attributed to the fact that organic foods have no dependence on chemical pesticide sprays for protection against the pesticides, (4) **but / thus** instead produce antioxidants, which act as the protection. (5) **Therefore / In contrast to** a shift from conventionally grown cereals, vegetables, and fruits to organic ones has the benefit of providing extra amounts of antioxidants into the diets. (6) **However / Also**, while pesticide use is absent in organic foods, non-organic foods have been found to have some toxic pesticides, such as cadmium — (7) **whose / while** accumulation can be harmful to the health of their consumers. (8) **On the other hand / Therefore**, the consumption of organic foods will help consumers avoid the risks of the accumulation of pesticide residue altogether.

/https://samples.essaypro.com/Compare-and-Contrast-Essay/Organic-and-Non-organic-ood.pdf/

b) Insert the words from the box into the gaps:

However	Rather	And	Furthermore
	Most commonly		But

The 1)_____ cited advantage of distance learning is the flexibility and accessibility it offers. 2)_____ than being required to travel to a specific location every week (and to live near enough to feasibly do so), students can participate from anywhere with an internet connection. This allows not only for a wider geographical spread of students 3) _____ for the possibility of studying while travelling. 4)_____, distance learning presents its own accessibility challenges; not all students have a stable internet connection and a computer or other device with which to participate in online classes, 5)_____ less technologically literate students and teachers may struggle with the technical aspects of class participation. 6) _____, discomfort and distractions can hinder an individual student's ability to engage with the class from home, creating divergent learning.

/After:<https://www.scribbr.com/academic-essay/compare-and-contrast/>

7. Choose one of the structuring formats and one of the topics, provided in ex.4 and and write your own compare and contrast essay.

UNIT 7: language and style of academic writing

SKILLS: recognizing distinguishing features of academic style

Academic essays are targeted for a critical and informed audience, based on closely investigated knowledge, and intended to reinforce or challenge concepts or arguments. **Academic writing in English is linear, which means it has one central point or theme with every part contributing to the main line of argument,** without digressions or repetitions. Effective academic writing communicates ideas and information following particular stylistic, lexical and grammar guidelines.

1. **Study the guidelines and apply them to the exercise below.**

STYLISTIC GUIDELINES

a) For academic writing **noun-based phrases** are more preferable than verb-based phrases (the phenomenon of nominalization). The language has more grammatical complexity, including more **subordinate clauses** and more **passives**. All these features allow presenting the information more clearly.

Compare:

- *We studied how the loss of weight influenced the blood pressure in overweight patients. The research proved that the blood pressure dropped even in case when the patients did not reduce the amount of salt they consumed.*

- *In a study, the effect of weight loss without salt restriction on the reduction of blood pressure in overweight patients was examined.*

b) Avoid contractions, as these are the style of spoken or informal English. The apostrophe is used in academic writing only to indicate the possessive case.

1. *"In Hong Kong, tax on personal income's only 15% and there isn't any VAT."*

2. *"In Hong Kong, tax on personal income is only 15% and VAT is not levied."*

1 a. Rewrite the sentences to make them stylistically more academic by using passive constructions and nouns instead of verbs where possible.

1. The company will have to train their staff better so that they can be more efficient.
2. In this case, there is a difference between cultures so they need to communicate by using varied strategies.
3. If they adopt this strategy, they may reduce the costs.
4. If they create such a unit, they may have better access to marketing information.
5. Some conditions affect the fact that the principle of social proof works better.
6. 160 male and female participants took part in this research to fulfill an introductory course requirement.
7. We divided the participants into four groups to record their reactions to certain social conditions.
8. In 1972 the sociologists added a new dimension to understand how people make group decisions.
9. The more rarely people face crimes the higher the possibility that they will misinterpret the event.
10. There is a whole body of literature that suggests that children who are abused have a very good chance to become abusers themselves.

1 b. Rewrite the following texts uniting short sentences into subordinate clauses where possible.

- a) In terms of social organization, it may be that there are certain community configurations. Among such are mainly stability in the community and contact with neighbors. These configurations usually increase the likelihood of certain constant kinds of emotional reactions.
- b) The present study was a conceptual replication of previous experiment. But we added one significant detail. We employed a peripheral cue. That cue could not be constructed as a product-relevant argument.

Academic essays are usually written in an impersonal and dispassionate tone. The formality of academic writing demands authors to be objective rather than personal. It therefore means that in an academic essay the main emphasis should be on the information that you want to give and the arguments you want to make, rather than you.

2. **Study the text below. Then, in pairs, discuss how to avoid expressing personal opinion in academic writing.**

LANGUAGE OF ACADEMIC WRITING

a) Avoid the use of *vague vocabulary*. It is very useful to be able to select a word that precisely refers to your ideas. As academic style of writing is usually marked by precision and concision, casual conversational models, such as *phrasal verbs* and *idioms*, are not widely used in it.

b) It is also better to avoid using *first and second person pronouns* (I, you and we), as writing will sound too personal and informal, or conversational. The usage of first and second person pronouns is appropriate for expressing a clearly personal opinion or in case the author is expected to engage in a direct relationship with the reader.

e.g. - *What else can we expect from the internet? The first thing which we expect and hope to have is an improvement of the services in the near future.* – Question-answer – is a technique used in speeches to involve the audience. Instead a writer should have put it this way – *The future of the internet will be decided by the needs of its customers. One development is therefore to be service improvement.* – This takes out the question, the word “hope”, which is quite personal, and the need for “we”, which refers to internet customers.

3. **Read the following statements and try to improve their style to make it more academic.**

1. We need to reduce the internet service access fees. Moreover, there are always technological developments in the pipeline.

2. Analysis of annual financial reports is an art, which involves many complexities. Even when they are looking at the same natural beauty, amateur painters and great masters will have completely different interpretations. Different people might obtain different conclusions when reading the same financial report.

3. Then, there is another problem: different parties' interests often correspond with the financial performance of the company.

4. In order to find out more information about the statement, the reader can break it down into its different aspects.

5. To compare these two theories, several examples can be pointed out between these two theories.

6. We need to begin with systematic observation of a phenomenon that is effective and works on people.

7. I think here we've seen good evidence that people who are in the positions of legitimate authority, experts for example, are able to get people to comply to their requests.

8. When you ask in what way altruistic impulses could actually promote genetic survival, I think about mammalian species.

4. Read the following statements and indicate the examples of using vague vocabulary.

1. This could help stakeholders to understand the health of public companies, by means of a Balance Sheet, Income Statement and other descriptions.

2. Companies may need to change the leader if his style is not suitable.

3. In short, there are two sides to every coin.

4. That really has to do with the principle of consistency and our tendency to want to be consistent within our attitudes, words, and believes.

5. There are many things that need to be taken into consideration.

5. Read the following statements and replace “thing” with a more specific word or phrase.

1. *Things* such as advertising and cult conversions are often the topic of modern discussion.
2. Non-verbal behavior has significant effect on every living *thing*.
3. This environment is non-living *things* like rocks, water and air.
4. It is necessary from a social point of view to talk about unimportant *things* sometimes.
5. Giving students more responsibilities during an already stressful time may not be the wisest *thing* to do.
6. Stress may not be as negative a *thing* for your health as previously thought.

6. Match the common phrasal verbs with their one-word equivalents:

a. Hold back	1. Resemble
b. Make up	2. Tolerate
c. Point out	3. Invent/create
d. Put up with	4. Indicate
e. Rule out	5. Eliminate
f. Show up	6. Arrive
g. Stand up for	7. Meet (by chance)
h. Take after	8. Convince/persuade
i. Talk into	9. Defend
j. Run into	10. Restrain

7. Match the common idioms with their meaning:

a. Apple of discord	1. to catch someone unprepared
b. to bite off more than one can chew	2. special opportunity for a job
c. to bite the dust	3. to get angry
d. to call a spade a spade	4. to give away, to tell a secret
e. to catch someone off guard	5. to die, to be defeated

f. to fly off the handle	6. subject of envy or quarrel
g. foot in the door	7. to be very familiar with some business
h. to have a bone to pick	8. to complain or discuss something unpleasant
i. to know the ropes	9. to try to do more than one can
j. to spill the beans	10. to use plain, direct words

/Available at: <https://study-english.info/everyday-idioms.php/>

8. Write some sentences of your own using the idioms from the table and ask your classmates to make them sound more academic.

9. Read the following paragraphs. Indicate phrasal verbs and idioms. Detect other stylistic flaws of each paragraph. Rewrite them in a more appropriate academic style.

A). As a young man, he took after his father in many ways, burned the candle at both ends, and eventually became filthy rich. Although he wasn't the sharpest tool in the box, this did not hold him back, and his hard work paid off. Perhaps his greatest achievement was his idea to cut down the amount of waste within local government. He had hard time talking the local officials into going along with it, but once they started saving money hand over fist, he was the toast of the town. He gave up working soon after, but he stayed on in an advisory role until he passed on last year.

B). The author was obviously bending over backwards to write another masterpiece, but his second book is a far cry from his first novel. Some literary critics are just beating around the bush in attempt not to offend the author when asked about the flaws of the book. But many of them, and I won't spill the beans saying that, have only scratched the surface and didn't plunge into the novel. Someone may claim that I rock the boat, but I always put my foot down when I come across such buffs, who by hook or by crook try to be accepted in academic circles.

10. Study the next piece of information on the topic.

HEDGING (THE PRINCIPLE OF MODESTY)

Writing academic essays, and other scientific papers, the authors are supposed to look at different angles to the topic and express their own position but, at the same time, being respectful to the ideas of others. To implement this principle there is a special technique – *Hedging* (or *hedge*) – the use of linguistic devices to express hesitation or uncertainty as well as to demonstrate politeness or indirectness. A hedge can refine the shape of your argument – making it more tentative and less strict, absolute and forceful, thereby making it easier for the reader to accept.

Some practical ways to achieve the result are:

-Sometimes you can insert an adverb or adverbial expression to soften the impact of what you are saying (*generally, possibly, probably, rather, relatively, to some extent*).

- Another way to make your message sound less absolute is by using certain modal verbs such as *can, could, may, might, ought to*, etc., and modifiers (*a (high) number of, a (significant) portion of, few, much, several, some, the majority/minority of*).

-Also you may use qualifying phrases like: *There a tendency to think that..., It is understood that...*

Compare:

-*Watching TV is harmful for children.*

- *It is commonly considered that watching TV might be rather harmful for children's physical and psychological health.*

/After: www.sciencedirect.com/

11. Pair work. Discuss the questions.

1. In your opinion why hedging is sometimes referred to as “the principle of modesty”?
2. Why is the principle of hedging important in academic writing and scientific world in general?
3. Think of any other ways and techniques to implement this principle?

12. Read the following statements and use the technique of hedging to make them less forceful.

1. Trait theory is the best leadership theory.
2. Students are very weak in their basic mathematical knowledge due to over-dependence on calculators.
3. As we all know, an enterprise is composed of many different group, including management (board of directors, Chief Executive officer, other executives), shareholders, and other influential stakeholders.
4. In my opinion, the company should do this, because it would offer direct business benefits.
5. As I mentioned before, stakeholders include employees, suppliers, local communities and local governments.
6. Social influence is the most central process in all of social psychology.
7. Another fascinating statistic indicates that this is not the correct explanation.
8. Such investigations help us appreciate the awesome influence of the behavior of similar others.

PART III. TITLE, ABSTRACT AND KEYWORDS

UNIT 1: academic paper title

SKILLS: understanding the role of a title; the fundamentals of giving an effective title to the paper

The first thing journal editors and reviewers will see upon receiving your research paper is **the title**, and will immediately form a view on what they should expect in your research paper. Moreover, the title of your research paper is the only aspect that will be freely available to readers through search engines or indexing databases. It is therefore imperative that you write a clear, persuasive title that leads readers to know more about your research.

<https://www.editage.com/insights/5-simple-steps-to-write-a-good-research-paper-title/>

1. Read the text below. Then in pairs, answer the following questions.

- 1) What makes a title an important element of the whole paper?
- 2) What are the reasons for creating a working title?
- 3) Which author's suggestions for writing a title do you consider the most helpful?

WRITING A RESEARCH PAPER TITLE

It is important to invest time and effort in thinking about an appropriate title for your research paper. The title is the part of the paper that is read first, and often decides whether the reader will go on to read the entire article. Thus, the title should give a precise and clear description of the contents of your paper.

To begin with, create a working title for your paper. It is important to create a working title at the beginning as it will help you maintain your focus and give a clear sense of direction to your study.

To create the working title, you should consider the following:

- The purpose of the study
- The type of study or article type
- The methodology or approach

The final title should be created at the end after you have written the entire manuscript. At this point, you can ask yourself exactly what the focus of your manuscript is and what key words you would want in the title.

Here are a few suggestions to help you write an appropriate title:

- Ensure that the title clearly indicates what your research is about.
- Keep it brief, informative, and attractive.
- Include relevant descriptive keywords that readers are most likely to search for.
- Avoid using jargon as it might make the title too complicated and difficult to understand.

/https://www.editage.com/insights/how-i-can-formulate-a-title-for-my-research-paper?placementblockimportant=&placementlhs=/

2. Study the information below for the functional usage of subtitles. Search the internet for more examples of subtitle usage in research articles in your field of knowledge. Identify their roles.

THE SUBTITLE

Subtitles are frequently used in social science research papers. Examples of why you may include a subtitle:

1. Explains or provides additional context, e.g., "Linguistic Ethnography and the Study of Welfare Institutions as a Flow of Social Practices: The Case of Residential Child Care Institutions as Paradoxical Institutions." [Palomares, Manuel and David Poveda. *Text & Talk: An Interdisciplinary Journal of Language, Discourse and Communication Studies* 30 (January 2010): 193-212]
2. Adds substance to a literary, provocative, or imaginative title or quote, e.g., "Listen to What I Say, Not How I Vote": Congressional Support for the President in Washington and at Home." [Grose, Christian R. and Keesha M. Middlemass. *Social Science Quarterly* 91 (March 2010): 143-167]

3. Qualifies the geographic scope of the research, e.g., "The Geopolitics of the Eastern Border of the European Union: The Case of Romania-Moldova-Ukraine." [Marcu, Silvia. *Geopolitics* 14 (August 2009): 409-432]
4. Qualifies the temporal scope of the research, e.g., "A Comparison of the Progressive Era and the Depression Years: Societal Influences on Predictions of the Future of the Library, 1895-1940." [Grossman, Hal B. *Libraries & the Cultural Record* 46 (2011): 102-128]
5. Focuses on investigating the ideas, theories, or work of a particular individual, e.g., "A Deliberative Conception of Politics: How Francesco Saverio Merlino Related Anarchy and Democracy." [La Torre, Massimo. *Sociologia del Diritto* 28 (January 2001): 75 - 98]
6. Identifies the methodology used, e.g. "Student Activism of the 1960s Revisited: A Multivariate Analysis Research Note." [Aron, William S. *Social Forces* 52 (March 1974): 408-414]
7. Defines the overarching technique for analyzing the research problem, e.g., "Explaining Territorial Change in Federal Democracies: A Comparative Historical Institutional Approach." [Tillin, Louise. *Political Studies* 63 (August 2015): 626-641.

RESEARCH TITLES IN THE 21ST CENTURY

... Exaggerated or sensational titles, especially those that make unwarranted generalizations, may well get more attention from the media. Given the growing use of Twitter and other social media platforms, the research paper title is clearly gaining value and importance. Title research, therefore, is critical to understand what effect a given type or use of a research title has on its readership.

/https://www.enago.com/academy/write-irresistible-research-paper-title/

3. **Study the text below. Then in pairs, discuss what language should be avoided in a good title.**

The title is the part of a paper that is read the most, and it is usually read first. It is, therefore, the most important element that defines the research study. With this in mind, avoid the following when creating a title:

- If the title is too long, this usually indicates there are too many unnecessary words. Avoid language, such as, "A Study to Investigate the...", or "An Examination of the...." These phrases are obvious and generally superfluous unless they are necessary to convey the scope, intent, or type of a study.
- On the other hand, a title which is too short often uses words which are too broad and, thus, does not tell the reader what is being studied. For example, a paper with the title, "African Politics" is so non-specific the title could be the title of a book and so ambiguous that it could refer to anything associated with politics in Africa. A good title should provide information about the focus and/or scope of your research study.
- In academic writing, catchy phrases or non-specific language may be used, but only if it's within the context of the study [e.g., "Fair and Impartial Jury - Catch as Catch Can"]. However, in most cases, you should avoid including words or phrases that do not help the reader understand the purpose of your paper.
- Academic writing is a serious and deliberate endeavor. Avoid using humorous or clever journalistic styles of phrasing when creating the title to your paper. Journalistic headlines often use emotional adjectives [e.g., incredible, amazing, effortless] to highlight a problem experienced by the reader or use "trigger words" or interrogative words like how, what, when, or why to persuade people to read the article or click on a link. These approaches are viewed as counter-productive in academic writing. A reader does not need clever or humorous titles to catch their attention because the act of reading is assumed to be deliberate based on a desire to learn and improve understanding of the research problem. In addition, a humorous title can merely detract from the seriousness and authority of your research.
- Unlike everywhere else in a college-level social sciences research paper [except when using direct quotes in the text], titles do not have to adhere to rigid grammatical or stylistic standards. For example, it could be appropriate to begin a title with a coordinating conjunction [i.e., and, but, or, nor, for, so, yet] if it makes sense to do so and does not detract from the purpose of the study [e.g., "Yet Another Look at Mutual Fund Tournaments"] or beginning the title with an

inflected form of a verb such as those ending in -ing [e.g., "Assessing the Political Landscape: Structure, Cognition, and Power in Organizations"].

/https://libguides.usc.edu/writingguide/title/

3a. Reread the text above and complete the following sentences.

- 1) A long title is superfluous unless it _____
- 2) A short title sometimes is so non-specific that it _____
- 3) Avoid including words or phrases that _____
- 4) Humorous titles should be avoided because _____
- 5) It is appropriate to begin the title with _____

4. Below is the list of recommendations for the language of the titles. Which of them are appropriate for your field of knowledge?

HANDY LIST OF DON'TS

- The period generally has no place in a title (even a declarative phrase can work without a period)
- Likewise, any kind of dashes to separates title parts (however, hyphens to link words is fine)
- Chemical formula, like H₂O, CH₄, etc. (instead use their common or generic names)
- Avoid roman numerals (e.g., III, IX, etc.)
- Semi-colons, as in “;” (the colon, however, is very useful to make two-part titles)
- The taxonomic hierarchy of species of plants, animals, fungi, etc. is not needed
- Abbreviations (except for RNA, DNA which is standard now and widely known)
- Initialisms and acronyms (e.g., “Ca” may get confused with CA, which denotes cancer)
- Avoid question marks (this tends to decrease citations, but posing a question is useful in economics and philosophy papers or when the results are not so clear-cut as hoped for)
- Uncommon words (a few are okay, but too many can influence altmetric scoring)
- Numerical exponents, or units (e.g. km⁻¹ or km/hr)

- Vague terms (e.g., “with” could be re-written with a more specific verb; “amongst” rectified by simpler word ordering)
- Cryptic/complex drug names (use the generic name if allowed to)
- Obvious or non-specific openings with a conjunction: e.g., “Report on”, “A Study of”, “Results of”, “An Experimental Investigation of”, etc. (these don’t contribute meaning!)
- Italics, unless it is used for the species names of studied organisms
- Shorten scientific names (not *coli*, but write instead *Escherichia coli*)
- Keep it short. Aim for 50 to 100 characters, but not more (shorter titles are cited more often) or less than 13 words.

<https://www.enago.com/academy/writing-a-good-research-title-things-to-avoid/>

UNIT 2: journal abstracts and their types

SKILLS: recognizing different abstract types; identifying structural parts of the abstract

An abstract is a short summary of a longer work (such as a dissertation or research paper). The abstract concisely reports the aims and outcomes of your research so that readers know exactly what the paper is about.

Shona McCombes, 2019

<https://www.scribbr.com/dissertation/abstract/>

1. Read the information about abstracts and answer the questions.

What information is found in most abstracts?

THE CONTENTS OF AN ABSTRACT

Abstracts contain most of the following kinds of information in brief form. The body of your paper will, of course, develop and explain these ideas much more fully. The proportion of your abstract that you devote to each kind of information - and the sequence of that information - will vary, depending on the nature and genre of the paper that you are summarizing in your abstract. And in some cases, some of this information is implied, rather than stated explicitly. *The Publication Manual of the American Psychological Association*, which is widely used in the social sciences, gives specific guidelines for what to include in the abstract for different kinds of papers - for empirical studies, literature reviews or meta-analyses, theoretical papers, methodological papers, and case studies.

Here are the typical kinds of information found in most abstracts:

- the context or background information for your research; the general topic under study; the specific topic of your research
- the central questions or statement of the problem your research addresses
- what's already known about this question, what previous research has done or shown
- the main reason(s), the exigency, the rationale, the goals for your research - Why is it important to address these questions? Are you, for example, examining a new

topic? Why is that topic worth examining? Are you filling a gap in previous research? Applying new methods to take a fresh look at existing ideas or data? Resolving a dispute within the literature in your field?

- your methods, your main findings, results, or arguments
- the significance or implications of your findings or arguments.

Your abstract should be intelligible on its own, without a reader's having to read your entire paper. And in an abstract, you usually do *not* cite references—most of your abstract will describe what *you* have studied in your research and what *you* have found and what *you* argue in your paper. In the body of your paper, you will cite the specific literature that informs your research.

/After: <https://writing.wisc.edu/handbook/assignments/writing-an-abstract-for-your-research-paper/>

2. Below is the description of two abstract types. What is the difference between the types? Read the information and fill in the table below.

Descriptive abstract. A descriptive abstract indicates the type of information found in the work. It makes no judgments about the work, nor does it provide results or conclusions of the research. It does incorporate key words found in the text and may include the purpose, methods, and scope of the research. Essentially, the descriptive abstract only describes the work being summarized. Some researchers consider it an outline of the work, rather than a summary. Descriptive abstracts are usually very short, 100 words or less.

Informative abstract. The majority of abstracts are informative. While they still do not critique or evaluate a work, they do more than describe it. A good informative abstract acts as a surrogate for the work itself. That is, the researcher presents and explains all the main arguments and the important results and evidence in the paper. An informative abstract includes the information that can be found in a descriptive abstract [purpose, methods, scope] but it also includes the results and conclusions of the research and the recommendations of the author. The length varies according to discipline, but an informative abstract is usually no more than 300 words in length.

/https://libguides.usc.edu/writingguide/abstract/

Structural part	Informative abstract (+/-)	Descriptive abstract (+/-)
Purpose		
Methods		
Scope of the research		
Conclusions		
Results		
Recommendations of the author		
Judgments about the work		
About 300 words in length		

3. Pair work. Read the abstract with identified structural parts. Which questions is each part answering? Write the questions below the abstract.

**RELATIVE INFLUENCE OF PERCEIVED PEER AND FAMILY
SUBSTANCE USE ON ADOLESCENT ALCOHOL, CIGARETTE, AND
MARIJUANA USE ACROSS MIDDLE AND HIGH SCHOOL**

Megan S. Schuler, Joan S. Tucker, Eric R. Pedersen, Elizabeth J. D'Amico

Purpose: Substance use by peers and family may affect adolescent substance use, yet the relative influence may shift during adolescence as youth differentiate themselves from family and more closely affiliate with peers. This study examined trends in concordance of adolescent cigarette, alcohol and marijuana use and corresponding perceived use by friends and family members during middle and high school.

Methods: Data are from a longitudinal cohort of 12,038 youth who completed up to five surveys during grades 6–12. At each wave, adolescents reported past month use of cigarettes, alcohol and marijuana, as well as perceived use by their best friend, older sibling and most important adult figure. For each substance, we used time-varying effect models to estimate how associations between adolescent use and perceived use varied across grade. **Results:** For all substances, concordance with best friend use was positive and stronger than concordance with older sibling or adult use at all grades. Concordance with both best friend and older sibling use of all substances was pronounced in 6th grade. Concordance peaked again during mid-high school for smoking (best friend, older sibling) and marijuana (best friend).

Concordance with adult marijuana use peaked in middle school, yet associations with adult alcohol and cigarette use were relatively stable. **Conclusions:** Substance use prevention efforts that seek to counter peer normative pressures should begin prior to middle school and span high school. Such efforts should address the role of peer and family environments, as both were found to be relevant during middle and high school.

Purpose_____

Methods_____

Results_____

Conclusions_____

4. Study the table. What tense forms are recommended for the abstracts in your field of science?

CHOOSING VERB TENSES WITHIN YOUR ABSTRACT

Branches of science	Speaking about	The tense
Social science	general facts	The present tense
	Interpretations	
	Methods	
	Findings	
	Arguments	
	Implications	
	previous research	The past tense
Humanities	completed events in the past	The past tense
	what is happening in those texts	The present tense
	the significance or meaning of those texts	
	the arguments presented in the article	
Science	what previous research studies	The past tense
	the research the authors have conducted	
	methods the authors have followed	
	what the authors have found	
	justification for the authors' research	the present tense

<https://writing.wisc.edu/handbook/assignments/writing-an-abstract-for-your-research-paper/>

USEFUL TIPS

The ABC of a good abstract:

- **Accuracy** – a good abstract includes only information included in the original document
- **Brevity** – a good abstract gets straight to the point, contains precise language, and does not include superfluous adjectives
- **Clarity** – a good abstract does not contain jargon or colloquialisms and always explains any acronyms

4 a. In pairs, discuss the following questions. Search the internet for abstracts in your field of science to prove the answers.

- What tense forms are used in different structural parts of the abstract?
- What tense forms are recommended for the abstracts in psychology/ sociology?

5. Below are mixed extracts from the abstract (A – E). Decide on the best order for them (1- 5) and identify the function of each structural part using the words in the box. Some extracts perform more than one function.

context specific topic reason methods goals results implications

LANGUAGE ASSESSMENT THROUGH BLOOM'S TAXONOMY

Dinçay Köksala, Ömer Gökhan Ulumb

Abstract

A The findings of the study suggested that the analyzed exam papers lacked the higher level cognitive skills contained in Bloom's Taxonomy.

B Based on the findings, some assumptions have been made with the aim of suggesting how the exam papers which are being written or will be written should refer to Bloom's taxonomy.

C This study was carried out through qualitative methods of data collection.

D Since it is important to assess how well students master the information within

the levels of the taxonomy, the present study first presents the higher and lower levels of Bloom's taxonomy and then seeks to investigate whether the exam questions of General English courses are based on both higher and lower order thinking levels.

E Benjamin Bloom's taxonomy of educational objectives plays a crucial role in developing assessments that measure higher and lower level cognitive skills.

/ISSN: 1305-578XJournal of Language and Linguistic Studies, 14(2), 76-88; 2018/

1. _____
2. _____
3. _____
4. _____
5. _____

USEFUL TIPS

Because an abstract is a description of an entire document, you can write an abstract only for a document that is complete.

/www.indiana.edu/~wts/

6. Below is the mechanics of creating absrtracts.

1. Begin writing the abstract after you have finished writing your paper.
 - First answer the questions “What problem are you trying to solve?” and “What motivated you to do so?” by picking out the major objectives/hypotheses and conclusions from your Introduction and Conclusion sections.
 - Next, answer the question "How did you go about achieving your objective?" by selecting key sentences and phrases from your Methods section.
 - Now, reveal your findings by listing the major results from your Results section.
 - Finally, answer the question "What are the implications of your findings?"

- Arrange the sentences and phrases selected in steps and into a single paragraph in the following sequence: Introduction, Methods, Results, and Conclusions.
- Make sure that this paragraph is self-contained, and does not include the following:
 - Information not present in the paper
 - Figures and tables
 - Abbreviations
 - Literature review or reference citations
- Now, link your sentences.
- Ensure that the paragraph is written in the past tense and check that the information flows well, preferably in the following order: purpose, basic study design/techniques used, major findings, conclusions, and implications.
- Check that the final abstract
 - Contains information that is consistent with that presented in the paper.
 - Meets the guidelines of the targeted journal (word limit, type of abstract, etc.)
 - Does not contain typographical errors as these may lead referees and editors to “conclude that the paper is bad and should be rejected.”

<https://www.editage.com/insights/how-to-write-an-effective-title-and-abstract-and-choose-appropriate-keyword/>

UNIT 3: keywords

SKILLS: understanding the role of keywords; creating effective keywords

Keywords are words that capture the essence of your paper. Keywords make your paper searchable and ensure that you get more citations. Therefore, it is important to include the most relevant keywords that will help other authors find your paper.

<https://www.editage.com/insights/how-to-create-keywords-for-a-research-paper/>

- 1. Below is the list of recommendations which can help you choose appropriate keywords. Think of the research essay you have written recently and make use of the recommendations to improve your title. Then in pairs, discuss the improvement.**

HOW TO CHOOSE APPROPRIATE KEYWORDS IN A RESEARCH PAPER

Journals, search engines, and indexing and abstracting services classify papers using keywords. Thus, an accurate list of keywords will ensure correct indexing and help showcase your research to interested groups. This in turn will increase the chances of your paper being cited. Here's how you can go about choosing the right keywords for your paper:

- Read through your paper and list down the terms/phrases that are used repeatedly in the text.
- Ensure that this list includes all your main key terms/phrases and a few additional key phrases.
- Include variants of a term/phrase (e.g., kidney and renal), drug names, procedures, etc.
- Include common abbreviations of terms (e.g., HIV).
- Now, refer to a common vocabulary/term list or indexing standard in your discipline (e.g., GeoRef, ERIC Thesaurus, PsycInfo, ChemWeb, BIOSIS

Search Guide, MeSH Thesaurus) and ensure that the terms you have used match those used in these resources.

- Finally, before you submit your article, type your keywords into a search engine and check if the results that show up match the subject of your paper. This will help you determine whether the keywords in your research paper are appropriate for the topic of your article.

Conclusion

While it may be challenging to write effective titles and abstracts and to choose appropriate keywords, there is no denying the fact that it is definitely worth putting in extra time to get these right. After all, these 3 smallest segments of your paper have the potential to significantly impact your chances of getting published, read, and cited.

/https://www.editage.com/insights/how-to-write-an-effective-title-and-abstract-and-choose-appropriate-keyword/

2. Read the following statements about choosing relevant keywords and decide if they are true (T) or false (F).

- 1) Keywords capture the essence of your paper.
- 2) Keywords make your paper searchable.
- 3) Keywords should ideally be single words.
- 4) Single key words ensure that you get more citations.
- 5) Phrases of 2-4 words related to your topic are acceptable.
- 6) The journal requirements are stable for all the journals.
- 7) Acronyms and abbreviations should be included into keywords.

/After https://www.editage.com/insights/how-to-create-keywords-for-a-research-paper/

3. Read the abstract. Decide which of the keywords below are most helpful for the reader.

educational objectives; Bloom's taxonomy; cognitive skills' levels; taxonomy levels; assessment; thinking levels; cognitive skills measurement; examination assessment.

Benjamin Bloom's taxonomy of educational objectives plays a crucial role in developing assessments that measure higher and lower. Since it is important to assess how well students master the information within the levels of the taxonomy, the present study first presents the higher and lower levels of Bloom's taxonomy and then seeks to investigate whether the exam questions of General English courses are based on both higher and lower order thinking levels. This study was carried out through qualitative methods of data collection. The findings of the study suggested that the analyzed exam papers lacked the higher level cognitive skills contained in Bloom's Taxonomy. Based on the findings, some assumptions have been made with the aim of suggesting how the exam papers which are being written or will be written should refer to Bloom's taxonomy.

/ISSN: 1305-578X Journal of Language and Linguistic Studies, 14(2), 76-88; 2018/

Keywords: _____

4. Read the abstract below and decide which keywords may accompany it.

1) McCormack M. Advocacy Research on Homophobia in Education: Claims-Making, Trauma Construction and the Politics of Evidence. *Sociology*. 2020;54(1):89-106. doi:[10.1177/0038038519858585](https://doi.org/10.1177/0038038519858585)

Sociology has an ambivalent relationship with advocacy research because the benefits of participation and engagement must be balanced with concerns about bias. The current study uses 10 recent research reports on homophobia in British educational settings, written and funded by campaigning charities, as a case study of contemporary advocacy research. Presenting a sociological analysis of these documents and adopting a social problems approach, claims-making processes in the reports are documented and significant methodological and analytical flaws are identified. Instead of objective research, these reports are campaigning documents that seek to gain media coverage and influence policy. Implications for how the reports should be used as resources for research and social policy are examined, and a

more nuanced and sophisticated approach to engaging with advocacy research is called for.

Keywords: _____

UNIT 4: self-study work

SKILLS: revision and self-assessment

Key takeaways:

- Without **the title, abstract, and keywords** - the key marketing tools for research papers—most papers may never be read or even found by interested readers.
- Good research **paper titles** (typically 10–12 words long) use descriptive terms and phrases that accurately highlight the core content of the paper.
- **The abstract** should provide a quick and accurate summary of the paper, to help the reader decide whether the rest of the paper is worth reading.
- **Keywords** ensure that your paper is indexed well by databases and search engines, and thus improve the discoverability of your research. Therefore, keywords should be selected after careful consideration.

1. **Read the abstract below and define its type.**

PREPARING STUDENTS FOR PRESENTING THEIR RESEARCH: A LITERATURE SURVEY

Rodica Ioana Lung

Abstract. Presenting scientific results through conference presentations is considered one of the fastest ways to disseminate results and receive feed-back from peers (1). The presentation format is essential in engaging the public particularly for graduate students looking for prospective employers in the audience, either in the form of PhD advisors, postdoctoral mentors or industry representatives searching for young talents. In this context, preparing students for delivering professional presentations may be essential for their careers (2). This paper presents a survey of literature presenting courses designed to enhance these skills at graduate level (3).

Key words: preparing conference presentations, posters, courses and training programs

1 a. Reread the abstract above and determine the function of each sentence. Give reasons for your answers. Mind that a sentence may perform more than one function.

1) _____

2) _____

3) _____

2. Study the *Revision checklist for abstracts*. Think of the research essay you have written recently and make use of the recommendations to improve your abstract.

REVISION CHECKLIST FOR ABSTRACTS

As you reread and revise your abstracts, watch out for problems such as the following:

- Make sure that the descriptive abstract does *not* include informative abstract phrasing; make sure that the informative abstract does *not* include descriptive abstract phrasing.
- Make sure the descriptive overviews *all* the contents (all the major sections) of the report.
- Make sure that the informative abstract summarizes *all* the major sections of the report. (And don't forget the informative abstract is *not* an introduction!)
- Make sure the informative abstract summarizes *all* key concepts, conclusions, and facts from the body of the report (including key statistical information).
- Make sure that the informative abstract excludes general, obvious, deadwood information and that the phrasing is compact and concentrated.
- Make sure that the informative abstract is neither too brief (less than 10 percent) nor too long (more than 15 percent).

<https://www.tu-chemnitz.de/phil/english/sections/linguist/independent/kursmaterialien/TechComm/achtml/abstrax.html/>

3. Check your progress in writing abstracts by taking the quiz. For questions 1-14 choose one answer. You will need 30 seconds for each answer.

WRITING AN ABSTRACT

(Quiz)

1. Writing an investigatory project can take months of hard work and patience.
 - True
 - False
2. These are paragraphs that provide readers with a quick overview of the whole paper paragraphs that provide readers with a quick overview of the whole paper.
 - Output
 - Summary
 - Conclusion
 - Abstract
3. Which of the following does not belong to the group?
 - Descriptive
 - Informative
 - Crisis
 - Critical
4. What do you call to the other term of Informative Abstract?
 - Complete Abstract
 - Incomplete Abstract
 - Information Abstract
 - Compilation Abstract
5. What do you call to the abstract that requires relating and maybe critiquing the abstracted work to the writer's own research?
 - Informative
 - Descriptive
 - Critical
 - Criteria
6. It is the summary of a paper describing its purpose, methodology, results, and conclusion.
 - Critical Abstract
 - Information Abstract
 - Descriptive Abstract
 - All of the Above

7. It is the type of abstract that briefly describe the work done without mentioning the results and conclusion of the research.
- Descriptive
 - Informal
 - Informative
 - Description
8. In descriptive abstract the required number of words composition is _____.
- 100 to 120
 - 100 to 130
 - 100 to 140
 - 100 to 150
9. In writing the Abstract, which of the following is true in sharing the methods of research?
- Describe your research process.
 - Mention the approach you decided to go with and all the data that was at your disposal.
 - It's worth giving a short overview of the most important sources that you used for your paper.
 - All of the Above
10. Which is true about writing the conclusion?
- The conclusion of your abstract should be convincing
 - Tell readers why your work valuable
 - Closure Statement that deserves to be developed further
 - All of the above
11. Abstract suggest any implications or applications of the research paper.
- True
 - False
12. Abstract is the summary of the whole paper.
- Agree
 - Disagree

/After: <https://quizizz.com/admin/quiz/5e3a084e104c73001c73a7d3/writing-an-abstract/>

4. Read the abstract below and decide which keywords may accompany it.

1) Marchner, J.R., Preuschhof, C. The influence of associative reward learning on motor inhibition. *Psychological Research* (2021). <https://doi.org/10.1007/s00426-021-01485-7>

Stimuli that predict a rewarding outcome can cause difficulties to inhibit unfavourable behaviour. Research suggests that this is also the case for stimuli with a history of reward extending these effects on action control to situations, where reward is no longer accessible. We expand this line of research by investigating if previously reward-predictive stimuli promote behavioural activation and impair motor inhibition in a second unrelated task. In two experiments participants were trained to associate colours with a monetary reward or neutral feedback. Afterwards participants performed a cued go/no-go task, where cues appeared in the colours previously associated with feedback during training. In both experiments training resulted in faster responses in rewarded trials providing evidence of a value-driven response bias as long as reward was accessible. However, stimuli with a history of reward did not interfere with goal-directed action and inhibition in a subsequent task after removal of the reward incentives. While the first experiment was not conclusive regarding an impact of reward-associated cues on response inhibition, the second experiment, validated by Bayesian statistics, clearly questioned an effect of reward history on inhibitory control. This stands in contrast to earlier findings suggesting that the effect of reward history on subsequent action control is not as consistent as previously assumed. Our results show that participants are able to overcome influences from Pavlovian learning in a simple inhibition task. We discuss our findings with respect to features of the experimental design which may help or complicate overcoming behavioural biases induced by reward history.

Keywords: _____

PART IV. CITATION

UNIT 1: ways and techniques of citing sources; citation styles

SKILLS: understanding citation rules; selecting the way of citing

WHAT IS CITATION?

A "**citation**" is the way you tell your readers that certain material in your work came from another source. It also gives your readers the information necessary to find that source again, including:

- information about the author
- the title of the work
- the name and location of the company that published your copy of the source
- the date your copy was published
- the page numbers of the material you are borrowing

<https://www.plagiarism.org/article/what-is-citation>

1. Read the text below. Then in pairs, discuss the differences between citation types and reasons for their usage.

WHAT ARE THE DIFFERENCES AMONG QUOTING, PARAPHRASING, AND SUMMARIZING?

These three ways of incorporating other writers' work into your own writing differ according to the closeness of your writing to the source writing.

Quotations must be identical to the original, using a narrow segment of the source. They must match the source document word for word and must be attributed to the original author.

Paraphrasing involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source. Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly.

Summarizing involves putting the main idea(s) into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.

Why use quotations, paraphrases, and summaries?

Quotations, paraphrases, and summaries serve many purposes. You might use them to:

- provide support for claims or add credibility to your writing
- refer to work that leads up to the work you are now doing
- give examples of several points of view on a subject
- call attention to a position that you wish to agree or disagree with
- highlight a particularly striking phrase, sentence, or passage by quoting the original
- distance yourself from the original by quoting it in order to cue readers that the words are not your own
- expand the breadth or depth of your writing

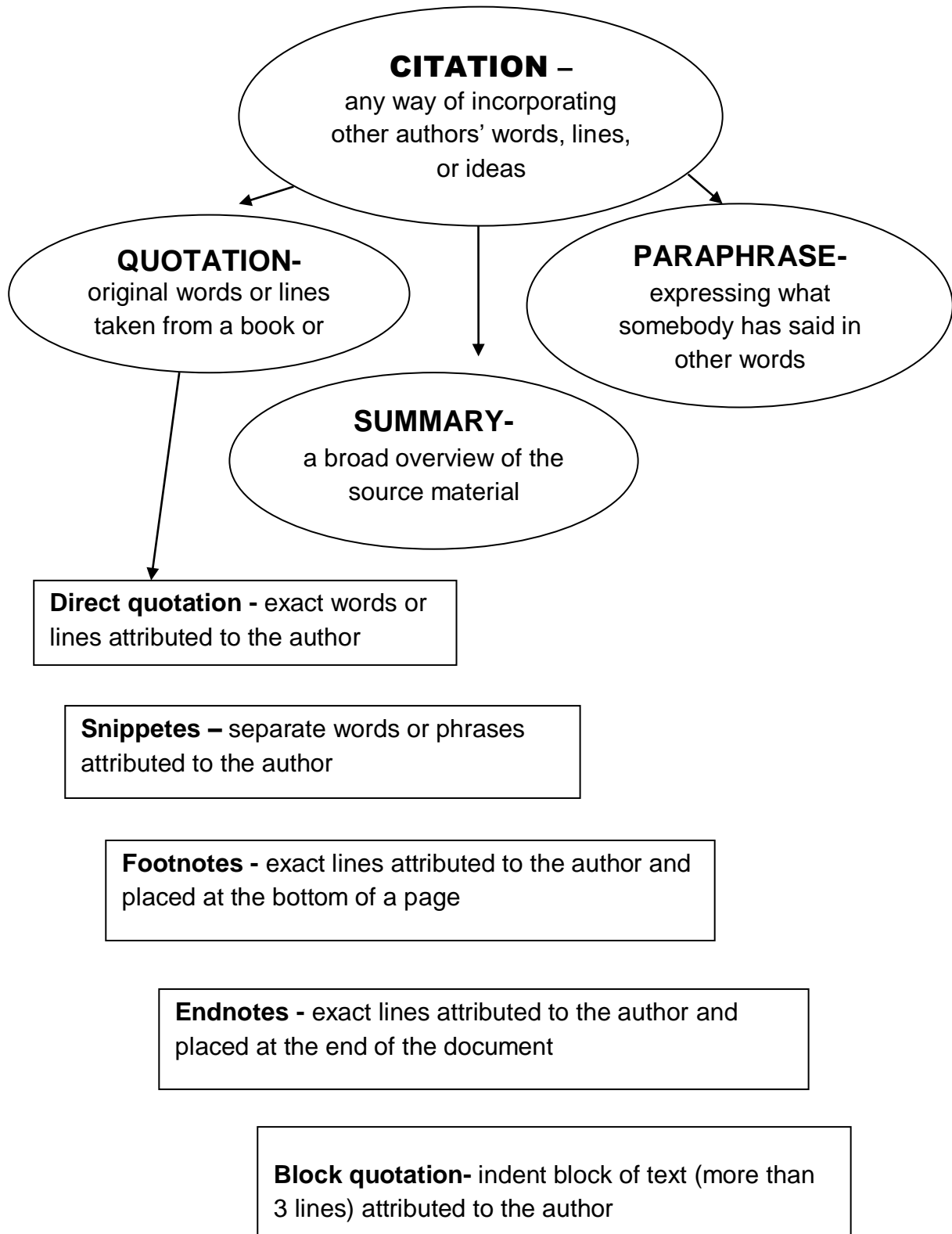
Writers frequently intertwine summaries, paraphrases, and quotations. As part of a summary of an article, a chapter, or a book, a writer might include paraphrases of various key points blended with quotations of striking or suggestive phrases as in the following example:

In his famous and influential work *The Interpretation of Dreams*, Sigmund Freud argues that dreams are the "royal road to the unconscious" (page #), expressing in coded imagery the dreamer's unfulfilled wishes through a process known as the "dream-work" (page #). According to Freud, actual but unacceptable desires are censored internally and subjected to coding through layers of condensation and displacement before emerging in a kind of rebus puzzle in the dream itself (page #).

<https://writingcenter.gmu.edu/guides/when-to-summarize-paraphrase-and-quote/>

2. Work in pairs. Study the table and discuss with your partner the ways of citing other writers' work.

WAYS OF GIVING CREDIT TO OTHER AUTHORS



3. Read the paragraph on *Literature review* from a scientific article. Pick out the words and phrases by means of which the author of the article introduces the other scientists' ideas about motivation. What types of citation prevail in the paragraph?

LEARNING MOTIVATION

1) Mc. Donald in Hamalik (2003:158) wrote: "*motivation is an energy change within the person characterized by affective arousal and anticipatory goal reactions.*" It means that motivation is a complex thing.

2) Fajar (2008:575) proposed that motivation is an intention that arises from a person, both consciously and unconsciously to act for certain purposes. This statement is also backed up by Eyesenck (in Slameto, 2010:170) who argued that motivation is formulated as a process that determines the level of activity, intensity, consistency, and general direction of human behavior as a complex concept and related to other concepts such as interest, self-concept, etc.

3) In addition, Purwanto (2011:71) who proposed that motivation is a motor, a conscious effort to influence one's behavior in order for that person to act on to achieve certain objectives. Mc Donald (in Sardiman, 2008:73) asserted that motivation is a change of energy within a person which characterized by the emergence of feeling and reaction to achieve certain objectives. Winardi (2002:1) described motivation as a word derived from Latin, *movere*, which means to move. It was absorbed into English and becomes motivation which means to provide a motive, things that create an urge or situation that creates an urge. This is in line with Uno (2011:4) who argued that motivation is a thing that strengthens or power to push or encourage someone to achieve certain result and objective.

From: Yolanda, R. H. (2018). The Correlation of School Environment and Learning Motivation with Social Skills of Grade Three Students of SDN 5 Tilamuta of Boalemo Regency. International Journal of Innovative Science and Research Technology. V. 3 (8), August, 2018

1) _____ 2) _____

3) _____

4. Work in pairs. Read the lines from authentic scientific articles and decide which citation types has been used by the authors.

- 1) The skills required in academic writing include the ability to assess and process information from different sources and the ability to synthesize this information into a new text (Ezer, Margolin & Sagi, 2009).

From: Margolin, B. (2012). Towards a Description of Coherence Patterns in Contemporary Hebrew Prose and Palestinian-Israeli Arabic Prose. *Intercultural Pragmatics*, 3(9), 293-308.

- 2) Despite evidence pointing to the importance of academic writing, most research in Israel, North America and Europe (Beaufort, 2007; Dubarry, 2008; Folman, 1994; Hazlett, 2008; Margolin & Ezer, 2008; Sarig, 1997; Segev-Miller, 1999; Steinway; 2008) that has examined the academic writing skills of freshmen students points to the gap between the writing skills of entering freshman students and the requirements of academic writing.

From: Margolin, B. (2012). Towards a Description of Coherence Patterns in Contemporary Hebrew Prose and Palestinian-Israeli Arabic Prose. *Intercultural Pragmatics*, 3(9), 293-308.

- 3) Adolescents reported how many days during the past month they used cigarettes, “at least one drink of alcohol,” and marijuana. Responses choices were on a 7 point Likert scale from 0 to 20–30 days; use was dichotomized into “no use” and “any use” given low prevalences at younger ages (D'Amico et al., 2016).

From: M.S. Schuler et al.(2019). Relative influence of perceived peer and family substance use on adolescent alcohol, cigarette, and marijuana use across middle and high school. *Addictive Behaviors* 88 (2019) 99–105.

- 4) As highlighted by Villanti et al. (2011), substance use prevention efforts that seek to address peer influence should begin prior to middle school and should be sustained throughout high school.

From: M.S. Schuler et al.(2019). Relative influence of perceived peer and family substance use on adolescent alcohol, cigarette, and marijuana use across middle and high school. Addictive Behaviors 88 (2019) 99–105.

5) Similarly, Richards and Schmidt (2010) in Mohammadi & Mousavi 2013 describe English for Specific Purposes (ESP) as “a language course or program of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners”.

From: E .C Sharndama et al. English for Academic Purpose: A Tool for Enhancing Students’ Proficiency in English Language Skills. International Journal of English Language Teaching Vol. 1, No. 2; 2014 pp 14-20

6) Cowling (2007) observes that there is often a lack of awareness of the existence of needs analysis as a tool in EFL course design and many have overlooked course planning as an area in syllabus design. He even expresses his criticism on the use of textbook as the whole syllabus by some institutions:

Such an outlook eliminates the need of a time consuming and often expensive syllabus design process...such an approach ignores the specific learning needs of the target students, something that could be examined through a needs analysis process...One area that has a higher regard for needs analysis is ESP as students’ needs are often clearer and of such a nature that a published textbook would not adequately fulfil their needs. (Cowling. 2007:427).

From: Shing S. R. & Sim T. Sh. (Dr.) EAP Needs Analysis in Higher Education: Significance and Future Direction English for Specific Purposes World ISSN 1682-3257 Issue 33, Volume 11, 2011 pp. 1-11

7) Relapse occurred among 37% of the current sample by the threemonth post-discharge follow-up. This relapse rate is comparable to that reported in a recent Norwegian study (Pasareanu et al., 2016), however, relatively low compared with other studies, which have reported rates from 50% to 75% (Darke et al., 2005; Gil-

Rivas, Prause, & Grella, 2009; McKetin et al., 2018; Suter et al., 2011). However, direct comparisons of relapse rates between studies are problematic due to the diversity of patient populations, treatment settings, and different follow-up intervals and definitions of relapse.

From: Andersson et al. Relapse after inpatient substance use treatment: A prospective cohort study among users of illicit substances. *Addictive Behaviors* 90 (2019) 222–228

4a. Analyse the quotations above (Ex. 3) and discuss with your partner the questions.

1) What are the reasons for integrating quotations into the writers' own texts? Analysis? Using the data to support the writer's arguments? Proving the arguments by the respondents' answers? Define each case.

2) Do the writers use any introductory or explanatory phrases (sentences) 'framing' the quotations? What are they?

3) What punctuation marks surround borrowed words/ phrases/ sentences?

4) Why the borrowed sentences in citation 6) are intended?

5. Read the text and point out the ways of giving credit to the author of the original scientific work.

A MIXED WAY OF CITATION

Writers frequently intertwine summaries, paraphrases, and quotations. As part of a summary of an article, a chapter, or a book, a writer might include paraphrases of various key points blended with quotations of striking or suggestive phrases as in the following example:

In his famous and influential work *The Interpretation of Dreams*, Sigmund Freud argues that dreams are the "royal road to the unconscious" (page #), expressing in coded imagery the dreamer's unfulfilled wishes through a process known as the "dream-work" (page #). According to Freud, actual but unacceptable desires are censored internally and subjected to coding through layers of condensation and displacement before emerging in a kind of rebus puzzle in the dream itself (page #).

/https://writingcenter.gmu.edu/guides/when-to-summarize-paraphrase-and-quote/

USEFUL TIPS

IN-TEXT CITATION FORMATS

Examples of parenthetical citations in Modern Language Association (MLA) and American Psychological Association (APA) formats are:

- One author, no direct quotation:
 - **MLA: (Olson)**
 - **APA: (Olson, 2010)**
- One author, direct quotation:
 - **MLA: (Olson 10)**
 - **APA: (Olson, 2010, p. 10)**
- Two authors:
 - **MLA: (Olson and Johnson 14)**
 - **APA: (Olson & Johnson, 2010, p.14)**

/http://en.writecheck.com/citing-and-quoting/

6. Match the words and phrases in column A and B to get some more introductory phrases framing quotations and paraphrases.

A

the author`s first and last name
the author`s last name
the scholar
the scientist
the writer

B

admits
concludes
declares
explains
hypothesizes
indicates
questions
proposes
replies
suggests

7. Read the paragraphs below and prepare them for citation. How would you cite them? Which sentences would you paraphrase/quote? Follow one of the citation formats. Use the introductory phrases from Ex. 4.

1) To put it simply, as neutral as it may appear to be, the impact of technological change turns out to be highly gendered. We showed that the recent rise of

programming intensity has negatively affected gender equality, and this impact has been pervasive, spreading across a wide range of industries. Although our empirical analyses clearly demonstrate these uneven trends, the mechanisms behind this relationship may be deep rooted, multifaceted, and far from adequately understood. These complex mechanisms may include gender-biased status beliefs in the workplace, male-dominated occupational culture, organizational processes that exclude women from resources and opportunities, gender-biased performance evaluations, and persistent gendered division of labor in the family. Furthermore, such gender imbalance may also influence other domains of personal and social life.

Cheng, S., Chauhan, B., & Chintala S. (2019). The Rise of Programming and the Stalled Gender Revolution. *Sociological Science*, April 2019, Volume 6 pp. 321-351. Retrieved from: www.sociologicalscience.com

2) Theories that emphasize persistent, direct effects of historical racial oppression that differ across countries — slavery and colonialism — may explain the common pattern of discrimination across groups but not the difference in levels across countries. That is, the ubiquity of discrimination against nonwhites (and low discrimination against white immigrants) may be the result of common crossnational histories linked to white supremacy. But national histories of slavery and colonialism are neither necessary nor sufficient conditions for a country to have relatively high levels of labor market discrimination. Some countries with colonial pasts demonstrate high rates of hiring discrimination, but several countries without extensive colonial pasts (outside Europe), such as Sweden, demonstrate similar levels. Likewise, the lower rates of discrimination against minorities in the United States than we find for many European countries seem contrary to expectations that emphasize the primacy of connection to slavery in shaping the contemporary level of national discrimination. These results do not suggest that slavery and colonialism do not matter for levels of discrimination, rather they indicate that they matter in more complex ways than suggested by theories that posit simple, direct influences of the past on current discrimination.pp 489.

Quillian, L., Heath, A., Pager, D., Midtbøen, A., Fleischmann, F., & Hexel, O. (2019). Do Some Countries Discriminate More than Others? Evidence from 97 Field Experiments of Racial Discrimination in Hiring. *Sociological Science*, 6, 467–496. doi: 10.15195/v6.a18

3) This research contributes to challenging the far-sweeping conclusion that being more attractive is always advantageous (Hosoda et al., 2003). We note that there are common situations in which the expectation of bigger and better things for attractive individuals (with the corresponding inference that attractive individuals also feel entitled to such outcomes) may backfire and lead to discrimination against attractive job candidates. By highlighting the role of salient situational goals that override the general tendency to give good outcomes to attractive individuals on account of positive stereotypes, we provide a more nuanced understanding of how stereotypes translate to good and bad outcomes. (Lee M., et al. 2018, P.437).

Lee, M., Pitesa, M., Pillutla, M. M., & Thau, S. (2018). Perceived entitlement causes discrimination against attractive job candidates in the domain of relatively less desirable jobs. *Journal of Personality and Social Psychology*, 114(3), 422–442. doi: 10.1037/pspi0000114

A citation is the basic information required to identify and locate a specific publication (e.g. book, book chapter, article, website, video, etc).

<https://www.library.ucdavis.edu/guide/citation-styles/>

UNIT 2: plagiarism and its types; ways of avoiding plagiarism; paraphrasing techniques

SKILLS: understanding and preventing plagiarism; applying paraphrasing techniques

According to the Merriam-Webster online dictionary, to "plagiarize" means:

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

<https://www.plagiarism.org/article/what-is-plagiarism>

1. Read the text from the website. Discuss with your partner examples of plagiarism.

TYPES OF PLAGIARISM

Many types of plagiarism exist; some are obvious and some are not. A writer must know what constitutes plagiarism because ignorance of the facts will not excuse him or her from the consequences. The University of Pittsburgh's undergraduate plagiarism policy (University of Pittsburgh, 2008) lists examples of plagiarism:

- Copying text "as is" without quotation marks and with no citation or source.
- Reordering the elements of the source text without citation.
- Copying pieces (sentences, key phrases) of the source text without citation.
- Paraphrasing without citation.
- Reproducing information that is not common knowledge or self-evident without citation.
- Incorporating an idea heard in conversation without citation.
- Using your own past material or another student's material as a new idea without citation.

- Using software or online translators to translate material without citation.
- Paying someone else to do your work, purchasing material, or translating from someone else's material (web-based or hard copy). (Calvano, 2011, p.1)

The best defense against plagiarism is knowledge and the practice of effective writing skills. Learning how to paraphrase, quote, and to properly cite and reference material is critical. A writer will never gain good writing skills if he or she does not create their own work. Not procrastinating and beginning papers early will help to squelch the temptation to cheat by plagiarizing. The writer's academic, professional, and personal reputation is too valuable to lose over a moment of laziness or weakness. Using a plagiarism checker is a helpful way to check for plagiarism, even accidental, and ensure that writing is original and well cited.

<http://en.writecheck.com/types-of-plagiarism>

2. Pair work. Study the text. Discuss with your partner the question.

Which of the ways of avoiding plagiarism you consider the most appropriate for you? Why?

HOW TO AVOID PLAGIARISM IN YOUR WRITING

(after Zoe Nixon)

... Once you understand the necessity of avoiding plagiarism, you stand a better chance at implementing steps to help you stay out of trouble. Here are some of the best tips to help you avoid plagiarism.

1. Start early

An easy way to help you avoid plagiarism is to give yourself enough time when writing a paper. It is easy to miss something when you are rushed. Having sufficient time to do your research and pay attention to your content is going to put you miles ahead. When we are under pressure we stand a bigger chance of making unnecessary mistakes.

2. Cite correctly

It is one thing to cite your sources, but that won't mean much if you don't do it correctly. Make sure you know what the standards are for the paper you are working

on and apply it accurately. You might be trying to do the right thing and still get it wrong.

3. Proofread

Proofreading is a requirement and it will also help with your plagiarism. You can find the best article rewriter but proofreading your work works. It does not take that much time to scan through your paper and make sure you have cited every source you used. This step is easy to apply and gives results.

4. Quote

Another way to give credit is to use quotations when you are directly quoting someone. It really does not take up a lot of time and you want to do it as soon as you write it down. When you quote your references, you won't be accused of plagiarism.

5. Paraphrase

There is a way around using someone else's work, but you want to still give credit where it's due. Paraphrasing works well when you reword a sentence without it losing meaning. You have to write it in your own words and cannot just take out one word and replace it with another.

6. Add Value

Do not try to use all information you find in your sources. Try and add some value to the topic by including some of your own insights. This is going to score you better marks anyway. It shows that you understand what you are talking about. You can only do this by researching extensively until you get to a point where all the information clicks.

7. Plagiarism Checker

There are a lot of good plagiarism checkers online. I can find the best article rewriter online in a second if I needed to. The same goes for the case to avoid plagiarism. It does not take much to put your work through a checker, just to be sure.

8. Reference Page

Another easy way to avoid plagiarism is to include a reference page at the end of your paper. Just add to this list as you do your research and know what you want to

include. Do not try to do it when you are done with your paper because it is easy to miss something important.

9. Ask your Teacher

Spend some time with your teacher making sure you know the guidelines for the paper you are working on. Sometimes, we can save ourselves so much of time by simply asking. Ask if a reference page or in-text citation is required. This allows you to go into the task prepared.

10. Internet is a Source

Just because you found something on the internet and not in a book does not mean you can use the information without citing. Be very careful with this one because it still is someone's original work. You want to reference or cite the online sources you use in order to avoid plagiarism. Just because you found something on someone's blog does not mean it's there for you to use.

/After: https://writingcooperative.com/@zoe.nixon2?source=post_page/

3. Pair work. Below are five steps in the paraphrase process (A-E). Put them into the correct order (1-5).

STEPS IN THE PARAPHRASE PROCESS

- A. Place quotation marks around any unique phrases you have borrowed directly from the source. Note that it is OK not to change technical words, as there often will not be appropriate synonyms for these.
- B. Then compare your notes with the reading to make sure you have included all the key information. Redraft your paraphrase if necessary.
- C. Make sure to note down the full details of the source so you can properly cite the material.
- D. Make sure you understand the source itself. Check the definitions of any keywords if you are unsure.
- E. Next, put the reading aside and make some notes from memory.

/After: https://www.westernsydney.edu.au/data/assets/pdf_file/0006/1082670/Paraphrasing.pdf/

1)_____, 2)_____, 3)_____, 4)_____, 5)_____.

4. Study the text below for paraphrasing and citation techniques in APA style. Then in pairs, discuss the questions below.

Where would you put the citation if your paraphrase is a paragraph long/ continues into the next paragraph / incorporates multiple sources?

LONG PARAPHRASES

A paraphrase may continue for several sentences. In such cases, cite the work being paraphrased on first mention. Once the work has been cited, it is not necessary to repeat the citation as long as the context of the writing makes it clear that the same work continues to be paraphrased.

Velez et al. (2018) found that for women of color, sexism and racism in the workplace were associated with poor work and mental health outcomes, including job-related burnout, turnover intentions, and psychological distress. However, self-esteem, person-organization fit, and perceived organizational support mediated these effects. Additionally, stronger womanist attitudes – which acknowledge the unique challenges faced by women of color in a sexist and racist society– weakened the association of workplace discrimination with psychological distress. These findings underscore the importance of considering multiple forms of workplace discrimination in clinical practice and research with women of color, along with efforts to challenge and reduce such discrimination.

If the paraphrase continues into a new paragraph, reintroduce the citation. If the paraphrase incorporates multiple sources or switches among sources, repeat the citation so the source is clear. Read your sentences carefully to ensure you have cited sources appropriately.

Play therapists can experience many symptoms of impaired wellness, including emotional exhaustion or reduced ability to empathize with others (Elwood et al., 2011; Figley, 2002), disruption in personal relationships (Elwood et al., 2011; Robinson-Keilig, 2014), decreased satisfaction with work (Elwood et al., 2011), avoidance of particular situations (Figley, 2002; O’Halloran & Linton, 2000), and

feelings or thoughts of helplessness (Elwood et al., 2011; Figley, 2002; O'Halloran & Linton, 2000).

/https://apastyle.apa.org/style-grammar-guidelines/citations/paraphrasing/

5. Compare the original and paraphrased versions below. Pay attention to the changes in style and grammar in a paraphrased version. Then in pairs, discuss the questions below.

Original passage:	Paraphrase:
The library at Stephen F. Austin is home to the AARC, which provides tutoring to students in the fields of math, business, science, liberal arts, and writing. Through the AARC, students can use weekly one-on-one sessions, walk-in assistance, and online essay revisions. This tutoring is free of charge to all current students.	According to their website, students at Stephen F. Austin can visit the AARC for free tutoring in most major subjects both in person and online (Citation of original source).

/https://libguides.sfasu.edu/aarc/formref/paraphrase#/?_k=225wp/

- 1) How does the paraphrased version differ from the original one in the number of sentences?
- 2) What words in the original were substituted by their synonyms/ synonymous expressions in the paraphrased version?

6. Study the paraphrasing strategies adopted by Kent State University.

PARAPHRASING STRATEGIES

A paraphrase translates the ideas in a source into your own words, keeping all of the details in the original source. It is typically used for relating short segments of a source's ideas, as an alternative to quoting.

There are many more techniques you can use to create a paraphrase than just replacing a few words. Remember that to be clear, a paraphrase quite often ends up being *longer* than the original.

- Locate the individual statements or major idea units in the original.
- Change the order of ideas, maintaining the logical connections among them.
- Substitute synonyms for words in the original, making sure the language in your paraphrase is appropriate for your audience.
- Combine and divide sentences as necessary.
- Compare the paraphrase to the original to ensure that the rewording is sufficient and the meaning has been preserved.
- Weave the paraphrase into your essay in accordance with your rhetorical purpose.
- Document the paraphrase.

<https://www.kent.edu/writingcommons/summarizing-and-paraphrasing-strategies%C2%A0>

6a. Read an extract from the scientific article and paraphrase it. Follow the steps from (Ex. 3) and strategies (Ex. 6). One sentence is paraphrased for you.

The original version. The increased influence of adult marijuana use in middle school may in part reflect growing awareness of adult marijuana use, which may be less frequent and visible to adolescents compared to alcohol and cigarette use.

The paraphrased version. Marijuana use in adolescents may be partially seen as a result of increasing addiction to this substance in middle school while alcohol drinking and smoking can be remained unnoticed by the adults (*Schuler, M. S., Tucker J. S., Pedersen, E. R. & D'Amico E. J., 2019*).

The changes introduced:

- The order of ideas and the word-order have been changed.
- Necessary words are added.
- Some words are substituted by their synonyms (adult marijuana use – *marijuana use in adolescents*; growing – increasing; alcohol and cigarette use – *alcohol drinking and smoking*: etc.).
- The source is cited.

**RELATIVE INFLUENCE OF PERCEIVED PEER AND FAMILY
SUBSTANCE USE ON ADOLESCENT ALCOHOL, CIGARETTE, AND
MARIJUANA USE ACROSS MIDDLE AND HIGH SCHOOL**

Megan S. Schuler, Joan S. Tucker, Eric R. Pedersen, Elizabeth J. D'Amico

Discussion. Concordance with adult alcohol and cigarette use were positive and relatively stable across grades. These findings are consistent with our hypothesis and previous studies showing that concordance with adult drinking and smoking are less variable across time (Liao et al., 2013; O'Loughlin et al., 2017). In contrast to the developmental trajectories of peer and older sibling alcohol and cigarette use, adult smoking and drinking may be more constant. Thus, it is likely that the social learning effects of adults' alcohol and cigarette use on adolescent behavior were present prior to middle school and are relatively constant. Also, for the nominated “most important adults” who were adolescents' parents, concordance may also reflect shared genetic or environmental risk factors (Cambron, Kosterman, Catalano, Guttmanova, & Hawkins,2018), which may be relatively stable across time. In contrast, concordance with adult marijuana use did vary by grade, peaking in middle school and then remaining more constant throughout high school. [The increased influence of adult marijuana use in middle school may in part reflect growing awareness of adult marijuana use, which may be less frequent and visible to adolescents compared to alcohol and cigarette use].

/Addictive Behaviors 88 (2019) 99–105/

UNIT 3: Bibliographic annotations

SKILLS: citing and summarising sources

A bibliography is a list of works (books, articles, films, etc.) on a particular topic. **An annotated bibliography** includes a paragraph following each citation that summarizes the work. An annotation can help the reader determine the value of each work on the topic and the contribution it might make to their own research.

<https://ucsd.libguides.com/psyc/annotatedbib>

1. Pair work. Read the text and discuss the question.

- Whats are the types of annotated bibliographies?
- What structural elements are common for all types of annotated bibliographies?
- What structural elements are included into the annotation to make it critical?

ANNOTATED BIBLIOGRAPHIES

There are different kinds of annotations, depending on what might be most important for your reader to learn about a source. Three common types of annotated bibliographies are *Descriptive*, *Informative*, and *Critical*.

A Descriptive annotation may summarize:

- The main purpose or idea of the work
- The content of the work
- The author's conclusions
- The intended audience
- The author's research methods
- Special features of the work such as illustrations, maps, and tables

An Informative annotation:

- Summarizes what the content, message, or argument of the source is
- Generally contains the hypothesis, methodology, main points, and conclusion or results

- Does not include any editorial or evaluative comments about such content

This type of annotation seeks to answer these types of questions:

- What are the author's main arguments?
- What conclusions did the author draw?

A *Critical annotation* includes value judgments or comments on the effectiveness of the work. In this context, critical means evaluative and may include both positive and negative comments. A critical annotation may contain the information found in a descriptive annotation and discuss some of the following features:

- The importance of the work's contribution to the literature of the subject
- The author's bias or tone
- The author's qualifications for writing the work
- The accuracy of the information in the source
- Limitations or significant omissions
- The work's contribution to the literature of the subject
- Comparison with other works on the topic

This type of annotation seeks to answer these types of questions:

- Is the author's presentation of the facts objective?
- Is the methodology sound? Is this source useful for my audience?
- Are the conclusions still valid in light of new research?
- What contribution does this make to the field?
- Does this source address all the relevant issues?

/https://ucsd.libguides.com/psyc/annotatedbib/

USEFUL TIPS

A reference list, generally, contains only sources you have cited in-text in your assignment. **A bibliography**, generally, is a list of all the sources you used to generate your ideas about the topic including those cited in your assignment as well as those you did not cite.

/https://studenthelp.secure.griffith.edu.au/app/answers/detail/a_id/1676/~/~what-is-the-difference-between-a-reference-list-and-a-bibliography%3F/

2. Study the table to differentiate between *Annotations* and *Abstracts*.

ANNOTATIONS VS ABSTRACT

An abstract and annotation should not be confused; they differ in both their substance as well as their placement in a paper.

ANNOTATIONS	ABSTRACT
1. Usually found in bibliographies	1. Usually found in journal databases
2. Are subjective	2. Are objective
3. Purpose is to summarize and evaluate . It should briefly communicate the work’s main point, but also discuss the background of the author or study, and the strengths/weaknesses of the work.	3. Purpose is to summarize . It should provide a short overview of the article and communicate the main points and themes.

<https://www.easybib.com/guides/annotated-bibliographies/>

2 a. Pair work. Discuss the question.

- 1) What is the place of an annotation / abstract in a paper?
- 2) What is the difference in the contents of both?
- 3) Who is responsible for writing abstracts/ annotations?

3. A bibliography or reference list can be compiled from the entries formatted like annotated bibliographies. Read the text and study the structure of the entry.

WHAT SHOULD EACH CITATION INCLUDE?

Your citation should include all the full bibliographic information you would use in a bibliography or reference list.

Each citation will then be followed by an annotation, which is a paragraph of between 100 and 300 words. This paragraph should:

- indicate the background of the author(s) and whether that background influences the source material
- sum up the contents of the source
- identify the argument (research question, method, and findings) of the source

- evaluate the source in terms of its relevance, authority and currency in the field, potential impact on the audience, and strengths and limitations of the method used
- identify any particularly useful material in the source that will inform your work.

https://library.leeds.ac.uk/info/1401/academic_skills/80/annotated_bibliographies/4

CITATION STYLES

The most common citation style in Psychology is **APA** (American Psychological Association), and in Sociology – Chicago/Turabian and **ASA** (American Sociological Association) styles. **AMA** (American Medical Association) is used by many scientific journals (medical, nursing, health care, etc.)

4. Read the annotation in APA style with the defined structural elements. Answer the question.

What is the type of the annotated bibliography? */Informative/*

Maak, T. (2007). Responsible leadership, stakeholder engagement, and the emergence of social capital. *Journal of Business Ethics*, 74, 329-343. [The full bibliographic citation].

This article focuses on the role of social capital in responsible leadership. [*The scope*]. It looks at both the social networks that a leader builds within an organisation, and the links that a leader creates with external stakeholders. [*The content*]. Maak's main aim with this article seems to persuade people of the importance of continued research into the abilities that a leader requires and how they can be acquired. [*The aim*]. The focus on the world of multinational business means that for readers outside this world many of the conclusions seem rather obvious (be part of the solution not part of the problem). [*Limitations*]. In spite of this, the article provides useful background information on the topic of responsible leadership and definitions of social capital which are relevant to an analysis of a public servant. [*Strengths*].

<https://doi.org/10.1007/s10551-007-9510-5/>

5. Below are two annotations to one and the same article (A & B). Define their types. Answer the question.

What is the difference between the annotations?

McKinnon, A. (2019). Lessons learned in year one of business. *Journal of Legal Nurse Consulting*, 30(4), 26–28.

A This article describes some of the difficulties many nurses experience when transitioning from nursing to a legal nurse consulting business. Pointing out issues of work-life balance, as well as the differences of working for someone else versus working for yourself, the author offers their personal experience as a learning tool. The process of becoming an entrepreneur is not often discussed in relation to nursing, and rarely delves into only the first year of starting a new business. Time management, maintaining an existing job, decision-making, and knowing yourself in order to market yourself are discussed with some detail. The author goes on to describe how important both the nursing professional community will be to a new business, and the importance of mentorship as both the mentee and mentor in individual success that can be found through professional connections. The article's focus on practical advice for nurses seeking to start their own business does not detract from the advice about universal struggles of entrepreneurship makes this an article of interest to a wide-ranging audience.

/https://sites.umgc.edu/library/libhow/bibliography_apa.cfm/

McKinnon, A. (2019). Lessons learned in year one of business. *Journal of Legal Nurse Consulting*, 30(4), 26–28.

B This article describes some of the difficulty many nurses experience when transitioning from nursing to a nurse consulting business. While the article focuses on issues of work-life balance, the differences of working for someone else versus working for yourself, marketing, and other business issues the author's offer of only their personal experience is brief with few or no alternative solutions provided. There is no mention throughout the article of making use of other research about starting a new business and being successful, while relying on the anecdotal advice for their list

of issues the author does reference other business resources such as the Small Business Administration to help with business planning and professional organizations that can help with mentorships. The article is a good resource for those wanting to start their own legal nurse consulting business, a good first advice article even, these entrepreneurs should use more business research studies focused on starting a new business, find more strategies against known or expected pitfalls and issues beginning businesses face, and for information to help the topics the author did not touch on in the abbreviated list of lessons learned.

https://sites.umgc.edu/library/libhow/bibliography_apa.cfm

UNIT 4: self-study work

SKILLS: revision and self-assessment

- 1. Read an extract from the journal article. Then study the summaries (1, 2) and paraphrases (1, 2, 3) below and decide which of them are plagiarized?**

APA PLAGIARISM DETECTION EXERCISE

Primarily girls are told by advertisers that what is most important about them is their perfume, their clothing, their bodies, their beauty. Their "essence" is their underwear. "He says the first thing he noticed about you is your great personality," says an ad featuring a very young woman in tight jeans. The copy continues, "He lies." "If this is your idea of a great catch," says an ad for a cosmetic kit from a teen magazine featuring a cute boy, "this is your tackle box." Even very little girls are offered makeup and toys like Special Night Barbie, which shows them how to dress up for a night out. Girls of all ages get the message that they must be flawlessly beautiful and, above all these days, they must be thin.

Even more destructively, they get the message that this is possible, that, with enough effort and self-sacrifice, they can achieve this ideal. Thus many girls spend enormous amounts of time and energy attempting to achieve something that is not only trivial but also completely unattainable. The glossy images of flawlessly beautiful and extremely thin women that surround us would not have the impact they do if we did not live in a culture that encourages us to believe we can and should remake our bodies into perfect commodities. These images play into the American belief of transformation and ever-new possibilities, no longer via hard work but via purchase of the right products.

Kilbourne, Jean. (1999). "The more you subtract, the more you add': Cutting girls down to size. In *Can't buy my love: How advertising changes the way we think and feel* (pp. 128-154). New York, NY: Simon & Schuster.

Summary 1:

In our current society women are constantly told that only their appearance matters, that what is most important about them is their perfume, their clothing, their bodies, their beauty. Advertisements constantly bombard women with images of perfect

supermodels, and then these women hold themselves up to the ideal that they must be flawlessly beautiful and, above all these days, they must be thin. These images play into the American belief of transformation and ever-new possibilities, no longer via hard work but via purchase of the right products.

Summary 2:

According to Kilbourne (1999), advertisements manipulate women in two ways. First, they present an image of perfect, flawless beauty – with an emphasis on thinness – as the ideal that each woman must achieve in order to feel good about herself. Second, that ideal is indeed possible to achieve, if the woman-consumer buys just one more product. Women themselves become the commodity as they purchase more and more products to achieve the impossible ideal (p. 132).

Paraphrase 1:

These ads featuring flawless, beautiful and extremely thin women that surround us are important because we live in a culture that encourages us to believe we can and should remake our bodies into perfect commodities. We ourselves become the products. (Kilbourne, 1999)

Paraphrase 2:

As Kilbourne (1999) asserts, these flashy pictures and images of beautiful, thin, sexy women are everywhere around us. However, they would not affect us as much as they do if our culture didn't encourage us to believe we can and should recreate our bodies into perfect products as well.

Paraphrase 3:

The problem is not simply that these ads featuring flawlessly beautiful women constantly bombard us. The second part of advertising's manipulation is that we live within a culture that tells us we can remake ourselves into whatever we want to become – if we only work hard enough to do so. When paired with the unattainable ideal of flawless beauty, this hard work is really nothing more than the message to buy, buy, buy. The woman herself becomes the commodity (Kilbourne, 1999, p. 132).

https://web.williams.edu/wp-etc/acad-resources/survival_guide/CitingDoc/QuizAPA.php/

2. Read the extracts below and summarise them.

ADULT EDUCATION AND TRAINING IN EUROPE: WIDENING ACCESS TO LEARNING OPPORTUNITIES

(extracts)

1) There is a range of programmes that provide basic skills, but not in an overt way. In particular, there are 'preparatory' programmes intended to improve learners' motivation to study as well as provide them with the skills necessary to undertake a formal qualifying programme; work-based learning programmes and those which fall under the framework of active labour market policies; programmes delivered within liberal (or popular) adult education; and, finally, programmes at the boundary between non-formal and informal learning, such as family literacy programmes.

2) Research suggests that a minimum of 100 tuition hours is necessary for making substantial progress in basic skills. It also highlights that the effectiveness of basic skills programmes should be evaluated over an extended period of time since adult learners, in particular those facing difficulties with basic skills, do not tend to follow a direct or uninterrupted learning path. This means that higher drop-out rates in literacy and basic skills programmes should not be regarded as a programme failure. Indeed, attending a short course or even part of a course can represent an important milestone in the learning pathway of an adult returning to education or training.

European Commission/EACEA/Eurydice, 2015. Adult Education and Training in Europe: Widening Access to Learning Opportunities. Eurydice Report. Luxembourg: Publications Office of the European Union.

PART V. PRESENTATIONS

UNIT 1: types of presentations; presentation content

SKILLS: discriminating between the submission modes; tailoring the presentation content to suit the purpose; editing the presentation content

A successful talk is a little miracle – people see the world differently afterward. /Chris Anderson/

<https://hbr.org/2013/06/how-to-give-a-killer-presentation/>

1. Work in pairs. Read the text from the website. Discuss with your partner types of presentations. Which of them have you experienced? Share your experience with your partner.

COMMON TYPES OF CONFERENCE PRESENTATIONS

Full paper	The length of a full paper is variable, usually between 20 and 40 min, and rarely exceeds one hour. A full paper may be followed by question time.
Short paper	This type of conference presentation can be as short as 10 min, and very often it is one in a series of short papers in a 1- or 2-hour session on a particular conference sub-topic or theme, each followed by 10 minutes question time. ...
Workshop	The emphasis of most workshops is on their practical nature. Their purpose is for participants to experience a strategy, a technique or a practical demonstration, and to have opportunities to question you about the value or workability of what you are presenting.
Poster	You prepare a poster of your work (one or more A1 displays, including diagrams, text, references or visuals). This is displayed in an area of the conference venue. Your

	poster may be staffed at particular times when you are required to be available to provide further information or answer questions about your poster.
Discussion paper	It is assumed that participants have read the paper. A summary is presented at the beginning of the paper (usually, but not always by the paper presenter), and the session consists mainly of a discussion or defence of the issues, questions and ideas raised in the paper.
Panel presentation/ discussion	You are one of several people on a panel discussing a theme/topic related to the conference. Your role is to be an expert in a particular issue, topic, technology, strategy or you represent an institution, department or company. Normally you receive advanced notice of this, but sometimes you can be asked to be a panel member at the conference.
Roundtable discussion	This is a short paper presentation followed by the presenter facilitating/workshopping discussion with participants in groups.

After: <https://www.uts.edu.au/current-students/support/helps/self-help-resources/presentation-skills/conference>

2. Study the guidelines for preparing a conference presentation. Put a tick (✓) if you consider the advice useful for presenting your essay/research/ master's thesis at a students' conference.

PREPARATION AHEAD OF THE CONFERENCE

- Each presenter will have about 15 minutes to make their presentation. As a rule of thumb, 5 minutes of speaking time equals 2-3 pages of typed material.
- Remember a paper delivered orally should be different in style from an article meant to be read in print. It is advisable to use your final paper as a source and prepare an outline from which you present your speech.

- The structure of an oral presentation needs careful thought. Bring out the direction the research or presentation has taken. Place more emphasis on the results and interpretation and avoid spending too much time on techniques. The first few minutes can be used to place the research in some historical and developmental context. Remember the critical times of your speech are the first two minutes and the final one minute.

- Develop an excellent introduction and an insightful and practical conclusion. Remember that sessions are on a tight schedule so plan to adhere to the time limits.

- Present some practical applications of your work. Attendees want to receive both practical applications and theoretical material when they attend a session.

- If you use PowerPoint slides in your presentation, be sure that material can be easily read by those sitting at the back of the room.

- It is advisable not to overcrowd your slides with no more than 6-7 words per line, and no more than 6-7 lines per page.

- To ensure an effective performance, practice your presentation before a small group of supportive colleagues and ask for frank comments.

- Be flexible in preparing your speech, for instance if you have prepared a PowerPoint presentation and the technology fails, have a back-up hard copy of your presentation.

<http://www.avu.org/avuorg/images/Documents/Preparing-Your-Presentation-for-the-Conference.pdf/>

2 a. Work in pairs. Compare your answers with your partner's and prove your choice.

USEFUL TIPS

The brain finds it relatively easy to grasp three points at a time.

<https://www.skillsyouneed.com/present/writing-your-presentation.html>

3. Work in pairs. Learn about Virtual Academic Conferences. Discuss the questions below the text.

- Which modes of presentation are allowed in the virtual LIVE conference?

- How to become a conference presenter?
- What are the requirements to each conference presentation mode?

WAYS OF PRESENTATION AT A VIRTUAL ACADEMIC CONFERENCE

To give your presentation in our academic conferences, please submit your proposal/abstract. Once your proposal is officially accepted by the conference committee, you have to register for the conference. Seven to ten days before the conference, we will allocate a presentation slot to each registered delegate.

Presentation Duration: You are required to give a presentation of 20 minutes (maximum) plus 5 minutes for discussion where other participants may ask you questions regarding your presentation and research. Please note that your presentation must be in English language.

Virtual LIVE Presentation: For your virtual live presentation, we will use live virtual conference software to connect all delegates on a single platform. While presenting virtually, you can share your computer screen either use PowerPoint or Prezi. Duration: 20 minutes (maximum)

Virtual Pre-Recorded Presentation:

If you have limited IT resources, we offer you to present your research paper/abstract through pre-recorded poster/PowerPoint presentation. Once your abstract/research proposal is officially accepted by the conference committee, you have to register for the conference by paying an appropriate registration fee. For your virtual pre-recorded presentation, we will play your pre-recorded (audio/video) poster or PowerPoint presentation in your allocated slot. After the conference, we will publish your abstract/paper in the conference proceedings.

Duration: 20 minutes (maximum)

LIVE Virtual Conference Software: We will connect all delegates from all over the world using LIVE virtual conference software.

[/https://www.flelearning.ca/presentation/](https://www.flelearning.ca/presentation/)

4. Work in pairs. Scan the extract from the announcement about upcoming virtual FLE Conference and discuss the questions.

- What types of academic papers should be submitted to become a presenter at the conference?
- What are the requirements to each submission category?

International Conference on Interdisciplinary Social Science Studies (ICISSS) 2020 Virtual

- Conference Title: **17th International Conference on Interdisciplinary Social Science Studies**
- Conference Dates: 23rd-25th, November 2020
- Deadline for Abstract: 02nd November 2020
- Venue: **LIVE Virtual Academic Conference**

FLE (Future Learning Environment) is dedicated to provide a common platform for educational institutes, academia, government and industry to discuss key issues and new developments in the field of law, economics, political economy, finance and social sciences, which is critical to the development of professional competitive edge. We achieve this goal by organising highest quality academic conferences and seminars for professionals.

Conference Objective. The overall objective of the International Conference on Interdisciplinary Social Science Studies (ICISSS) is to provide a platform and stimulate discussion on key interdisciplinary social science issues affecting law, international relations, business management, psychology, criminology, sociology, education, culture and communication....

Categories of Submissions. FLE is seeking submission of papers for presentations at the conference in two categories:

Abstract Submission

Presentation based on Abstract: All submitted abstracts will undergo a blind review. An abstract/proposal between 300 to 500 words, clearly summarizing the

arguments, should be submitted before the deadline. The committee normally reaches its decision within two weeks after abstract submission. All abstracts must be submitted in English using an ‘Abstract Submission Form’. All abstracts/proposals will be published online after the conference and uploaded on FLE’s website.

Academic Paper Submission (Optional)

Presentation based on Academic Paper: All submitted academic papers will be peer reviewed. *Please submit the full academic paper only if your abstract has been first officially accepted by the committee and you are FULLY registered for the conference after paying the registration fee.* The preferred length of full paper (including footnotes) is 5,000 words (maximum limit). In general, please confine your paper between 10-12 pages, everything included. It must include an abstract (no more than 150 words) and 3 to 5 keywords. Author’s autobiographical details should appear as the first footnote of each contribution, and include the name, academic and professional qualifications, institutional affiliation, current title and position of each author. Full paper must be written in British English, typed using Times New Roman (normal style and font size 12) and in MS-Word. Page size should be A4, single column with 2.5 cm margin on both sides with single line spacing. All pages of the manuscript (including Tables and Figures) should be numbered.

A full paper should be submitted before the deadline, following the paper submission guidelines. The committee normally reaches its decision within two weeks after each conference. All papers must be submitted in English.

/After: <https://www.flelearning.co.uk/abstract-submission/>

5. Read Paul N. Edwards’ instructions and learn how to convert the content of your essay into a presentation.

PREPARING YOUR TALK

Paul N. Edwards

School of Information and Dept. of History University of Michigan

Hack it down to size. If you’re basing your talk on a finished paper, you will have to cut large parts of it for the talk. The most common mistake in academic presentations is to try to cram everything in: don’t do it.

100 words per minute. As a rule of thumb, most people talk at about 100 words per minute, so in a 15 minute conference talk, you can say only about 1500 words. If you were reading aloud (which you shouldn't), that would be about 6 pages of double-spaced text in 12-point font. So your first step must be to plan, very carefully, exactly what you want to say.

Make an outline. Once you have your plan, reduce it to an outline. You can put this on paper (as notes for yourself), or on slides (as bullet points), or in the notes section of your presentation software. Your outline needs just enough detail that you can remember what to say, but no more. An ideal outline consists of short phrases, rather than complete sentences (which will tempt you to read them aloud). One good strategy is to go through your paper and collect a series of sentence fragments, then rearrange these until you've got what you need. The outline view in word processing software can be helpful for doing this.

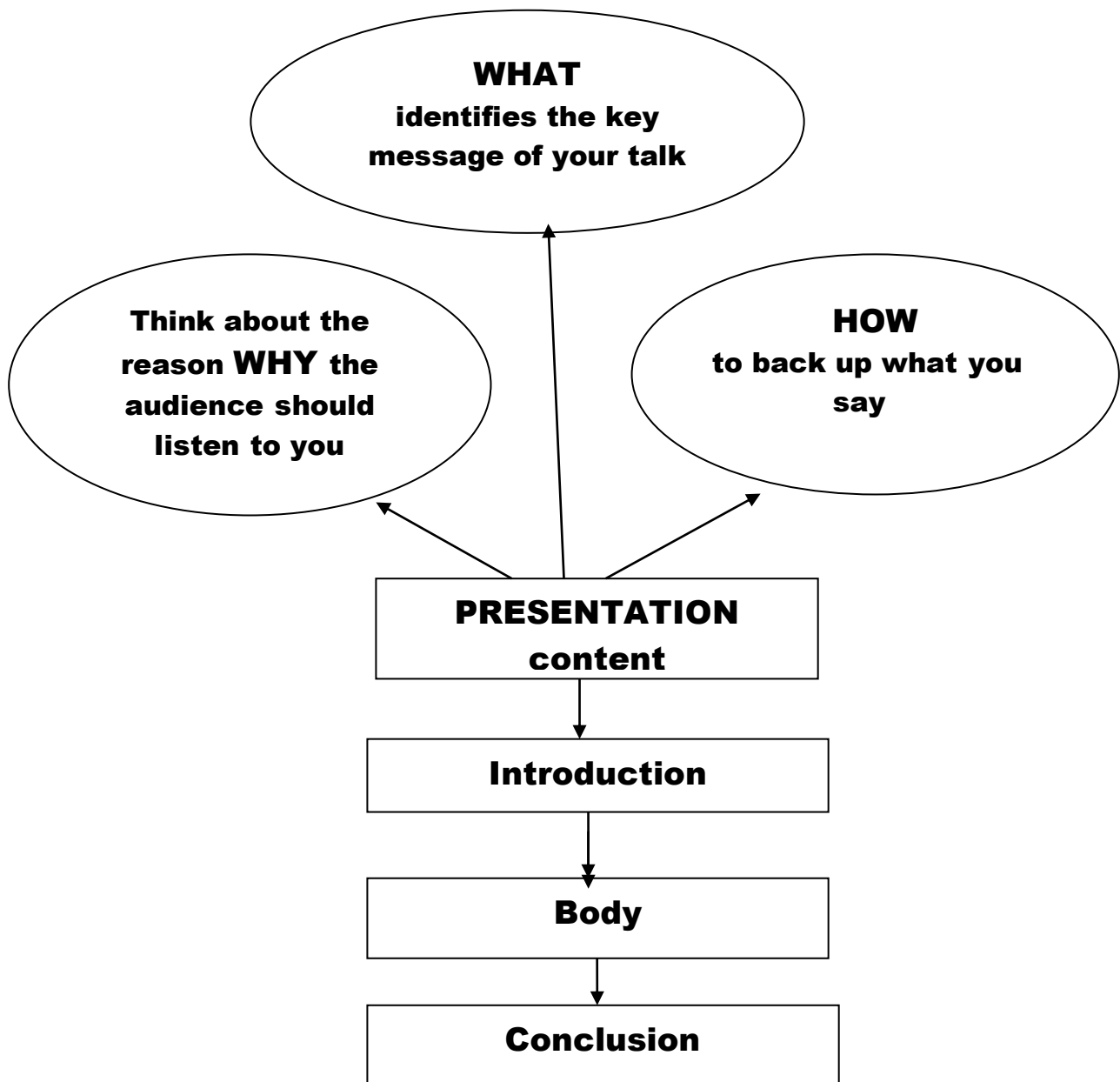
<https://pne.people.si.umich.edu/PDF/howtotalk.pdf/>

6. Read the list of possible failures in the content of a talk. Put a tick (✓) if you agree or disagree that it is a real failure. Explain your choice.

Possible failure	Agree	Disagree
1) Do not cut anything out of your academic paper. The more – the better.		
2) Take out of the essay the most interesting statements and arrange them into your talk.		
Possible failure	Agree	Disagree
3) Put on the slides as much as possible – it will back up your talk in case you feel nervous.		
4) Remember the details you want to speak about keeping your plan at hand on paper, or on slides		

7. Pair Work. Study the image below and prove the magic number of three for structuring your presentation.

HARNESSING THE POWER OF THREE



/After: <https://www.skillsyouneed.com/present/writing-your-presentation.html/>

8. Study the information from the website. What aspects of presentation content and structure should be checked?

WHEN EDITING PRESENTATION CONTENT, YOU SHOULD CONSIDER:

- 1) The language. Be clear to your audience. Remove any jargon and try to use plain English instead. Explain your terms when you first use them.

- 2) Sentence structure. Use short sentences and keep the structure simple. Remember that the audience will be listening rather than reading.
- 3) Use metaphors and stories to aid understanding and retention.
- 4) Use “hooks” to hold the audience’s attention at various points in the presentation. This might be audience’s participation, or some alternative visual aids, such as video.
- 5) Make sure that your presentation slides or illustrations, titles, handouts are free from spelling mistakes.

/After: <https://www.skillsyouneed.com/present/writing-your-presentation.html/>

8 a. Pair work. Draw a list of changes you have to introduce into your essay to transform it into the presentation content. Compare your list with the partner’s. Explain your reasons.

UNIT 2: conference abstracts

SKILLS: creating a conference abstract

Your conference abstract is often the only piece of your work that conference organisers will see, so it needs to be strong enough to stand alone. And once your work is accepted or published, researchers will only consider attending your presentation or reading the rest of your paper if your abstract compels them to.

/Dee McCurry, 2018/

/https://www.exordo.com/blog/how-to-write-an-abstract-for-a-conference/

1. Work in pairs. Read the extract from the announcement about upcoming virtual ICPS 2021 Conference and discuss the questions.

- What structural parts should be included into your conference abstract?
- What are the criteria of selecting submitted abstracts?

ICPS 2021 : INTERNATIONAL CONFERENCE ON PSYCHOLOGICAL SOCIOLOGY COPENHAGEN, DENMARK June 10 - 11, 2021

Abstract submission

All honourable authors are invited to submit an abstract for the conference themes and topics. Prospective researchers are strongly encouraged to submit an abstract that might be selected for oral or e-poster presentation. **Abstract submission will be closed on November 3, 2020.** When submitting your abstract, please follow the guidelines below to what your abstract should include:

- an introductory statement that outlines the background and significance of the study
- a succinct description of the basic methodologies
- a clear indication of the major findings of the study
- a concluding statement

Abstracts cannot contain more than 500 words in the main body of the abstract.

When you've finished the submission

Submitted abstracts will be reviewed and selected by the conference's Scientific Organizing Committee for oral or e-poster presentation. You will receive a confirmation email with after your Abstract Submission has been successfully submitted. You can view or edit your abstract by returning to your *waset.org* profile.

Abstract review criteria

- Relevance to the conference topics;
- Significance of the scientific question(s) and results;
- Style;
- Organization (e.g., the abstract has a clear beginning, middle and end);
- Clear question or hypothesis;
- Sufficient background;
- The experimental approach and rationale for the approach are clear;
- The results are clearly presented;
- The interpretation and conclusions are reasonable and logical.

[/https://panel.waset.org/conference/2021/06/copenhagen/ICPS/call-for-papers/](https://panel.waset.org/conference/2021/06/copenhagen/ICPS/call-for-papers/)

1 a. Match the key terms met in the call for papers (1–8) with their definitions (a–h).

1) Findings	a) a particular way of doing (researching) something
2) Hypothesis	b) a piece of information that is discovered during an official examination of a problem, situation, or object
3) Experimental approach (method)	c) an idea or explanation for something that is based on known facts but has not yet been proved
4) Interpretation of results (discussion)	d) part of your study based upon the information gathered as a result of the methodology [or methodologies] you applied.
5) Methodology	e) the section establishes the context of the research and explains why this particular research topic is important and essential to understanding the main aspects of the study.
6) Background	f) the section explains what you did and how you did it, allowing readers to evaluate the reliability and validity of the research

7) Results	g) the function of this part of your paper is to restate the main argument and to remind the reader of the strengths of your main argument(s).
8) Concluding statement	h) explanation of any new understanding or fresh insights about the problem after having taken the findings into consideration

[/https://dictionary.cambridge.org/](https://dictionary.cambridge.org/)

[/https://library.sacredheart.edu/c.php?g=29803&p=185935/](https://library.sacredheart.edu/c.php?g=29803&p=185935/)

1)_____, 2)_____, 3)_____, 4)_____, 5)_____, 6)_____, 7)_____, 8)_____ .

2. Read the conference abstract and identify its structural parts and functions of each sentence (1-10).

IN SEARCH OF GOOD FORTUNE: INDIVIDUALIZATION, YOUTH AND THE SPANISH LABOURMARKET WITHIN A CONTEXT OF CRISIS

Matthew Lee Turnbough

Abstract: (1) In 2007 Spain began to experience the effects of a deep economic crisis, which would generate a situation characterised by instability and uncertainty. (2) This has been an obstacle, especially acute for the youth of this country seeking to enter the workforce. (3) As a result of the impact of COVID-19, the youth in Spain are now suffering the effects of a new crisis that has deepened an already fragile labour environment. (4) In this paper, we analyse the discourses that have emerged from precarious labour market, specifically from two companies dedicated to operating job portals and job listings in Spain, JobToday, and Corner Job. (5) These two start-up businesses have developed mobile applications geared towards young adults in search of employment in the service sector, two of the companies with the highest user rates in Spain. (6) Utilizing a discourse analysis approach, we explore the impact of individualization and how the process of psychologization may contribute to an increasing reliance on individual solutions to social problems. (7) As such, we seek to highlight the expectations and demands that are placed upon young workers and the type of subjectivity that this dynamic could foster, all this within an unstable framework seemingly marked by chance, a context which is key for the emergence of individualization. (8) Furthermore, we consider the extent to which young adults

incorporate these discourses and the strategies they employ basing our analysis on the VULSOCU (New Forms of Socio-Existential Vulnerability, Supports, and Care in Spain) research project, specifically the results of nineteen in-depth interviews and three discussion groups with young adults in this country. (9) Consequently, we seek to elucidate the argumentative threads rooted in the process of individualization and underline the implications of this dynamic for the young worker and his/her labour insertion while also identifying manifestations of the goddess of fortune as a representation of chance in this context. (10) Finally, we approach this panorama of social change in Spain from the perspective of the individuals or young adults who find themselves immersed in this transition from one crisis to another.

Keywords : chance, crisis, discourses, individualization, work, youth

Conference Title : ICHSMES 2020 : International Conference on Humanities, Social, Management and Economic Sciences

Conference Location : New York, USA

Conference Dates : December 10 –11, 2020

3. Pair work. Answer the questions. Make a note of your answers. Compare your answers to the partner's.

1. How would you structure your abstract for upcoming students' conference?
2. Which structural parts would you include into your conference abstract?
3. What do you think would be the most effective introductory sentence?
4. What components of the research strategy would be indicated in the abstract?
5. Would you include any recommendations or implementations into your conference abstract?

USEFUL TIPS

The formula for how to write an abstract

When considering how to write an abstract, follow this formula: **topic + title + motivation + problem statement + approach + results + conclusions = conference abstract.** /Dee McCurry, 2018/

<https://www.exordo.com/blog/how-to-write-an-abstract-for-a-conference/>

UNIT 3: Visualising presentations. Giving an academic talk

SKILLS: transferring academic paper to presentation; preparing visual support

There's no way you can give a good talk unless you have something worth talking about.

/Chris Anderson/

1. Study the text for the recommendations to Powerpoint presentation.

HOW TO SUMMARIZE A PAPER INTO POWERPOINT

Sara Davis

For the greatest ease in transferring a paper from essay format to Powerpoint presentation, remember that your end goal is the same in both scenarios. You are conveying an idea with a visual and oral presentation that was previously summarized in the written word. The process of transferring your ideas over will then be simplified, and with the addition of some visual aids, strong quotes and statements, your PowerPoint presentation will be complete.

Step 1

Start with a strong statement, quote or image. This launching point in your presentation functions as your thesis statement in your paper. In it, briefly and succinctly summarize the point of your presentation and what you plan to explore throughout the remainder of your time.

Step 2

Use bullet points. With your essay, you may have started with an outline and then fleshed out your ideas into written paragraphs. With your Powerpoint, you should return to your outline format and flesh out your ideas audibly. This allows your audience to take better notes and follow your presentation closely.

Step 3

Use visuals. With a Powerpoint presentation, you have the opportunity to do what you could not in your paper, which is use one of the most relevant and popular forms of communication of the 21st century. Don't be afraid of using pictures and videos as illustrations.

Leave your audience with something to think about. As with your conclusion in your paper, you will want to reiterate the prevailing idea behind your presentation as you close. You can do so with a visual aid, quote or a strong closing statement of your own.

<https://itstillworks.com/make-bibliography-powerpoint-show-6234367.html/>

1a. Answer the questions.

- What will be the launching point in your presentation?
- What will help your audience to follow the presentation closely?
- What would you conclude your presentation with?

1b. Pair work. Compare your answers with the partner's. Explain your reasons.

2. Pair work. Get acquainted with the research major findings in the field of visual thinking strategies and brainstorm the ways of visualizing your academic talks.

WHY TO USE VISUALS?

Approximately 65 percent of the population are visual learners

The brain processes visual information 60,000 faster

90 percent of information that comes to the brain is visual.

Visual aids in the classroom improve learning by up to 400 percent.

/After: <http://www.visualteachingalliance.com/>

USEFUL TIPS

Something is happening. We are becoming a visually mediated society. For many, understanding of the world is being accomplished, not through words, but by reading images. /Lester, 2006/

- 3. Consider some strategies of creating slides. Put a tick (✓) if the advice will be useful for your presentation.**

CREATING SLIDES

- 1. Before creating your slides, put all the general ideas of your talk on paper. The sentences should be simple and clear.
- 2. Select three main ideas you want to present to your audience. Points of secondary importance will support them.
- 3. Determine the logical order of presenting information. The most important message or key point must be the first, the less important at the middle, and the second most important at the final as the audience's attention decreases after the first 10 minutes of your presentation, and increases at the final.
- 4. The slide amount depends on the time of your presentation, but three or four slides is sufficient for a short presentation. For a 15 minute session 8 would be the absolute maximum.
- 5. Each slide has to have a complete sentence that summarizes your main point. According the slide design that we want to present, the title will be an assertive statement with visual evidence.
- 6. Experts say that a title cannot be read in the center. For this reason, the sentence will be placed on the top right corner of the slide, where the audience looking for information.
- 7. The assertive statement will have a maximum of two lines, 8-14 words, and must be supported by a visual aid.
- 8. Visual aids will support this assertive statement visually. Again, the visual aid is not to decorate, nor fill blank spaces. It is to support the title and each informative detail that you are going to present.

□ 9. It is important to indicate that visual aids can include diagrams, illustrations, maps, or a video, among others.

/http://www.sociablemedia.com/PDF/atkinson_mayer_powerpoint_4_23_04.pdf/

3 a. Pair work. Compare the list of useful advice to your partner's. Prove your choice.

4. Study the way of mapping a presentation. Decide if you can apply the map to your upcoming presentation. What would you change?

WHICH SLIDES TO INCLUDE?

Slide 1
Title
Plan

Slide 2 (optional)
information about the
presenter (when the
conference is virtual)

Slides 3, 4, 5...
The body of presentation
indicating each main point of
presentation

Final slides
a conclusion of the presentation
(overview of the main points)

References

Questions
include the most important
images of your presentation to
help the audience to remember
any questions that were not
answered

(After <http://writing.eng.vt.edu/slides.html>)

USEFUL TIPS

It is critical that you do *not* read your slides as your presentation; slides help you make a point, but do not replace your verbal communication. Presenters should not write out their presentations on slides or itemize all their points on a slide—this detracts from the engagement with the audience. If your head is always turned to your slides or looking down at your laptop, you will not deliver a powerful presentation.

(<https://mediaconference.co/presentation-modes/>)

5. Read the text below. Then, think about the design of your own poster and plan a presentation. Surf the internet for the examples of posters' design.

As a poster presenter you can deliver your presentation effectively to an audience in the form of a poster. There is no formal oral presentation in a poster session, instead each author is assigned a display area on which diagrams, graphics, data, pictures/photos, and a small amount of text are presented.

The poster should be self-explanatory, but the author should be available at certain times, such as refreshment breaks and during the time devoted to poster session, to interact with viewers and answer questions.

General Guidelines for Creating an effective Poster Presentation

How you should make the content of a poster? A good poster should answer following questions.

- Does the poster deliver a message?
- Is the information not enough or too much?
- Do the graphics express the information?
- Is the presentation original in its content or findings?
- Is the methodology mentioned?
- Are the aims and objectives mentioned?
- Are the conclusions/results presented?

Visual guidelines for posters

- There are many poster templates available online. Select one that makes sense for your presentation. Share the layout with a colleague to obtain feedback before proceeding.
- The heading of the poster should be centered at the top of the poster, and it should include the topic, the author's name and contact details.
- Select a legible font that is clearly visible, at least from approximately 2.5 meters.
- Use a simple format and spatial layout with helpful color combinations.
- Use reader-friendly icons and symbols such as arrows, numbers, bullets, boxes.
- Avoid abbreviations and jargon as much as possible.
- Your poster will attract viewers if your ideas are presented clearly: the topic, methodology, example, conclusions, as well as the visibility of the poster's layout, will attract viewers.

[/https://mediaconference.co/presentation-modes/](https://mediaconference.co/presentation-modes/)

5 a. Pair work. Present your poster to a partner. Encourage your to partner to ask questions at the end of your presentation.

UNIT 4: Nonverbal aspects of giving an academic talk

SKILLS: recognizing the role of nonverbal signals for successful communication

Your body language speaks volumes to how confident you are on the topic, how you are feeling up on stage and how receptive you are to your audience. **Smiling, maintaining eye contact, and persuasive gesturing all serve to engage your audience.**

/ After: <http://bit.ly/countway/>

1. Read the text and learn about positive and negative body signals.

KEY POINTS

Body language refers to the nonverbal signals that you use to communicate your feelings and intentions. It includes **your posture, your facial expressions, and your hand gestures.**

The ability to understand and to interpret body language can help you to pick up on unspoken issues, problems or negative feelings that other people might have. You can also use it in a positive way to add strength to your verbal messages.

Positive body language includes:	Negative body language includes:
<ul style="list-style-type: none">• Open body position (arms unfolded).• Upright posture.• Relaxed and open facial expression. Smiling.• Palms open and facing upward.• Arms hanging relaxed by the sides.• Regular and direct eye contact.• Nodding in acknowledgement of good points.• Stroking your chin or beard.	<ul style="list-style-type: none">• Folded arms.• Tense facial expression.• Body turned away from you.• Poor eye contact.• Avoiding direct eye contact.• Tapping or drumming Fingers• Fidgeting with hand or arm accessories.

*/After: https://www.mindtools.com/pages/article/Body_Language.htm/
/After: <https://examples.yourdictionary.com/examples-of-body-language.html/>*

1a. Match the body nonverbal cue (1- 8) with its meaning (a – h).

1) An open palm	a) indicates that a person is lost in thought, or is considering something
2) Nodding in acknowledgement of good points	b) indicates thoughtfulness and interest; used unintentionally when an individual is trying to come to a decision about a matter
3) Hand placed on cheek	c) a sign of openness and honesty
4) Standing straight with shoulders back	d) shows that you are confident and you trust that person
5) When one strokes the chin,	a) a simple way to show that you're listening and agreeable without giving a verbal answer
6) Finger-tapping	f) shows that a person is feeling confident of himself or herself.
7) Playing with rings, watches, or bracelets as	g) a way to shield their bodies without crossing their arms when people are nervous or insecure
8) Looking someone directly in the eye	h) a sign of boredom; demonstrates that a person is growing impatient or tired of waiting

1____, 2____, 3____, 4____, 5____, 6____, 7____, 8_____.

2. Work in pairs. Answer the questions.

- Have you ever experienced delivering a conference speech?
- Have you managed to give a killer presentation? If not, consider the advice below and decide which of them could have helped you.

BODY LANGUAGE

1. Don't psych yourself out! You know this material. Tell your research story with a beginning, middle and end.

2. Make eye contact with those in the audience that are paying attention and ignore the rest!

3. Speak slower than what you would normally, take a moment to smile at your audience. Don't rush; what you have to say is important!

4. Don't forget to breathe. Deep breaths and positive visualization can help slow that pounding heart.

5. Work on making pauses where you can catch your breath, take a sip of water, stand up straight, and continue at your practiced pace.

6. Sweaty palms are no fun. Harness that nervous energy and turn it into enthusiasm! Exercising earlier in the day can help release endorphins and relieve anxiety.

7. Feeling shaky? Practicing confident body language is one way to boost your pre-presentation jitter. When your body is physically demonstrating confidence, your mind will follow suit.

8. Don't be afraid to move around and use the physical space you have available but keep your voice projected towards your audience.

Practice, practice, practice!

<http://bit.ly/countway/>

USEFUL TIPS

Eye Contact. A different type of movement to be careful about involves your eyes. Your eyes affect the audience. If you look at the floor, the audience will look at the floor. If you stare out the window, your audience will stare out the window. If you engage the audience with your eyes, the audience will return the look and will concentrate more on what you have to say. */A. Michael, 2003/*

UNIT 5: self-study work

SKILLS: revision, self-assessment and reflection on performance

"Tell me and I forget. Teach me and I remember. Involve me and I learn."

Benjamin Franklin

I. When you prepare a presentation, you should think WHO your audience is. There are key questions to answer about the audience. Rank them in order of how important you would find them preparing your presentation. Put 1 for the most important and 5 for the least.

- 1) How many people will be in the audience?
- 2) Who are they?
- 3) What do they know about the topic?
- 4) Why are they attending the presentation?

2. Work in pairs. Look at the table. Match the terms (1-4) with their definitions (a-e). Consider the purposes of presentations.

1. Informative	a) it attempts to convince the audience to accept your proposal or solution to a controversy, dispute, or problem.
2. Instructional	b) it gives two alternatives, which should be chosen to solve problem X?
3. Arousing	c) it makes people think about a problem or situation; uses vivid language and visuals; emotional and a bit manipulative.
4. Persuasive	d) it is brief and to the point; presents the facts and avoid complicated information; presents the information using either a logical, temporal, geographical or cause and effect structure.
5. Decision-making	e) it leaves the participants with a new skill; covers the topic thoroughly and designed with activities for the participants to attempt to use their new knowledge and new skills.

1. __; 2. __; 3. __; 4. __; 5. __.

2 a. Which of the purposes above are most suited to academic presentations? Which presentation

3. Match the reasons to use the visuals to their explanations.

<p>1. Getting Attention</p>	<p>A) Put a statistic in an article and it is questioned. Put a statistic in a visual and it is fact. In fact, every form of visual information lends credibility to what is presented. 46.1% of people say a website’s design is the number one way to determine the credibility of a company, according to the Stanford Persuasive Technology Lab. Credibility is one of the biggest reasons to use visuals.</p>
<p>2. Simplicity</p>	<p>B) Studies estimate that between 50-80% of the human brain is dedicated to forms of visual processing. On social media, they simply take up more real estate than their text only counterparts. A post with some type of visual content has 94% more total views on average than content without images, according to MDG advertising. A visual makes information stand out more than just text alone.</p>
<p>3. Credibility</p>	<p>C) As humans, we’re simply wired to receive rich visual information, and can understand more complex information when it is presented visually. Infographics are a great way to provide your audience with context when displaying statistics that are otherwise meaningless.</p>

1) _____; 2)_____; 3)_____.

4. Below are tips for making Visuals. Use the rating scale of 1-4 to indicate how useful the following tips are. Check (✓) one box for each tip:

TIPS for MAKING VISUALS	1	2	3	4
Have a clear and simple background				
Avoid using too many different types of fonts or font sizes				
Use a large font size - a minimum of 24pt.				
Always have a back-up plan in case there is a technical issue and you cannot show the visuals on the day, for example, bring handouts or a poster				
Avoid using red or green text as it's difficult to read				
Avoid putting too much text on a slide				
Consider providing handouts of diagrams because the audience will find the diagrams easier to read				
Use bullet points to summarise key points				
There should only be one key point for each slide				

5. Look at the example of the useful structure of presentation and decide how to make it. Match the beginnings of the sentences (1-3) with their endings (a-c).

1. Tell the audience in the introduction what your subject is and how you have organised the presentation	By	a) expanding and qualifying the key points in more detail and providing supporting evidence
2. Tell the audience the details of the key elements and/or messages		b) summarising the key points, concluding with the main subject again
3. Tell the audience what you have just told them		c) stating the key elements

6. Study *the Presentation Skills Checklist* below paying attention to the highlighted words. Which skills you consider to be the most important for giving a successful presentation?

PRESENTATION SKILLS CHECKLIST

DELIVERY	CONTENT
The speaker greeted the audience warmly .	The opening got my attention .
I could hear the speaker.	The introduction told us what to expect from the presentation.
I could understand the speaker.	The purpose of the talk was clear .
The talk was delivered with warmth and conviction .	The talk's structure was logical .
The presentation seemed practiced .	The presentation was well-suited to the audience .
The speaker involved the audience .	The content was interesting .
The talk included effective examples and illustrations.	The speaker summarized the main points before finishing.
The speaker responded to questions and comments effectively and with calm courtesy.	The presenter ended on time .
The speaker defined technical terms as needed.	The talk ended on a strong final line or idea.
BODY LANGUAGE	VISUAL AIDS
The speaker showed enthusiasm.	The speaker used accessible and inclusive visual aids.
The speaker had good eye contact with the audience.	I could read the material from where I was sitting.
The speaker showed no distracting movements or gestures.	The visual aids got the point across in a clear and simple way .
The speaker smiled .	The speaker did not block the screen or flipchart.
The speaker used gestures to help communicate ideas visually.	The speaker talked to the audience rather than to the screen or flipchart.

/After: <https://sass.queensu.ca/>

7. Evaluate your last presentation at the students' conference and decide which the statements of *the Presentation Skills Checklist* are true for you.

KEYS

PART I. READING AND NOTE-TAKING

UNIT 1

Ex. 1a

- 1) A way to engage with the printed word that can help you to retain more of the information, especially if you summarise and paraphrase it.
- 2) No, because you are unlikely to learn or reflect on what you have read, as copying is not engaging with the text.
- 3) Yes, there are effective note-taking strategies and even some useful tips for note-taking.
- 4) It may be a matter of choice depending on different readings (for pleasure or for study or/and personal preference.
- 5) Because note-taking is one of the most effective ways of recording and retaining information.

Ex. 2

To be actively engaged with reading; to think about the ideas that are presented in the text and to think how you can explain them coherently; to retain, analyse and ultimately remember and learn what you have read.

Ex. 2 a

Things to read	Active exercise	Passive exercise
1. Newspaper article	V	v
2. Scientific journal article	V	
3. Private letter		v
4. Conference abstract	V	
5. Essay	V	
6. Novel		v
7. Critical annotation	V	
8. Journal abstract	V	
9. Recipe		v
10. Doctoral dissertation	V	
11. Manual	V	

Ex. 3

Active note-taking	Passive note-taking
1) writing notes using your own words 2) looking for answers to the questions you have about the topic 3) thinking about the content of the reading passage 4) thinking about what you want to get out of your research before you start 5) looking for answers to any questions you may have about the topic 6) looking for connections within the topic you're studying, and to other topics on your course 7) writing your own explanation of what something says or means 8) recording direct quotes only when it's important to have the exact words that someone else has used	1) copying sentences from the reading passage 2) rewriting words 3) writing notes on everything you read 4) cutting and pasting from online documents 5) trying to write everything you hear in a lecture 6) copying slides from the screen 7) copying lots of direct quotes rather than putting the ideas in your own words 8) writing notes on everything you read, because you're not sure what will turn out to be important

Ex. 5

1-c 2-a 3-d 4-b

UNIT 2**Ex. 1 a**

- 6) three stages
- 7) Think about the purpose for reading; Are there any efficient techniques for note-taking; skimming, scanning, writing key words, annotating; organizing and reviewing note
- 8) • Source: e.g. title of lecture/book/article, date, etc. • Headings: capturing key topics • Keywords: key points, examples, illustrations, names, new ideas • Mnemonic triggers: things that make your notes memorable such as cartoons, colour etc. • Further reading: people or articles to read, noted and highlighted
- 9) label and file your notes (physically or online) • cross reference them with any handouts • read through your notes and fill in any details from your additional

reading or research • link new information to what you already know • discuss with others, compare, fill in gaps.

10) The second stage: just taking notes during reading

Ex. 2

Steps 3 and 4 can be optional when taking notes but then the process isn't so effective.

Can be tedious because it includes not only finding key information in the text but also thinking critically when summarising it and what is more, the processes of note-taking also includes reviewing notes and organizing them properly.

Ex. 2 a.

- 1) F. A quick and easy way to be active when reading.
- b2) F. Doing Both is good. The choice depends on students' preferences.
- 3) T. It helps concentrate on main points.
- 4) T. Unknown words prevent you from finding key words.
- 5) F. There are two main elements that you need to include in your notes: the content and the reaction to the content.
- 6) T. There are various forms and style to do this.
- 7) F. The choice of the way to separate the content and reaction to it physically depends on the writer's preferences.
- 8) T. You may find that your earlier reactions have softened or sharpened or even new themes emerged only if you can read your notes and summary based on them.
- 9) F. Earlier reactions can change or even new themes can appear.
- 10) T. Both 'physical' and 'digital' ways are good.

Ex. 3

Being involved into a simple three-step note-taking process students are able to scale up to 150 books a year with the purpose to learn something new effectively and later put what they learned into practice

Ex. 3 a 3, 2, 1

Ex. 3 b

- 1) To organise his studying effectively.
- 2) An active reader. Because while reading, he circles words, underlines anything that strikes him as interesting stars points that he thinks are critical to the argument. Then he comments everything in the margins.
- 3)-6) Students' own answers.

Ex. 4

“Different purposes are better served by different methods.” because ...

Ex. 4 a

Activity	Note-taking process			
Steps	Step 1	Step 2	Step 3	Step 4
One-sentence summary				

Ex. 5

1C, 2D, 3A, 4B

Ex. 6

Here's the pattern I follow for preparing notes.

Brief/Nutshell/Summary. In this I write the theme of the chapter I read. So, it allows me to recall the whole chapter easily.

Introduction. In this, I write a small intro about the topic I studied and what's its relevance with the main theme. It helps me to make connections while revising and recall and understand the concepts easily.

Main points/Sub points. In this I make use of pointers in relevance of the main points and sub points, if any. Else, I go to next step.

Conclusion. I always add a conclusion in the end. In this, I write about what actually I learned from the whole chapter and what I understood. It actually helps me when I got less time to revise. It allows me to quickly recall the concepts and topics I studied.

UNIT 3

Ex. 1a

- 1) methods/types/systems/styles/forms/techniques/modes
- 2) it is an important skill to structure information
- 3) at the college level
- 4) linear notes: the most conventional method; follow the natural succession of time 1,2; non-linear notes: a visual approach; you start with notes in the middle of a page
- 5) both are widely used

Ex. 2

It depends on what sort of reading you're doing, and what sort of book you're reading.

For academic and informational nonfiction books - taking notes is more complicated and tedious process than for fiction books.

Ex. 2 a

Non-fiction books	Fiction books
<ul style="list-style-type: none"> - taking notes in a book or using post-it notes - jotting questions and summarizing key points in the margins - highlighting key words and important sentences 	<ul style="list-style-type: none"> - occasionally underlining something - jotting discreet codes in the upper or lower corners of key pages to mark key plot points - diagramming and describing key plot points in the Table of Contents - creating a story map of the book in the table of contents

Ex. 3 a

- 1) Split – page Format; Diagram / Pattern format; Mind Map; Outline Format; Question and Prompt Format
- 2) It's a narrative note making format method, the others are visual.
- 3) Split – page Format, because there should be only two columns with standards notes and a summary. It doesn't need visual imagination.
- 4) Diagram / Pattern format
- 5) Mind Map format
- 6) Outline Format
- 7) Question and Prompt Format

UNIT 4

Ex. 1

3 Before note-taking, 1 During note-taking, 2 After note-taking

Ex. 2

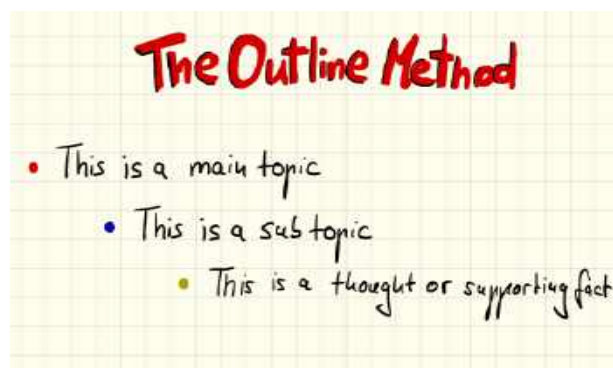
A sample answer

Note-Taking Methods /	Description	Purpose	Advantages	Disadvantages
1The Outline method	method in which	ideal for any type of lecture or situation	easy to highlight key points	can be useless if users don't use the structure of notes

2 The Cornell Method	method in which a special format of the page is used	unique for any type of a lecture or a meeting	helps systematise information very quickly	tools should be prepared before a lecture
3 The Boxing Method	method in which all notes are related to each other and grouped together in a box.	to take note when a class is divided into some sessions	information can be placed in different boxes which helps to memorise the relation between different pieces	can't be applied at every lection, time-consuming
4 The Charting Method	method of note-taking which is used to easily remember stocks of information b	to summarise whole lectures as a preparation for exams	excellent for revising, can help remember lots of information	very tedious, depends on information which sometimes can't be structured and time-consuming
5 The Mapping Method	method in which notes are organised by dividing them into branches	to take notes when the lecture is complicated	information can be written in details and in short which is easy for correcting	information can be placed in a wrong way and there can be lack of space

Ex. 2 a

1 The Outline method



2. The Cornell Method

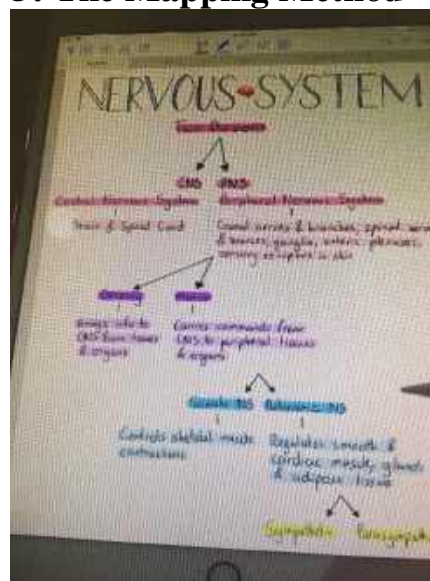
3. The Boxing Method



4. The Charting Method

Method	Description	When to use	Pros	Cons
Outline				
Cornell				
Boxing				
Charting				

5. The Mapping Method



Ex. 3

- A- The Outline method
- B- The Boxing Method
- C- The Cornell Method
- D- The Mapping Method

Ex. 4

It is important that note-taking is used as a learning tool, with a clear objective in mind. How we teach this skill should be dependent on the learning objective.

Ex. 4 a

Key words: note-taking, reading skills, key information, dependant on learning objective, verbatim notes.
(the original text with highlighted sentences)

WHAT DO I NEED TO CONSIDER WHEN TEACHING NOTE-TAKING SKILLS?

1) Many researchers agree that note-taking is an important skill, as it facilitates learning from text. Siegel (2015) iterates that note-taking benefits second learners, as it provides them with an 'external record' which they can use for future tasks and review. Furthermore, Dyer, Riley and Yekovich's 1997 study confirmed the effectiveness of note-taking in enhancing reading skills.

2) Studies indicate that native learners are better note-takers (Siegel 2015). Consequently, there is now an abundance of second language material designed to help learners practise this important skill. Textbook publishers tend to develop straightforward exercises that are easy to teach; however, the tasks are often simply to 'take notes', with no further instruction. This is because there has been little research into pedagogical methods, which means that resources are often not extensive enough or teaching technique is under-developed. 3) Taking notes requires a simultaneous sequence of mental and physical actions. 4) Learners must understand the input, identify key information and write it down. The learner's working memory also plays a significant role (Siegel 2015).

5) It is important that note-taking is used as a learning tool, with a clear objective in mind. Are the students making notes to revisit later in preparation for an exam? Are the notes going to be collated into a summary or essay? Or will the notes be used to assess the learner's comprehension? 6) How we teach this skill should be dependent on the learning objective. For example, I would advocate the use of verbatim notes (copying text word for word) if the objective is to prepare for an exam where notes are prohibited. Verbatim notes have many advantages from both a content and linguistic perspective. By copying short sentences, the learner is able to record key points quickly without having to re-word, which may be time-consuming for a second language learner. With verbatim notes, the learner will also be sure to record accurate information. From a linguistic perspective, by copying good examples of English, they will implicitly add language chunks to their own lexicon.

Ex. 4 c

Sentences that should be paraphrased.

- 1) Many researchers agree that note-taking is an important skill.
- 2) Taking notes requires a simultaneous sequence of mental and physical actions.
- 3) Learners must understand the input, identify key information and write it down.
- 4) It is important that note-taking is used as a learning tool, with a clear objective in mind.

- 5) Are the students making notes to revisit later in preparation for an exam? Are the notes going to be collated into a summary or essay? Or will the notes be used to assess the learner's comprehension?
- 6) How we teach this skill should be dependent on the learning objective.

PART II. WRITING ACADEMIC ESSAYS

UNIT 1

Ex. 5

1. Question
2. Quotation
3. General truth
4. Eye-catching statement/general truth
5. Surprising statistics
6. Question
7. Surprising statistics
8. Eye-catching statement

Ex. 6

3 or 4

UNIT 2

Ex. 2

C, A, B

B, C, A

Ex. 3 A

Ex. 4 (possible answer)

To the white slave owner, those first Africans resembled monkey as much as “men” with their dark skin color, bushy hair, and broad shape noses. The slave owner viewed these different physical features as “inferior”. Furthermore, the slave owner perceived these newly arrived slaves as “ignorant” since they neither spoke nor understood English. Slaves were considered by their owner as his property, like cattle or furniture, and if his slaves did not obey him, he would “fix” them so that they would.

Ex. 5 (possible answer)

Topic sentence: A classic example of the importance of voice and body language has come out of the famous 1960 debates between John Kennedy and Richard Nixon, both candidates for US president at that time.

Concluding sentence: Thus it is not always what you say that matters, but how you say it and how you look while you are saying it that really count.

UNIT 3

Ex. 4

C, E, A, D, B

Ex. 5

- C
- E
- A
- F
- B
- D
- G

UNIT 4

Ex. 3 (possible answer)

Introduction: The word “prejudice”, derived from the Latin noun “*praejudicium*”, has, like most words, undergone a change of meaning since classical times. Perhaps the briefest of all definitions of prejudice is: thinking ill of others without sufficient warrant. It is, however, too brief for complete clarity. In the first place, it refers only to negative prejudice, but people may be prejudiced in favor of others. The wording offered by the New English Dictionary recognizes positive as well as negative prejudice: “A feeling, favorable or unfavorable, toward a person or thing, prior to, or not based on, actual experience “ (1998) Prejudices prompt a lot of social reactions and behaviors, so the mechanism of their formation , their distinctive features and subtypes are of great interest for sociologists and psychologists.

UNIT 5

Ex. 3

1. No clear author’s position
2. The author’s position is clear
3. No clear author’s position

Ex. 4

Counter argument 2 is more appropriate

UNIT 6

Ex. 3

Subjects of comparison: current and previous means of communication

Points of comparison: 1. forms of communication; 2. time needed to deliver written messages; 3. range of communication methods

Ex. 6

- as compared to
According to
while
but
Therefore
Also
whose
Therefore
- 1. most commonly; 2. Rather; 3. but; 4. However; 5. and; 6. Furthermore

UNIT 7

Ex. 2

1. Better staff training will increase the company's efficiency.
2. In this case, cultural differences necessitate varied communication strategies.
3. The adoption of this strategy may lead to cost reduction.
4. The creation of such a unit, may improve accessibility of marketing information.
5. The impact of principle of social proof may be affected by some conditions.
6. 160 male and female participants were involved into this research to fulfill an introductory course requirement.
7. The participants were divided into four groups for recording their reactions to certain social conditions.
8. In 1972 a new dimension was added to understand people's making group decisions.
9. The more rarely people face crimes the higher the possibility of their misinterpretation of the event.
10. It is suggested by a whole body of literature that abused children have a very good chance to become abusers themselves.

Ex. 5 (possible answers)

1. Another customer requirement is to reduce the internet service access fees. Moreover, many other technological advances can be expected in the nearest future.
2. Analysis of annual financial reports can be said to have more in common with art than with science as it relies on different interpretations which may vary considerably.
3. Another problem is that different parties' interests often correspond with the financial performance of the company.
4. In order to learn more about the statement, the reader can analyze its different aspects.
5. Comparing these two theories it becomes obvious they have many similarities.
6. A systematic observation of an effective phenomenon is needed to begin with.
7. There is considerable evidence that people who are in the positions of legitimate authority, experts for example, are able to get people to comply to their requests.
8. Mammalian species can serve as an example of how altruistic impulses actually promote genetic survival.

Ex. 7 (possible answers)

1. *Phenomena* such as advertising and cult conversions are often the topic of modern discussion.
2. Non-verbal behavior has significant effect on every living *being*.
3. This environment is non-living *components* like rocks, water and air.
4. It is necessary from a social point of view to talk about unimportant *topics* sometimes.
5. Giving students more responsibilities during an already stressful time may not be the wisest *action* to take.
6. Stress may not be as negative a *factor* for your health as previously thought.

Ex. 8

a 10; b 3; c 4; d 2; e 5; f 6; g 9; h 1; i 8; j 7

Ex. 9

a 6 ; b 9; c 5; d 10; e 1; f 3; g 2; h 8; i 7; j 4

Ex. 11

- As a young man, he *took after (resembled)* his father in many ways, *burned the candle at both ends (worked really hard and restlessly)*, and eventually became *filthy rich (really wealthy)*. Although he *was not the sharpest tool in the box (was not the most talented or clever)*, this did not *hold him back (stop him)*, and his hard work *paid off (yielded good results)*. Perhaps his greatest

achievement was his idea *to cut down (reduce)* the amount of waste within local government. He had hard time *talking* the local officials *into (convincing)* *going along with (supporting)* it, but once they started saving money *hand over fist (very quickly or intensively)*, he was *the toast of the town (popular and famous)*. He *gave up (abandoned)* working soon after, but he stayed on in an advisory role until he *passed on (died)* last year.

- The author was obviously *bending over backwards (trying really hard)* to write another masterpiece, but his second book is *a far cry from (of no comparison/much worse)* his first novel. Some literary critics are just *beating around the bush (avoiding direct talk)* in attempt not to offend the author when asked about the flaws of the book. But many of them, and I won't *spill the beans (give away the secret)* saying that, have only *scratched the surface (did little research to study the subject)* and didn't plunge into the novel. Someone may claim that I *rock the boat (escalate unpleasant situation)*, but I always *put my foot down (object strongly)* when I *come across (meet)* such buffs, who *by hook or by crook (by any means)* try to be accepted in academic circles.

PART III. TITLE, KEYWORDS AND ABSTRACTS

UNIT 1

Ex. 3

- 1) ... conveys the scope, intent, or type of a study.
- 2) ... could refer to anything associated with this very topic.
- 3) ... are typical of journalistic styles (emotional).
- 4) ... they are counter-productive and detract from the seriousness and authority of your research.
- 5) ... a coordinating conjunction or a non-finite form of the verb (ending in -ing)

UNIT 2

Ex. 2

Structural part	Informative abstract (+/-)	Descriptive abstract (+/-)
Purpose	+	+
Methods	+	+
Scope of the research	+	+
Conclusions	-	+
Results	-	+

Recommendations of the author	-	-
Judgments about the work	-	-
About 300 words in length	-	+

Ex. 3

Purpose: What is the scope and research problem of the article?

Methods: How did the authors approach the problem?

Results: What are the key findings of the current research?

Conclusions: What is the final comment about the researched problem?

Ex. 5

1. E context / specific topic
2. D reason
3. C methods
4. A results
5. B implications

UNIT 3

Ex. 2

- 1) Keywords capture the essence of your paper. T
- 2) Keywords make your paper searchable. T
- 3) Keywords should ideally be single words. F
- 4) Single key words ensure that you get more citations. F
- 5) Phrases of 2-4 words related to your topic are acceptable. T
- 6) The journal requirements are stable for all the journals. F
- 7) Acronyms and abbreviations should be included into keywords. F

Ex. 3

Key words: Bloom's taxonomy, taxonomy levels, cognitive skills measurement, examination assessment.

Ex. 4

Keywords: homophobia, British educational settings, advocacy research, case study, trauma construction

UNIT 4

Ex. 1

- (1) – introduction/ scope/background information
- (2) – reason for writing
- (3) - summary

Ex. 3 (Quiz)

1. – T; 2. Summary; 3. Crisis; 4. Information Abstract; 5. Critical; 6. Information Abstract; 7. Descriptive; 8. 100-150; 9. It's worth giving a short overview of the most important sources that you used for your paper; 10. Closure Statement that deserves to be developed further; 11. F; 12. Disagree.

Ex.4

Reward-predictive stimuli, rewarding outcome, value-driven response, inhibitory control, behavioural biases

PART IV. CITATION

UNIT 1

Ex. 2

Wrote/ proposed/ This statement is also backed up/ asserted /described /This is in line with.

Citation types: 1) direct quotation; 2) paraphrase; 3) summary;

Ex. 3

Quote	Paraphrase	Summary
3 (direct), 5 (snippets), 6 (block)	1; 3; 4; 5	2; 3; 7

Ex. 3a

Students' answers.

Ex. 4

The authors admit that “people often confess to someone meaningful to them—such as their priest, partner, or colleague” (Peer & Acquisti, 2014). The scientists conclude

that telling lies may substantially spoil someone's life by "damaging" his close relationships (Peer & Acquisti, 2014). They hypothesize that people might lack the acknowledgement of necessity to reveal the truth" (Peer & Acquisti, 2014).

Ex. 5

Students' answers.

Ex. 6

Students' answers.

UNIT 2

Ex. 3

1) __D__, 2) __E__, 3) __B__, 4) __A__, 5) __C__.

UNIT 3

Ex. 4

Informative

Ex. 5

A A descriptive or informative annotated bibliography - summarizes a source as does an abstract, describes why the source is useful for researching a particular topic, its distinctive features. In addition, it describes the author's main arguments and conclusions without evaluating what the author says or concludes.

B An analytical or critical annotation not only summarizes the material, it analyzes what is being said. It examines the strengths and weaknesses of what is presented as well as describing the applicability of the author's conclusions to the research being conducted.

UNIT 4

Ex. 1

Summary 1 is plagiarized (no citation)

Paraphrase 2 – is plagiarized. Some parts of the sentences have not been reworded.

As Kilbourne (1999) asserts, these flashy pictures and images of **beautiful, thin, sexy** women are everywhere **around us**. However, they would not affect us as much as

they do if our culture didn't **encourage us to believe we can and should** recreate **our bodies into perfect products** as well.

Ex.2

Students' answers

PART V. PRESENTATIONS

UNIT 1

Ex. 3.

- Virtual LIVE Presentation & Virtual Pre-Recorded Presentation
- To submit your proposal/abstract and register for the conference.
- Presentation Duration (20 minutes). Presentation must be in English language.

Ex. 4.

- Abstracts or academic papers.
- All abstracts must be submitted in English using an 'Abstract Submission Form'. Academic papers should be between 10-12 pages, everything included. It must include an abstract (no more than 150 words) and 3 to 5 keywords.

Ex. 7.

Possible failure	Agree	Disagree
1) Do not cut anything out of your academic paper. The more – the better.		√
2) Take out of the essay the most interesting statements and arrange them into your talk.	√	
3) Put on the slides as much as possible – it will back up your talk in case you feel nervous.		√
4) Remember the details you want to speak about keeping your plan at hand on paper, or on slides	√	

UNIT 2

Ex. 1 a

1) b, 2) c, 3) a, 4) h, 5) f, 6) e, 7) d, 8) g.

Ex. 2

1) Introduction; 2) background information; 3) research problem; 4) objectives; 5) – 6) research methods; 7) – summary of results; 8) – 9) discussion; 10) implications /conclusion .

Ex. 3 Students' answers

UNIT 4

Ex. 1 a

1_c__, 2_e__, 3_a__, 4_f__, 5_b__, 6_h__, 7_g__, 8_d__.

UNIT 5

Ex. 2

1._e__; 2._d__; 3._c__; 4._a__; 5._b__.

Ex. 3

1) B; 2) C; 3) A.

Ex. 4

TIPS for MAKING VISUALS	1	2	3	4
Have a clear and simple background	√			
Avoid using too many different types of fonts or font sizes			√	
Use a large font size - a minimum of 24pt.		√		
Always have a back-up plan in case there is a technical issue and you cannot show the visuals on the day, for example, bring handouts or a poster	√			
Avoid using red or green text as it's difficult to read			√	
Avoid putting too much text on a slide	√			
Consider providing handouts of diagrams because the audience will find the diagrams easier to read		√		
Use bullet points to summarise key points				√
There should only be one key point for each slide	√			

Ex. 8

1- c; 2 - a; 3 – b.

APPENDIX I

Relative influence of perceived peer and family substance use on adolescent alcohol, cigarette, and marijuana use across middle and high school

Megan S. Schuler, Joan S. Tucker, Eric R. Pedersen, Elizabeth J. D'Amico
(From *Addictive Behaviors* 88 (2019) 99–105)

...

4. Discussion

This study is the first to examine age-varying associations between adolescents' cigarette, alcohol and marijuana use and perceived use among their best friends, older siblings and important adults in a diverse sample of adolescents across grades 6 to 12. Our results highlight that adolescent alcohol, cigarette and marijuana use is positively associated with corresponding perceived use by friends and family members in their social network throughout middle and high school. However, concordance varied across grades, as well as by relationship and substance. Concordance between adolescent and best friend use was positive for alcohol, cigarettes and marijuana in all grades 6–12, highlighting the enduring influence of peers across middle and high school. The observed concordances with best friend use may reflect both social conformity pressures and peer homophily due to peer selection processes (Burk, van der Vorst, Kerr, & Stattin, 2012; Steinberg & Silverberg, 1986). Consistent with prior studies and our hypotheses, associations with perceived best friend use were stronger than those with older siblings and adults for all substances. However, concordances with best friend use did not consistently increase across grades for all substances as hypothesized. For alcohol, cigarettes and marijuana, concordance with best friend use was very strong in 6th grade and then declined across middle school. This peak in concordance in early middle school fits with developmental research highlighting that younger adolescents are more influenced by peer behavior, as they have not fully developed techniques to resist peer pressure (Steinberg & Monahan, 2007). Alcohol, the most prevalent substance, generally had the lowest concordance with best friend use; alcohol concordance remained essentially flat across high school and then declined in 12th grade. In contrast, smoking and marijuana use were significantly less prevalent than alcohol use, yet concordance rates with best friend use were notably

higher than for alcohol. Furthermore, concordance magnitude increased up to mid-high school modestly for marijuana and markedly for smoking. These differential trends across substances may reflect the fact that peer selection and social conformity factors may be stronger for smoking and marijuana use if they are viewed as less normative behaviors, leading to greater peer concordance.

Overall, the associations with perceived older sibling use were consistently positive for alcohol, cigarettes and marijuana (with the exception of concordance with older sibling smoking at grade 12), reflecting the significant influence of older siblings on adolescent behavior. Concordance with older sibling use was high for cigarettes, alcohol and marijuana in 6th grade and generally decreased to 12th grade, providing general support for the hypothesis that concordance with older sibling use declines with age or remains relatively stable for all substances. However, concordance trends did not strictly decline, as concordance peaked again in grades 8–10 for alcohol and grade 9–11 for cigarettes. We observed differential trends across substances, as concordance with older sibling use was higher for marijuana than for alcohol and cigarettes, particularly during early middle school. One potential explanation is that adolescents have more limited options for obtaining marijuana at younger ages (relative to alcohol and alcohol), so having an older sibling who uses marijuana may significantly impact concordance by providing access. As adolescents get older and substance use becomes more prevalence in their same-age peer groups, the salience of their older siblings may decline. Additionally, declining sibling concordance across grades may be due to older siblings moving away from home (e.g., to attend college); decreased time siblings spend together may lead to less influence of older siblings' behavior. ...

Our results also indicate that rates of adolescent use of alcohol, cigarettes and marijuana were lower than rates of perceived use by bestfriends and older siblings at each grade. These findings are consistent with other studies showing that adolescents overestimate others' substance use rates, resulting in distorted descriptive norms (Pedersen et al., 2013). These norms are posited to influence youth behavior by promoting substance use among abstainers in order to “fit in” and to sustain substance

use among users due to perceived approval. Thus, substance use prevention programs have targeted these misperceptions as a means to reduce substance use (D'Amico et al., 2012; Ringwalt, Clark, Hanley, Shamblen, & Flewelling, 2009). Findings regarding high perceived rates of older sibling use and significant associations between adolescent use and both adult and older sibling use highlight that prevention programs should also incorporate a discussion of family environment. In particular, older siblings may play an influential role that combines aspects of both peer and family influence. Several study limitations warrant consideration. Measures of adolescent substance use are based exclusively on self-report and thus are subject to measurement error. The measures of substance use were dichotomous, due both to the format of some survey items and the low prevalence of use in early middle school; additional insight would be provided with continuous measures. We do not have measures of perceived parental use, but rather perceived use of an adolescent's "most important adult; "we presume this represents a parent for many, but not all, respondents. Variation in results across grades may reflect to some extent changing composition of the study population or changes in the individuals nominated as "best friend," "older sibling" or "most important adult." We lack information on contextual factors that may influence substance use concordance (e.g., gender of older siblings and adults, age difference between siblings and measures of relationship quality), nor are we able to control for other substance use risk factors (e.g., mental health). Though likely limited, it is possible that there maybe some overlap in responses to the items about best friend, older sibling, and most important adult use (e.g., considering their older sibling to be "the most important adult" in their life or their "best friend"). Finally, we do not purport to identify causal relationships regarding adolescent use and perceived use; indeed, the true causal pathways linking these may be reversed, bidirectional or explained by exogenous common factors.

Overall, findings provide evidence that associations between adolescent substance use and perceived best friend, older sibling and adult substance use vary in magnitude across the developmental period spanning middle and high school, with peer use having the strongest associations. As highlighted by Villanti et al. (2011), substance

use prevention efforts that seek to address peer influence should begin prior to middle school and should be sustained throughout high school. Our findings also suggest a sustained influence of older siblings and, to a lesser extent, important adults which prevention programs generally do not address. Like peer influences, family influences are present during middle school; thus, prevention efforts should also address the important role that family environment may play in an adolescent's life. ...

APPENDIX II

Useful phrases

Greeting the audience

Hello ladies and gentlemen.

Good morning members of the jury.

Good afternoon esteemed guests

Good evening members of the board/ Fellow colleagues /

Mr. Chairman/Chairwoman.

Introducing oneself (name, position, and company)

Good afternoon ladies and gentlemen, let me introduce myself.

Good morning everyone, I'd like to start by introducing myself.

My name is.../ I am a student at .../

I am a doctoral candidate... / I am a researcher from .../

I've been working on the subject now for ... years...

I've had wide experience in the field of ...

Good morning, my name is I am a student at the ... and I

would like to talk to you today about some of my findings in a study I did on...

Giving title and introducing subject

I plan to speak about...

Today I'm going to talk about...

The subject of my presentation is...

The theme of my talk is...

I've been asked to give you an overview of...

I have chosen to speak about this because...

I was asked to speak about ... because...

Eliminating certain areas before you start / avoiding deviation from your main task

I will not speak about...

I have limited my speech to ...

Determining the time

My talk will last about 15 minutes.

Determining the attitude and knowledge of the audience

Have you ever heard of...?

You may already know...

I feel sure that some of you...

Every day you encounter...

Give your objectives (purpose, aim, goals)

My purpose in doing this paper is to give you a background on the subject of ...

What I would like to do today is to explain / to illustrate.../ to give you the essential background information on.../ to outline... / to have a look at...

What I want my listeners to get out of my speech is...

If there is one thing I'd like to get across to you today it is that...

Announcing your outline

I have broken my speech down/up into ... parts.

In the first part I give a few basic definitions.

In the next section I will explain...

In part three, I am going to show...

In the last part I would like/want to give a practical example...

Giving examples

Now let's take an example.

An example of this can be found...

To illustrate this...

Let's see this through an example.

For example /For instance

Summarising

To summarize/ To sum up /Let me summarize by saying

So that concludes my overview/ In conclusion

Briefly said / In short

What I've tried to show in this part...

To recap what we've seen so far...

To emphasize/ What is very significant is...

What is important to remember.../ I'd like to emphasize the fact that...

I'd like to stress the importance of.../ to highlight.../to underline...

What I tried to bring out.../ What we need to focus on...

Referring to what you have said previously

As I have already said earlier... /As we saw in part one...

To repeat what I've said already...

Referring to what you will say

We will see this a little later on /This will be the subject of part

We will go into more detail on that later.

Introducing quotations

I quote the words of ... / In the words of.../ According to...

Here I'd like to quote.../ As Mr. X says in his book...

There is a famous quotation that goes...

Referring to common knowledge

As you all may well know...

It is generally accepted that...

As you are probably aware (of)...

Dealing with questions

I'd be happy to answer any questions....

If there are any questions please feel free to ask.

I'm glad you asked that question.

That's a good question/point/remark.

Can I answer that question later?

Admitting that you are not responsible

I saw that in the work of...

I agree but give an alternative point of view...

I agree with you but there is another way of looking at it.

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для студентів немовних факультетів

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