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Е.В. Дворецкая

АНГЛИЙСКИЙ ЯЗЫК ДЛЯ АКАДЕМИЧЕСКОГО ОБЩЕНИЯ

*Утверждено Учёным советом университета
в качестве учебного пособия
для студентов и магистрантов инженерных,
гуманитарных и экономических специальностей*



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Представлены тексты и задания, способствующие развитию словарного запаса студентов в области академического дискурса и формированию навыков и умений, необходимых для успешного обучения в англоязычном вузе, таких как навыки конспектирования лекций, академического письма и критического мышления.

Предназначено для обучения студентов и магистрантов инженерных, гуманитарных и экономических специальностей, владеющих английским языком на уровне «средний» и «выше среднего», основам академического стиля речи и письма.

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ПРЕДИСЛОВИЕ

Данное учебное пособие предназначено для студентов, изучающих английский язык на уровне средний и выше среднего (Intermediate/Upper-Intermediate) и готовящихся или приступающих к профессиональному обучению на английском языке.

Цели пособия:

- 1) формирование у студентов представления о структуре и стиле научно-профессиональных текстов;
- 2) развитие словарного запаса студентов в области академического дискурса;
- 3) обучение культуре иноязычного устного и письменного академического общения;
- 4) развитие общей лингвистической, прагматической и межкультурной компетенций;
- 5) развитие навыков критического мышления.

Пособие направлено на решение следующих **задач**:

- расширить активный и пассивный лексический запас студентов по изучаемым темам;
- развить умения и навыки ознакомительного, просмотрового, поискового и аналитического чтения;
- развить умения и навыки говорения;
- закрепить навыки понимания иноязычной речи на слух.

Данные цели и задачи определяют структуру пособия, которое состоит из пяти частей. Тематически каждая часть посвящена одной из отраслей знаний – лингвистике, педагогике и психологии, экологии, экономике и управлению и инженерным наукам – и включает в себя следующие разделы: **Start-up, Reading, Vocabulary, Lecture Skills, Listening, Writing, The Final Touch.**

Start-up направлен на подготовку студентов к первоначальному обсуждению представленной темы,

уже обращая внимание на некоторые новые слова и фразы, и таким образом представляя новую тему.

В разделе **Reading** представлен текст научно-профессиональной направленности по изучаемой теме и даются упражнения для его понимания и обсуждения. Новые слова и выражения из текста, а также дополнительная лексика по теме закрепляется в упражнениях в разделе **Vocabulary**.

Раздел **Lecture Skills** содержит информацию и задания для развития навыков конспектирования лекций на английском языке в процессе профессионального обучения и, тем самым, готовит студентов к выполнению заданий на аудирование фрагмента научной лекции в разделе **Listening**.

Раздел **Writing** кратко знакомит студентов с одним из видов академического письма и содержит практические задания.

В разделе **The Final Touch** представлен научно-популярный текст соответствующей тематики для закрепления изученной лексики.

BOOK MAP

Unit	Start-up	Reading	Vocabulary
Unit 1 Meet Academic English Topic - Languages	Formal and informal language Language styles	What is Academic Language?	Key academic words
Unit 2 Study in a Academic Context Topic – Education and Psychology	Study environment Study skills	Developing Good Study Habits	Study habits and problems studying
Unit 3 The nature Issues Topic – Environmental Science	Climate and land features Natural hazards Types of scientific publications	Tropical Cyclones	Cause and effect Complex noun phrases
Unit 4 Business matters Topic – Economics and Business Administration	Academic courses in business education Business skills	Leading People and Organisations	Qualifying expressions Numbers and statistics
Unit 5 Engineering the future Topic – Engineering	Greatest engineering achievements	The Robot Man	Word formation Units of measurement

Lecture Skills	Listening	Writing	The Final Touch
Signal words or phrases	English: a Global Language?	Reporting the results of a survey	One or Many? Quotations about common language, multilingualism
Identifying supporting details	Learning Differently	Writing a short essay	Enhancing Learning through Case Studies Case studies as a learning tool
Showing cause and effect	Which Way Will It Go?	Describing a process	Improving Tsunami Advance Warning Time New technology for hazard warning
Using symbols and abbreviations	Who's Calling the Shots?	Describing graphs and diagrams	Becoming a Leader Advice on how to lead people
Making numbered lists	Right and Wrong on the Net	Writing an opinion essay	Bionics Gives Hope A new technology to help people with disabilities



Start-up

1. Formal vs. Informal. Compare these two explanations or definitions of economics. What are the main differences?

- Economics? Yes, well, ... economics is, I suppose, about people trying to ... let me see ... match things that are scarce, you know, with things that they want, ... oh, yes, and how these efforts have an effect of each other ... through exchange, I suppose.
- Economics is the social science that studies how people attempt to accommodate scarcity to their wants and how these attempts interact through exchange.

Which of the following sentences are formal and which are informal? Write *F* or *I*.

- a) The project will be completed next year. ____
- b) I showed that his arguments did not hold water. ____
- c) I wonder why he put up with those terrible conditions for so long. ____
- d) Five more tests will be necessary before the experiment can be concluded. ____
- e) It has been proved that the arguments so far are without foundation. ____
- f) He'll have to do another five tests before he can stop the experiment. ____
- g) It is not clear why such terrible conditions were tolerated for so long. ____
- h) We'll finish the job next year. ____

2. Texts have different features of style depending on their purpose and the audience they were written for. Match each extract A-D to one of the sources:

A Are you looking for the right training centre to learn English? At Future Focus School of English we provide students with a vast range of courses to choose from. English is taught at different levels such as basic, advanced, English for juniors and English for foreign students.

Our teachers are dedicated, experienced, highly qualified and well prepared; we even provide high quality course material. At Future Focus School of English we are proud to see our students returning back for other courses and suggesting our school to their friends and family.

We look forward to welcoming you to our school!

C Less than a year after France's education minister, Luc Chatel, kicked off a national campaign to improve foreign language skills, the country's national distance learning institute, Cned, has launched a free website for English learners, backed by \$4m of government funding. Last month the *englishbyyourself.fr* website went live. It combines free and paid-for self-study materials that can be accessed on mobile and tablet formats. "The aim is to immerse users in spoken English and to give them daily oral practice," said Serge Bergamelli, Cned's director. Content is designed for children, teenagers and adults and the mix of online games, video clips and news will be edited and updated by a team of 15 English language teachers.

B More and more educational programs use English as medium of learning, either alone or together with another language. In this regard, Austria follows the worldwide trend, which in itself is a reflection of the global move towards English as the generally shared language of communication. English has recently been chosen as medium of learning in more and more tertiary programs in Austria (Stegu and Seidlhofer 2003). In a growing number of them, the participants, lecturers and students, make use of English as a lingua franca (ELF), i.e. they speak various first languages and use English as their only shared medium of communication.

D Language acquisition is the process of learning a native or a second language. The acquisition of native languages is studied primarily by developmental psychologists and psycholinguists. Although how children learn to speak is not perfectly understood, most explanations involve both the observation that children copy what they hear and the inference that human beings have a natural aptitude for understanding grammar.

Which extract

- is designed to make the reader do something?
(persuasion)

- refers to previous research and sources? (evidence)

- sets out to explain a particular expression?
(definition)

- informs readers of the recent development?

(narrative)

Which text contains

- the shortest paragraph?

- examples of passive voice?

- fairly simple sentences with frequent use of the linking word 'and'?

- a direct question?

- the most formal vocabulary?



Reading

What is Academic Language?

Academic language is the language needed by students to do the work in schools. It is the language used in academic textbooks and articles, as well as in lectures and seminars. It is different in structure and vocabulary from the everyday spoken English of social interactions. Many students who speak English well have trouble comprehending the academic language used in high school and college classrooms. Low academic language skills have been shown to be associated with low academic performance in a variety of educational settings.



The main features of academic language are as follows. It is formal, thus, slang and casual vocabulary should be omitted in academic context. It is impersonal, often using

impersonal pronouns and phrases and passive verb forms. Academic lectures and texts tend to use longer, more complex sentences than are used in spoken English. For example, they may contain more noun-based phrases than verb-based ones. Tentative language is frequently used in reporting research and making claims: very little in the world is either right or wrong and academics, therefore, are cautious in the way they present their findings. Academic texts often contain references to other writers' publications, sometimes including quotations.

Academic texts may contain specialised or technical terms of a particular subject, but they are relatively easy to master. Some of these words may indeed be similar in English and in other languages. Academic vocabulary is sub-technical vocabulary that is used across all academic disciplines to teach about the content of the discipline. It is these, more general words used for discussing ideas and research, for talking and writing about academic work that present the most difficulty to students. Low academic vocabulary knowledge is the main barrier to student comprehension of texts and lectures. For example, before studying chemistry, no students know the technical words used in chemistry. But the underprepared students also do not know the vocabulary used to explain the chemistry concepts. Underprepared students are unfamiliar with words like *evaluation*, *theory*, *hypothesis*, *assumption*, *capacity*, *validate*. Professors assume students comprehend such academic vocabulary, but such vocabulary is not often used in the everyday spoken English of many students.

Academic vocabulary is based on more Latin and Greek roots than is everyday spoken English vocabulary. Many of these words are neutral in the sense that they are equally appropriate for both written and spoken contexts. One positive aspect of this kind of academic vocabulary is that there are relatively few differences depending on whether it is used in London or New York, Delhi or Sydney, Dublin, Singapore or Toronto. Academic English tends to be a truly international language.

Which features of the academic language are demonstrated in the following sentences?

Essential measures should be undertaken at the earliest opportunity.

Recent research suggests that the majority of people prefer e-mail to traditional letter writing as a mode of communication.

The rapid increase in crime was causing concern among the police.

Jacob (1998) concedes that a test is not 100% reliable.

Failure to specify and to communicate aims and objectives may have long-term consequences.

In the text underline those words and phrases that characterise it as belonging to academic language style.



Vocabulary

1. Many words in academic English are the same as everyday vocabulary, but they are often also used with a slightly different meaning, which may be specialised.

<i>Everyday or academic use</i>	<i>Meaning</i>	<i>Academic use</i>	<i>Meaning</i>
Standards of discipline in schools have declined	ability to control oneself or other people	Nanotechnology is a relatively new discipline	area of study
The lake was frozen solid	not liquid or gas	We have no solid evidence that radiation has caused the problem	certain or safe; of a good standard

Complete each pair of sentences using the same word for the box in an everyday way and an academic way. Make any necessary grammatical changes.

generate identify character focus underline

1) A It was difficult to _____ the camera on the flower as it was so small.

B We should _____ our attention on the most important issues.

2) A In this theory of history, progress is closely _____ with technology.

B The murderer was _____ from fingerprints discovered at the scene.

3) A Jim's a very interesting _____. I hope you meet him.

B The book attempts to explain the fundamental _____ of social life.

4) A He always _____ every new word when he's reading.

B The study _____ the fact that very little research exists.

5) A This issue always _____ a great deal of debate among academics.

B The power plant _____ electricity for the whole region.

2. Academic vocabulary is generally fairly formal. Match the common academic verbs 1 – 5 to less formal verbs with the same meaning a – e.

a) get/receive

b) reply

c) show

d) buy

e) happen

1) **demonstrate** The graph **demonstrates** a decrease in smoking.

2) **obtain** It is not easy to **obtain** research funding.

3) **occur** Most accidents **occur** between 8 to 10 am.

4) **purchase** Textbooks can be **purchased** online.

5) **respond** We cannot **respond** to this email.

3. Replace the underlined part of each sentence using suitable academic words from the list below. Make changes and/or add extra words as necessary.

adequate	alter	community	component	goal
positive	promote	site	specific	trend

1) The village shop was a valuable amenity for all the local people.

2) No-one agrees about the best area of ground for the new airport.

3) What I hope to achieve in life is to run my own company.

4) The Internet has changed our lives dramatically.

5) The campaign is designed to encourage healthy eating.

6) The current general tendency is towards retiring later.

7) The factory makes parts for computers.

8) We are hoping for a good or useful outcome to the talks.

9) The games are designed for three particular age-groups.

10) The station does not have good enough parking facilities.

4. Examples of language which is not appropriate for academic writing have been underlined in the following text. Choose expressions from the list below to replace the underlined sections.

The popularity of camera phones has made it <u>more and more tricky</u> to prevent people from <u>taking photos of things</u> they <u>shouldn't</u> record, e.g. military equipment. <u>But</u> now <u>there's</u> a system that can <u>find out</u> any camera phones and <u>send out</u> rays of light to <u>mess up</u> any <u>pictures</u> they take.

detect

emit

images

should not

difficult

for example

increasingly

subjects

distort

photographing

however

there is

5. General nouns are a way of briefly summarising information. They are important in academic texts because they help to avoid repetition and link a text together.

Choose suitable general nouns from the list below to complete the sentences, using singular or plural forms as appropriate. Some words are extra.

activity	device	problem	purpose
benefit	effect	reason	trend
change	issue	result	type

1) The country is facing a range of _____ including inflation and high unemployment.

2) Cinema attendance has fallen steadily in recent month and this _____ looks set to continue.

3) The subject of discrimination will be among several other _____ to be discussed.

4) The new mayor promised to crack down on drug dealing and other illegal _____.

5) Nouns can be countable and uncountable and each _____ has its own grammatical rules.

6) Members get free entry to exhibitions as well as other _____ such as regular newsletter.

7) Unfortunately an E grade was not the _____ he had been hoping for.

8) Washing machines and other labour-saving _____ have transformed our lives.

9) One of the most common _____ people gave for taking time off work was stress.

10) Tests have shown that fish become disorientated in water with a high level of CO₂. This _____ is potentially devastating for a wide range of fish populations.

6. Choose the most appropriate noun to complete each sentence.

- a) Environmental *topics/issues/principles* should be at the top of today's political agenda.
- b) In the exam students had to choose three from a choice of ten essay *subjects/theories/topics*.
- c) There are still people who are reluctant to accept Darwin's *model/topic/theory* of evolution.
- d) The professor decided to take moral courage as the *issue/theme/model* for his inaugural lecture.
- e) The London underground map is best understood as a *model/principle/topic* showing how the different stations relate to one another rather than a precise representation of their distances from each other.
- f) The Peter *Issue/Principle/Theme* states that members of hierarchical group will usually end up being promoted to the point at which they become incompetent.

7. Often in academic style, a verb + the noun form of the key verb is used:

explore = carry out an exploration (of)
*Kumar **carried out an exploration** of music genius.*

Rewrite each sentence using the word in brackets and make any necessary changes to other words.

a) Erikson's theory explains the fluctuations in the figures for this period. (PROVIDES)

b) Bevan explored the relationship between family background and political ambition. (EXPLORATION)

c) The book describes the life and times of Abraham Lincoln. (DESCRIPTION)

d) Cheng's theory emphasizes the importance of extensive reading in language acquisition. (PUTS)



Lecture Skills

Taking lecture notes is a part of every student's life. This does not mean students should write down every word they hear. It is necessary to develop skills in deciding what to note, how it should be noted, and later, how the notes are to be used. Good note-taking skills will make it easier to follow lectures.

Signal Words or Phrases

At the beginning of a lecture, the speaker often says how the lecture will be organised. This is the time for you to decide how to organise your notes. Listen for signal words or phrases that help you organise your ideas on paper.

1. Read the introduction to a lecture about global music. Work with a partner. Underline words and phrases that tell you how the lecture will be organised. Decide on one way you would organise your notes based on the introduction.

Today, I'll give you two contrasting points of view on global music. Some people have said that the quick spread of music is destroying art. They feel it will weaken the traditional music of each country, and eventually music everywhere will sound the same. There is another way of thinking about what is happening now; namely, that it is an exciting development. Recording makes it possible for musicians to create new types of music and for us to have a wide variety of musical experiences. Is global music a good thing, or a bad thing?

2. Look at the following example of notes based on the introduction above. The notes are organised in two columns, "For" and "Against", based on

Global Music	
For	Against
-Exciting change	-Music everywhere will sound the same

the signal phrase “two contrasting points of view”. Add at least one idea to each column.



Listening

1. You will hear a lecture about whether or not English is a global language. Do you think English is a global language? Write two reasons to support your opinion.

1)

2)



2. The words below are from the lecture about English as a global language. Read each sentence. Write the letter of the word or phrase that is closest in meaning to the boldfaced word.

a) to make it easier for something to happen

b) started being used instead of another person or thing

c) communication

d) to decrease in quality

e) able to speak a language very well

f) in spite of what has just been mentioned

g) to express your thoughts and feelings so other people understand them

h) to accept or admit that something is true

i) approved by someone in authority, especially government

j) able to do something with a high level of skill

_____ 1) Many people **acknowledge** the importance of knowing English.

_____ 2) English is one of the **official** languages of the Olympics.

_____ 3) She had a lot of **contact** with speakers of English in her job at the bank.

_____ 4) They decided a meeting might **facilitate** better communication at work.

_____ 5) You can **communicate** with the office by e-mail, fax, or telephone.

_____ 6) Because she is a **proficient** writer, she handles all letter in our office.

_____ 7) He became **fluent** in English after he lived in New York.

_____ 8) He is great at English now, but his ability may **decline** after he goes back home.

_____ 9) He only studied English for one month; **nevertheless**, he decided he knew enough to travel alone.

_____ 10) English has **replaced** French in many international situations.

Now listen to the lecture and take notes.

3. Use your notes to answer the questions below.

1) What is the main reason given for the widespread use of English?

- a) English is the most beautiful language in the world.
- b) People need a common language in the world.
- c) Many people use the Internet.

2) Which reason is *not* given to argue that English is a global language?

a) English is the main language used in many international situations.

b) English is the official language in many countries.

c) English is the only language used in international meetings.

- 3) According to the lecture, what is one reason why English should be considered a global language?
- a) Everyone who speaks English uses it at home.
 - b) An estimated one billion people study English every year.
 - c) In the countries where English is the official language, most of the people speak it.
- 4) According to the lecture, what is one reason why English should *not* be considered a global language?
- a) Many people who speak English are not fluent in it.
 - b) Other languages, such as French, are used at international business meetings.
 - c) Many people need to study English each year.
- 5) The speaker says that English isn't really a global language. What is the main reason given for this?
- a) English is the official language of seventy-five countries.
 - b) There are millions of people in English-speaking countries whose first language is English.
 - c) English is not replacing other languages for daily communication.

4. The statements below are false. Use your notes to correct the statements and make them true.

- a) There are 3.5 billion people in the world who study English every year.
- b) The European Union uses only English in its meetings.
- c) More than 175 countries use English as the official language.
- d) The speaker says that all Internet users know English.
- e) Most people in India speak English, one of the official languages.
- f) Airspeak is a good example of using English for daily communication at home.

to state to mention to emphasize to claim
to suggest to question to doubt to observe



The Final Touch

One or Many?

“I believe in the fundamental value of multilingualism, as an amazing world resource which presents us with different perspectives and insights, and thus enables us to reach a more profound understanding of the nature of the human mind and spirit. In my ideal world everyone would be at least bilingual”.

“I believe in the fundamental value of a common language, as an amazing world resource which presents us with unprecedented possibilities for mutual understanding, and thus enables us to find fresh opportunities for international cooperation. In my ideal world everyone would have fluent command of a single world language”.

“We may, in due course, all need to be in control of two standard Englishes – the one which gives us our national and local identity, and the other which puts us in touch with the rest of the human race. In effect, we may all need to become bilingual in our own language”.

From David Crystal, English as a Global Language

Discuss these quotations from the book of a famous British linguist David Crystal? Do you think they are contradictory? Which view do you support?

Unit 2.

STUDY IN AN ACADEMIC CONTEXT



Start-up

1. We all need to study in a place where we can concentrate, feel relaxed, and study efficiently.

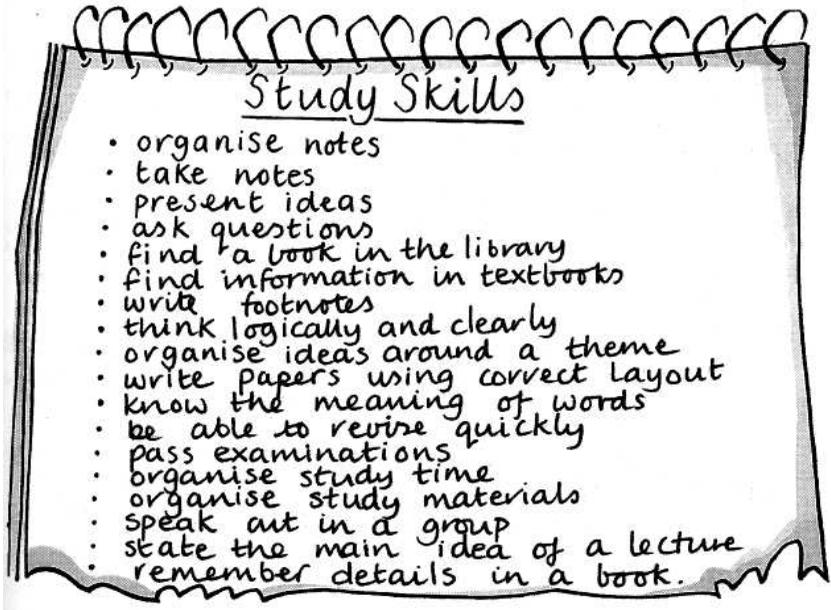
Look at the list which follows. Which of these items are essential for you to study efficiently? Write a plus (+) next to the item that is essential, a zero (0) – to the one that does not influence learning, and a minus (-) next to the item which slows down your concentration.

- | | |
|-----------------------------|------------------------|
| ___ peaceful atmosphere | ___ own desk |
| ___ bright lights | ___ friends around |
| ___ regular timetable | ___ background music |
| ___ comfortable, soft chair | ___ files or shelves |
| ___ reference books | ___ space |
| ___ a word processor | ___ proper stationery |
| ___ warm/cool room | ___ clean surroundings |

Do you think you need to change your surroundings to work more effectively?

2. Whatever you are studying, your knowledge of the subject or of English is not enough to guarantee success. What additional skills might you need?

Here is a list of some study skills. Which skills are the most important for your own study? Which do you feel are the least important? You may add other skills to the list.



Reading

1. Read the text and think which branch of science this article belongs to.

Developing Good Study Habits

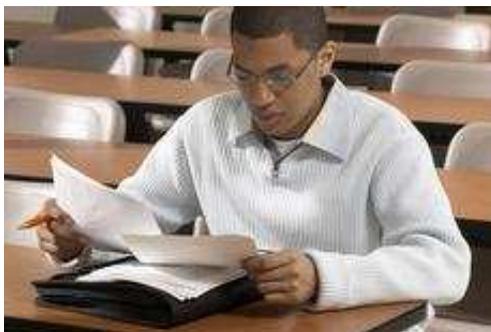
Knowledge is the essence of smart thinking. No matter how much raw intelligence you have, you are not going to succeed at solving complex problems without knowing a lot. That is why we spend the first 20 (or more) years of our lives in school. In order to progress from year to year students need to study. And the key to effective studying is not cramming or studying longer, but studying smarter.

Robert Bjork and Nate Kornell have explored some of the study habits of college students in a 2007 paper in *Psychonomic Bulletin & Review*. Research on memory provides a number of important suggestions about the most effective ways to study. One of the most important tips is that students should study by testing themselves rather

than just reading over the material. It is also important to study over a period of days rather than waiting until the last minute to study. Kornell and Bjork's studies suggest that only about 2/3 of college students routinely quiz themselves, and a majority of students study only one time for upcoming exams.

In another research the study habits of college students were related to their grade point average (GPA) (Hartwig & Dunlosky 2012). Researchers asked students about a number of study behaviors. They also had students report their current GPA. The students with the highest GPA were more likely to study by testing themselves than the students with lower GPAs. What is the most effective way to test yourself, though? It turns out that most students report using flashcards. However, flashcards usually allow people to learn basic aspects of a domain like key vocabulary. Really understanding something new requires practice with explaining it. So, self-testing needs to involve deeper questions than the ones that are usually written on flashcards.

All college students tend to focus their study on upcoming assignments. That is no surprise, because college is a busy time. The most successful students, though, also schedule time to study for classes even before the exam is coming up. The students who make a schedule and stick with it tend to get better grades than those who just work on whatever is coming up.



People invest several years and thousands of dollars in a college education. That education has an enormous effect on their future productivity. Cognitive science can ensure that students maximize the value of that experience.

2. Answer these questions.

a) What does Kornell and Bjork's research suggest about the most effective ways to study?

- b) According to Hartwig and Dunlosky, how is GPA related to the study habits of students?
- c) Which is the most popular way of testing one's knowledge? And which is the most effective?
- d) How do successful students distribute their study time?
- e) What is your opinion of these findings?
- f) What influences your academic performance most?

3. Look at the following sentences from the text. In your own words, try to explain the meaning of the words in bold.

- a) Knowledge is the **essence** of smart thinking.
- b) Kornell and Bjork's studies suggest that only about 2/3 of college students **routinely** quiz themselves, ...
- c) ... flashcards usually allow people to learn basic aspects of a **domain** ...
- d) Cognitive science can **ensure** that students **maximize** the value of that experience.

4. The text contains two examples of in-text citations. Are these direct or indirect quotations?

- a) Robert Bjork and Nate Kornell have explored some of the study habits of college students in a 2007 paper in *Psychonomic Bulletin & Review*.
- b) In another research the study habits of college students were related to their grade point average (GPA) (Hartwig & Dunlosky 2012).

Study some more examples of referencing:

- c) Hay, Bochner and Dungey (1997, p. 110) explain that reading is the best way to improve vocabulary.
- d) It can be argued that "good writers are necessarily good readers" (Hay, Bochner & Dungey 1997, p. 110).
- e) Jordan (1977, p. 240) also draws attention to the necessity for being careful:

A feature of academic writing is the need to be cautious in one's claims and statements. In other words, you may indicate your certainty and commitment in varying degrees.

This may be done in various ways ...

f) Marshall, L & Rowland, F 2006, *A guide to learning independently*, 4th ed., Pearson Education, Frenchs Forest, NSW.

Which of these represent a short quote, a block quote, a bibliography entry, a citation of a source?



Vocabulary

1. West Preston University has a web-based self-assessment questionnaire on time management. Answer the questions and compare your answers with fellow students.

	often	sometimes	never
1 Do you begin working on end-of-semester assignments early in the semester?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Do you meet deadlines ¹ for submitting work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Do you ever have to request an extension ² for your work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Do you spend hours cramming ³ just before an exam?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Do you make a to-do list ⁴ each week?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 Do you include extra-curricular ⁵ activities when you plan your study time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the expressions in the questionnaire mean:

- ask for more time beyond the deadline;
- make a list of things you should do;
- complete your work by the official final day or time;
- outside of the subjects one is studying;
- try to learn a lot very quickly before an exam;
- final date of a half-year term in school or college?

2. Complete the sentences with appropriate word combinations from the box.

rote learning note-taking time management
first draft draw mind maps meet deadlines
extra-curricular activities request an extension

- a) I always try to _____ but this time I'm afraid I'm going to have to _____.
- b) You should show the _____ of your essay to your tutor before you do any more work on it.
- c) _____ is very important during lectures; you can't remember everything.
- d) Some students get distracted from their studies by all the _____ which most universities offer.
- e) Students who are working part-time as well as studying have to be particularly good at _____.
- f) _____ is often considered a very old-fashioned way of learning nowadays.
- g) Some people find it more helpful to _____ when they are studying than to take traditional notes.

3. Here are some students' comments about study habits and problems associated with studying.



Chailai:

"I try to prioritise the most difficult or urgent task first, when I feel more motivated".



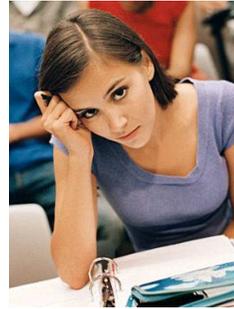
Eric:

"When I need to write an essay, I try to brainstorm the topic, draw mind maps and then write a first draft".



Kumar:

“I know rote learning isn’t very fashion-able nowadays, but I find it useful to learn some things by heart, especially lists of things”.



Linda:

“I find revision before exams really difficult. I can only revise for about two hours at a time. My mind starts to wander”.

Which of the students:

- a) thinks of a lot of ideas very quickly and draws a diagram showing how they are related?
- b) learns something in such a way that he/she can say it from memory?
- c) decides which things are the most important and deal with them first?
- d) gets tired of studying quickly and starts thinking of thing not connected to studies?

4. We can use our knowledge about how we learn to write a recipe for successful studying. Here is one example.



Write a recipe for successful learning of your own. What are its essential ingredients?



Lecture Skills

Identifying Supporting Details

In addition to main ideas, you need to recognize supporting details and examples. Here are some signal phrases a speaker might use to link a supporting detail or example to the main idea.

For example, ...

It means ...

This means ...

Here are a few examples of ...

In other words, ...

Let me explain this further ...

By this I mean, ...

In addition, ...

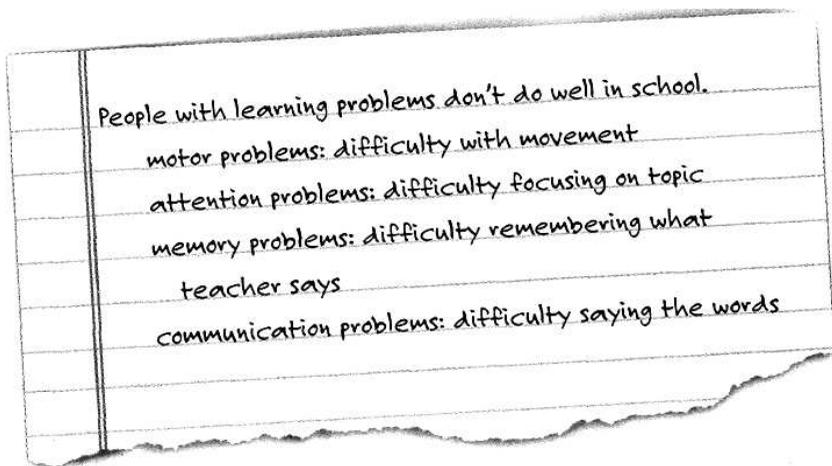
One type is ...

Another way is ...

1. Read the excerpt below. Underline the four phrases that link a supporting detail to the main idea.

There are a variety of learning problems. One type of learning problem is motor problems. By motor problems I mean difficulty with movement. This is a physical problem; in other words, the child has difficulty physically holding the pencil and moving it across a piece of paper. Children like this often benefit from occupational therapy. This means therapy in which they learn how to hold a pencil and write with it.

2. One way to note supporting details is to write the main idea, then write the supporting details on the line below. Here are notes from a lecture about learning problems. Notice how supporting details are listed below the main idea.



Listening

1. You will hear a lecture about dyslexia. Dyslexia means "difficulty with words and language". List two ways school can be different for a child with dyslexia.

Example: *It would be hard to read books.*

1) _____

2) _____

2. The boldfaced words below are from a lecture about dyslexia. Circle the letter of the phrase that best completes the sentence.

1) To deal with a **challenge** is to deal with something that is _____.

- a) painful
- b) difficult
- c) unusual

2) To **inherit** means _____.

- a) to get from a parent

- b) to try hard
- c) to get ahead



3) Another way to say **expressing**, is _____.

- a) loading
- b) communicating
- c) seeing

4) If you **present** an idea, you _____.

- a) throw it
- b) swing it
- c) give it

5) To **pay attention** means to _____.

- a) concentrate
- b) wash
- c) read

6) If two things are **identical**, they are _____.

- a) the same
- b) interesting
- c) convenient

7) If you **confirm** something, you _____ it is true.

- a) call
- b) prove
- c) collect

8) Another way to say **intervene** is _____.

- a) increase
- b) rise
- c) get involved

9) The opposite of **flexible** is _____.

- a) rigid
- b) large
- c) wide

10) When something **drifts**, it _____.

- a) gets darker
- b) stops
- c) moves

Now listen to the lecture and take notes.

3. Use your notes to answer the questions below.

- 1) What is one main idea that the speaker presents?
 - a) Most boys are thought to have dyslexia.
 - b) Dyslexic children can have a range of problems.
 - c) Dyslexic children can learn as well as other children.
 - d) Children can have difficulty with colours.
- 2) What does the speaker say is often true about dyslexic children?
 - a) They are not considered to be as intelligent as other children.
 - b) They are not as intelligent as other children.
 - c) They perform better in school than other children.
 - d) They attend school less often than other children.
- 3) Why is there no definition of dyslexia that is accepted by everyone?
 - a) Dyslexia is not very common.
 - b) Not everyone who is dyslexic has the same problems.
 - c) Researchers disagree on the causes of dyslexia.
 - d) Teachers disagree about what dyslexia is.
- 4) What is the main reason people with dyslexia have learning problems?
 - a) They don't try as hard in school as other people do.
 - b) Their brains work differently from other people's.
 - c) They have trouble paying attention.
 - d) They have trouble reading.
- 5) Which of the following best describes how Dr. Levinson compares the brain to a TV set?
 - a) It has many channels to choose from.
 - b) You need to change the channels to tune them in.

- c) The channels must be tuned in correctly to work right.
- d) You need to turn it on for it to work.
- 6) What can teachers do to help dyslexic children learn?
- a) Have students work alone on computers.
- b) Send them to special schools for people with low intelligence.
- c) Be flexible about how they teach.
- d) Teach only what the dyslexic student wants to study.

4. Write the letter of the phrase that best completes each statement.

- | | | |
|----------------------------------|-----------------------------|------------|
| 1) An example of a ___ | a) are | considered |
| learning problem | dyslexic. | |
| 2) Research on matching ___ | b) have a parent who | |
| sounds and letters shows | has dyslexia. | |
| that | | |
| 3) Ten percent of children ___ | c) dyslexia may not be a | |
| | visual problem. | |
| 4) About 85 percent of ___ | d) is not being able to | |
| dyslexic children | express ideas in words. | |
| 5) Dyslexics have difficulty ___ | e) he or she has trouble | |
| because their "computer | reading. | |
| chips" | | |
| 6) If a child cannot receive ___ | f) is an example of | |
| the signals on a page | flexibility in a classroom. | |
| 7) Dr. Levinson believes ___ | g) control concentration | |
| our "computer chips" | and energy levels. | |
| 8) Students taking tests ___ | h) cannot | receive |
| orally, not in writing, | signals correctly. | |

5. The speaker does not always state the ideas directly as facts, but instead sometimes gives information that you use to make conclusions. When you figure something out without being given all the information, you are making an inference.

Use your notes to decide which statements are facts and which can be inferred from the lecture. Write F (fact) or I (inference).

___ 1) People with dyslexia may be less successful at work.

___ 2) Some dyslexic children have difficulty paying attention in school.

___ 3) Dyslexic children don't like school as much as other children.

___ 4) Dyslexia is one common cause of learning problems.

___ 5) A dyslexic child who has trouble concentrating shouldn't listen to music while studying.

___ 6) A dyslexic child is likely to have at least one dyslexic parent.



Writing

Write a short essay (no more than 300 words) on one aspect of study that you find interesting:

1. How study skills are taught in my own language?
2. How much time do students at my school spend doing homework?
3. How many students really do plan their study time in advance?
4. What do teachers in my institution think are the most important study skills?
5. What do engineering students (humanities students, students of economics) feel is the most important study skill they need?

You may use any references on study that you have access to. You may also do some original research on your own.



The Final Touch

Enhancing Learning through Case Studies

If you've ever tried to learn a new concept, you probably appreciate that "knowing" is different from "doing". When you have an opportunity to apply your knowledge, the lesson typically becomes much more real. Case studies provide an excellent way of practicing and applying new concepts. As such, they're very useful tools in learning, and it's important to understand how to get the maximum value from them.

Case studies are a form of problem-based learning, where you are presented with a situation that needs a resolution. A typical business case study is a detailed account, or story, of what happened in a particular company, industry, or project over a set period of time.

The learner is given details about the situation, often in a historical context. The key players are introduced. Objectives and challenges are outlined. This is followed by specific examples and data, which the learner then uses to analyze the situation, determine what happened, and make recommendations. There are no unpleasant consequences for getting it "wrong", and cases give learners a much better understanding of what they really know and what they need to practice.

Case studies can be used in many ways, as team-building tools and for skill development. Given the enormous benefits of practical learning applications like this, case studies are definitely something to consider adding to your training.

Think how and what type of case studies may be used in your area of study.

Unit 3.

THE NATURE ISSUES



Start-up

1. Discuss the questions below.

- How would you describe the climate and land features of your country? Is it warm/cold, tropical/continental, dry/humid, flat/mountainous?

- How do these land features affect people's living?

- Have any land or climate features changed in recent years?

- Are natural disasters common in your country?



2. You have been given an assignment to write an essay on *The risks and impact of weather-related natural disasters*. You have drafted an outline for your essay, which is shown below.

The risks: • weather-related natural disasters
- what are they?

- their distribution, frequency and destructive power

The impacts: • social • economic •
environmental • political

a) Look at the course reading list below and cross out any publications which you think are unlikely to be relevant for your essay.

b) Decide the order in which you will look at the remaining publications.

c) In pairs or small groups, compare your answers.

Module 211: Natural hazards Reading list

- 1 Alexander, D E (1985). Death and injury in earthquakes, *Disasters* 9: 57-60.
- 2 Benson, C and Clay, E J (2004). *Understanding the economic and financial impacts of natural disasters*. Disaster Risk Management Series No. 4. Washington, DC: World Bank Publications.
- 3 Bryant, E A (2005). *Natural Hazards* (2nd edn.). Cambridge: Cambridge University Press.
- 4 Burton, I, Kates, R W and White, G F (1978). *The Environment as Hazard*. Oxford: Oxford University Press.
- 5 Handmer, J W (2000). Flood hazard and sustainable development, in D Parker (ed) *Floods* (pp. 276-286). London: Routledge.
- 6 Health and Safety Executive. (1989). *Risk criteria for land-use planning in the vicinity of major industrial hazards*. London: HMSO.
- 7 Intergovernmental Panel on Climate Change. (2011). *Managing the risks of extreme events and disasters to advance climate change adaptation*. http://www.ipcc.ch/popup-managing-risks-extreme-events_sp.htm
- 8 Jacoby, H and Skoufias, E (1997). Risk, financial markets, and human capital in a developing country. *Review of Economic Studies* 64: 311-335.
- 9 Jovel, J R (1989). Natural disasters and their economic and social impact. *CEPAL Review*, 38: 133-45.
- 10 Kates, R W (1980). Climate and society: lessons from recent events. *Weather* 35: 17-25.
- 11 Takada, J (2004). *Nuclear Hazards in the World: Field studies on affected population and environments*. Berlin: Springer.

3. Match the publications on the reading list in exercise 2 to the text types.



- article in a journal
- official report on a website
- textbook
- official report published as a book
- paper in an edited collection



Reading

1. Think about how much you already know about natural hazards. Answer these questions.

- a) What is the difference between a *cyclone* and a *tropical cyclone*?
- b) What other terms have a similar meaning?
- c) What are the main effects of tropical cyclones?
- d) Do tropical cyclones have any positive effects?
- e) Can you give any examples of notable tropical cyclones?

2. Now read the text and find the answers to questions a – e.

Tropical Cyclones

Tropical cyclones are defined as intense cyclonic storms that originate over warm tropical seas. In North America, the term ‘hurricane’ is used because cyclone refers to an intense, counterclockwise rotating, extra-tropical storm. In Japan and south-east Asia tropical cyclones are called ‘typhoons’.



The hazards relating to tropical cyclones can be grouped under three headings: storm surge, wind and rain effects. Storm surge is a phenomenon whereby water is physically piled up along a coastline by low pressure and strong winds. This leads to loss of life through drowning, inundation of low-lying coastal areas, erosion of coastline, loss of soil fertility due to intrusion by ocean salt-water and damage to buildings and transport networks. High-wind velocities can directly cause substantial property damage and loss of life, and constitute the main agent for crop destruction. Surprisingly, strong winds – simply because they are so strong – can also exacerbate the spread of fires in urban and forested areas, even under heavy rainfall. Rainfall is responsible for loss of life, property damage and crop destruction from flooding, especially on densely populated floodplains. Contamination of water supplies can lead to serious disease outbreaks weeks after the cyclone. Heavy rain in hilly or mountainous areas is also responsible for landslides or mud flows as floodwaters in stream and river channels mix with excess sediment brought down slopes. The destruction of crops and saline intrusion can also result in famine that can kill more people than the actual cyclone event. This was especially true on the Indian subcontinent during the latter part of the nineteenth century.

Earthquakes are not an obvious consequence of cyclones; however, there is substantial evidence for their occurrence during cyclones. Pressure can vary dramatically in a matter of hours with the passage of a

cyclone, bringing about a consequentially large decrease in the weight of air above the Earth's surface. The deloading can be as much as 2 – 3 tonnes/km² over a matter of hours. In addition, tidal waves or surges in the order of 10 – 12 m in height can occur in shallow seas with a resulting increase in pressure on the Earth's surface of 7 million tonnes/km². In total the passage of a cyclone along a coast can induce a change in load on the Earth's crust of 10 million tonnes/km². In areas where the Earth's crust is already under strain, this pressure change may be sufficient to trigger an earthquake. The classic example of a cyclone-induced earthquake occurred with the Tokyo Earthquake of 1923. A typhoon swept through the Tokyo area on 1 September, and was followed by an earthquake that evening. The earthquake caused the rupture of gas lines, setting off fires that were fanned by cyclone-force winds through the city on 2 September. In all, 143,000 people lost their lives, mainly through incineration. There is also evidence that tropical cyclones have triggered earthquakes in other places along the western margin of the Pacific plate and along plate boundaries in the Caribbean Sea. In Central America the coincidence of earthquakes and cyclones has a higher probability of occurrence than the joint probability of each event separately.

3. Look back at the essay topic suggested in Start-up exercise 2. In the text underline descriptions of any risks or impacts of tropical cyclones to use in your essay.



Vocabulary

1. Try to guess the meaning of the words in bold from context. Use a dictionary to check your answers.

a) Tropical cyclones are defined as **intense** cyclonic storms that **originate** over warm tropical seas.

b) High-wind velocities can directly **constitute** the main agent for crop destruction.

c) Pressure can **vary dramatically** in a matter of hours ...

d) The passage of a cyclone along a coast can induce a change in load on the Earth's crust of 10 million tonnes/km². This pressure change may be **sufficient** to **trigger** an earthquake.

2. Complete the expressions using the words in bold from Vocabulary exercise 1.

- | | | | |
|-------|----------------------------|-------|-------------|
| a) | an offence | d) | evidence |
| | <u>constitute</u> a threat | _____ | information |
| | a problem | | detail |
| b) | considerably | e) | a change |
| _____ | greatly | _____ | a response |
| | enormously | | growth |
| c) | competition | f) | increase |
| _____ | pressure | _____ | improve |
| | interest | | reduce |

3. Read the first paragraph of the text again. Find the phrases used to link the causes and effects and write them in the table.

cause	➔	effect
storm surge high wind velocities strong winds rainfall contamination of water supplies heavy rain in hilly areas the destruction of crops	<i>leads to</i>	loss of life through drowning substantial property damage the spread of fires loss of life serious disease outbreaks landslides famine

Read the second paragraph again and underline other phrases that link cause and effect.

4. What are the nouns from the same root as these verbs?

motivate facilitate influence provoke trigger contribute
stimulate induce derive

5. Rewrite these sentences using a noun instead of the verb.

- a) Tree pollen can trigger hay fever attacks in vulnerable people.
- b) The new economic measures were introduced to stimulate the faltering economy.
- c) Tomoko is studying what motivates world-class athletes.
- d) The mobile phone contributed to the information revolution.
- e) Her grandmother influenced Sarah's choice of career.

6. Academic texts contain many examples of complex noun phrases. Rewrite the underlined parts of the following sentences using a noun phrase with *of*. Find the main verb in the underlined part and replace it with a related noun. Make any other changes necessary.

Model: Hansen focuses on the way in which second-language pronunciation is acquired.

Hansen focuses on the acquisition of second-language pronunciation.

a) It has been argued that if wealth is distributed unequally, this can cause social unrest in any country.

b) The next section will consider the ways in which science subjects are assessed in schools.

c) Water supplies can be contaminated, and this can lead to serious disease outbreaks weeks after the cyclone.

d) If a woman consumes alcohol during pregnancy, this can affect the developing baby.

e) It has been found that a positive emotional state can reduce the pain that someone experiences.

f) When it was announced that the top rate of tax would increase to 80 percent, this led to multinational companies moving their offices out of the country.



Lecture Skills

Showing cause and effect

The lecturer wants you to understand how ideas are connected. One way to do this is to point out cause-and-effect relationship between two ideas. Below are some words a lecturer may use to signal cause-and-effect relationships:

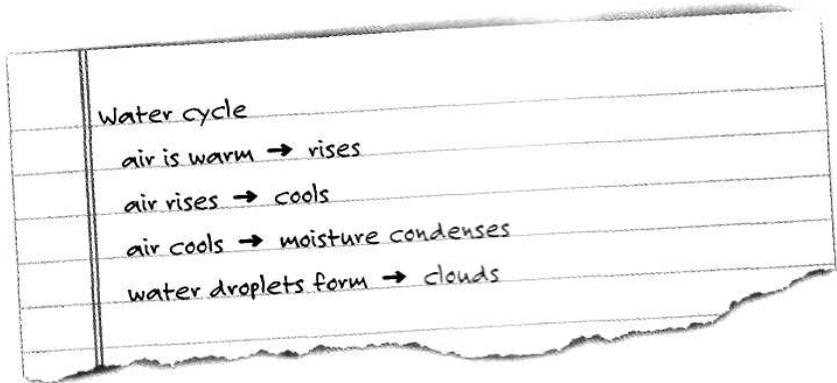
As air becomes warm, it rises.

When air rises, it becomes cool.

Because the air cools, the moisture in it condenses.

Water droplets form, and this results in clouds forming.

1. You can note cause-and-effect relationships by using an arrow (→) between two phrases. Read the notes from a lecture about the water cycle:



2. Rewrite the statements below. Shorten them by using only key words and arrows.

Model: If it rains, plants will grow.

Rains → plants grow

a) When land becomes hot, moisture evaporates.

b) The land is very dry. This may result in fewer plants growing.

c) Because of the dry conditions, people are leaving.



Listening

1. You will hear a lecture about land as a limited resource. What are two problems you think the speaker will talk about?

1) _____

2) _____

2. The words in the left column are from the lecture about managing land resources. Match each word with its definition.

- | | |
|---------------|---|
| 1) erode | a) provided with the things that are needed for a particular purpose |
| 2) implement | b) make something less bad or severe |
| 3) evaporate | c) someone with special skills or knowledge of a subject |
| 4) trend | d) begin to make something happen |
| 5) productive | e) to destroy something gradually by the action of wind, rain or acid |
| 6) irrigation | f) change into steam from a liquid |
| 7) alleviate | g) the way a situation is generally changing or developing |
| 8) equipped | h) pressed together so that it is smaller or more solid |
| 9) decline | i) the act of supplying water to lands or crops |
| 10) global | j) producing or achieving a lot |
| 11) expert | k) to decrease in quality, quantity, importance, etc. |
| 12) compacted | l) affecting the whole world, or relating to the whole world |

3. The words in bold below are also from the lecture. Guess the meaning of these words, then rewrite the sentences in your own words.

a) The water in the lake got warm as it **absorbed** the heat from the sun.

b) Some farming practices take a heavy **toll** on the environment.

c) The government established a new policy to **address** the high price of fuel.

d) If farmers don't use good farming methods, the land will become **degraded** and useless.

e) Sometimes, **traditional** methods of farming work better than modern methods.

f) After years of pesticide use, chemicals **build up** in the soil.

Now listen to the lecture and take notes.

4. Use your notes and decide if the statements are true or false. Correct the false statements.

a) The speaker considers loss of productive land to be a global problem. T/F

b) Dry areas are decreasing in size, but becoming more productive. T/F

c) Both overgrazing and overcutting of trees lead to erosion. T/F

d) The speaker emphasizes that weather extremes cause the problem. T/F

e) At this point, experts think nothing can be done to alleviate the problem. T/F

5. Correct the mistakes in the sentences below.

a) The speaker is concerned about current deserts, like the Sahara Desert, expanding.

b) New dry areas are developing on every continent.

c) As soil gets packed down, more plants can grow.

d) As trees are cut down, they hold the soil.

e) Irrigation often washes away the salt from the soil.

f) The United Nations is looking for worldwide solutions to the problem.

6. Work with a partner or in small groups. Answer the following questions.

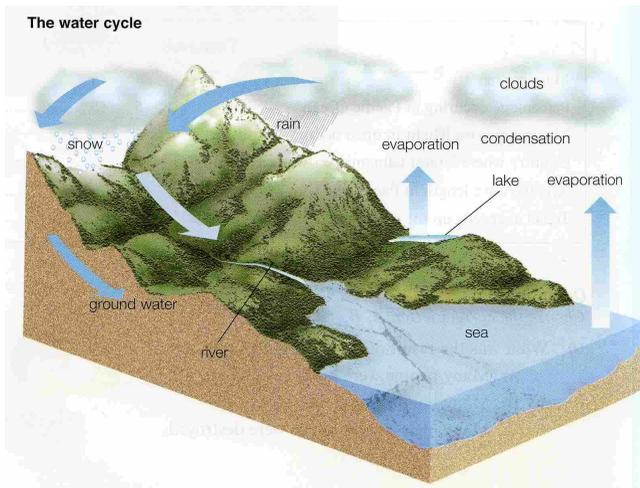
- a) What are the main reasons the amount of good land is declining?
- b) How does overgrazing lead to erosion?
- c) What farming methods contribute to the problem?
- d) What is being done to help people in various countries?



Writing

1. Look at the diagram of the global water cycle. Which of the sentences a – c would serve as the best introduction to a description of the cycle? Why?

- a) There is water in the clouds and in the sea.
- b) Water moves in a continuous cycle.
- c) Snow falls from the clouds to the mountain tops.



2. Summarise information in the diagram. Write at least 150 words. You can use the following words and expressions:

reach fall absorb rise run cause release blow

First Next Then Later During this process
Afterwards At this stage Subsequently Eventually Finally



The Final Touch

Improving Tsunami Advance Warning Time

When the Tohoku earthquake struck Japan in March 2011, seismometer data allowed authorities to issue earthquake warnings within eight seconds of first realizing something was seismologically amiss. But their initial readings were not fully accurate, labeling the quake a magnitude 7.1. It took authorities another 20 minutes to revise the magnitude to its real value of 9. Just ten minutes later, the tsunami hit.

Researchers at NASA and a group of universities think they can issue more accurate readings faster using global positioning data, thus allowing officials to more accurately assess risks and issue better-informed warnings up to ten times faster. They are currently testing a system via hundreds of GPS receivers that dot the Pacific Northwest, providing realtime measurements of ground movement. When the ground literally moves within the zone covered by the GPS receivers, that location data reaches the lab in just a tenth of a second. That allows researchers to fix the location of the epicenter within about half a second, and can give researchers dozens of seconds of notice before seismic waves make it to a populated area.

Using the Tohoku earthquake data as a model, the NASA/university research team nailed the true magnitude in just two minutes – ten times faster than the seismometer data in Japan allowed back in March 2011. With faster and more accurate earthquake assessments, authorities can issue better warnings for associated threats like tsunamis – and hopefully that ten-fold savings in time can translate to lives saved.

**What is a new tsunami warning system based on?
What other hazard warning technologies do you know about?**

Unit 4.

BUSINESS MATTERS



Start-up

1. These are the names of several academic subjects in business education:

Business Administration
Accounting
Human Resource Management
Finance Economics



Match these subjects with their descriptions below.

a) _____ is the tracking, auditing and maintaining of financial records.

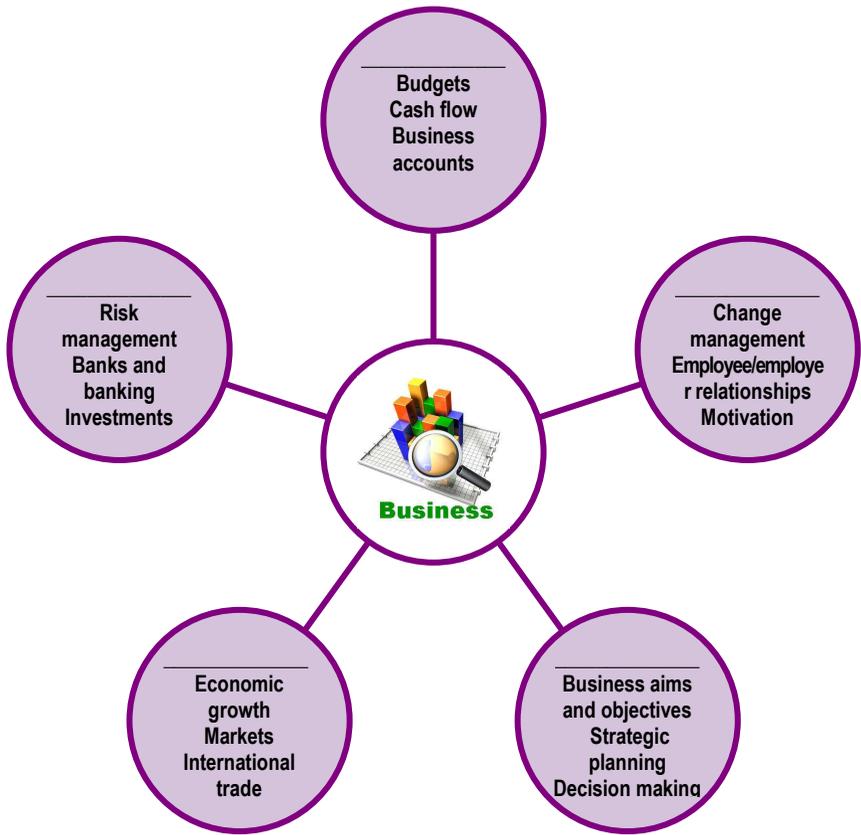
b) _____ describes the management, creation and study of money, banking, credit, investments, assets and liabilities.

c) _____ is responsible for the attraction, selection, training, assessment, and rewarding of employees.

d) _____ is the process of managing every aspect of a business in order for it to maintain its growth or stability.

e) _____ is concerned with the production, distribution, and consumption of goods and services and the analysis of the commercial activities of a society.

2. Relate the following topics to the appropriate subjects from Start-up exercise 1.



3. Match the following types of training with the things a person needs to learn:

- | | |
|---------------------------------------|---------------------------|
| a) financial management | f) team development |
| b) delegation | g) leadership |
| c) intercultural communication skills | h) time management |
| d) communication skills | i) assertiveness training |
| e) project management | j) negotiating skills |

You need to learn how to: **You need a course in:**

- | | |
|--|-------------------|
| 1) work with other people | <u> f </u> |
| 2) motivate and direct other people | <u> </u> |
| 3) talk to and listen to people better | <u> </u> |

- 4) work with people from different countries and backgrounds _____
- 5) bargain with business partners _____
- 6) increase margins and control costs _____
- 7) set budgets, organize schedules and meet deadlines _____
- 8) prioritize your work, and not put off important tasks _____
- 9) be more ready to stand up to other people _____
- 10) give work to your subordinates _____



Reading

1. Which personal qualities below will you expect to find in a leader?

decisive charismatic motivating ruthless open passionate
 modest balanced dominant energetic conscientious
 irritable creative self-confident moody brave trusting

2. Read the title of the text and decide which area of business education it belongs to.

Leading People and Organisations

Leadership and management are inextricably linked. Highly successful organisations need great leaders and managers at all levels, from team leader to the CEO. Equally, being an effective leader in the 21st century also means having the skills and aptitude to be an effective manager. But, while leadership and management are closely connected – both are about achieving results through others – there are important differences:



- Managers get things done. They set the operational direction, and facilitate and organise resources in order to optimise the performance of people, allowing them to carry out tasks and achieve goals efficiently and effectively. They create the space that allows people to collaborate together; they provide the clarity and accountability that enable teams to meet their objectives.

- Leaders look at the horizon, set long range goals, and provide strategic direction and context, outlining their vision and objectives. Great leaders help build an organization's human capital, inspiring people to follow them and motivating individuals to take concerted action.

Thus, leadership may be defined as the act of influencing others to work toward a goal. Leaders exist at all levels of an organization. The important questions that have attracted scholarly attention in the past several decades are: what distinguishes people who are perceived as leaders from others, and what makes leaders effective.

The earliest approach to the study of leadership sought to identify a set of traits that distinguished leaders from nonleaders. General mental ability, which is often called IQ in everyday language, has been related to a person's emerging as a leader within a group. In addition to having high IQ, effective leaders tend to have high level of emotional intelligence (EQ). People with high EQ demonstrate a high level of self-awareness, motivation, empathy, and social skills.

Extraversion is strongly related to leadership. Extraverts are sociable, assertive, and energetic people. They enjoy interacting with others in their environment and demonstrate self-confidence. Because they are both dominant and sociable in their environment, they often emerge as leaders in a wide variety of situations. Very few introverts can be found in leadership positions.

Self-esteem is an important aspect of one's personality. The degree to which people are at peace with themselves and have an overall positive assessment of their self-worth and capabilities seems to be relevant to whether they will be viewed as a leader. Leaders with high self-esteem support their subordinates more, and when punishment needs to be administered, they punish more effectively.

There are also some traits that are negatively related to emerging as a leader and being successful as a leader. For example, agreeable people who are modest, good natured, and avoid conflict are less likely to be perceived as leaders. However, the main limitation of the trait approach was that it ignored the situation in which leadership occurred. Therefore, it is more useful to specify the conditions under which different traits are needed.

2. Answer these questions.

- a) What is the relation between leadership and management? Do these words mean the same?
- b) How do you define leadership?
- c) Can the findings of trait approaches be used to train potential leaders? Which traits seem easier to teach? Which are more stable?
- d) What traits can you think of that would *not* be relevant to leadership?
- e) Who would you identify as a great leader?

3. Find the words in the text that mean the same as:

a) inseparably (paragraph 1)

b) capability (paragraph 1)

c) goals (paragraph 2)

d) characterising, planning (paragraph 3)

e) coordinated (paragraph 3)

f) to tell the difference (paragraphs 4, 5)

g) to appear, to become known (paragraphs 5, 6)

h) appropriate (paragraph 7)

i) to indicate, to determine (paragraph 8)



4. This figure presents some personality traits associated with leadership.

Discuss with a partner what influence each of them may have on person's leadership ability.



Vocabulary

1. Qualifying expressions are important in academic English as it is often necessary to comment on quantity, frequency and probability.

In the text find the phrases where different qualifying expressions are used. Write these expressions in the table and add several more words to each category.

Quantity	Frequency	Probability
<i>highly successful</i>	<i>often called</i>	<i>tend to have</i>

2. Change the following sentences using qualifying expressions which mean the OPPOSITE of the words in bold.

- a) There are **precisely** 48 different managerial posts in the company.
- b) Interviewees **frequently** misunderstood one of the questions.
- c) There is **more and more** interest in the topic.
- d) **None** of the studies has been large-scale.
- e) Clients **seldom** complained about the changes in their orders.
- f) The research **is likely to** lead to some interesting results.
- g) It is **certain** that overseas students arriving in Britain will experience language problems.
- h) It appears that a **substantial** number of commercial banks are currently experiencing difficulties.

3. Students in business studies often deal with statistics. It can be expressed in a number of ways, as fractions (half, a quarter), percentages (20%), or in expressions like 'one in ten'.

Match each of the percentages a – f with expressions from the box below.

- | | |
|----------------|----------------|
| a) 10 per cent | d) 33 per cent |
| b) 20 per cent | e) 75 per cent |
| c) 25 per cent | f) 90 per cent |

a third three out of four one in three three-quarters
 one in ten a half a quarter nine out of ten
 a fifth a tenth one in four two-thirds

4. It is often helpful to describe statistics in terms of the nearest 'round figure', e.g. 47% = approximately 50%.

Rewrite the following statistics using expressions from the box.

- a) 48.5%
- b) 30 people out of a total of 90
- c) 43 out of 80

- d) 65%
- e) seven in 100
- f) 74 out of 100

Qualifiers			
exactly	about	more than	less/fewer than
	approximately	(just) over	(just) under
	almost / nearly		



Lecture Skills

Using Symbols and Abbreviations

It is important to be able to take notes quickly. One technique that will help you is to use symbols and abbreviations. Here are some common symbols and abbreviations that you can use to take notes:

Symbol or Abbreviation	Meaning
e.g.	for example
etc.	additional persons or things
i.e.	in other words
&	and
↑	go up OR increase
↓	go down OR decrease
#	amount or number of
=	is OR equals
→	causes OR results in
x	number of times

1. Read the notes from a lecture about good employees. Circle the symbols and abbreviations that are used. Then work with a partner. Take turns making complete statements based on the notes.



2. When taking notes, you can use any abbreviations you want as long as you can understand your notes later. Make up your own abbreviations for the following words.

Example: manager - mgr.

- a) company _____ d) economy _____
b) business _____ e) important _____
c) government _____ f) employee _____



Listening

1. You will hear a lecture about business management. What are two problems a new manager might have with the employees?

1) _____

2) _____



2. Fill in the blanks with the words from the lecture listed below.

style value underlie benefit stable perspective
responsibilities organise modify vital paradigm accurate

- a) The company treats its employees well and _____ their work.
- b) The manager said the meeting was _____, and we all were required to go.
- c) One of Pam's _____ is to check her boss's e-mail.
- d) His poor management _____ caused many problems in the office.
- e) There has been a change in business _____ because of the Internet.
- f) The office was _____ in a new way. This caused some confusion to the employees until they became accustomed to the changes.
- g) I like your _____ on the situation. You have a good understanding of what the issues are.
- h) I need a(n) _____ job. I've changed jobs three times in three years!
- i) Valuing employees _____ good management practices.
- j) The company chose the health plan that _____ the employees the most.
- k) We have to _____ the schedule. What do you think we can change?
- l) The manager heard too many different opinions to be able to get a(n) _____ idea of what the employees wanted.

3. The following are verbs from the lecture that can be used with the prefix *re-*. The prefix *re-* means 'again'. It is added to a verb to indicate that something is done again.

Example: "To rethink" (the problem) means "to think about (the problem) again".

Work with a partner or use your dictionary to check your understanding of these words.

organized modify consider approach gaining

Now read the sentences. Rewrite the sentences, replacing the underlined phrase with *re-* + the verb in brackets.

Example: The company needed to consider its marketing plan more. (think)

The company needed to rethink its marketing plan.

a) We arranged the office in a new way again.
(organized)

b) Do you think it is necessary to change the schedule again? (modify)

c) I guess we need to think more about who will do each task. (consider)

d) The managers decided they needed to look at the company goals from a new angle. (approach)

e) The company is getting the team feeling back. (gaining)

Now listen to the lecture and take notes.

4. Use your notes to answer the questions below. For each question, circle the letters of the TWO best answers.

1) According to the speaker, what is true about current management styles?

- a) What the manager says, goes.
- b) There is an emphasis on employee relations.
- c) There is a focus on team building.



2) What are two reasons given for why team building is important?

- a) Employees need to feel valued.
- b) Some employees don't like older managers.
- c) Employees need to help each other do their work best.

3) Why was it important

for the new manager to meet with the employees?

- a) They need time to learn to work harder.
- b) It gives them the chance to share their ideas.
- c) It tells the employees that their perspectives are important to her.

4) Why does the speaker emphasize the type of questions the manager asks?

- a) to show that the manager is focusing on employee relations
- b) to show that the manager is focusing on the work itself
- c) to focus us on what the manager is like

5) What are two important messages that the manager sends to her employees by making changes after the meeting?

- a) She is human and can admit her mistakes.
- b) Sometimes change for the sake of change is good.
- c) She is in charge but values what they say.

6) What was the manager's team-building plan based on?

- a) having many employee picnics
- b) employees sharing perspectives
- c) solving problems

**5. Decide if these statements are true or false.
Correct the false statements.**

- a) The new manager's changes made it easier for Mrs. Parks to do her job. T/F
- b) In the end, the manager decided the employees just needed to adjust to the new office organisation. T/F
- c) According to the speaker, a good manager should let employees share their perspectives. T/F
- d) A strong manager tells each employee what to do. T/F
- e) The manager recognises the importance of a stable group of employees. T/F
- f) "Do you like the way I treat you?" is an example of a question the manager might ask. T/F
- g) Giving employees questions in writing may make it easier for some people to share their ideas. T/F
- h) The manager is willing to change the office back to the way it was before because she realises that she may have made some mistakes. T/F
- i) The manager believes "change for the sake of change" is always good. T/F
- j) The speaker believes that the attitudes about employees and managers reflected in the manager's plan started in the United States. T/F

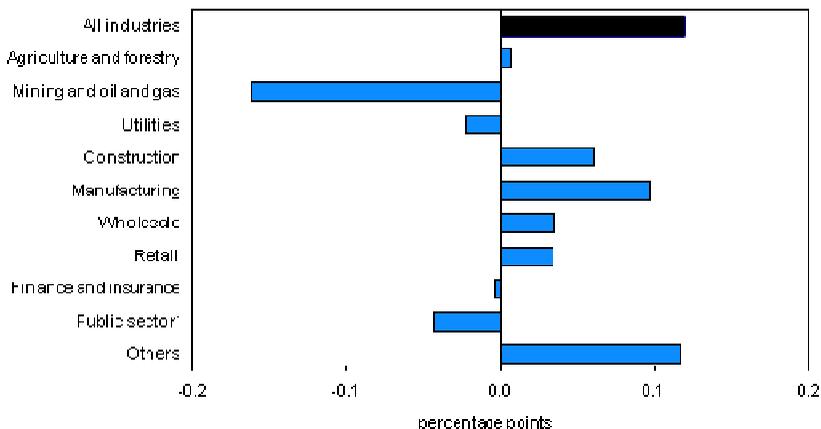


Writing

1. Economic data is often presented in the form of graphs and diagrams (charts). They usually require some comment.

Look at the following chart and then read the text below.

Chart 1: Contribution of main industrial sectors to the percent change in Canada's GDP, March 2012



1. Education, health and public administration.

Chart 1 (a linear histogram) shows the contribution of main industrial sectors of Canada to the percent change of its gross domestic product in March 2012. The horizontal axis shows the percentage of GDP and the vertical axis compares the industrial sectors listed. A separate bar indicates the average change in GDP for all industries.

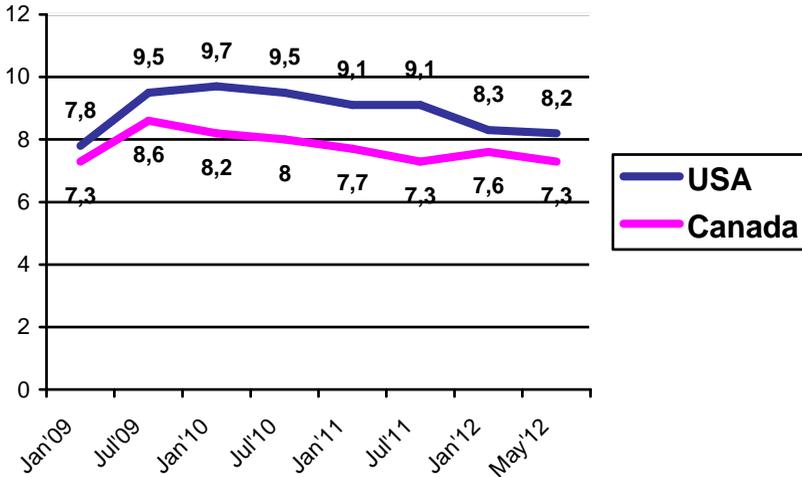
As can be seen from the chart, real gross domestic product increased over 0.1% in March. The output of service industries grew 0.2%, while goods production declined 0.1%. There were increases in manufacturing, construction, wholesale and retail trade, and accommodation and food services. Declines were recorded in oil and gas extraction, the public sector (education, health, and public administration combined), utilities, and the finance and insurance sector. In fact, mining and oil and gas extraction accounted for 0.16% decline in GDP as compared with the previous month. On the other hand, manufacturing output increased 0.9% in March.

2. The graph below gives information on unemployment rates in Canada and the USA. Comment on it, identifying main trends. Write at least 150 words. You can use the following words and expressions:

It can be seen from the graph that ... According to the chart, ...
 From the data it can be concluded that ... As shown in Chart 2, ...

rise increase fluctuate decline reach a peak fall
 gradual sharp steady marked slight minimal
 horizontal axis/axis x vertical axis/axis y a curve

Chart 2: Unemployment rates in the USA and Canada, 2009 – 2012



The Final Touch

Becoming a Leader

How to Win Friends and Influence People by Dale Carnegie has been considered one of the most important books in the history of business.

In 1936 when Dale Carnegie published his book, US business was climbing out of the Great Depression. This book, in which Carnegie outlined his principles of successful selling, helped American industry to get back on its feet. It was an immediate success. Since then 12 million copies have been sold.

Carnegie's message was a very simple one: people like to do business with people they like. This is Dale Carnegie's own summary of the principles presented in the chapter "Be a Leader: How to Change People without Giving Offence or Arousing Resentment".

A leader's job often includes changing your people's attitudes and behaviour. Some suggestions to accomplish this:

- Begin with praise and honest appreciation.
- Call attention to people's mistakes indirectly.
- Talk about your own mistakes before criticising the other person.
- Ask questions instead of giving direct orders.
- Let the other person save face.
- Praise the slightest improvement and praise every improvement.
- Give the other person a fine reputation to live up to.
- Use encouragement. Make the fault seem easy to correct.
- Make the other person happy about doing the thing you suggest.

**What do you think of Dale Carnegie's advice?
Would you like to add something?**

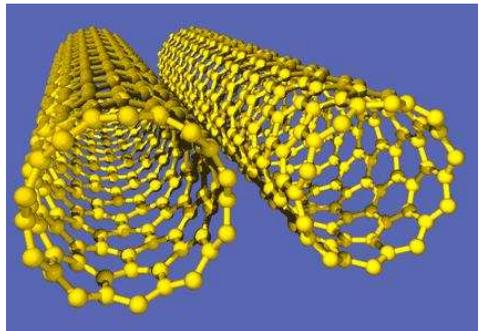
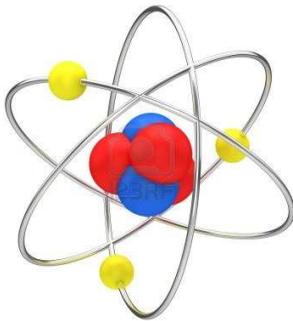
Unit 5. ENGINEERING THE FUTURE



Start-up

1. In 2003, the National Academy of Engineering in the United States published a list of greatest engineering achievements of the 20th century. The pictures below show some of them. Can you guess what they are?





In your opinion, what other devices and technologies were included in TOP 20?

*** You can find the full list at <http://www.greatachievements.org>.**

2. Development of which engineering fields made these achievements possible? Here are some suggestions:

**material science power engineering electronics
communication technologies computer science
automotive engineering**



Reading

1. Think about how much you know about robotics. What are modern robots like, what can they do? Which areas of human life are robots most useful for?

2. Read the text and identify the writer's main purpose. Is it to:

- a) support the view that robots will take over the world?
- b) describe the life of Hans Moravec?
- c) explain the differences between Moravec's robot generations?
- d) describe the views of Hans Moravec?
- e) criticise the views of Hans Moravec?

The Robot Man

Many experts, including robot scientist Hans Moravec, expect robot intelligence to soar in the coming decades. Moravec sees a four-stage evolution towards universal robots, robots with human-level intelligence flexible enough to do a broad range of tasks. Key to this evolution is a



steady increase in computer power, defined in terms of millions of instructions per second, or MIPS. Moravec describes computer intelligence in terms of animal intelligence. For example, a typical home computer has 1000 MIPS of power, about the brain power equivalent of an insect. Among Moravec's predictions, outlined below, is that robots will achieve human-level intelligence (100,000,000 MIPS) in 2040.

Moravec sees four generations on the road to true universal robots. The first generation has been designed by 2010 (Processing power: 3,000 MIPS, Intelligence equivalent: Lizard) and consists of free-ranging

robots that can navigate by building an internal mental map of their surroundings. In new situation they are able to adapt, unlike mobile industrial robots of the previous times. These robots have the computing power to cope with simple speech and text recognition, and can be used for tasks such as domestic cleaning.

The second generation will arrive around 2020 (Processing power: 100,000 MIPS, Intelligence equivalent: Mouse) and will be distinguished by the ability to learn. Second generation robots, are programmed with suites of primitive tasks and with feedback that provide 'pleasure' and 'pain' stimuli. For example, a collision provokes a negative response, a completed task would be positive. The robots could be trained in the same way as a dog, by words of praise or rebuke.

More forward another ten years to 2030 and a generation three robot (Processing power: 3,000,000 MIPS, Intelligence equivalent: Monkey) can build internal simulations of the world around it. Before beginning a task, it can imagine what will happen in order to predict problems. If it has a free moment, it can replay past experiences and try variations in order to find a better way of doing things next time. It could even observe a person or another robot performing a task and learn by imitation. For the first time, there is a robot that can think.

By the time we get to generation four in 2040, Moravec predicts that robots will be able to: match human reasoning and behaviour; generalise abstract ideas from specific experience; and, conversely, compile detailed plans of action from general commands such as 'earn a living' or 'make more robots'.

The Moravec manifesto runs something like this. As robots start to become useful in generation one, they'll begin to take on many tasks in industry. Driven by the availability of this cheap and tireless labour force, the economy will boom and the demand for robots will grow so rapidly that they will soon become low-cost commodity items. They will move into the home, where the domestic robot will relieve us of many chores.

With increasing automation in generations two and three, the length of the average working day will plummet, eventually to near zero. Most people will be unemployed as robots take over not just primary industry, but the service economy too. Companies will have the potential to become very wealthy, but not unless people have an income with which

to buy their goods and services. So there will need to be a major redistribution of wealth, with companies being taxed in order to support a social security system that will pay us all to do nothing. Relieved of the stresses and demands of both work and poverty we will be happier and healthier.

Moravec sees the fourth generation as an opportunity to transcend our human limitations. Unimpeded by the constraints of our genetic and cultural heritage, fourth generation robots will evolve rapidly. Being able to rationalise and optimise their actions so much more effectively than we can, they will inevitably supersede us.

3. Do the following statements agree with the information in the text?

Write True, False or Not Given.

- a) Researchers believe that robots' ability to think will increase dramatically.
- b) Moravec compares different generations of robots to animals.
- c) First generation robots have the ability to recognise speech and learn from feedback.
- d) A true universal robot will be able to think and perform various tasks exactly like a human being.
- e) In future people will not need to work and earn money.
- f) Moravec suggests that robots will take over the earth.

4. Answer these questions.

- a) What differences are there between the four robot generations?
- b) What is the author's viewpoint?
- c) What is Moravec's viewpoint?
- d) How does Moravec's viewpoint compare with yours?

5. Note which paragraphs belong to each part of this text.

Part	
Introduction	
Evolution of robots	
Consequences	

Paragraphs



Vocabulary

1. One way of working out the meaning of an unfamiliar word is to look at the structure of the words. Study the following affixes that are common in Academic English:

<i>Affix</i>	<i>Meaning</i>	<i>Example</i>	<i>Further example</i>
auto-	self, independent	autonomous	
de-	opposite action	decentralise	
il-, im-, in-, ir-	not	illogical, irrational	
-ise, -ize	bring about a state or condition	standardize	
mis-	wrongly	miscalculate	
over-	too much	overload	
pre-	before, in advance	preview	
re-	again	rename	
super-	above, bigger	supersonic	
trans-	across	transcribe	
un-	not	uncertain	

Find more examples of the words with these affixes in the text “The Robot Man”. Also add examples of your own.

2. Using your knowledge of affixes, work out the word class and meaning of the words below. Check your answers in a dictionary.

- | | |
|---------------------|------------------|
| a) inactive | f) transformed |
| b) disproportionate | g) employment |
| c) reintroduced | h) modernisation |
| d) improbable | i) shorten |
| e) unquestionably | j) instability |

3. Many nouns in Academic English are of Latin or Greek origin. Some of them have kept their original singular and plural forms. Do you know what they are?

<i>Singular</i>	<i>Plural</i>
phenomenon	_____
_____	criteria
medium	_____
stratum	_____
_____	data
index	_____
_____	matrices
formula	_____
crisis	_____
hypothesis	_____
_____	analyses
_____	stimuli
nucleus	_____
_____	radii

4. Understanding units of measurement is extremely important for studying science and engineering subjects. Match the abbreviations for the following units with their names and the quantities they signify.

<i>Quantity</i>	<i>Unit</i>	<i>Abbreviation</i>
area	metres per second	N
force	watt	Pa
density	square meter	kg/m ³

speed / velocity	kelvin	J
pressure and stress	joule	m ²
thermodynamic	newton	m/s
temperature		
energy	kilograms per cubic metre	K
power	pascal	W

5. Although the metric system is now common in the UK and other English-speaking countries, non-metric units are still used in many contexts, especially in the USA.

Check if you know how to say the following units:

Units of length and distance

3 in _____ 500 yds _____
 2 ft 7 in _____ 40 mi. _____

Units of weight

3 oz _____ 5 lb _____

Units of volume

2 pt _____ 3.2 gal _____



Lecture Skills

Making numbered lists

Sometimes a lecturer will tell you the specific number of ideas that will be discussed. For example, the lecturer might say:

Let's look at the four main advantages of e-commerce.

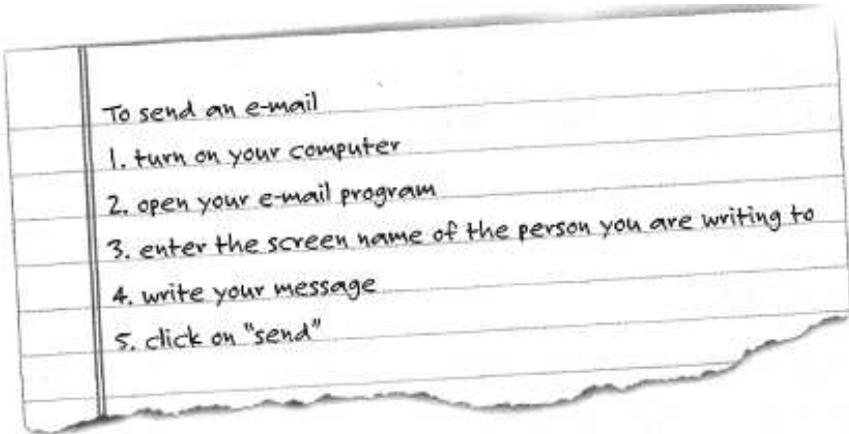
OR

Today we'll go over six steps in creating a web page.

Phrases like these tell you it might be helpful to make a numbered list in your notes.

When you listen to a lecture, try to use a list to organise the information that you hear. You can also go back and number the ideas after you have taken your notes.

1. Here is an example of notes about how to send an e-mail:



Make complete statements based on the notes above.

2. Work with a partner.

Student A: Think of a process that has three or more steps, such as checking your e-mail or creating an Internet account. Explain the process to your partner step by step.

Student B: Listen carefully. List and number each of the steps.

Student A: read Student B's notes and make sure they are correct and complete.

Now change roles.



Listening



1. You will hear a lecture about computer ethics, i.e. the rules for using computers, such as 'Don't use someone else's computer without asking'. What are two other rules that might be mentioned?

- 1) _____
- 2) _____

2. The words in bold are from the lecture that you will hear. Read each sentence. Circle the letter of the word or phrase that is closest in meaning to these words.

- 1) Don't **interfere** with their plans. They have to decide by themselves what to do.
 - a) forget to
 - b) get involved
 - c) make easier
- 2) The programmers will have to **alter** the software because it doesn't work right.
 - a) change
 - b) eliminate
 - c) sell
- 3) Would you please help me **edit** this letter so that it sounds better?
 - a) type
 - b) write
 - c) make corrections to
- 4) The police **enforce** the speed limit and give tickets to anyone driving too fast.
 - a) make people obey
 - b) decide on
 - c) forget about

5) Ignoring safety rules can have potentially tragic **consequences**.

- a) punishments
- b) results
- c) signs

6) In the 1990s, the last **decade** of the twentieth century, Internet use increased rapidly.

- a) part
- b) technology
- c) ten-year period

7) The school plans to **utilise** more of its computers for teaching reading.

- a) use
- b) buy
- c) train

8) He kept the door closed in order to have **privacy**.

- a) a phone call
- b) ability to be alone
- c) a nap

9) We were **instructed** not to use cell phones on the plane because it could cause problems with the pilot's instruments.

- a) invited
- b) planned
- c) told

10) In this school, it is not **acceptable** to use online maps in reports.

- a) considered good enough
- b) considered wrong
- c) considered impressive

11) These **guidelines** make clear what each person is expected to do.

- a) programs
- b) letters
- c) general rules

- 12) It's time to make our **judgements** about the case:
Are they guilty or innocent?
- a) decisions
 - b) evidence
 - c) advice

Now listen to the lecture and take notes.

3. Use your notes to answer the questions below.

- 1) What is the main purpose of the Ten Commandments of Computer Ethics?
- a) to help people utilise new software better
 - b) to help all computer users think about acceptable computer use
 - c) to help companies enforce rules of computer use
- 2) Which of the following would the speaker not consider an ethical action?
- a) helping a neighbour
 - b) giving truthful information on your web site
 - c) reading someone's e-mail without permission
- 3) What is the speaker's point in saying "there are situations on the Internet in which you have to decide if you are stealing or not?"
- a) Ethical boundaries are never clear.
 - b) It is not always clear whether our old ethics apply to the Internet or not.
 - c) There are situations of widespread stealing.
- 4) What goal do Commandments Six, Seven, and Eight share?



- a) getting people to use computer resources
- b) getting people to use Internet connections wisely
- c) getting people to respect the property of others

- 5) What are the two principles behind the guidelines?
 - a) fairness and respect
 - b) fair use of resources and plagiarism
 - c) respect and appropriation
- 6) Which statement would the Computer Ethics Institute agree with?
 - a) Acceptable use policies are a good way to utilise the ten rules.
 - b) Acceptable use policies need to be enforced by the police.
 - c) Acceptable use policies should be decided on by students.

4. Decide if these statements are true or false. Correct the false statements.

- a) The speaker believes we all share clear rules of ethical computer use. T/F
- b) The Ten Commandments of Computer Ethics are laws the Institute enforces. T/F
- c) Another way to say “Thou shalt not snoop” is “respect other people’s privacy.” T/F
- d) Plagiarism is an example of appropriating someone else’s work. T/F
- e) Editing someone else’s files without their permission is an example of interfering with someone else’s work. T/F
- f) The speaker would agree that using someone’s password without telling them is acceptable. T/F
- g) The speaker says that to appropriate someone’s ideas means to say someone’s ideas are your own. T/F
- h) The speaker believes that hackers are concerned about the social consequences of what they do. T/F
- i) According to the guidelines, it is acceptable to put whatever you want to on your web site. T/F
- j) The Computer Ethics Institute tells schools to enforce these rules. T/F

5. In the lecture about the rules of computer use the speaker included both additional facts and opinions about these rules. It is important to be able to tell the difference between a fact and an opinion.

A fact is information that people agree is true and/or is proven by evidence. An opinion is an idea which might be based on observation but has not been proven.

Example:

The temperature today is 2° warmer than yesterday. – A fact

Today the weather is better than yesterday. – An opinion

Which of the statements below are facts and which are opinions? Write **F** or **O**.

___ a) The Ten Commandments of Computer Ethics are very strict.

___ b) The Ten Commandments of Computer Ethics were written about ten years ago.

___ c) Thousands of incidences of hacking occur each year.

___ d) Hackers need to think about the social consequences of what they do.

___ e) Some schools have written acceptable use policies.

___ f) As computer use increases, rules of ethical use are becoming very important.



Writing

1. Read the following advice on structuring an opinion essay:

- Analyse the question carefully. Identify the key points of the question.

- Decide on your overall response, and think about the evidence you need to provide, including any personal experience you have.
- Make a paragraph plan. This will help you cover all the key points, organise your writing clearly, and link ideas logically.

2. Write an essay presenting your opinion on the following topic:

The benefits of science are greater than any harmful effects. Do you agree or disagree with this statement?



Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write at least 250 words.

When justifying your opinion, you may need to link ideas using the following expressions of concession and contrast:

although / even though despite / in spite of however nevertheless
 while / whereas on the other hand

In order to present a convincing argument, opinions need to be supported by facts. You can use the following expressions to refer to facts:

According to ... As ... says, implies that ... As reported in ...
 This view is confirmed by ... From what I have read,
 It is generally believed that ... Studies have shown that ...



The Final Touch

Bionics Gives Hope

Science is on the cusp of reinventing our bodies and this opens new bright prospects for people in wheelchairs. A private company Ekso Bionics has created a wearable robot that enables paraplegics to walk. Ekso Bionics' Iron Man-style exoskeletons have been quietly tested over the past year, at 10 different rehab centers and the results have been amazing!

The exoskeleton in development is a wearable suit with exterior robot components that allows a wheelchair user to stand up and walk. It could be a life changing technology for people with spinal cord injuries, multiple sclerosis, lower extremity weakness or paralysis due to neurological disease or spinal injury.

Ekso Bionics CEO Eythor Bender was quoted as saying "Making a robot itself is difficult enough. To add that to the body and put it on like a pair of jeans is a whole other level".

The exoskeleton has four electric motors that replicate a person's hips and knees. Fifteen sensors are networked with a computer that sits on the user's back and acts as a "brain". A battery pack provides four hours of endurance.

It is not as simple as giving all people in wheelchairs an exoskeleton. A candidate must have the upper body strength to transfer from a wheelchair to a regular chair and to balance with crutches in order to use the exoskeleton. Nor is it cheap to use an exoskeleton. Currently it costs more than \$100,000, which is a bargain for the ability to walk.

Have you heard or read about other breakthroughs in the field of bionic engineering? What is your attitude to them?

ЗАКЛЮЧЕНИЕ

Основное внимание в настоящем пособии уделяется изучению лексики, часто используемой в академической среде англоязычных стран, и стилевых особенностей англоязычных научных текстов. Изучение материалов и выполнение заданий, представленных в пособии, позволит студентам подготовиться к успешному освоению программ профессионального образования на английском языке, а также поможет в подготовке к сдаче международных экзаменов, таких как TOEFL iBT, IELTS, PTE Academic.

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ИНТЕРНЕТ-РЕСУРСЫ

- <http://www.victoria.ac.nz/lals/resources/academicwordlist/>
The Academic Word List (AWL) developed by Averil Coxhead of Victoria University of Wellington, New Zealand, is a very useful resource for teachers and learners of English for Academic Purposes.

- dictionary.cambridge.org
The official Cambridge University Press site gives an opportunity to consult a variety of monolingual and bilingual dictionaries of English, including Business English Dictionary and Thesaurus.

- www.diracdelta.co.uk/science/source/
This monolingual dictionary comprises relevant terms used in mechanical engineering.

- www.answers.com/topic
This website is a cross between a monolingual dictionary and an encyclopedia. You enter a term and get a short explanation of what it means as well as detailed background information.

- [www.alphadictionary.com/directory/Specialty Dictionaries/Engineering](http://www.alphadictionary.com/directory/Specialty_Dictionaries/Engineering)

This monolingual dictionary is related to such fields as architecture, automobiles, construction and electronics.

- www.writing.engr.psu.edu

This website is for engineering and science students. It contains guidelines to writing reports and proposals, etc. The website also provides exercises for writing and speaking assignments in engineering.

- owl.english.purdue.edu/owl/

Online Writing Lab of Purdue University offers a variety of advice and exercises on university-related writing. This resource is in American English.

- <http://unilearning.uow.edu.au/main.html>

This website is an interactive tutorial in English-language academic writing and reading skills.

- www.theengineer.co.uk

This website informs about latest developments in various fields of engineering.

- www.howstuffworks.com

This website introduces the operating principles of technical devices and processes and illustrates them by videos.

Учебное издание

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