

МИНИСТЕРСТВО СПОРТА РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное образовательное учреждение высшего образования «Российский государственный университет физической культуры, спорта, молодежи и туризма (ГЦОЛИФК)»

Филиал Федерального государственного бюджетного образовательного учреждения высшего образования «Российский государственный университет физической культуры, спорта, молодежи и туризма (ГЦОЛИФК)» в г. Иркутске
(Иркутский филиал РГУФКСМиТ)

А. В. Анненкова

English for Masters

Учебное пособие для студентов, обучающихся по направлению подготовки
49.04.01 Физическая культура (уровень магистратуры)

Иркутск 2019

УДК 811.111

ББК 81.2 Англ

А 68

Печатается по решению научно-методического совета Филиала Федерального государственного бюджетного образовательного учреждения высшего образования «Российский государственный университет физической культуры, спорта, молодёжи и туризма (ГЦОЛИФК)» в г. Иркутске.

Рецензенты: д.п.н., доцент Е.В. Воробьева; к.п.н., доцент М.И. Виолина

А 68 Анненкова А.В. English for Masters: Учебное пособие для студентов, обучающихся по направлению подготовки 49.04.01 Физическая культура (уровень магистратуры)/ А.В. Анненкова. — Иркутск: ООО «Мегапринт», 2019. — 72 с.

Учебное пособие содержит краткое содержание изучаемых тем, тексты профессиональной тематики, вопросы для обсуждения и задания для проведения практических занятий и самостоятельной работы студентов. Пособие предназначено для студентов высших учебных заведений, обучающихся по направлению подготовки 49.04.01 Физическая культура (уровень магистратуры).

УДК 811.111

ББК 81.2 Англ

Анненкова А.В., составление 2019

Contents

1. Rendering.....	4
1.1. What is rendering	
1.2. Skills	
2. How to Write a Summary.....	38
3. How to Write an Abstract.....	47
4. At the Conference.....	51
5. Making a Presentation.....	57
6. Plagiarism.....	69

1. RENDERING

1.1. *What is rendering?*

Imagine you work in an office. Imagine one morning your boss comes up to your desk with a file of papers and says: «I want you to read this up, represent it in a smaller volume, suppressing all insignificant information, and give your own conclusion». He/she won't be saying like that, actually. He/she will say «Render this, please»

Rendering is defined in the Webster's dictionary as «art of making presentations». Art indeed, as it requires a lot of your skills and knowledge of reconstructing and rearranging a written passage without any considerable damage to its context and idea(s).

You may have to prepare rendering for two main purposes:

- ✓ one can read your rendering and won't have to take up the original passage.
- ✓ one can read your rendering and decide for themselves if they need to take up the original passage or not.

Rendering can't be produced without thorough comprehension of the passage. Dividing the text into logical parts and singling out the main idea of each of them can be an essential help in understanding the passage. You will have to read the original more than once.

All methods of rendering are based on the notional compression of the text, which presupposes the elimination of all types of redundancy, i.e. elements that repeat each other.

A **rendering** is a text based on the notional compression of the original with the aim of rendering its general matter. The material in a rendering is presented from the point of view of the author of the original and does not include any elements of interpretation or evaluation.

Rendering can be performed with two aims: informative and educational.

A rendering is usually kept to the following structure:

- introduction, where you provide all necessary background information such as the title and source of the passage and state the main idea;
- the body, where the main idea is revealed;
- the conclusion on the passage;
- your opinion of the problem (position) introduced in the passage.

There are several basic principles you are to follow in order to make a successful rendering:

- ✓ You have to develop your power of judgment, so that you may be able to decide rightly what must be expressed and what must be suppressed.
- ✓ In rendering, facts should be expressed as plain statements, with constant reference to the author of the passage. Try to avoid evaluative words and phrases in the body of the rendering, keep them for expressing your own opinion.

✓ Figurative language is in most cases unsuitable.

To master rendering you will need certain skills that are discussed further.

1.2. Skills

A. Identifying the topic, main idea(s), and supporting details

Understanding the *topic*, the *gist*, or the larger conceptual framework of a textbook chapter, an article, a paragraph, a sentence or a passage is a sophisticated reading task. Being able to draw conclusions, evaluate, and critically interpret articles or chapters is important for overall comprehension in scientific reading. Textbook chapters, articles, paragraphs, sentences, or passages all have topics and main ideas. The *topic* is the broad, general theme or message. It is what some call the subject. The *main idea* is the «key concept» being expressed. *Details*, major and minor, support the main idea by telling how, what, when, where, why, how much, or how many. Locating the topic, main idea, and supporting details helps you understand the point(s) the writer is attempting to express. Identifying the relationship between these will increase your comprehension.

1. Grasping the Main Idea:

A paragraph is a group of sentences related to a particular topic, or central theme. Every paragraph has a key concept or main idea. The main idea is the most important piece of information the author wants you to know about the concept of that paragraph.

When authors write they have an idea in mind that they are trying to get across. This is especially true as authors compose paragraphs. An author organizes each paragraph's main idea and supporting details in support of the topic or central theme, and each paragraph supports the paragraph preceding it. A writer will state his/her main idea explicitly somewhere in the paragraph. That main idea may be stated at the beginning of the paragraph, in the middle, or at the end. The sentence in which the main idea is stated is the *topic sentence* of that paragraph.

The topic sentence announces the general theme (or portion of the theme) to be dealt with in the paragraph. Although the topic sentence may appear anywhere in the paragraph, it is usually first – and for a very good reason. This sentence provides the focus for the writer while writing and for the reader while reading. When you find the topic sentence, be sure to underline it so that it will stand out not only now, but also later when you review.

2. Identifying the Topic:

The first thing you must be able to do to get at the main idea of a paragraph is to identify the topic – the subject of the paragraph. Think of the paragraph as a wheel with the topic being the hub – the central core around which the whole wheel (or paragraph) spins. Your strategy for topic identification is simply to ask yourself the question, «What is this about?» Keep asking yourself that question as you read a paragraph, until the answer to your question becomes clear. Sometimes you can

spot the topic by looking for a word or two that repeat. Usually you can state the topic in a few words.

So, the topic-finding strategy is the following: first, you reread the first paragraph on the page. Ask yourself the question, «What is this paragraph about?» To answer, say to yourself in your mind, «The author keeps talking about ...». Do the same with the second, third, and other paragraphs.

The bulk of an *expository paragraph* is made up of supporting sentences (major and minor details), which help to explain or prove the main idea. These sentences present facts, reasons, examples, definitions, comparison, contrasts, and other pertinent details. They are most important because they sell the main idea.

The last sentence of a paragraph is likely to be a concluding sentence. It is used to sum up a discussion, to emphasize a point, or to restate all or part of the topic sentence so as to bring the paragraph to a close. The last sentence may also be a transitional sentence leading to the next paragraph.

Of course, the paragraphs you'll be reading will be part of some longer piece of writing – a textbook chapter, a section of a chapter, or a newspaper or magazine article. Besides expository paragraphs, in which new information is presented and discussed, these longer writings contain three types of paragraphs: *introductory*, *transitional*, and *summarizing*.

Introductory paragraphs tell you, in advance, such things as (1) the main ideas of the chapter or section; (2) the extent or limits of the coverage; (3) how the topic is developed; and (4) the writer's attitude toward the topic. *Transitional* paragraphs are usually short; their sole function is to tie together what you have read so far and what is to come – to set the stage for succeeding ideas of the chapter or section.

Summarizing paragraphs are used to restate briefly the main ideas of the chapter or section. The writer may also draw some conclusion from these ideas, or speculate on some conclusion based on the evidence he/she has presented.

EXERCISE 1. Read the following paragraph and underline the stated main idea. Write down in your own words what you are able to conclude from the information.

Many aerobic sports are well known for their cardiovascular strengthening powers. Distance running, cross-country skiing, distance swimming, cycling, and distance forms of canoeing and kayaking are such disciplines. The combination of calisthenics, dance routines, and jumping exercises made popular in the 1970s took the name "aerobics" from the purpose of the activity. A sport does not have to be a particular designated aerobic activity to provide aerobic benefits to the participant. Any athletic activity modified to generate endurance that elevates the heart rate and requires the body to produce energy aerobically will achieve similar results. Examples are interval running, carried out to shorten the rest period between each work portion.

EXERCISE 2. Identify the topic sentence and the supporting details

A typical paragraph is organized like this:

I. The Main Idea Sentence (the topic sentence):

A. Supporting Detail #1

B. Supporting Detail #2

C. Supporting Detail #3

II. Concluding (or Summary) Sentence

There are three main benefits from exercise: weight loss, muscle tone, and cardiovascular improvement. First of all, a moderate exercise program such as bicycling, walking, jogging or aerobics for thirty minutes four days a week will result in weight loss for the average person. An increase in activity means the body will burn more calories, resulting in weight loss. Second, moderate exercise helps develop and tone muscles in the arms, legs, back, neck and shoulders. The body uses these muscles to exercise, and the activity helps the muscles become stronger. The heart, the most important muscle in the body, gets stronger with exercise, which makes the heart work more efficiently. This brings about the third benefit – cardiovascular improvement. Exercise causes the heart to pump blood throughout the body more efficiently. The lungs deliver more oxygen to the cells, and breathing is easier. All of these benefits are the result of exercise, so start an exercise program today!

EXERCISE 3. The idea of the article is not always stated in one topic sentence, sometimes it is implied. Identify the main idea of the following articles

1) *Opinion article*

For Men, Sport's Stigma Dampens Appeal

By MARY PILON AUG. 11, 2012

LONDON — Around and around they went, gracefully shimmying and passing balls, hoops and batons to and fro. The crowd roared as the rhythmic gymnasts, five to a team or competing as individuals, made their way through elaborately choreographed routines. They seemed to have it all: gallons of product in their hair, makeup caked on their smiling faces, and uniforms adorned with enough reflective matter to make a Vegas showgirl blush.

Perhaps just one thing was missing: men.

Rhythmic gymnastics, introduced at the 1984 Games in Los Angeles as an individual event and at the 1996 Atlanta Games as a team event, is one of only two Olympic sports — synchronized swimming is the other — in which both sexes do not participate.

There are male rhythmic gymnasts, but not at the Olympics. And their numbers are small. The stigma of the term rhythmic gymnastics poses “a huge marketing

challenge,” said Mario Lam, a martial arts and gymnastics instructor in Canada. Lam uses the term “martialgym” to help avoid the connotation that it is a female-only sport, he said.

With men’s events, Lam said, more emphasis is placed on speed and power. The choice of apparatus varies, too, with the inclusion of ropes and larger clubs, a stick and double rings. Routines are still performed to music, and tumbling is permitted. Many rhythmic gymnasts are recruited from artistic gymnastics or dance, in which men’s participation already lags, making it hard to capture male rhythmic gymnasts at a young age, coaches said.

The male version of the sport is most popular in Japan, where it is infused with martial arts teachings. But F.I.G., the international gymnastics federation, found in a survey that there was little activity in men’s rhythmic gymnastics outside Japan, Philippe Silacci, a spokesman for the organization, said. “Our federations have not been active at all to include men in rhythmic gymnastics,” he said.

It is a chicken-and-the-egg problem seen elsewhere in obscure sports. Proponents argue that their sports need more exposure, especially at the Olympic level, to help grow. The International Olympic Committee generally prefers for sports to have a broad base of participation if they are to be included in the Games.

2) Information article

According to recent medical research, sleeping more than nine hours or less than six hours a night can shorten your life expectancy. Those who are likely to live longest are people who regularly get between seven and eight hours a night.

A new survey of 1,000 adults conducted by the Better Sleep Council (BSC) found that few people understand the important role sleep plays in normal daily brain functions and many people actually reduce their brain power by getting too little sleep. One in three adults admit that they do not get enough sleep, and lack of sleep is leaving millions of people without the energy to work as hard as they should. Although a large number of people say that they need to be mentally alert in their work, over half of the people interviewed say that they sleep just under 7 hours a night during the week. On the other hand, most of the people interviewed say that they sleep more than seven hours a night at the weekend. This suggests that a significant number of people try to catch up on their sleep at the weekend instead of getting enough sleep during the week, when they most need it.

3) *News article*

A 2012 Olympic Gold Medal, Finally Awarded in 2018

By Victor Mather Dec. 3, 2018

When Christine Girard was presented with the gold medal in weight lifting from the 2012 Olympics, there was a podium, a Canadian flag and an anthem sung by a choir. In the audience were Olympians, officials, friends and family.

Included among them were her three children, none of them yet born in 2012. That's because the presentation of the medal came on Monday, more than six years after the competition.

In London, Girard lifted a total of 520 pounds, good for third place in her division. It was the first medal ever for a female Canadian weight lifter. But in 2016, Maiya Maneza of Kazakhstan and Svetlana Tsarukayeva of Russia were disqualified after retesting of their samples revealed performance-enhancing drugs. Girard became the retroactive gold medalist.

At the National Arts Center in Ottawa, about 100 people gathered for a 20-minute ceremony during which Girard finally got her gold medal.

"It was a win of our values, a win for clean sport," Girard said.

The increasing number of medal-winning athletes caught by testing years later, especially from the 2008 and 2012 Games, has meant more and more athletes are receiving medals that for years they thought they had lost.

Not all of them had elaborate ceremonies. Adam Nelson, the American shot-putter elevated to gold for the 2004 Games, was handed his medal outside a Burger King at the Atlanta airport in 2013.

"Anything they could do to recognize the athletes that were robbed of the moment would certainly go a long way toward repairing some of the damage that was done," Nelson told USA Today.

Girard said: "I think it's really important to have a big ceremony. The more we talk about the positive, the better it could be for future athletes."

Even when Girard was competing, the specter of drugs hung over the competition. "Unfortunately, my sport has a strong correlation between the results and taking drugs," she said. Of her competitors at the time, she said, "We had a lot of suspicion, but we had no proof."

Girard returned her 2012 bronze medal last spring. But the gold she was awarded on Monday was not the one that Maneza was given. "They made new medals or they took some from the museum," Girard said.

Girard also received a bronze from the 2008 Games in Beijing, where she originally finished fourth.

Besides her motherhood duties, the now-retired Girard is planning to return to college for a master's in occupational therapy.

She is bullish on the future for clean weight lifters.

“I wanted to prove that it was possible to beat them,” she said of drug users, “and stay true to who we are. I remember the first time I beat someone who got caught. I said, ‘See, see, I can do this.’”

EXERCISE 4. Find the main idea of the whole article, make up a title for it.

Jumping or skipping rope is one of the simplest of all training programs. Jump rope routines are adaptable to almost any sport, because the act of jumping rope develops the universally beneficial combination of manual dexterity, hand-eye coordination, and stamina. The skipping rope may be seen by some as a children's game, but it has wide-ranging applications to most athletic activities, particularly as a cross training exercise.

Boxing is the sport most often associated with the use of the jump rope as a training aid. As a discipline where leg strength and explosiveness is essential to putting the body into the correct position to deliver a punch, boxers would often skip for lengthy periods both before and after their sparring sessions or other gym workouts. In recent years, skipping rope has been crafted into a more formalized part of the training of many athletes.

Jumping rope has an appeal as an athletic training system for a number of physiological reasons. The act of repetitively swinging the rope in a circular motion around the body is a useful form of cardiovascular training, as the exercise will naturally elevate the heart and respiratory rates of the athlete. The athlete is required to use the muscular power of the arms and the more explosive muscles of the legs to maintain the rhythm of the skipping motion. The length of the skipping session also dictates what energy system of the body will be utilized—it is a simple matter to craft short, intense skipping training segments that are designed to work the anaerobic systems; if the athlete is required to skip for segments longer than two minutes at a time, the aerobic energy system will be stressed.

A key aspect of skipping rope is the whole body coordination demanded to perform the skipping movements. The footwork and arm motions of skipping may be varied in both intensity as well as cadence. Coupled with other programs such as stretching or various forms of weight training, skipping rope can be the center piece of an intense conditioning program, as the energy required to skip is significant when calculated on a calories-expended-per-minute basis. While skipping rope at intense

levels may have significant plyometrics effects on the muscles of the lower legs, skipping at a moderate pace is a useful form of rehabilitation for many injuries.

B. Summarizing

A summary –

- ✓ is an essential condensation in your own words.
- ✓ answers the question «what is the author really saying?»
- ✓ is the result of careful «listening» to the author.
- ✓ remains faithful to the author's emphasis and interpretation.
- ✓ does not disagree with or critique the author's opinions.

How to Summarize a Paragraph

- ✓ Read the paragraph twice.
- ✓ Isolate the topic sentence; if it conveys reliably the meaning of the paragraph, consider it your summary.
- ✓ Underline key phrases and look for any crucial distinctions or contrasts which form the framework of the paragraph.
- ✓ Write your own summarizing sentence which makes use of those key phrases or distinctions.

How to Summarize an Article

- ✓ Ask yourself why the article was written and who is the intended audience.
- ✓ Consider the author's background. Does he have a special bias or point of view?
- ✓ Compare the opening and closing paragraphs.
- ✓ Read the entire article more than once, if necessary.
- ✓ Underline key or repeated words and phrases.
- ✓ Distinguish the author's main idea from details which support that idea or are repetitions and variations on the same theme.
- ✓ Draft a several-sentence summary which defines the author's main idea broadly enough to account for most of the supporting material introduced.

How to Summarize a Complex Article

- ✓ Preview the article, skimming headings and first sentences; clarify any difficult terms with a dictionary or glossary.
- ✓ Read the opening and closing paragraphs.
- ✓ Read the article at least twice.
- ✓ Isolate each important point as it occurs in the article and write it down in a complete sentence.
- ✓ State the thesis of the article in one sentence.
- ✓ Note how ideas are related to each other – comparison/contrast, cause-effect relationships, problem-solution patterns.
- ✓ Write your summary by reconstructing the author's argument from your list of important ideas; draw attention to the relationships among ideas by using transitional phrases (like nevertheless, however, in contrast).

Remember, your summary should

- ✓ read like a coherent, unified paragraph in its own right.
- ✓ account for most of what the author says in your own words.
- ✓ maintain a neutral, impartial tone.

In summarizing, you want to capture the essence of what the author has said, but in fewer, your own words. There is no point in a summary that is as long as the original.

EXERCISE 1. Here are some passages from a story about Don Paige, an American athlete. Summarize them using the steps below, limit your summary to 25–30 words

To summarize, follow these steps:

- Read the passage several times.
- Decide on the essential points; write down key words and expressions that remind you of these essential points. (These may come from the text or from you.)
- Expand your key words into a sentence or two. You can write in the third person (*she, he*, for example) even if the passage is in the first person (*I*).

Don Paige could not bear to watch the race that he knew he could win.

It was Saturday July 26 at the 1980 Moscow Olympics and British runner Steve Ovett was about to win gold in the 800 meters. It was, arguably, the defining moment of a tainted Games. Ovett enjoyed a taciturn rivalry with another British middle distance runner who held the world record: Sebastian Coe, the man now in charge of London 2012.

Paige should have been there too. The American had run the fastest 800m time that year and was considered, if not a favorite, then certainly a contender. Yet he *knew* he had a chance.

Instead of being in Moscow, Paige was part of the U.S. Olympic team that had, along with 55 other countries, boycotted the Games in protest at the Soviet Union's 1979 invasion of Afghanistan.

When the starting pistol was fired, Paige stood by a tree in the yard of his parents' New York home as the rest of the family watched the race on his behalf. His father came to him afterwards and broke the news. Ovett had destroyed the field and won gold. Coe had run a dog of a race but still came a distant second for silver.

"To this day I have never watched that Olympic 800 final, I made a promise to myself," Paige told CNN.

EXERCISE 2. Summarizing a newspaper column

Here is the example of summarizing a bigger article

Language

When we talk about learning a language like English, Japanese or Spanish, we speak and think as though the language in question were a fixed unchanging thing. We expect to learn it as we learned geometry or how to ride a bicycle – systematically, and with clear ultimate success. Many people subsequently give up when they discover just what a misconception this is. They have in fact embarked on an activity that could last the rest of their lives. The experience makes them realize that they are not only going to have to work very hard indeed if they want to succeed, but also that they are – in many cases – barely masters of the language they call their own mother tongue. Studying any language is, in, fact, an endless voyage. Each of thousands of languages currently used in the world is a complex affair. Many languages do have a standard form – particularly on paper – and this is what we learn, but they probably also have a variety of regional dialects and social styles, and many are the product of the historical mingling of other languages. The English language is just such a hybrid. It began its career just under two thousand years ago as a form of ancient German, collided with a special kind of old French, was subjected to several waves of Latin and a flood of Greek, and since then has acquired bits and pieces of every other language that its users have ever been in contact with.

A second common misconception about language is that words have fixed and clear meanings. That is – fortunately or unfortunately – far from true. Take even the apparently simple and specific English word «man». It seems clear enough; it refers to «an adult male human being». Of course it does, but just consider for a moment the following sentences:

1. There are several men missing in this chess chest.
2. The boat was manned entirely by women and children.

You may argue that these sentences are somewhat unnatural; certainly they do not represent the everyday core meaning of the word «man». They are, however, legitimate extensions of that core meaning, the second being especially interesting because it is a verb and not a noun, and suggests that we expect adult male human beings to serve as the crew of ships, and not women and certainly not children. Part of the pleasure and genius of language may well arise out of this slight misuse of words. After all, if you call a person a cat or cabbage, no literal identification is intended, but a lot of meaning is nevertheless conveyed.

A third misconception about language claims that every language is – or should be – equally used and understood by all its practitioners everywhere. Certainly, users of the standard forms of English in the United Kingdom generally understand their equivalents in the United States: the degree of similarity between these two major forms of English is great. Dialect –users in these countries, however, have serious problems understanding each other, to the extent that they may wonder if they are actually using the same language. Someone from Brooklyn, New York, will have a trouble with a Cockney from London; an old-style British Army colonel won't do

well in discussion with a Californian flowerchild. Yet they all belong within the vast community of 20th century world English.

Some original sentences of the passages on language	Reduced versions of these sentences
1. When we talk about learning a language like English, Japanese or Spanish, we speak and think as though the language in question were a fixed unchanging thing (27 words)	1. We often treat a language as though it were a simple unchanging thing (13 words)
2. We expect to learn it as we learned geometry or how to ride a bicycle systematically, and with clear ultimate success. (21 words)	2. We expect to learn it as we learned geometry or how to ride a bicycle (16 words)
3 Many people subsequently give up when they discover just what a misconception this is. (14 words)	3. This is a misconception (4words).
4 They have in fact embarked on an activity that could last the rest of their lives. (16 words)	4. Learning a foreign language is a difficult lifelong activity...(9 words)
5. The experience makes them realize that they are not only going to have to work very hard indeed if they want to succeed, but also that they are – in many cases – barely masters of the language they call their own mother tongue. (42 words)	5. ...and makes aware that we do not necessary know our own mother tongue really well (16 words)
6. Studying any language is, in, fact, an endless voyage. (9 words)	6. (incorporated into #4)
7. Each of thousands of languages currently used in the world is a complex affair. (15 words)	7. Languages are complex...(3 words)
8. Many languages do have a standard form – particularly on paper – and this is what we learn, but they probably also have a variety of regional dialects and social styles, and many are the product of the historical mingling of other languages. (41 words)	8. ...many of them have standard forms, regional dialects and various social styles. Many of them are the result of the mingling of other languages. (24 words)
9. The English language is just such a hybrid. (8 words)	9. English is just such a hybrid...(6 words)
10. It began its career just under two thousand years ago as a form of ancient German, collided with a special kind of old French, was subjected to several waves of Latin and a flood of Greek , and since then has acquired bits and pieces of every other language that its users have ever been in contact with. (57 words)	10. ...a form of German influenced by French, Latin, Greek and other languages. (12 words)
Total 250 words	Total 103 words

Ann Lander is one of the most widely read advice columnists in the United States. Many consider her an expert in human relationships. Here she gives advice on choosing a spouse. Read Ann Landers’s six pieces of advice several times to be sure that you understand them thoroughly. Then work with a partner to summarize her

advice in 65 words or less. In your summary, group Landers's positive statements (1, 5, 6) together and her negative statements (2, 3, 4) together for economy of expression.

How to Make an Intelligent Decision

The more you have in common with the one you choose, the better your chances for a successful marriage. This means religious training, cultural, social and financial background. The old saying «opposites attract» may be true in the field of electromagnetics, but it seldom works out in choosing a lifetime partner.

Don't marry on the spur of the moment. If love is real, it will last. The tired line «marry in haste, repent in leisure» may be a cliché, but it still makes good sense.

Don't marry a person whose chief attraction is sexual. A marriage based in sex will fall apart when the passions cool and they'll cool a whole lot faster than you thought.

Don't marry with the intention of changing your beloved to meet your specifications. It won't work. If during courtship a person is unfaithful, a heavy drinker, a gambler or abusive, marriage will not provide the magic cure. In fact, he'll undoubtedly get worse as time goes on.

Choose someone who wants the same things from life that you want. Discuss in detail your aims, goals and objectives. Marriage should mean companionship and building a life together.

Approach marriage as a permanent relationship and not as an experiment which can be tossed aside if it doesn't work. Remember, a good marriage is not a gift – it's an achievement. It takes working at.

You must repeatedly compromise. Forgive and forget. And then be smart enough to *forget* what you forgave.

Often the difference between a successful marriage and a mediocre one is leaving four or five things a day unsaid.

EXERCISE 3. Summarize a bigger news article. Try to make it at least twice smaller its size.

Article #1 Muscle Mass and Strength

The expressions "muscle mass" and "muscle strength" are often used concurrently, but each has a separate sports science meaning. Muscle mass is the physical size of the muscle; muscles are often large due to exercise and concentrated physical training, but not exclusively. Muscle strength is one of the accepted components of total fitness, which includes endurance, flexibility, power, and speed. For almost every conceivable athletic purpose, muscle strength is a more valuable commodity than mass. However, in many contact sports, particularly those with specific roles for players in specific positions, muscle mass is important to the ability of the athlete to obtain and establish position against an opponent; the strength and sport-specific techniques employed by the athlete once that position is established will be the more important attributes.

The concepts of muscle mass and muscle strength are also separated from muscular power, a concept that implies explosiveness, and muscular endurance, which is the ability of the muscle to work at a steady performance rate over time.

This athletic distinction between muscle mass and strength is apparent in players such as an interior lineman in American football; a rugby forward, particularly those who play in the front row of the scrum; and a center in National Basketball Association (NBA) competition. In elite-level international rugby, the pack of eight forwards will weigh an average of 250 lb (113.3 kg); the laws of physics are immutable, for if the respective techniques of each group are equal, the pack of 250-lb players, working together, will dominate a team with 220-lb (99.8-kg) players, even when the lighter athletes have greater individual muscle strength.

In American football, where the average lineman weighs over 300 lb (136 kg), most tactics involved in line play are founded on the principle that once the player has position, he will be difficult to root out. Basketball, while nominally a non-contact sport, places a significant premium on the large center who can establish an anchored offensive position adjacent to the basket, through which his or her team will operate their sets.

In individual sports, such as wrestling or boxing, muscle mass is also an important aspect of how the competitor develops the tactics to combat the opponent. The amount of mass behind a blow delivered will be a significant factor in the ultimate force applied to the opponent.

Muscles cannot become either larger or stronger through any device other than the proper application of diet and training principles.

Muscles cannot become either larger or stronger through any device other than the proper application of diet and training principles. Anabolic steroids—much publicized as a means for athletes to become bigger and stronger—are only a training aid, not a magic elixir. Steroids assist in muscular development only when the athlete is carrying out the physical training necessary to develop the muscles.

The essential components to a program that will enhance the muscle mass of an athlete will include:

- Muscles are constructed of fibers that are created within the body from the proteins synthesized in the food ingestion process. The muscle mass-seeking athlete must ensure that the diet supporting the training program has the necessary quantities of protein. A conventional balanced diet has approximately 12%-15% protein. In some configurations, the protein component may be adjusted to comprise 25% of food intake, subject to the individual needs and attributes of the athlete.

- Free weights tend to create a greater muscle mass than the muscle group-specific exercise machines commonly used in health clubs and weight rooms. As the athlete must control a free weight through its entire range of motion, the targeted muscle and all ancillary muscle groups are also engaged in the act of lifting each weight, a process that extends the workout effect into a larger muscle region than the machines, which limit movement to the targeted muscle.
- The number of exercises performed with regard to each muscle group, defined as sets of exercises, will impact on muscle mass. As a general rule, the greater the number of repetitions, the lower the resistance, the greater the muscular endurance, the less the muscle mass. For this reason, muscle mass tends to be developed with lower numbers of repetitions per set, performed with greater amounts of weight.

Muscle mass and strength are not mutually exclusive training goals, notwithstanding the different methods by which one may seek size and strength. Muscle strength may be attained through the simplest of means—gradual increase in workload imposed on the muscles that are desired as strength increase targets. Muscles tend to get larger as they become stronger; when a strength program is accompanied by endurance training or other significant energy production and corresponding caloric output, the athlete will often possess highly defined muscles, with reduced mass but increased muscular strength.

Article #2 Rowing Strength and Training Exercises

Rowing is a demanding sport that requires a very high level of overall fitness from its participants. Whether the athlete rows alone as a single sculler, or as a part of an eight-person crew, an effective rowing stroke is a well-balanced combination of technique, power, and endurance.

The sometimes contradictory physical demands of strength and endurance result from the repetitive nature of the basic rowing stroke. The rower is positioned on a sliding seat, with the feet of the athlete affixed to the frame of the racing shell through straps. The slide back and forth by the rower is accomplished through the push generated on each stroke by the rower's legs, and a pull back to the starting position that results from the actions of the oars and the resistance of the stroke in the water. As much as 60% of the power generated in a rowing stroke is developed in the legs and core (trunk) of the body.

An ideal rower will be tall and powerful, so as to both obtain the best leverage on the oar as it extends through the rowing stroke. A typical male Olympic rower in the men's eight will be over 6 ft 3 in tall (1.8 m) and weigh over 230 lb (105 kg). Height usually will provide the rower with a more optimum strength-to-weight ratio; the lighter the boat crew, the faster the boat will go provided the amount of power

remains constant. The speed of the boat is the product of the available power, less the resistance to the boat as it moves through the water; the heavier the craft, including its occupants, the generally greater the degree of resistance against the water.

While rowing may present to the uninitiated as a relatively simple contest of human muscle power versus water, the mechanics of the rowing stroke are highly technical, especially when considered as part of a larger rowing crew that must move with complete synchronicity. Sole training and group training must be coordinated to achieve this end. The specific parts of the rowing stroke can be exercised on the water; one example is the use of a bungee cord or similar device to slow the progress of the oar and make the effort of rowing more difficult. Many rowers use interval training principles while on the water to develop both strength as well as recovery.

Rowing exercises must be broadly based to achieve these various performance goals. The development of technical rowing skills will be done primarily upon the water. A solo sculler or a crew can practice such aspects of a competition as the start, changes in cadence, and general unified strokes. Crews will sometimes use a large indoor swimming pool as a simulator, with the boat tethered, as a practice facility. Rowers can also use a stationary training device known as an ergometric rowing machine to simulate the resistance encountered in the rowing motion; these machines have the advantage of having a variable resistance.

The training that is nonspecific to the rowing stroke must be specific to the enhancement of the balance of power and endurance. The amount of the total training volume that a rower should devote to weight training is the subject of debate. In some countries, the national rowing program directs its athletes to engage in a hard weight workout two times per week; in others, the weight training may constitute up to one-third of the total training volume. There is no question that strength training cannot be left to the natural consequences of rowing participation, if the athlete is to improve on the water.

The power aspect of the power/endurance continuum can be developed through a focused total-body weight training program, one that combines free weights, exercise machines, plyometrics exercises, and leg training exercises such as squats, which mimic the drive of the legs forward and backward during the rowing stroke.

Endurance training will focus on cardiovascular fitness, which includes the various aspects of the body's ability to both row at a high speed, which is a function of the rower's stroke rate, as well as the rower's recovery from high intensity effort. One important component for the rower is the ability to use oxygen at the highest possible level, the VO_{2max} of the athlete. In addition to rowing, running, both over distances as well as through interval sprints, and cycling are cross training devices that will aid the rower in this respect.

As rowing places significant and often explosive stresses on a number of large muscle groups, often while the athlete is in a seated position, stretching and flexibility exercises are essential to the maintenance of balance throughout these muscle groups.

EXERCISE 4. Summarize an opinion article. Try to eliminate all details and examples. The article contains 458 words, try to make it up to 200 words.

Extreme Sports Worth the Risk?

Grace Kim, photojournalist

October 27, 2016

Ever climbed 2, 244 feet without any assistance from a rope or harness? Or maybe surfed down the side of a volcano? Extreme sports are activities that are dangerous, usually consisting of “extreme” characteristics like unbelievable heights, fast speed, and a chance of death.

By saying extreme sports most people will think of activities like skydiving or bungee jumping; however, not all extreme sports are as so. For an example, scuba diving and blobbing are examples of a more mild extreme activity. Scuba diving is when the participant gets to have a more depth exploration of the world under the sea. If the participant wants more of a twist to their adventure, then they can try shark cage diving or maybe cave diving. Blobbing is also a more mild activity. This sport consists of a partially filled airbag with one person sitting on one side of the balloon being launched into the water by the other participants jumping onto the opposite side. Again, if one prefers a more risky activities they can try bungee jumping or whitewater rafting.

On the other hand If one is looking for a sport that consists of extreme adrenaline rush, try creeking or Wingsuit flying. For those who do not know, creeking is basically kayaking in an environment of violent waves and sharp rocks. Wingsuit flying is a sport where the athlete jumps out of a plane in a suit that is meant to help the athlete glide through the air.

These activities do come with consequences, including death or permanent disabilities. Erik Roner was a skydiving, base jumping athlete that sadly passed away due to his favorite hobby. While Erik was doing a group performance, he hit a tree and died instantly. Another incident is the accident of Evel Knievel. Evel Knievel was trying to jump 151 feet with his motorcycle, when he crashed and broke more than 40 bones in his body.

With all these risk, why are extreme sports not only being recognized but gaining more popularity? The simple answer to that is their uniqueness. Extreme sports relieves stress through adrenaline a feeling that becomes addictive to many athletes. Extreme sports are all about having fun, enjoying oneself. Other sports like soccer, football, swim are all restricted on rules, and competition. However,

extreme sports is just feeling the adrenaline and releasing buildup stress with one's fears. As goes with all sports, extreme sports help participants learn about their limits and strengths. By freefalling from 233 feet, usual emotions are disbelief, happiness, thrill, and excitement to do it again. Kennedy Maddock says, "extreme sports look enjoyable even if it looks impossible." Extreme sports do have their ups and downs; however there are other activities that could be done to match each personality.

C. Identifying the Author's Opinion

Because writers don't always say things directly, sometimes it is difficult to figure out what a writer really means or what he or she is really trying to say. You need to learn to «read between the lines» – to take the information the writer gives you and figure things out for yourself.

You will also need to learn to distinguish between *fact* and *opinion*.

Writers often tell us what they think or how they feel, but they don't always give us the facts. It's important to be able to interpret what the writer is saying so you can form opinions of your own. As you read an author's views, you should ask yourself if the author is presenting you with an established *fact* or with a personal *opinion*. Since the two may appear close together, even in the same sentence, you have to be able to distinguish between them.

The key difference between facts and opinions is that facts can be verified, or checked for accuracy, by anyone. In contrast, opinions cannot be checked for accuracy by some outside source. Opinions are what someone personally thinks or how he/she feel about an issue. Opinions by definition are subjective and relative.

Defining A Fact

Facts are objective, concrete bits of information. They can be found in official government and legal records, and in the physical sciences. Facts can be found in reference books, such as encyclopaedias and atlases, textbooks, and relevant publications. Objective facts are what researchers seek in laboratories or through controlled studies.

Facts are usually expressed by precise numbers or quantities, in weights and measures, and in concrete language. The decisions of Congress, specific technological data, birth records, historical documents, all provide researchers with reliable facts.

Since anyone can look up facts, facts are generally not the subject of disputes. However, not all facts are absolutes. Often the problem is that facts are simply not readily available – such as battles like the Little/Big Horn where all the witnesses who could give information on what happened died in the disaster.

In 1876, Lieutenant Colonel George Armstrong Custer and his 7th Cavalry engaged in a fight with Sioux Indians along the Little/Big Horn Rivers in Montana. Custer and his entire company were wiped out; no one survived to tell what really

happened. In this instance, we can only read opinions on how this disaster befell Custer.

To sum up, **facts**

- ✓ can be verified in reference books, official records, and so forth.
- ✓ are expressed in concrete language or specific numbers.
- ✓ once verified, are generally agreed upon by people.

Determining An Opinion

Opinions are based on subjective judgment and personal values rather than on information that can be verified. An opinion is a belief that someone holds without complete proof or positive knowledge that it is correct. Even experts who have studied the same issue carefully often have very different opinions about that issue. Opinions are often disputed, and many times involve abstract concepts and complex moral issues such as right or wrong, fairness and loyalty. Abstract concepts, because they are not easily understood, can never be defined to everyone's satisfaction. For example, each of us holds a personal opinion about what fairness or loyalty is, about gun control and abortion, and these issues always remain a matter of opinion, not fact.

Although opinions cannot be verified for accuracy, writers should, nevertheless, back their opinions with evidence, facts, and reason – by whatever information supports the opinion and convinces the reader that it is a valid opinion. A *valid* opinion is one in which the writer's support for his or her opinion is solid and persuasive, and one in which the writer cites other respected authorities who are in agreement. If a writer presents an extreme or unconvincing opinion, the reader should remain wary or unconvinced. Writers often slip their personal opinions into a piece of writing, even when it is suppose to be a «factual» account; alert readers can identify subjective opinions by studying the writer's language.

- ✓ Opinions are often expressed as comparisons (more, strongest, less, most, least efficient, but):

*The painter Pablo Picasso was far **more** innovative than any of his contemporaries.*

- ✓ Opinions are often expressed by adjectives (brilliant, vindictive, fair, trustworthy):

*Ronald Reagan was a **convincing** speaker when he read a prepared address but was not **effective** at press conferences.*

- ✓ Opinions often involve evaluations:

The excellence of her science project was a model for other students.

- ✓ Opinions are often introduced by verbs and adverbs that suggest some doubt in the writer's mind:

- *It appears she was confused.*
- *She seems to have the qualifications for the position.*
- *They probably used dirty tricks to win.*

Some opinions obviously deserve more attention than others do.

When expert sport observers, such as Nikolay Ozerov or Elena Tarasova, discuss the sporting events, their opinions are more informed and therefore more reliable than

the opinions of people who know very little about football and figure skating. Similarly, when someone is a specialist on the sport nutrition, that person's opinion of sport diets should be given considerable weight.

EXERCISE 1. Read an excerpt from an article and identify facts and opinions mentioned in it. What is the author's attitude to doping in sports? What helped you figure it out?

Doping in sports: is it worth it?

Since sports were invented, people have cheated. From figure skaters breaking competitors' legs, to marathon runners disappearing into the crowd and taking the subway, scandal populates sporting history.

Lance Armstrong, retired American cycling hero and cancer survivor, was stripped of all his titles and banned for life in 2012; he took the fall, but was he just the scapegoat?

In November 2015, Russian athletes were banned from international competition after widespread, state-sponsored doping put sporting integrity and athletes' lives at risk.

Pierre Weiss, former general secretary of the International Association of Athletics Federations (IAAF), commented: "Not only are these athletes cheating their fellow competitors but at these levels are putting their health and even their own lives in very serious danger."

Sports bring people together, but their heady mix of pride, politics and big money can be lethal.

According to the World Anti-Doping Agency (WADA), the term "doping" probably comes from the Dutch word "dop," an alcoholic beverage made of grape skins that was used by Zulu warriors to make them stronger in battle.

Ancient Greek athletes used special diets and stimulating potions to improve performance, and 19th century endurance athletes indulged in strychnine, caffeine, cocaine and alcohol.

Thomas Hicks took raw egg, injections of strychnine and consumed doses of brandy during the race to help him win the 1904 Olympic marathon.

In the early 20th century, the term doping was introduced to describe illegal drugging of racehorses. In 1928, the IAAF became the first international sports federation to ban it.

Doping tests were introduced for the cycling and football world championships in 1966, and 1968 saw the first Olympic testing. By the 1970s, most international federations had followed suit.

In 1999, WADA were set up to regulate standards in anti-doping, following a major drug scandal at the 1998 Tour de France. It aims to "promote, coordinate and monitor the fight against doping in sport in all its forms."

WADA produce and annually update the official list of banned substances or methods of doping. To be added to the list, an item must meet any two of the following three criteria:

- It enhances or could enhance sporting performance
- It poses or could pose a health risk to the athlete
- It violates the spirit of sports.

The 2016 list is available on the WADA website.

EXERCISE 2. Read an excerpt from an article and underline words or phrases that introduce opinions. Is the author's opinion of extreme sports positive or negative? What helped you understand?

The Psychology of Extreme Sports: Addicts, not Loonies

By Joachim Vogt Isaksen, HiNT, 5th Nov., 2012

Extreme sport activities represent the most striking example of acts that go against our natural human instincts, which are designed to protect us from dangers. In this article I will look at what drives extreme sport participants toward high risk behavior that may lead to invalidity or early death.

On the 14th of October 2012 the Austrian Felix Baumgartner set the world record for skydiving. The jump was performed from 24 miles (39 kilometers) above the earth, reaching an estimated speed of 834 miles per hour (1,342 kph). Baumgartner is also famous for the particularly dangerous nature of the stunts he has performed during his career. His latest jump, which was the last in his career, received massive media coverage, and is one of the most spectacular stunts throughout human history.

Extreme sport participants are often portrayed in a negative way, for example as being unbalanced with a need to take unnecessary risks, not caring for family and friends that are left back worrying. However, psychological research indicates that the popular perception of the mad extreme sport participant needs some clarifications. This article will present some of the important research that has been done within the field, and will also discuss the motivation that drives people toward taking extreme risks.

Who are the people involved in these dangerous activities? Do they display personality traits that are completely different from people who engage in more "normal" hobbies? In 2009 researchers Erik Brymer and Lindsay Oades did an interview study of 15 participants of leisure activities as B.A.S.E. jumping

(building, antenna, span, earth), big wave surfing, extreme skiing, waterfall kayaking, extreme mountaineering, and solo rope-free climbing. A phenomenological method was used via unstructured interviews and other firsthand accounts. The study explored what can be learned from extreme sports about courage and humility—two positive psychological constructs. Results indicate that humility and courage can be deliberately sought out by participating in activities that involve a real chance of death and fear. One of their main findings were that extreme sport participants directly related their experience to personal transformations that in a positive way were spilled over to other areas in life.

Their experiences may point to a clearer understanding of the positive aspects of extreme sports. According to Michael Bane, author of the book *Over the edge: a regular guys' odyssey in extreme sport*, extreme sports change people who participate in them. A bungee jumper might for example feel a certain rush of immortality. This may lead to psychological effects that have positive effects for life in general. [...]

[...] After all, the often negative popular view of the extreme sport participant needs some clarifications. The participants are well-trained with the aim of reducing the risk of the activity. One could assume that it is not the danger in itself that motivates the athletes, but instead it may be an addiction to the biochemical reaction within the brain that leads to the state of joy and well-being. One could therefore look at extreme sport participants as addicts to the body's natural drugs.

When extreme sport participants stop performing these activities the brain stops producing the drugs that make them feel good. The ultimate goal and motivation behind the activities is the "natural high" induced by the release of dopamine, whereas the risks involved might be considered negative side effects. Although, the positive bodily effects are so strong and longed for that they triumph the high risk of serious injury or death.

EXERCISE 3. Rewrite the article above giving only facts and excluding opinions. Try to make it as objective as possible.

D. Giving Your Own Grounded Opinion

The final paragraph of rendering usually introduces your own opinion on the problem discussed in the article. Your conclusion should

- ✓ be up to the exact subject of the article and touch upon the idea, NOT the theme
- ✓ be clearly formulated
- ✓ contain reasons supporting your viewpoint
- ✓ be deep and serious.

Read the articles and do the tasks to them

Article #1 Diet Pills vs Exercise

The debate on diet pills vs exercise is an old one, and has been raging since the early 1990s when doctors started prescribing diet pills to obese people...

The markets are flooded with diet pills that promise miracles to people with weight problems, they also claim to show studies that support their claim. Let us also admit that in today's fast paced world not everyone has the time or the inclination to exercise. Companies manufacturing diet pills are getting richer by the day. Many of these pills are available readily over the counter and the store clerk has a piece of free advice for anyone who's interested. People looking for a shortcut to fitness opt for these pills which make unverified claims.

There are several side effects associated with diet pills and this is the main reason why many prefer exercising over taking pills. Fitness experts believe that exercise is the best long term solution for people with weight problems. They argue that the reason people are overweight is, because of their unhealthy eating habits and sedentary lifestyle. Experts say that unless you change your eating habits and lifestyle diet pills aren't going to work for you.

Diet pills work on different principles to promote weight loss and most have herbal ingredients like green tea extracts and Hoodia. They work on different formulas ranging from appetite suppressants to increasing the metabolism. The ones that work as appetite suppressants, claim to quell the hunger pangs in the user. So if you don't feel hungry you eat less and when that happens you will experience weight loss. The pills that increase metabolism rate in the user claim that they promote consumption of stored energy in the body to induce weight loss. Manufacturers claim that these diet pills work without exercise.

One of the best ways to induce healthy weight loss is with cardiovascular exercises. Exercises will not only help you lose weight but will also improve your endurance and strengthen the muscles. Cardiovascular exercises also improve the blood-oxygen supply in the body and increase the metabolism rate naturally. Burning calories and excess fat through exercise is recommended by many fitness and medical experts. You will however, have to invest some time and energy in exercising to enjoy its benefits. Experts recommend at least 30-40 minutes of cardiovascular activity 4-5 times a week for good results.

Include vegetables in your diet as they have high fiber content and will give you a feeling of full stomach even if you eat less. Many vegetables have negative calories meaning you lose more calories digesting them than you gain by eating them. Some veggies also work as diuretics and help the body wash away harmful toxins. Vegetables like celery, asparagus, spinach, cabbage, carrots, etc. are good for you. Add fruits to your diet as they provide essential vitamins and have antioxidant qualities. Include fruits like apple, cantaloupe, orange, pineapple, watermelon, etc. in your eating habits. Stay away from meats like beef and pork, instead eat chicken and fish if you planning to lose weight.

There have been several studies that showcase that when diet pills are used in conjunction with exercise and a diet you get the best results. In one study participants who were given diet pills and put on a healthy diet and asked to exercise lost almost double the weight than participants who were just given the diet pills. So experts advise that if you are taking diet pills, support them by following healthy eating habits, making lifestyle changes, and exercising regularly. Here are a few suggestions that can help you.

It has been observed that people who take diet pills and support them with lifestyle changes like curbing their alcohol, coffee, and cigarette intake get the desired results. It is advisable to take diet pills only after consulting your physician.

EXERCISE 1. Because there is so much disagreement about the effects of the diet pills and exercises, the article quotes many different opinions on the subject. Sort out each opinion for and against the pills vs exercises in a table.

Article #2 Fast Food and Obesity in Children

We all know what causes obesity, that's eating too much of the wrong kinds of food and not getting enough exercise. Some studies have shown that fast food causes obesity in children. However, the fast food industry claims that their foods do not cause obesity in kids. So, is there a link between the two?

Well, there appears to be both a link between fast food and obesity in children. Some of these links are large serving sizes, low fiber content, and increased content of fat, sugar and salt in most fast foods. Fast food may lack the nutrition that regular meals can provide.

Also, since kids are usually out running and playing together, lack of exercise does not seem to be a link in most kids. Studies have also shown that there has been a dramatic increase of the number of times per day and per week that families eat out since the 1950s. Therefore, it is conceivable that fast food causes obesity.

Are Fast Food and Obesity Linked?

Yes, there are several things about junk food that contribute to obesity in children. There are the large serving sizes that are easy to note. Nowadays most fast food restaurants have come out with "super-size" portions of burgers, fries.

In addition there are "pizza by the slice" restaurants, where one slice is almost the size of a plate. Moreover, they are visually appealing, tempting children to indulge in these calorie-laden foods.

Children who eat fast food frequently also tend to show less liking for nutrition dense foods. Red grapes, oranges, guavas and dark green leafy vegetables not only have a high nutritional profile but also help to release body fat.

However, as fast food enthusiasts do not give much importance to vegetables and fruits, the body tends to hold fat stubbornly. To simply put, greater attachment to unhealthy eating among fast food lovers eventually causes obesity.

Fast Food in School

Since the late 70's, schools have been offering meals similar to fast foods in place of the regular school lunches. These schools report over 15,000 items sold each week, especially to those from higher income level families. In addition there

are those teenagers that who work for these restaurants and eat there at least one meal during their work schedule.

Advertising for Children

Advertising, including television ads, billboards, and other advertising, including toys in boxed meals, has had an effect upon children as never before. Children these days are growing up with low concern for their health and more concern for what tastes good.

Without enough parental supervision, these kids grow up with little nutritional discretion and usually these kids grow into adults with both weight and health problems as well as teaching another generation that it is OK to waste money on unhealthy foods.

So it is not only the young people of our generation that are being affected by the junk food industry, it is going to have an effect for generations to come, if something isn't done about its consumption.

It's Up to Us!

As is expected the fast food industry is not going to think it possible to suddenly change its direction after years of offering poor food. Consumer should demand for the healthier food choices. Our vote comes with where we shop and what we buy. Our children, grandchildren will grow up with weight and health problems if they continue eating the way they are.

Suggestions for Lowering Obesity Rates in Children

- Banning fast food advertisements that potentially target kids may help to curb the rising obesity cases in children. Promoting these junk foods in the form of advertisements lures children into eating unhealthily.

The influence of these ads is so high that children prefer to visit a fast food joint to satisfy their hunger cravings, rather than having their home cooked meal. In Canadian city Quebec, the government has prohibited fast food chains from advertising their products for children.

This government policy is being strictly implemented for the last 32 years and the efforts have met with some success. Statistics show that the obesity rates have skyrocketed in other Canadian cities but in Quebec the percentage of obese children has dropped drastically.

- School authorities should ensure that meal programs for children provide nutritionally balanced meals free from fatty foods. Junk food such as hamburgers and soft drinks should not be made accessible during the school hours. Making it mandatory to prohibit sales of fast foods in the school campus can help to reduce childhood exposure to unhealthy food.

- It is said that charity begins at home so do healthy eating habits. Though parents have to meet unrealistic deadlines at the office, they need to strike a balance between personal and professional commitments and ensure that the important meals of the day, (breakfast and dinner) are not a standalone event.

See to it that everyone is present at the dinner table during meal time. This can help parents to keep a track of what their children are eating everyday. Studies show that having meals together can go a long way in decreasing the likelihood of obesity in children.

On the whole, we can read all the studies that show links between fast food and obesity, especially in children. We can look on as medical science proves that it causes obesity, but if we, as consumers do nothing and continue to feed these foods to our children, the health problems that will be the end result will be our own fault.

EXERCISE 2. Make up at least 3 opinion questions to the article.

Article #3 Energy drinks

Energy drinks are a fairly recent sport product phenomenon. These products are marketed to consumers on both sides of the boundary between that of the traditional nutritional supplements and the fluid replacements used by athletes. Energy drinks are also intended as a revitalizing source of instant energy to active people, particularly the college and university student demographic, throughout the world.

An energy drink is a product that is intended to increase powers of concentration and reduce the effects of fatigue. In recent years, many athletes have consumed energy drinks of various types for these reasons, especially when they seek a relatively mild stimulant to aid performance. A sports drink is one manufactured for athletic use, with the primary purpose being fluid and electrolyte replacement (particularly elements such as sodium and potassium), which are lost through perspiration and the excretion of urine. Sports drinks generally will include some sugars, in the form of carbohydrates.

Energy drinks are manufactured throughout the world; a broad variety of ingredients is employed. Virtually all energy drinks contain caffeine, either as a freestanding additive, or through other ingredients chosen for their natural caffeine content. These common sport drink ingredients are cola, various types of tea, coffee extracts, and guarana (a plant that is native to the Amazon basin). These materials are used either singly or in combination with one another in the manufacture of energy drinks.

A number of brands of energy drinks include extracts of ephedra, a plant whose leaves contain the stimulant ephedrine. Ginseng, a root that has been favored by herbalists for many centuries for its restorative properties, is also found in energy drink formulations.

Energy drinks typically contain between 10% and 13% sugar by volume. The amount of caffeine present in an 8-oz serving of an energy drink will range between 70 and 80 milligrams (mg) of caffeine; this is the approximate amount of caffeine that is commonly present in a 5-oz cup of strong coffee. Caffeine is a substance that has a different effect on each person. The amount of caffeine in an energy drink may have a pronounced effect on someone who consumes very little caffeine, and it may conversely produce a very modest effect on the system of one who habitually consumes large amounts of caffeine on a daily basis. If an athlete were to consume

energy drinks on a regular basis as a source of stimulant, the athlete would likely notice that over time, greater amounts of the drink and its corresponding caffeine are required to produce the desired stimulation; the greater amounts of caffeine would also impact on the ability of the body to maintain an optimal fluid level, given the diuretic qualities of the substance.

In many respects, most energy drinks may be described as a more caffeinated, slightly sweeter form of soda pop. The labeling on an energy drink must be carefully examined to determine what is contained in the formulation. In addition to the primary ingredients of interest in energy drinks to the athlete (caffeine, ephedrine, sugars, and flavoring), other substances have been introduced to energy drinks that are of unknown long-term impact on consumers and athletes alike. One example is taurine, an amino acid that is a naturally occurring component of the body's digestive process. Taurine is stated to enhance the stimulant effects of caffeine, yet it has never been definitively scientifically established to work in this fashion, nor is it clear what other effects, positive or negative, such additives bring to these beverages.

Energy drinks are sometimes mixed with alcohol to create a perceived high-energy cocktail. There are also alcoholic beverages that contain caffeine or other additives to produce stimulation of the central nervous system. The combination of alcohol and caffeine or other stimulants will produce diuresis, the process that triggers the increased production of urine in the kidneys. The presence of a stimulant in an alcoholic beverage will tend to mask the otherwise progressive effects of intoxication by alcohol, concealing fatigue but not altering the physical effect of alcohol on the body. Consumers of these beverages will tend to become more dehydrated, thus causing increased blood pressure and heart rate.

Energy drinks are a generally poor choice as a substitute for a sport drink with regard to fluid replacement. Given its higher percentage by volume of sugar, the fluid component of the energy drink will be absorbed more slowly into the body. The caffeine and other likely stimulants will act as diuretics. Energy drinks are also a poor selection if the intention on the part of the consumer is to supplement the diet. The energy drink typically contains few, if any, proteins, fiber components to aid digestion, vitamins, or minerals. While the amount of caffeine in an energy drink is of the quantity that has been scientifically proven to both stimulate the central nervous system, as well as assist in the increased utilization of fat stores as energy in endurance sports, energy drinks are of limited benefit to an athlete.

EXERCISE 3. The author of the article uses both negative and positive words to describe the same product. Find in the text about 15–20 words to place into their proper categories:

Positive	Negative

EXERCISE 4. Choose your side in the Energy drink controversy, and using information from the article express your feeling about the product.

EXERCISE 5. Summarize your own opinion of the problem discussed in the article in a single paragraph.

E. Linking Ideas

Organizing a Formal Text

First / Firstly / First of all, we must consider ...

I should like **to preface** my argument with a true story.

Next, it is important to remember that ...

Secondly and thirdly are also used with first/firstly for lists.

Finally/Lastly, we should recall that ... [*not* ‘at last’]

The text **alludes to** several themes that need closer examination. [quoting/referring]

Turning to the question of foreign policy, ... [changing to a new topic]

Leaving aside the question of pollution, there are also other reasons... [the writer will not deal with that question here]

In parenthesis, let us not forget that ... [making a point that is a side issue, not part of the main argument]

In summary, to sum up, we may state that ... [listing / summing up the main points]

In sum, the economic issues are at the centre of this debate. [listing / summing up the main points: much more formal]

In conclusion / to conclude, I should like to point out that ... [finishing the text, talk]

We are **forced to conclude** that unemployment will always be with us.

Markers for explaining, exemplifying, rephrasing, etc.

To learn new words properly a lot of recycling is needed; **in other words / that is to say**, you have to study the same words over and over again. [**That is to say** is much more formal]

Some English words are hard to pronounce, **for example / for instance**, ‘eighth’.

The Parliament has different committees. **Briefly**, these consist of two main types. [the explanation will be short and not comprehensive]

She is, **so to speak / as it were**, living in a world of her own. [makes what you are saying sound less definite/precise; **As is were** is more formal.]

EXERCISE 1. Fill the gaps with typical written-text markers. The first letter of each phrase/word is given.

Points for discussion crime and punishment:

F..... (1), it is important to understand why people commit crimes, i..... (2), what are the motives which make people do things they would never normally do?

F..... (3), a young man steals clothes from a shop; is it because he is unemployed? A drug addict? Mentally disturbed? N..... (4), it is essential to consider whether punishment makes any difference, or is it just, a..... (5), a kind of revenge?

L..... (6), how can we help victims of crime? I..... (7), how can we get to the roots of the problem, rather than just attacking the symptoms?

EXERCISE 2. Match the markers on the left with the appropriate function on the right

1 Leaving aside ...	change the topic
2 In parenthesis, ...	read something earlier in the text
3 Turning to ...	this will not be discussed
4 In conclusion ...	this document is about another one
5 With reference to ...	to finish off
6 See above	as an aside / secondary issue

Addition

<i>sentence/clause 1</i>	<i>and</i>	<i>sentence/clause 2</i>
For this job you need a degree.	In addition	you need some experience
Video cameras are becoming easier to use.	Furthermore Moreover What is more	they're becoming cheaper.
It'll take ages to get there and it'll cost a fortune.	Besides*	we'll have to change trains three times at least.
Children should respect their parents.	Equally Likewise	they should respect their teachers.
We'll have all the stress of going to court and giving evidence.	On top of (all) that**	we'll have to pay the lawyers' bills.

* a more emphatic way of adding information; similar in meaning

** even more emphatic: used mostly in informal spoken English.

Further to my letter of 18/9/01, I am writing to you ... [formal opening for a letter]

In addition to winning the gold medal, she also broke the world record.

In addition to his BA in History, he has a PhD in Sociology.

He's on the school board, **as well as** being a local councilor.
Besides / Apart from having a salary, he also has a private income.
Apart from her many other hobbies, she restores old racing cars.
They sell chairs, tables, beds, **and so on / etc.** [**and so on** is more informal than **etc.**]

EXERCISE 3. Fill in the gaps in this letter with suitable adding words and phrases.

Dear Mr. Coldheart,

..... (1) my letter of 16.3.03, I should like to give you more information concerning my qualifications and experience.

..... (2) holding a Diploma in Catering, I also have an Advanced Certificate in Hotel Management. The course covered the usual areas: finance, front services, publicity, space allocation (3).

I also wish to point out that (4) holding these qualifications, I have now been working in the hotel trade for five years.
(5), my experience prior to that was also concerned with tourism and hospitality.
I hope you will give my application due consideration.

Yours sincerely,
Nora Hope

Cause, Reason, Purpose and Result

Owing to the icy conditions, the two lorries collided. [rather informal]

Owing to the fact that the conditions were icy ...

The collision was **due to** the icy conditions.

The collision **was caused by** the ice on the road.

The cause of the collision was ice on the road.

Here are some other cause words in typical contexts. They are all rather formal, and more suitable for written use.

The rise in prices **sparked (off)** a lot of political protest. [often used for very strong, perhaps violent reactions to events]

The President's statement gave **rise to / provoked / generated** a lot of criticism. [slightly less strong than **spark (off)**]

The new law had **brought about / let to** great changes in education. [often used for political / social change]

The problem **stems from** the inflation of recent years. [explaining the direct origin of events and states]

The court-case **arose from / out of** allegations made in a newspaper. [the allegations started the process that led to the court-case]

The following sentences are all fairly formal for expressing reasons for and purposes of doing things.

I wonder what his **motives** were **in** sending that letter? [purpose]

I wonder what **prompted** him to send that letter? [reason/cause]

She wrote to the press **with the aim of** exposing the scandal. [purpose]

I've invited you here **with a view to** resolving our differences.

[sounds a bit more indirect than **with the aim of**]

He refused to answer **on the grounds that** his lawyer wasn't there. [reason]

The **purpose of** her visit was to inspect the equipment.

Here are some expressions to talk about results, most of them are fairly formal.

He did no work. **As a result / As a consequence / Consequently**, he failed his exams.

The result / consequence of all these changes is that no-one is happy any more.

[The examples with **consequence/consequently** sound more formal than **result**]

His remarks **resulted in** everyone getting angry. [verb + **in**]

The events had an **outcome** that no-one could have predicted.

[results of a process or events, or of meetings, discussions, etc.]

The **upshot** of all these problems was that we had to start again. [less formal than outcome]

When the election results were announced, chaos **ensued**. [very formal]

EXERCISE 4. Make full sentences using 'cause and reason words'

EXAMPLE closure of 20 mines → strikes in coal industry *The closure of 20 mines sparked (off) a lot of strikes in the coal industry.*

1 announcement → strong attack from opposition

2 new Act of Parliament → great changes in industry

3 signal failure ← train crash

4 violent storm → wall collapsed

5 food shortages → serious riots in several cities

6 food shortages ← bad economic policies

EXERCISE 5. Make two sentences into one, using the 'reason and purpose' words in brackets.

EXAMPLE There was a controversial decision. She wrote to the local newspaper to protest. (prompt) *The controversial decision prompted her to write to the local newspaper to protest.*

1 I didn't contact you. I'd lost your phone number. (reason)

2 I will not sign. This contract is illegal. (grounds)

3 The government passed a new law. It was on order to control prices. (aim)

4 She sent everyone flowers. I wonder why? (motives)

5 The salary was high. She applied for the job. (prompt)

Text-referring words

Text-referring words take their meaning from the surrounding text. For example, this sentence in isolation does not mean much: We decided to look at the problem again and try to find the solution. What problem? The words **problem** and **solution** help organize the argument of the text, but they do not tell us the topic of the text. They refer to something somewhere else.

Here are some examples. The word in bold refers to the underlined words.

Pollution is increasing. The **problem** is getting worse each day.

Should taxes be raised or lowered? This was the biggest **issue** in the election. [topic causing great argument and controversy]

Whether the war should have been avoided is a **question** that interests historians.

Let's discuss crime. That's always an interesting **topic**. [subject to argue about or discuss, e.g. in a debate or in an essay]

Punishment is only one **aspect** of crime. [part of the topic]

Text-referring words are often used with 'problem-solution' types of texts, where a problem is presented and ways of solving it are discussed. In the following example, the words in bold concern a problem or solution. Try to learn these words as a family.

*The **situation** in our cities with regard to traffic is going from bad to worse. Congestion is a daily feature of urban life. The **problem** is now beginning to **affect** our national economies. Unless a new approach is found to control traffic, we will never find a **solution** to the **dilemma**.*

In the dialogue below, two politicians are arguing. Note how the words in bold refer to parts of the argument.

*A: **Your claim** that we are doing nothing to invest in industry is false. We invested £10 billion last year. You've ignored **this fact**.*

*B: But the investment has all gone to service industries. **The real point** is that we need to invest in our manufacturing industries.*

*A: **That argument** is out-of-date in a modern technological society. **Our position** has always been that we should encourage technology.*

*B: But **that view** won't help to reduce unemployment.*

situation: state of affairs, position (with regard to)

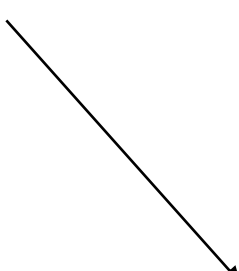
problem: difficulty [more formal], crisis, matter

response: reaction (to), attitude (to)

solution: answer (to), resolution (to), key (to), way out (of)

evaluation [of the solution]: assessment, judgement

EXERCISE 6. Draw lines from the left-hand column to the right-hand column joining each sentence with a suitable label, as in the example.

- | | |
|---|------------|
| 1 The earth is an orbit around the sun. | problem |
| 2 World poverty and overpopulation. | evaluation |
| 3 God exists and loves everybody. | fact |
| 4 I've run out of cash. | belief |
| 5 It had proved to be most efficient. | view |
| 6 They should get married, to my mind. | issue |
- 

EXERCISE 7. Fill in the gaps with an appropriate word to refer to the underlined parts of the sentences.

- 1 So you were talking about animal rights? That's quite a big nowadays.
- 2 We are running out of funds. How do you propose we should deal with the?
- 3 Is there life on other planets? This is a nobody has yet been able to answer.
- 4 (Teacher to class) You can write your essay on 'My best holiday ever'. If you don't like that, I'll give you another one.
- 5 She thinks we should all fly around in tiny little helicopters. This to the traffic problem in cities is rather new and unusual. I wonder if it is viable?

Reinforcing, exemplifying

Look at the newspaper snippets and note the contexts in which the words in bold occur.

The Prime Minister **reiterated**¹ his concern that the debate should not be dominated by personal attacks. He also asked ...

Mr Burn's comments **epitomize**² the attitude of many parents nowadays. He seems to be in the ...

The recent events **underscore**³ the need for a better understanding of the environmental impact of biotechnology. If this phase in the...

Several historians have **posited**⁴ a connection between the decline of the Roman Empire and the eruption of a far distant volcano...

It was a philosophy first **expounded**⁵ by John Ruskin in the nineteenth century. If human...

In an attempt to **account for**⁶ the lack of interest, political analysts have looked at past voting patterns. On the basis of...

- | | |
|----------------------------|--|
| 1 repeated, restated | 4 suggested as a basic fact or principle |
| 2 are a perfect example of | 5 developed, proposed |
| 3 emphasise | 6 explain, find the cause of |

EXERCISE 8. Look at these extracts from essays and use the words from above to improve their style, making the underlined words more formal

- 1 The response from the public really shows us the importance of having a full investigation of the facts.
- 2 This view of the world was originally laid out by the Ancient Greek philosophers.
- 3 It is not easy to find the reason for the fall in population of these birds.
- 4 Economists have said there might be a link between exchange rates and a general lack of confidence in the European Union.
- 5 I should like to say again here that the issue is not one that can be easily resolved.
- 6 The recent events are the best example of the dilemma faced by politicians the world over.

Categorizing and including

Japanese visitors **comprised/made up** 70 % of the hotel's guests last year. [70 % consisted of]

The course **is comprised of** two elements: reading and writing. [is composed of]

These two approaches can be **subsumed** under one heading. [brought together / united]

The book **embraces** a number of issues, from the economic to religious ones. [covers / includes]

Her philosophy is difficult to **categorise**. [label as belonging to a particular type or class]

EXERCISE 9. Rewrite these sentences using the verb in brackets and making any other necessary changes.

- 1 70 % of the landmass is mountain ranges. (COMPRISE)
- 2 A wide variety of subjects are dealt with in the book. (EMBRACE)
- 3 I think these three sections can all come under one heading. (SUBSUME)
- 4 Poems are not easily amendable to being put into different types. (CATEGORISE)

VOCABULARY SUPPORT

1. Данная статья – the present paper, article
2. Тема – the theme (subject-matter)
3. Основная проблема – the main (major) problem
4. Цель – the purpose
5. Основной принцип – the basic principle
6. Проблемы, связанные с – problems related to; problems of
7. Аналогично – similarly; likewise

8. Поэтому, следовательно, в результате этого – hence; therefore
9. Наоборот – on the contrary
10. Тем не менее – nevertheless; still; yet
11. Кроме того – besides; also; in addition; furthermore
12. Сначала – at first
13. Далее, затем -next; further; then
14. Наконец, итак -finally
15. Вкратце – in short; in brief

Цель написания статьи:

1. The object (purpose) of this paper is to present (to discuss, to describe, to show, to develop, to give)...
2. The paper (article) puts forward the idea (attempts to determine)...

Вопросы, обсуждаемые в статье:

1. The paper (article) discusses some problems relating to (deals with some aspects of, considers the problem of, presents the basic theory, provides information on, reviews the basic principles of)...
2. The paper (article) is concerned with (is devoted to)...

Начало статьи:

1. The paper (article) begins with a short discussion on (deals firstly with the problem of)...
2. The first paragraph deals with...
3. First (at first, at the beginning) the author points out that (notes that, describes)...

Переход к изложению следующей части статьи:

1. Then follows a discussion on...
2. Then the author goes on to the problem of...
3. The next (following) paragraph deals with (presents, discusses, describes)...
4. After discussing... the author turns to...
5. Next (further, then) the author tries to (indicates that, explains that)...
6. It must be emphasized that (should be noted that, is evident that, is clear that, is interesting to note that)...

Конец изложения статьи:

1. The final paragraph states (describes, ends with)...
2. The conclusion is that the problem is...
3. The author concludes that (summarizes the)...
4. To sum up (to summarize, to conclude) the author emphasizes (points out, admits that...)
5. Finally (In the end) the author admits (emphasizes) that...

Оценка статьи:

1. In my opinion (To my mind, I think)...
2. The paper (article) is interesting, of importance (of little importance), valuable (invaluable), up-to-date (out-of-date), useful (useless)... (not interesting)...

2. HOW TO WRITE A SUMMARY

Summarizing (or abstracting) can be also viewed as an independent work besides being a part of the process of rendering. As summarizing can be helpful in many other spheres of life outside the classroom, here are some more clues on how to summarize effectively.

1. Accuracy when Summarizing

It is crucial to accurately describe the main points of the work being summarized. As with paraphrasing, you should not distort the source material's original meaning. Before you can accurately summarize a source's ideas, you must understand them, of course. Misunderstanding an author's sarcasm, for example, when you read the original source, could lead you to believe he or she is promoting a certain idea, when they are actually opposing it. Once you are confident of a source's meaning, when you write your summary of the source pay close attention to the precise meaning of the words you use to ensure accuracy. Also, do not introduce any ideas that were not expressed in the original source into your summary. You must be sure not to leave out any crucial ideas from the source material, even if those ideas contradict your own opinions.

Example of Accurate vs. Inaccurate Summarizing

Original Source

Parents often say their kids turn into emotional yo-yos once adolescence sets in. «My friend claims her daughter had PMS for three years until she finally had her period. Then everything fell into a rhythm and life was fine,» says Sue Hammerton, a nurse who works at Centennial High School and teaches classes on puberty for Poudre Valley Hospital. Part of the emotional rollercoaster is caused by hormones, Hammerton says, but much of it is caused by trying to manage busy, complicated social lives. «Kids, especially pre-teens, constantly worry about whether they fit in or not. They think they are at the center of the universe and everyone is watching them,» says Hammerton. «When they feel insecure, they might throw dirt on their home life, because that is where they can let it all hang out.» That's the time to remember it's probably not about you. Your teen is going through emotional changes that are often frightening. «Teens feel isolated. They are no longer kids and not quite adults. They don't know where to fit in,» says [Dr.] McGinnis. This can make for some chaotic moments. The challenge for parents, jokes McGinnis, is to «try to maintain your self-esteem while being totally devalued by your children.» He recommends being deaf during heated moments. In other words, don't be pulled into a fight. That doesn't mean giving in, but rather saying you'll discuss the situation at a different time. (*Excerpted from Lynn Utzman-Nichols, «Surviving the Teen Years»*).

Accurate summary

In her article, «Surviving the Teen Years,» Lynn Utzman-Nichols, a frequent contributor to Fort Collins-Greely-Loveland Parent Magazine, discusses how

parents can cope with the «emotional rollercoaster» their adolescent children ride through their teen years.

While hormones do contribute to some of the changes parents see, Utzman-Nichols feels that worries about their place in society are a larger factor in causing stress for teenagers-stress, she says, that they sometimes relieve by taking out their anger and fears on their parents. She advises parents to not take their children's' emotional outbursts personally. Also, parents should not react to their children's anger right away. Instead, they should postpone discussing the problem until a calmer moment.

Inaccurate summary

Lynn Utzman-Nichols, in her article, «Surviving the Teen Years» argues that parents should simply ignore their children's emotional outbursts during adolescence. Parents need to recognize that their children are not really concerned with their parents' opinions anymore, but only care about «fitting in» to their peer group. Home becomes a convenient dumping ground for their fears and worries, she says.

This summary is inaccurate in several ways. Utzman-Nichols did not recommend «simply ignoring» a teenager's outbursts. Rather, she suggested waiting. Also, while she does say teenagers are very concerned with their peer group, she never says they don't care about their parents' opinions anymore.

2. Objectivity

When you summarize from a source, you must be careful to report the ideas of the source objectively. This means you should not inject your opinion of the source material into your description of the source's ideas. Your attitude towards the source material, whether negative or positive, shouldn't be readily apparent to your reader when he or she reads the summary. Of course, you may and should! express your opinion of the source's ideas in the frame surrounding the summary as a way of tying the source material into your focus.

Objective vs. Subjective Summary

Subjective Summary

In her clearly written article, «Surviving the Teen Years,» Lynn Utzman-Nichols, a frequent contributor to Fort Collins-Greely-Loveland Parent Magazine, discusses how parents can cope with the «emotional rollercoaster» their adolescent children ride through their teen years. While hormones do contribute to some of the changes parents see, Utzman-Nichols feels, rightly so, that worries about their place in society are a larger factor in causing stress for teenagers-stress, she says, that they sometimes relieve by taking out their anger and fears on their parents. She wisely advises parents to not take their children's' emotional outbursts personally. Also, parents should not react to their children's anger right away. Instead, they should postpone discussing the problem until a calmer moment.

We can tell right away how this writer feels towards Utzman-Nichols' article. Adjectives such as «clearly» and «wisely,» as well as parenthetical comments such as «rightly so» paint a clear picture of this writer's approval for the ideas and style of the source material. While you may certainly express your opinion of the source material in the frame surrounding the summary, you should avoid being biased in

the summary itself. Too many subjective comments will make your reader/listener wonder if you were able to read the source material with a critical eye, and also they may wonder if the summary is slanted to fit your opinions.

Notice how in the revised summary below, we can't tell the writer's opinion towards the source material. This writer has succeeded in being objective.

Objective Summary

In her article, «Surviving the Teen Years,» Lynn Utzman-Nichols, a frequent contributor to Fort Collins-Greely-Loveland Parent Magazine, discusses how parents can cope with the «emotional rollercoaster" their adolescent children ride through their teen years. While hormones do contribute to some of the changes parents see, Utzman-Nichols feels that worries about their place in society are a larger factor in causing stress for teenagers-stress, she says, that they sometimes relieve by taking out their anger and fears on their parents. She advises parents to not take their children's' emotional outbursts personally. Also, parents should not react to their children's anger right away. Instead, they should postpone discussing the problem until a calmer moment.

3. Focus on Main Ideas

A summary, unlike paraphrasing, should not focus on specifics. Rather it focuses on the main ideas of the source material only. An effective summary avoids giving a play-by-play account, and instead recaps the overall arguments of the material.

Example of Summary that doesn't Focus on Main Points Only

In her article, «Surviving the Teen Years,» Lynn Utzman-Nichols proposes ways for parents to cope with the «emotional rollercoaster" their adolescent children ride through their teen years. While physical changes do cause some of the changes parents see, a nurse Utzman-Nichols interviewed states that teenagers' lack of security about their place in society and their tendency to see themselves as «the center of the universe,» are larger factors in their outbursts at home. Teenagers often show their emotions most openly at home because that's where they feel they can be the most unguarded. These emotions also come about because adolescents are caught between two worlds – that of the child and the adult. They feel like they don't belong in either place; that they are alone. Parents should be aware, Utzman-Nichols says, that they are not really the cause of the emotions, just an easy target to throw them at. It is hard for parents to not feel put down at such times, but they should strive to not get caught up in responding to the child's emotion. Instead, parents should put off talking with the child about the issue until everyone is calmer.

While this summary is accurate, it includes some points that do not really help the reader understand the main ideas of the source material.

For instance, the observation that teenagers see themselves as «the centre of the universe» is not a main idea, but simply one reason why teenagers are so insecure, (which is a main idea). Also, the fact it was a nurse that the author interviewed does not tell us what the author's ideas were. And do we really need to know why adolescents are often emotionally out of control at home in order to understand what to do about it?

The following summary is much more effective in sticking to main ideas and eliminating unnecessary detail.

As Lynn Utzman-Nichols argues in her article, «Surviving the Teen Years,» parents can cope with the moodswings of their adolescent children by understanding the emotional causes for the changes and keeping their cool even while their teenagers lose theirs. Although hormones do contribute to some of the changes parents see, Utzman- Nichols feels that worries about their place in society are a larger factor in causing stress for teenagers. Parents should understand that the reason their children sometimes lash out at them is because they are frightened and unsure of themselves. She urges them not to take their teenager's anger personally, but to remain calm and postpone talking about the source of the anger until a calmer moment arrives.

Here the main ideas of this passage are covered succinctly and completely – teenagers have emotional outbursts because they are frightened and insecure and parents should keep their cool about the outbursts.

4. Excluding Details and Examples from Summaries

One trap students often fall into when summarizing is feeling the need to include all the details from the original source material. They often list the examples the author gave to support their points, rather than just restating the main ideas of the source. An effective summary avoids including the evidence, examples or descriptive details given in the summarized work or passage.

Example of Summary with Too Many Details and Examples Included

In her article, «Surviving the Teen Years,» Lynn Utzman-Nichols proposes ways for parents to cope with the «emotional rollercoaster» their adolescent children ride through their teen years. Physical changes such as the onset of menstruation do cause some of the changes parents see. For example, a nurse Utzman-Nichols interviewed recalled how a friend's daughter seemed to have «PMS for three years.» However, this same nurse said that teenagers' lack of security about their place in society and their tendency to see themselves as «the center of the universe,» are larger factors in their outbursts at home. Teenagers often show their emotions most openly at home because that's where they feel they can be the most unguarded. Utzman-Nichols also interviewed a doctor who said that these emotions come about because adolescents are caught between two worlds--that of the child and the adult. They feel like they don't belong in either place, that they are alone. Parents should be aware, Utzman-Nichols says, that they are not really the cause of the emotions, just an easy target to throw them at. It is hard for parents to not feel put down at such times, but they should strive to not get caught up in responding to the child's emotion. Instead, the doctor she interviewed advised parents to become «deaf» during arguments, and tell their children they'll talk about the problem at a later, calmer moment.

In this summary, the writer has repeated many of the examples given in the original source. For example, we are given the detail of the girl who had «PMS for three years» and we hear that Utzman-Nichols interviewed a nurse and a doctor for her article. Also, this writer has included the same example of a physical change, menstruation, that the author originally offered. It is inappropriate to include these

kind of details in a summary as it doesn't tell us so much what the author's main ideas were, but rather how she backed up her points. It may cause your reader to lose the focus of your paper instead of thinking about ways to cope with teenagers' emotions (your subject), they might start thinking about other types of physical changes, or wondering which specific doctor the author interviewed.

If though, that if we cross out the underlined sections, as shown below, the summary becomes much more focused on ideas, while still giving us an accurate picture of what the author was arguing for.

In her article, «Surviving the Teen Years,» Lynn Utzman-Nichols proposes ways for parents to cope with the «emotional rollercoaster» their adolescent children ride through their teen years. Physical changes such as the onset of menstruation do cause some of the changes parents see. For example, a nurse Utzman-Nichols interviewed recalled how a friend's daughter seemed to have «PMS for three years.» However, this same nurse said that teenagers' lack of security about their place in society and their tendency to see themselves as «the center of the universe,» are larger factors in their outbursts at home. Teenagers often show their emotions most openly at home because that's where they feel they can be the most unguarded. Utzman-Nichols also interviewed a doctor who said that These emotions come about because adolescents are caught between two worlds--that of the child and the adult. They feel like they don't belong in either place; that they are alone. Parents should be aware, Utzman-Nichols says, that they are not really the cause of the emotions, just an easy target to throw them at. It is hard for parents to not feel put down at such times, but they should strive to not get caught up in responding to the child's emotion. Instead, the doctor she interviewed advised parents to become «deaf» during arguments, and tell their children they'll talk about the problem at a later, calmer moment.

5. Concise Summaries

While a paraphrase may often be as long or even longer than the passage being paraphrased, an effective summary should be more concise than the original source material. In order to be more concise, focus on main points only, avoid including the examples or descriptive details given in the original source, make direct statements, and avoid repetition.

Example of Too Lengthy Summarizing

In her article, «Surviving the Teen Years,» Lynn Utzman-Nichols proposes ways for parents to cope with the «emotional rollercoaster» their adolescent children ride through their teen years. While physical changes do cause some of the changes parents see, a nurse Utzman-Nichols interviewed states that teenagers' lack of security about their place in society and their tendency to see themselves as «the center of the universe,» are larger factors in their outbursts at home. Teenagers often show their emotions most openly at home because that's where they feel they can be the most unguarded. These emotions also come about because adolescents are caught between two worlds – that of the child and the adult. They feel like they don't belong in either place; that they are alone. Parents should be aware, Utzman-

Nichols says, that they are not really the cause of the emotions, just an easy target to throw them at. It is hard for parents to not feel put down at such times, but they should strive to not get caught up in responding to the child's emotion. Instead, parents should put off talking with the child about the issue until everyone is calmer.

Notice how this summary is very repetitious. It mentions in three different ways that adolescents are not sure of their place in the world. Repetition of ideas is often used in original source material to clarify a statement or give examples, but it should be avoided in a summary. Also, this summary includes details such as the fact it was a nurse the author interviewed and why children feel more free to be emotionally out of control at home, neither of which is a main point of the passage.

Both the repetition and the extraneous details make this summary too lengthy. In fact, it is close to the same length as the original passage. A summary should always be more concise than the original source material.

The following summary is a good example of a concise restatement of the passage's ideas.

As Lynn Utzman-Nichols argues in her article, «Surviving the Teen Years,» parents can cope with the moodswings of their adolescent children by understanding the emotional causes for the changes and keeping their cool even while their teenagers lose theirs. Although hormones do contribute to some of the changes parents see, Utzman-Nichols feels that worries about their place in society are a larger factor in causing stress for teenagers. Parents should understand that the reason their children sometimes lash out at them is because they are frightened and unsure of themselves. She urges them not to take their teenager's anger personally, but to remain calm and postpone talking about the source of the anger until a calmer moment arrives.

This summary could be condensed even more:

As Lynn Utzman-Nichols argues in her article, «Surviving the Teen Years,» parents can cope with the moodswings of their adolescent children by understanding that the main reason their children sometimes lash out at them is because they are frightened and unsure of their place in society. Thus parents should not take their teenager's anger personally, but remain calm and postpone talking about the source of the anger until a calmer moment arrives.

This summary still covers the passage's main ideas: why adolescents have emotional outbursts and what parents can do about them. Notice though, how it has been condensed down to just two sentences by making the first sentence of the summary specific about what the emotional causes are, and by not restating the idea of «keeping their cool» (i. e. «remaining calm») two different times and ways.

6. A successful summary:

As Lynn Utzman-Nichols argues in her article, «Surviving the Teen Years,» parents can cope with the extreme moodswings of their adolescent children by understanding that the main reason their children sometimes lash out is because they are frightened and unsure of their place in society. Thus parents should not take their teenager's anger personally, but remain calm and postpone talking about the source of the anger until a calmer moment arrives.

All the elements of an effective summary are here. The summary covers only the passage's main ideas: why adolescents have emotional outbursts and what parents can do about them. Notice that it is also objective (we can't tell the writer's attitude towards Utzman-Nichols' ideas), very concise (only 2 sentences), and does not include specific details or examples (like the fact that the author quoted a doctor and a nurse).

EXERCISE. Write a summary of the following articles.

*Article #1 **Running Shoes***

Running shoes are the single most important piece of equipment in both track and distance running. A well-constructed shoe, that balances protection of the athlete from undue physical stress with lightweight construction and responsiveness, will assist runners in the achievement of their ultimate goal: to run as fast as possible.

An effective running shoe must combine the features of shock absorbency, motion control when the foot strikes the ground, flexibility and responsiveness, and a measure of durability. Running shoe science began a remarkable progression that included the work of Adi Dassler (1900–1978) of Germany, the founder of Adidas, and the later creations of Bill Bowerman (1911–1999), the American track coach who developed the Nike "waffle" outsole in the early 1970s.

Each component of the modern running shoe has a specific function. The outsole is the outer tread of the shoe; it is usually made from a carbon rubber compound and provides traction for the runner. The midsole is the part of the shoe construction that provides both cushioning and stability to the runner. The midsole will appear to be made of a foam material, usually ethylene vinyl acetate (EVA), an extremely lightweight material, or polyurethane. It is common for running shoes to have a post implanted in the midsole to provide further stability. Running shoes often have different densities of materials in the mid-sole construction, with the medial part of the midsole (inner) composed of a harder EVA, and the lateral (outer) side made of a softer material. This design is intended to counter the effects of "pronation," the inward movement of the foot on the contact with the running surface; 80% of runners tend to pronate. The midsole may also include a liquid or semi-gel, air, or specialized plastic compound to further absorb shock. Most distance runners will generate forces that are approximately three times their body weight on impact with each foot strike.

The upper is the part of the running shoe that encases the foot. It is padded and it is usually a synthetic material and typically washable. The heel counter is a hard, cup-shaped device set against the heel of the runner to promote stability and to limit the movements of the heel on impact (both laterally and vertically).

Many modern running shoes are built to accommodate a foot orthotic, used to correct the structural imbalances that are a primary cause of running injuries.

With each stride, the runner delivers a force through the shoe into the ground, as with classic Newtonian physics, every such action produces an equal and opposite reaction, with forces of impact directed into the foot. The more efficiently such forces may be distributed through shoe construction, the more responsive the shoe to the next stride and the less likely the musculoskeletal structure will be to unduly absorb these forces. The construction of the quintessential perfect running shoe is a marriage of the contrasting features of cushioning and responsiveness.

Article #2 Protein Ingestion and Recovery from Exercise

Proteins, carbohydrates, and fats are the three food groups that comprise the human diet. For a healthy and active person, with no specialized dietary needs, protein should be approximately 12-15% of the total food consumed every day. The ingestion of proteins, both in terms of the timing and the quantity consumed, is critical to an athlete's quick and efficient recovery from the stresses imposed on the body by exercise.

The ingestion of proteins is the first step in the conversion of these foods into a form that the body can utilize. Ingestion is the act of physically consuming food; digestion is the conversion of the food to a form that the body can assimilate and absorb; and synthesis is the process of using the absorbed protein to create a functional substance. The key components of proteins are various amino acids, which are the building blocks for the construction and repair of muscles within the body. Protein is also an essential aspect of the ability of the nervous system to transmit impulses. They are also a part of the chemistry of many hormones secreted by the endocrine system and are essential to the functioning of the immune system.

The ingestion of dietary proteins is important to the health of the skeletal muscles, one of the three different types of muscle in the body. The other muscle types, the cardiac muscles that power the heart and the smooth muscles that work within the interior portions of many of the internal organs, are maintained and restored by other internal means.

A healthy athlete should consume protein in the diet on a relatively steady basis throughout the day. Steady consumption usually ensures an equally steady and continuous protein synthesis. All forms of exercise will place demands on the body that deplete the levels of proteins and their constituent amino acids; the intensity of exercise, particularly resistance exercises such as weight training and other explosive movements, will have a correspondingly greater effect in the reduction of protein levels. Muscles cannot grow in either mass or strength unless they are stressed and then provided the opportunity to be repaired. As a very general guideline to how much protein a healthy person should consume on a daily basis,

one gram of protein per pound (0.5 kg) of lean body weight (the total body weight less body fat) is an accepted figure.

A blood test can assist in determining precisely how much protein should be consumed by a specific athlete. The blood urea nitrogen test is a measurement of the amount of urea on the blood. Nitrogen is one of the elements present in all forms of protein; nitrogen will exist in its elemental state as a byproduct of protein breakdown. Urea is also a byproduct of protein synthesis, in which excess proteins will lead to the generation of excess amino acids that must be broken down and processed by the liver for ultimate excretion from the body by the kidneys as urine. If protein consumption is too high for the body to use in the synthesis process, this fact is revealed through an elevated urea level. Long-term excess protein consumption may place significant stress on the liver and kidney functions.

Amino acids made available to the body from digested protein also require significant amounts of water to become metabolized in the liver; amino acid molecules require twice as much water to be broken down as does a glucose molecule. High protein consumption can easily lead to dehydration for this reason.

When the amount of protein consumed into the body is too low to meet the needs of repair and restoration of muscles, these tissues will ultimately break down, without any corresponding build up. This process, known as muscle catabolism, is dangerous to the long-term health of the musculoskeletal system, as the body does not have an alternative means with which to sustain these structures.

Research studies with respect to the optimum timing of protein replacement suggest that proteins should be ingested between 30 minutes and one hour after the muscle resistance or other strenuous activity. It is generally agreed that a series of smaller meals, each with a protein component, will be digested more agreeably by the body than one large meal. A number of amino acids necessary to human function must be obtained through food, and certain types of foods are superior protein sources in this regard: eggs, most fish, milk, and other dairy products are known as complete protein sources for this reason. Incomplete or complementary proteins are found in beans, nuts, and many vegetables.

3. HOW TO WRITE AN ABSTRACT

Often when asked to write a report or article, you will be required to include an abstract. This is usually a very concise summary of what the report or article is about and is usually placed before the body of your writing. The abstract can be read to get a quick overview. It tells the reader what to expect in your work and it should be based on all you have written.

Definitions

The word abstract comes from the Latin *abstractum*, which means a condensed form of a longer piece of writing. There are two main types of abstract: the (1) Descriptive and the (2) Informative abstract. The type of abstract you write depends on your discipline area.

Why do we write abstracts?

Abstracts are important parts of reports and research papers and sometimes academic assignments. The abstract is often the last item that you write, but the first thing people read when they want to have a quick overview of the whole paper. We suggest you leave writing the abstract to the end, because you will have a clearer picture of all your findings and conclusions.

How do I write an abstract?

- ✓ First re-read your paper/report for an overview. Then read each section and condense the information in each down to 1-2 sentences.
- ✓ Next read these sentences again to ensure that they cover the major points in your paper.
- ✓ Ensure you have written something for each of the key points outlined above for either the descriptive or informative abstract.
- ✓ Check the word length and further reduce your words if necessary by cutting out unnecessary words or rewriting some of the sentences into a single, more succinct sentence.
- ✓ Edit for flow and expression.

What makes a good abstract?

A good abstract:

- ✓ uses one well-developed paragraph that is coherent and concise, and is able to stand alone as a unit of information
- ✓ covers all the essential academic elements of the full-length paper, namely the background, purpose, focus, methods, results and conclusions
- ✓ contains no information not included in the paper
- ✓ is written in plain English and is understandable to a wider audience, as well as to your discipline-specific audience
- ✓ often uses passive structures in order to report on findings, focusing on the issues rather than people
- ✓ uses the language of the original paper, often in a more simplified form for the more general reader

- ✓ usually does not include any referencing
- ✓ in publications such as journals, it is found at the beginning of the text, while in academic assignments, it is placed on a separate preliminary page.

(1) Descriptive abstracts

Descriptive abstracts are generally used for humanities and social science papers or psychology essays. This type of abstract is usually very short (50-100 words). Most descriptive abstracts have certain key parts in common. They are:

- background
- purpose
- particular interest/focus of paper
- overview of contents (not always included)

(2) Informative abstracts

Informative abstracts are generally used for science, engineering or psychology reports. You must get the essence of what your report is about, usually in about 200 words. Most informative abstracts also have key parts in common. Each of these parts might consist of 1-2 sentences. The parts include:

- background
- aim or purpose of research
- method used
- findings/results
- conclusion

The table below summarizes the main features of, as well as the differences between, the two types of abstracts discussed above. In both types of abstract, your lecturer/tutor may require other specific information to be included.

Descriptive abstract	Informative abstract
Describes the major points of the project to the reader.	Informs the audience of all essential points of the paper.
Includes the background, purpose and focus of the paper or article, but never the methods, results and conclusions, if it is a research paper.	Briefly summarizes the background, purpose, focus, methods, results, findings and conclusions of the full-length paper.
Is most likely used for humanities and social science papers or psychology essays.	Is concise, usually 10% of the original paper length, often just one paragraph.
	Is most likely used for sciences, engineering or psychology reports.

Examples of abstracts

Here are two abstracts with the key parts identified. The Descriptive abstract (1) is for a humanities paper and the Informative abstract (2) for a psychology report.

(1) Model descriptive abstract

Abstract (Stevenson, 2014)	Key Parts
<p>The opportunity to design and deliver short programs on referencing and avoiding plagiarism for transnational UniSA students has confirmed the necessity of combating both the ‘all-plagiarism-is-cheating’ reaction and the ‘just-give-them-a-referencing-guide’ response. The notion of referencing is but the tip of a particularly large and intricate iceberg. Consequently, teaching referencing is not adequate in educating students to avoid plagiarism. In this presentation, I will use the transnational teaching experience to highlight what educating to avoid plagiarism entails.</p>	<p><i>Background</i></p> <p><i>Purpose and aim</i></p> <p><i>Particular focus of paper</i></p>

(2) Model informative abstract

Abstract (Zoltan, 2015)	Key Parts
<p>Metalinguistic awareness contributes to effective writing at university. Writing is a meaning-making process where linguistic, cognitive, social and creative factors are at play. University students need to master the skills of academic writing not only for getting their degree but also for their future career. It is also significant for lecturers to know who our students are, how they think and how we can best assist them. This study examines first-year undergraduate Australian and international engineering students as writers of academic texts in a multicultural setting at the University of Adelaide. A questionnaire and interviews were used to collect data about students’ level of metalinguistic awareness, their attitudes toward, expectations for, assumptions about and motivation for writing. The preliminary results of the research show that students from different cultures initially have different concepts about the academic genres and handle writing with different learning and writing styles, but those with a more developed metalanguage are more confident and motivated. The conclusion can also be drawn that students’ level of motivation for academic writing positively correlates with their opinion about themselves as writers. Following an in-depth multi-dimensional analysis of preliminary research results, some recommendations for writing instruction will also be presented.</p>	<p><i>background</i></p> <p><i>purpose and aim</i></p> <p><i>methods</i></p> <p><i>results</i></p> <p><i>conclusions</i></p>

How is an abstract different to an introduction?

Students are sometimes confused about the difference between an abstract and an introduction. In fact, they are different pieces of writing with different aims and key parts. The following table will briefly describe these differences in the case of a research paper.

Abstract	Introduction
The essence of the whole paper	Introduces the paper
Covers the following academic elements: <ul style="list-style-type: none"> • Background • Purpose and focus • Methods • Results (also called “findings”) • Conclusions • Recommendations (or “implications”, not always relevant) 	Covers the following academic elements: <ul style="list-style-type: none"> • Background • Purpose • Propositions (also called “point of view” or “thesis” statement) • Outline of key issues • Scope (not always relevant)
Summarizes briefly the whole paper including the conclusions.	Introduces the paper and foregrounds issues for discussion.

Other useful resources

Websites

<http://writingcenter.unlv.edu/writing/abstract.html>

<https://owl.english.purdue.edu/owl/resource/656/01/>

<http://writingcenter.gmu.edu/writing-an-abstract/>

http://courseworks.unimelb.edu.au/research_and_writing/abstracts

<http://www.ece.cmu.edu/~koopman/essays/abstract.html>

<http://www.sccur.uci.edu/sampleabstracts.html>

<http://www.uq.edu.au/student-services/phdwriting/phlink08.html>

http://www.willamette.edu/cla/ssrd/abstract_examples/

4. AT THE CONFERENCE

1. Discuss in pairs.

1. Have you ever given a talk to a large audience at an international conference?
2. How did you feel?
3. What problems was the conference devoted to?
4. Did you make any professional contacts there?
5. Do you know any leading conferences in your research field?
6. Who are the leading scientists in your field?
7. What are the benefits of participating in conferences for both academics and their affiliated institutions?

2. Match the types of meetings with their definitions.

Type	Definition
1 Conference	A. The first meaning of this term refers to a group of students studying under a professor with each doing research and all exchanging results through reports and discussions. Its second definition is 'debating special issues'. It preserves the conversational character of the term.
2 Symposium	B. This activity clearly symbolizes the equality of all participants. Each of them will have the same right to take the floor. Discussion nevertheless plays the leading role in this kind of meeting.
3 Seminar	C. This term means a type of meeting where one or two people share their innovative experience in some area with the other participants organizing it in the form of a training session.
4 Colloquium	D. This term indicates both a traditional conference and a conversational seminar. This type of meeting tends to privilege the aspect of debate.
5 Workshop	E. The most general term to indicate a meeting for discussion – most commonly adopted by associations and organizations for their regular meetings. It is usually associated with the most traditional type of presentation, that is, papers followed by questions.
6 Round table	F. Nowadays, this describes a meeting to discuss a particular subject, but its original meaning defines it as a drinking party devoted to conversation and following a banquet. This activity, thus, has a slightly more informal character than a conference.

ACTIVE VOCABULARY

- 1 accommodation - размещение (участников конференции)
- 2 annual conference - ежегодная конференция
- 3 Call for Papers - информационное письмо (о конференции)
- 4 chairperson and conferees - председатель и участники конференции
- 5 conference proceedings - материалы конференции

- 6 conference returns - отзывы (участников конференции)
- 7 deadline for registration - крайний срок регистрации на конференцию
- 8 full-length paper - полный текст доклада (статьи)
- 9 general conference - общая конференция
- 10 keynote speaker пленарный - докладчик (на конференции)
- 11 leading conference in a research field - ведущая конференция в научной сфере
- 12 multiple track conference - конференция, в которой заседания секций идут параллельно
- 13 networking - установление контактов (нетворкинг)
- 14 opening session - открытие конференции
- 15 panel discussion - аналог круглого стола, дискуссионная сессия на конференции
- 16 professional conference - профессиональная конференция
- 17 questions from the floor - вопросы из зала
- 18 single track conference - конференция, в которой заседания секций идут друг за другом
- 19 site selection выбор - площадки (для проведения конференции)
- 20 themed conference - тематическая конференция
- 21 to avoid time conflict - избегать совпадения по времени
- 22 to be peer reviewed - проходить экспертную оценку (научной статьи)
- 23 to debate special issues - обсуждать специальные вопросы
- 24 to discuss topical issues - обсуждать актуальные вопросы
- 25 to ensure the event flows smoothly - обеспечивать успешное проведение мероприятия
- 26 to give a talk to a large audience - выступать перед большой аудиторией
- 27 to issue a directive for attendance - издавать инструкцию для участия (в конференции)
- 28 to make professional contacts - устанавливать профессиональные контакты
- 29 to present a lecture - выступать с сообщением, представить доклад
- 30 to provide an international channel for exchange of information - служить м/н каналом для обмена информацией
- 31 to report on the meeting - отчитываться о работе совещания
- 32 to submit an abstract of a presentation - отправлять аннотацию (тезисы) выступления
- 33 venue - место проведения (конференции)

3. Share your experience with your neighbor on the following.

- 1 What types of academic meetings are the most traditional ones in your field?
- 2 Have you ever visited a workshop? If, yes, did you like it? Why? Why not?
- 3 Have you ever given a workshop? If yes, what was it about?
- 4 Do you have roundtable discussions in your professional sphere? What issues do you usually discuss at roundtables?

4. Scan the text and explain the difference between organizing committee, programme committee, and PCO.

An International Academic Conference

An international academic conference is a conference for researchers to present and discuss their work. Together with academic or scientific journals, conferences provide an important international channel for exchange of information between researchers. Academic conferences fall into three categories: a themed conference, a general conference, and a professional conference.

International conferences are usually organized either by a scientific society or by a group of researchers with a common interest. Large meetings may be handled on behalf of the scientific society by a Professional Conference Organizer (PCO). A PCO will assist with finding the right venue, dealing with accommodation and appointing other companies if necessary. Site selection is important for the success of the event. It should include considerations for a hotel room rate, conference rooms and facility usage, and easy access from major international airports. Time selection is also important to succeed. It is necessary to avoid a time conflict with existing conferences.

As soon as the dates and venue have been decided, the next step is to advise everyone involved and to issue a directive for attendance. The conference is announced by a Call for Papers (CFP). A CFP is sent to interested parties, describing the title and subject matter to be covered, the way of registration, the deadline for registration, the language of the conference, any costs involved and payment policy, and organizing team contact details. Online registration service allows delegates to register easily and 24 hours a day.

Prospective presenters are usually asked to submit a short abstract of their presentation, which is peer reviewed by members of the programme committee or referees chosen by them.

At the start of the conference it is a good idea to have an opening session where the chairperson can welcome everyone and follow this with a keynote speaker to set the theme for the meeting. The chairperson plays an important role. He needs to ensure the event flows smoothly, to introduce speakers, to manage questions from the floor, and keep an eye on the time. Accordingly, the chairperson should be a good speaker.

Often there are one or more keynote speakers, presenting a lecture that lasts an hour or so, and which is likely to be advertised before the conference. All speakers need to be good communicators and their speeches must be relevant, up-to-date and of the correct length for the time allocated. Generally, the topic is presented in the form of a short, concise speech lasting about 10 — 30 minutes, usually including discussion. It can be presented in the form of academic papers and published as the conference proceedings.

Conferences might be single track or multiple track, where the first one has only one session at a time, while a multiple track meeting has several parallel sessions at the same time with speakers in separate rooms. Informal international networking and getting people talking outside the main conference sessions can be very productive and social activities are ideal for this. People appreciate the opportunity to discuss topical issues and problems with foreign colleagues, or those with a similar interest.

After the conference the organizing committee should meet to evaluate and possibly report on the meeting. If delegate evaluation forms were handed out, the results on the returns should be analyzed, considered and used for planning future events.

5. Explain in your own words the following word combinations.

An academic conference, a scientific journal, subject matter, payment policy, peer review, an opening session, a keynote speaker, conference proceedings, a multiple track, topical issues, a delegate evaluation form.

6. Insert the prepositions where necessary

- 1 channel _____ exchange of information _____ researchers
- 2 to be handled _____ behalf _____
- 3 to assist _____ finding the right venue
- 4 to deal _____ accommodation
- 5 a directive _____ attendance
- 6 deadline _____ registration
- 7 questions _____ the floor
- 8 to report _____ the meeting
- 9 the results _____ the returns
- 10 to take _____ the floor

VOCABULARY

7. Fill in the gaps with the following words and word combinations.

Panel discussion, keynote speakers, abstracts, session, academic papers, deadline, networking, venue

- 1 The final list of accepted _____ will be emailed when available.
- 2 Most _____ should be written in academic voice.
- 3 There were a number of participants at the conference dinner, several of them were _____.
- 4 A number of social events will be organised to facilitate _____.
- 5 A great interactive _____ is definitely an ice breaker.
- 6 The day will conclude with a _____ during which the debate will be thrown open to the audience.
- 7 A cosy cocktail lounge is the perfect _____ for a quiet drink.
- 8 Submission _____ for articles for the next issue is 10 December 2019.

7. Read the following Call for Papers. Fill in the missing words and word combinations:

1 language	6 conference proceedings
2 entertainment activities	7 deadline
3 presentation	8 annual
4 fee	9 topics
5 program committee	10 abstracts

You are invited to take part in the 17th Lugano International Conference on Web Engineering to be held on 6-9 June, 2016 This _____ (1) Conference has

become a traditional meeting place for the exchange of ideas between scientists and engineers involved in web engineering all over the world.

Conference _____ : (2)

- Web application development.
- Design models and methods.
- Rich Internet Applications.



The Conference _____ (3) is English. The _____ (4) will be published and handed to the conferees at the registration. Each full-length paper will be allowed 20 minutes for _____ (5) and discussion _____ (6) of 500 words in English should be sent by email to the conference _____ (7) (please indicate your telephone and fax numbers, email and mailing addresses). _____ (8) for receipt of abstracts is 1 December 2015. The authors of the selected papers will be notified by 15 February 2016. The conference _____ (9) — €350. It includes one copy of the conference proceedings, lunch and coffee during three days, transportation and _____ (10) (an evening banquet and a tour of Lugano).

8. Translate the following words and word combinations into English:

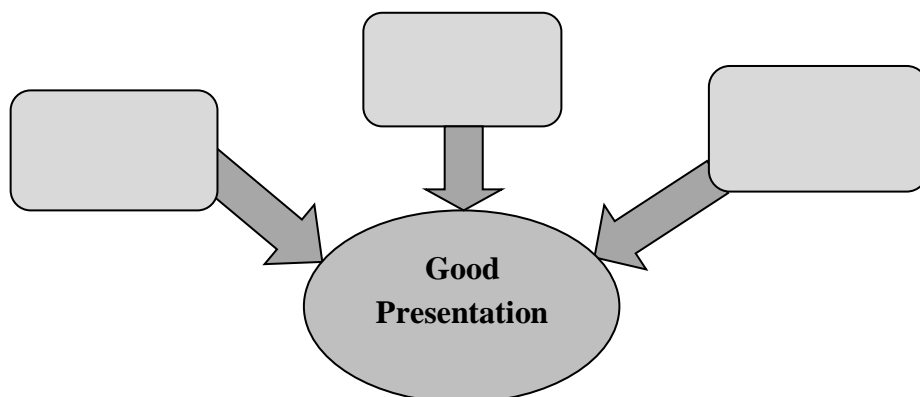
- 1 вопрос с места;
- 2 экспертная дискуссия на общем заседании (на конференциях);
- 3 выступающий с основным докладом;
- 4 экспертная оценка (научной статьи, работы);
- 5 аннотация;
- 6 избежать совпадения по времени;
- 7 тщательно подобранное оборудование;
- 8 материалы конференции;
- 9 проходить гладко (без осложнений);
- 10 конференция с несколькими одновременными заседаниями;
- 11 информационное письмо (о конференции);
- 12 вечернее заседание (секции);
- 13 председательствовать (на заседании).

9. Translate the sentences from Russian into English.

1. Эта статья не прошла экспертную оценку.
2. Все получили приглашение принять участие в конференции?
3. Крайний срок подачи заявок на конференцию – 23 июля 2017 года.
4. Перед выступлением необходимо проверить работает ли нужная аппаратура.
5. Тема семинара – устойчивое экономическое развитие в России 21 века.
6. Место проведения конференции – Афины, Греция.
7. Вы не знаете, кто выступает на пленарном заседании?
8. Материалы конференции индексируются в базе данных Web of Science.
9. Для того, чтобы отправить статью на конференцию в нужном формате, загрузите образец статьи с сайта в разделе downloads.
10. Организационный взнос включает один сборник материалов конференции.

5. MAKING A PRESENTATION

1. Think what makes a good presentation. Create a Mind Map.



Active Vocabulary

1. a chunk of information - порция (часть) информации
2. a conclusion slide - слайд с выводами по докладу
3. a logical flow - логика изложения мысли
4. a presenter - докладчик
5. a rule of thumb - правило, основанное на практическом опыте, а не на научных знаниях
6. a take-home message - ключевая идея доклада, которая должна остаться в голове у слушателей
7. a target audience - целевая аудитория
8. an excellent tool to enhance a presentation - отличное средство улучшить презентацию
9. an outline slide - слайд с планом доклада
10. audience background - фоновые знания/опыт аудитории
11. to be at the appropriate level - быть на соответствующем уровне
12. to become an expert on one's topic - становиться экспертом в своей теме
13. to boost one's confidence level - повышать уровень уверенности в себе
14. to cover the main points - освещать главные вопросы
15. to deliver results in a clear way - ясно представлять результаты (исследования)
16. to disseminate one's work - распространять результаты своей работы
17. to ensure the presentation is a success - обеспечить успех презентации
18. to give a pitch - выступить с мотивационной речью
19. to keep smb on target - удерживать внимание кого-то (аудитории) на цели (выступления)
20. to lend credibility to the talk - придавать убедительности докладу
21. to overwhelm and detract the audience - перегружать и отвлекать аудиторию
22. to prepare an effective presentation - подготовить успешную презентацию
23. to preview the talk - давать краткую информацию о докладе
24. to re-cap the main points - перефразировать главные идеи
25. to signpost the main part of the presentation - обозначать главную часть в презентации
26. to stick to the presentation - придерживаться плана презентации

2. Read the article and do the tasks following it.

HOW TO PRESENT A PAPER AT A MEETING (By Herbert Gottlieb)

1. Over 100 papers were presented at the winter meeting at Chicago. The topics varied greatly in the quality and time of presentations. They ranged from gifted teaching that held the audience spellbound at the edges of their seats, to incoherent mumbling and a listless dull manner that could be tolerated only by an overcourteous audience of physics teachers.
2. With the availability of advance abstracts and concurrent sessions, the audience, by its very presence, expresses an interest in the topic you will present. Don't disappoint them. In preparing your paper for this selected audience, a small amount of extra preparation will be appreciated. Without this, only those who have a special need for the information and those who are too tired to move to another room will remain.
3. Unfortunately, not everyone is a born teacher. For many speakers a reminder calling attention to some of the basic rules of effective delivery can be helpful.
4. The first and most urgent requirement is that you have something new and relevant to say to an audience of physics teachers. Next, consider the steps you can take to make sure that your presentation produces the desired effect.
5. Prepare your talk in advance. Ten minutes is sufficient to present *only* one big idea in sufficient detail for most of the audience. Those who wish more detail can get it during questioning period that follows each presentation, or can correspond with you after the meeting. At the leisurely pace of 130 words a minute, a 10 minute paper should contain no more than 1300 words. This would occupy approximately six full pages of doublespaced typing with good wide margins. If slides, overhead transparencies, or apparatus is included, limit your paper to five typewritten pages or less. Some speakers feel that if they prepare too much material, they merely need to read faster. Don't try it! You may finish your paper, but few in the audience will finish with you.
6. Rehearse the presentation. When the entire paper has been written out, edit it mercilessly to delete any unnecessary words or phrases that detract from the main idea. Then rehearse it several times using a recording device or a sympathetic listener. Niels Bohr was almost a fanatic in this respect.
7. He would not only rehearse his papers before his family and friends, but would stay up all night before each presentation, trying different approaches in delivery. His speeches were still poor, but imagine what they would have been like without these rehearsals!
8. If you find it impossible to include all of the essential detail in the allocated time, here is a trick that you can try. Leave out a whole section of your presentation, but just give enough information to get the audience interested. Then, at the end of the paper, the additional information can be worked in¹ while answering questions from the audience. If, on the other hand, the audience does not express enough interest to ask questions, perhaps it is better that the material was left out.

9. Some teachers feel that a word-for-word reading of a carefully composed paper is a poor practice since it lacks the warm personal and human touch of an extemporaneous delivery. They argue that one might do better by obtaining a copy of the paper and save the expense of attending a conference where such papers are read verbatim. Others feel that extemporaneous papers should be banned because many of them ramble and use up most of the ten minutes before getting started.

10. To achieve a balance between a well composed paper that is dulled by reading and an extemporaneous paper that suffers from poor planning and unnecessary repetition, try for the ideal situation. Carefully compose the paper. Then, rehearse it so well that you are able to look at the audience during the delivery and give them the feeling that the presentation is extemporaneous.

11. Always include an introduction and a summary. Even if a paper is only 10 minutes long, it is wise to spend a minute introducing the topic by showing how it fits into physics teaching and another minute at the end for a summary of the main points. This is well expressed by the adage. "Tell them what you are going to tell them. Tell them. Then, tell them what you told them"

12. No single style is best for everyone and it is expected that the presentation will vary with the lecturer and the topic. However, there are some archetypes to be avoided:

13. (A) *The Frugal Slidemaker*. His slides and transparencies are covered with the smallest typewriter print that he can find, making it possible to squeeze almost everything into one or two slides. It really does not matter that the words cannot be seen beyond the first row because he reads the whole slide to the audience and tells them what they would have seen if it were visible. He never retakes a slide no matter how poor the colors are or how bad the contrast. He knows that his slides are poorly prepared but he rationalizes that he is very busy doing other things that are much more important than preparing visual aids. Once you have made the decision to include slides or overhead transparencies why not go the rest of the way and make it a truly professional job? Use large print that can be easily seen from the back of the room. Retake any photographs that are out of focus or have poor contrast. If a complicated diagram or photograph is essential, arrange to have a pointer available to focus attention on a detail or to help the audience follow a sequential flow.

14. (B) *The Glib Mathematician*. Rather than describing his contributions in a simple way that can be easily understood by the audience, he presents a long series of calculations and derivations tying them together with phrases such as, "It is well known that..." and "One can readily see that...". After the first few equations, no one can follow except a few of his friends who have heard it all before and are there to give him moral support. The rest of the audience appears to be following because they are so attentive. Each person feels that he is the only one who is having trouble and, being ashamed to admit it, puts on an act for the benefit of his nearby colleagues. They show this by asking peripheral questions at

the end of the talk which completely ignore the series of equations that were presented.

15. It is especially difficult for a listener to do mental arithmetics along with a speaker. If you feel that it is essential to present unfamiliar equations and detailed calculations, duplicate them for distribution to those interested *at the end* of your talk. Another trick is to come prepared with blank address labels. Anyone who fills in a label is sent the details by mail after the conference.

16. (C) *The Bungling Demonstrator*. Because his apparatus for a simple demonstration is complex and seldom works, he makes some amateur movies or videotapes of the one time the thing behaved and shows them at the meeting. The movies are poorly planned, completely unedited, and the detailed operation of the apparatus is impossible to see on the small screen. The audience applauds the initiative and effort of the demonstrator, but each listener comes away firmly convinced that the demonstration is too complex and tricky to try himself in class. He also wonders whether he was wise in choosing this presentation instead of the concurrent session on teaching astrophysics with hand calculators.

17. Unless one has experience with professional cameras and lighting, it is best to show demonstrations with the actual apparatus at the meeting. This involves a considerable amount of extra effort in transporting and setting up the apparatus and in rehearsing the demonstration, but the results speak for themselves. The audience will never forget a perfectly timed and dramatic demonstration. For most demonstrations, transporting the equipment to and from the meeting is an added difficulty – but it's worth the effort.

18. Any demonstration shown at a meeting should be on a scale that is sufficiently large to be seen by the entire audience. If the apparatus is too small to be seen directly, you might try shadowgraph projection.

19. (D) *The Bashful Body-Language Orator*. Although his prepared talk proclaims enthusiasm for the topic, his body language conveys the opposite impression to the audience. He paces back and forth like a caged animal hoping to be released from captivity. He grasps the lectern tightly until his knuckles turn white and then throws both arms around it in the apparent hope that it will keep him afloat until the ten minutes are over. He sways from side to side shifting his weight from one foot to the other as if he were trying to hypnotize the audience before they fall asleep. He turns his back and talks to the screen or blackboard as if ashamed to look at the audience face to face. After writing an equation on the blackboard, he quickly erases it and writes another before the audience has a chance of discovering an error in the first equation. He grunts snorts and then adds "OK? OK!" after each sentence, perhaps because he intuitively feels that all is not OK with the audience. Each sentence starts with a loud voice and then trails off until it becomes an audible mumble. Finally, in a desperate attempt to communicate, he holds the microphone so close to his lips that all of the p's and t's come through like explosions, driving the listeners up the wall.

20. No one speaker is guilty of all the transgressions enumerated above but they are all too common at meetings. Some can be explained by inexperience but most are the result of poor habits developed over many years of lecturing to students in the same manner. Experienced teachers have found the audio or video tape recorder an invaluable aid to see themselves in action. Once you become conscious of such habits they are rather easy to overcome.

21. To summarize before sitting down to write your paper think of the needs of the audience at the meeting. Start by telling how your presentation is an important contribution to their knowledge and skills. Write out the entire text incorporating appropriate visual aids, making sure that such aids meet professional standards. Practice and revise the talk until the timing fits the allocated time and the delivery leaves no doubt that you are an expert teacher. Summarize your main points and make good use of the question period that follows to clarify and provide additional details that will benefit the entire audience. Make provisions for individuals by providing handouts at the end of the paper or arranging for mail correspondence. (*From "The Physics Teacher", November, 1978*)

EXERCISES.

1. Translate the title of the article and define its nature and objective.
2. Find the sentences in which the author reveals the core reasons of presentation failures of some speakers at the meetings.
3. Basing on the article, make up a list of rules and requirements to be followed while preparing a report.
4. Say, what kind of technical support is mentioned in the article.
5. Make up a plan of the article in the form of questions.
6. Write a short summary of the first part of the article (paragraphs 1-11).
7. Write a short summary of the second part of the article (paragraphs 12-21).
8. Render the article and write an abstract to it.

3. Read the text and complete the gaps.

Stick to, to enhance, target, logical, focus, guideline, to disseminate, confidence, supplemental, content

Presenting your research

Oral presentations, particularly at academic conferences, provide researchers and faculty another way (1)_____ their work. It is important that presenters be able **to deliver their results and ideas** in a clear, concise and logical way. Disciplines may vary a bit, but overall, the following guidelines will help ensure the presentation is a success:

Remember
the
purpose

Most importantly, know your topic. Become an expert on your topic and it will **boost your** (2)_____ **level**. Then use the following tips to prepare an effective presentation that will demonstrate your knowledge to your audience and **lend credibility to your talk**.

Prepare

Know your audience

Learn about your (3)_____audience. Find out about their knowledge of the subject and their **backgrounds**. What do you think they are hoping to get out of your presentation? Use that information to ensure that your presentation is at **the appropriate level** and that the presentation is on topic.

Mind the content

The content of your presentation should have a (4)_____flow, much like your research paper, which has an introduction, body and conclusion. In regards to getting the audience to understand and remember your main (5)_____, it is helpful **to preview the talk** at the beginning and tell them exactly what you will be covering. Then **cover the points** and finally **re-cap them in the conclusion**. The repetition is helpful and **keeps you on target**.

Use visual aids

Visual aids can be an excellent tool (6) _____ a presentation. However, visual aids should not **overwhelm the audience**, and thereby **detract from** what you are saying. A useful **rule of thumb** followed by many presenters is to have no more than one visual for each minute that you are talking. For example, if you using PowerPoint, the one slide per minute rule serves as good (7) _____ when creating your presentation.

Distribute handouts

Handouts provide structure and allow the reader to "take home" the take home message. Handouts should not be more than 1-2 pages and should include your name, contact information and a short summary of the presentation at a minimum. Handouts may also provide (8) _____information, references, a glossary of terms or other types of useful information for audience members. Begin presentation with **a road map**. Tell them what the presentation will be about and what you plan to cover. Remember that people can read!

Deliver the message

Do not read slides or visual aids. You should also never turn your back on your audience. Know your visuals aids so that you do not need to turn to them constantly. (9)_____ the presentation you prepared! Be enthusiastic and smile! If you do not appear excited about your (10)_____, your audience certainly will not be!

4. Discuss in groups of three.

1. Which pieces of advice do you find more useful and which ones less useful?
2. What would you like to add to the advice given?

5. Put the steps you should follow when presenting your speech.

Presentation parts	Logical Order
1. Describe the structure of the presentation	
2. Make a conclusion	
3. Welcome the audience	

<p>4. Signpost the main part of the presentation Main body</p> <p>5. Explain your policy on questions</p> <p>6. Give out handouts, if any.</p> <p>7. Give the title of the presentation</p> <p>8. Introduce yourself</p> <p>9. Explain why your talk is relevant</p> <p>10. Make acknowledgements</p>	
---	--

6. Discuss in groups of four.

1. In your group brainstorm ideas about **effective** openings and **effective** endings for an academic presentation.
2. Make a list and present them to others.

Useful Phrases to be Used in Reports and Discussions

Thank people for coming

Good morning / afternoon etc. ladies and gentlemen!
 I'd like to take the opportunity to thank you for coming here today / making the effort to be here
 First of all, let me thank you all for coming here today.
 It's a pleasure to welcome you today.
 I'm happy / delighted that so many of you could make it today.

Introducing yourself

Let me introduce myself. I'm Ann Brown from ...
 For those of you who don't know me, my name is ...
 Let me just start by introducing myself. My name is ...

Beginning and Stating objectives

Let's make a start. / Let's begin / I'm going to begin by...
 I'm here today to ...
 The object/subject of today's meeting/talk is to...
 What I'd like to present to you today is ...
 I'm here today to present ... Today's topic is ...
 The subject / topic of my presentation is ...
 The purpose / objective / aim of this presentation is to ...
 Our goal is to determine how / the best way to ...
 What I want to show you is ...
 Today I'd like to give you an overview of ...

Saying why your topic is relevant for your audience

Today's topic is of particular interest to those of you / us who ...
 My talk is particularly relevant to those of us who ...
 My topic is / will be very important for you because ...
 By the end of this talk you will be familiar with ...

Organization / Structuring

My presentation/talk is divided into three parts/sections ...

I'd like to begin by...

I have four main points ...

By way of introduction

In my presentation I'll focus on three major issues.

Sequencing

Point one deals with ... , point two ... , and point three ...

First, I'll be looking at ... , second ... , and third ...

I'll begin / start off by

Then I'll move on to ...

Then / Next / After that ... I'll end with ...

Timing

My presentation will take about 30 minutes. It will take about 20 minutes to cover these issues.

This won't take more than ...

Handouts

Does everybody have a handout / copy of the report?

I've put all the important statistics on a handout for you.

I'll be handing out copies of the slides at the end of my talk. I can email the PowerPoint presentation to anybody who wants it.

Introduce another speaker

I'm going to/I'd like to hand you over/pass you over to Julian who is going to talk you through/present

Annie will be telling you about...

Paul is now going to take over...

Recap what a previous speaker has said

Keith has given you an overview of...

We have just heard from Keith...

As Paul said...

Recognizing knowledge

You are certainly aware...

As you know...

You have probably heard some of this before...

Refer to a diagram/figures

(So) Let's look / Let's have/take a look at...

I'd like to draw your attention to ...

As you can see ...

If you'd like to/turn to page 6 of the handout ... I'll ...

It's interesting to note that...

Enumerate points

To begin with/First of all/Firstly/Next/afterwards

Finally/ Last but not least/ To conclude/ In conclusion

Moving to another topic

This brings me/us to the key issue...

I'd now like to turn to...

Now let's look at/consider...

I'll now move on to my next point which is...

Before I move on, does anyone have any questions...

Rhetorical questions

(So) what can we learn from this?

How should we interpret these figures/ statistics?

You are probably asking yourselves what this all means.

Setting guidelines for questions

I'm happy to answer your questions at the end of my presentation.

Please feel free to interrupt if you have any questions.

I'll deal with the questions at the end of the talk.

I'll come back to that at the end if you don't mind.

There will be time for questions after my presentation. We will have about 10 minutes for questions in the question and answer period. If you have any questions, feel free to interrupt me at any time. Feel free to ask questions at any time during my talk.

Summarizing

So to recap...

In conclusion...

I'd like to finish /wind up by saying ...

Before I finish I'd finally like to say...

Let me briefly summarize the main issues.

Going back

As I said / mentioned earlier, ... Let me come back to what I said before ... Let's go back to what we were discussing earlier. As I've already explained, ... As I pointed out in the first section, ...

7. Read the text and match the titles with the parts

A. To make a presentation novel, create "emotionally charged events."

B. To make a presentation memorable, use the rule of threes.

C. To connect with people, tell them a story.

3 Public Speaking Secrets From The Most Successful TED Talks

Want to give a presentation that has the magic of a TED Talk? It's not as hard as you may think. At least that is according to Carmine Gallo, author of the new book "Talk Like TED." To write it, Gallo combed through 500 talks to find lessons that could help anyone who has *to give a pitch* or a presentation.

What makes a TED Talk pop? For Carmine, it's a combination of making an emotional connection, delivering a novel experience, and making the talk memorable. When all three pieces are in harmony, you get the power that can launch movements like Facebook.

Here are Gallo's top three strategies for giving killer presentations.

At the end of 2010, Sandberg was preparing for her TED presentation. "I was planning to give a speech chock full of facts and figures, and nothing personal," she

said in an interview. But before she went on stage, a friend stopped her, saying that she looked out of sorts.

Sandberg said that as she was leaving from home that day her daughter was tugging at her leg and telling her not to go. Her friend's reply: Why don't you tell that story? Sandberg was skeptical — why would she tell her story in front of people? Because, as Sandberg soon realized, the best way to connect with people emotionally is through stories. She told one in hers, and it helped launch a movement for women's empowerment in business. "I find that the most successful TED presentations are 65% stories, 25% data," as well as a short explanation of who you are and what you've done to establish your credibility, Gallo says. "It doesn't have to be a personal story. You don't have to talk about your kid like Sheryl Sandberg did, a story can be a case study," like Malcolm Gladwell does so well.

Back in 2009, Bill Gates released mosquitoes from a jar when he was on the TED stage. Gates wanted to talk about malaria, and these bloodsuckers provided a lesson in how the disease spreads. As Gallo explains, this was what researchers call an "emotionally charged event," an incident where you experience shock, surprise, or fear. That emotionally charged event triggers a release of the brain hormone dopamine, which cements the experience in your memory. It's the reason you remember intensely happy or intensely scary moments so well. The audience was expecting a standard PowerPoint. They got mosquitoes.

"In every pitch, every presentation, you have to figure out a way to package the information in a way that stands out, that's new, novel, unexpected," Gallo says.

"We can remember three or four chunks of information in our short-term memory," Gallo says, "so I always advise people when they're pitching a new product or talking to a reporter, give them three reasons, three new features that are interesting in the product, three reasons to invest in you."

Grounded in cognitive psychology, the rule of three pervades art and literature, from The Three Little Pigs story to the Lord of the Rings trilogy, as well as rhetoric, like that declaration about life, liberty, and the pursuit of happiness. You can see the same pattern in Ted Talks. Sandberg, for instance, gave three ways women can lean in to their organizations.

Now at nearly 15 million views, Harvard neuroanatomist Jill Bolte Taylor gave a talk on her experience of suffering and recovering from a stroke, called My Stroke of Insight. It's broken into three parts: what she was doing as a brain researcher before the stroke, the day of the stroke, and the spiritual journey she took as a result of the stroke. The last part was a late addition. Before the talk, "a friend pulls her aside and says, "You went on this big spiritual journey, you really went and found yourself — why don't you express that?" Gallo recalls. Bolte Taylor thought of herself as a scientist, so she couldn't get that vulnerable. But it was that emotionally resonant last third that helped her presentation go viral, Gallo says, catch Oprah Winfrey's attention, and change the course of her career.

8. Discuss in groups of three.

1. What is «an emotionally charged event»?
2. Can you formulate the rule of threes?
3. How can you use this information in preparing for your oral report?

9. Present your research in the form of a 7-minutes' speech to the groupmates

10. Read the text and summarize the key ideas in the table below.

Tips for PowerPoint Presentations

The PowerPoint presentation originated as a valuable tool in the business world in the mid-1990s and its application soon spread to education. In a business setting, the goal of the PowerPoint presentation is typically to present information in a professional, yet entertaining, way. In an educational setting, however, the goal is to teach and provide knowledge.

The PowerPoint presentation should serve as an aid in academic settings that enhances education by presenting information in a clear, concise and logical format. Because the goal of the PowerPoint is different in education, there are special considerations that should be taken into account when creating a PowerPoint for an academic presentation.

Following is a summary of some of the best practices that should be followed when creating PowerPoint slides for a presentation. Following these best practices will ensure that presenters are using PowerPoint appropriately as visual aid to augment their research presentation and enhance learning for the audience, without the PowerPoint taking over the presentation.

Less is better. Keep this in mind throughout all aspects of creating a PowerPoint for classroom use. Many bells and whistles are available when creating a PowerPoint. However, just because they exist, does not mean they should be used. Overwhelmingly, the research shows that the audience is easily distracted by flashing and flying lines of texts, bright colors and unnecessary sound. None of these extras will improve learning.

Use a consistent and simple slide format. Use a design template to ensure that all slides are consistent in terms of font, color, theme, background, and style. Changes in the basic slide design within the same presentation are distracting.

Make sure the font is easy to read and *consistent* throughout. The San Serif font, with a minimum size of 30 points, is a common recommendation for PowerPoint presentations.

It is acceptable to emphasize *keywords* through the use of bold face, italicized or underlined words.

Minimize text. It is recommended that each slide contain between 3-7 bullet points with 3-7 words per point. Do not use complete sentences. If the slide contains too much text, the audience will spend time reading and not listening. Presenters may also be tempted to simply read the PowerPoint slide, greatly reducing the

effectiveness of the presentation. The PowerPoint is meant to be a guide, with the presenter filling in the majority of the content and the details.

Disclose one bullet point at a time to keep the audience focused.

Use consistent slide transition. Flashy transitions do not add educational value and again, can be distracting.

Images, tables, graphs, charts, and videos can be used and are effective when they are *relevant* to the topic and presented in a simple format. Keep text to a minimum or use no text on these slides. The presenter should provide the information and the explanation and the image should only serve as a visual aid to reinforce the concept.

Dos	Don'ts

6. PLAGIARIZM

What is Plagiarism?

The act of using another person's words or ideas without giving credit to that person : the act of plagiarizing something. /Source: Merriam-Webster's Learner's Dictionary
<http://www.merriamwebster.com/dictionary/plagiarism/>

Types of Plagiarism:

- Word-for-Word Plagiarism
- Patchwork Plagiarism
- Substitutive Plagiarism (Inappropriate Paraphrasing)

Example #1. Word-for-word plagiarism.

Original Source:

Descartes has been heralded as the first modern philosopher. He is famous for having made an important connection between geometry and algebra, which allowed for the solving of geometrical problems by way of algebraic equations. He is also famous for having promoted a new conception of matter, which allowed for the accounting of physical phenomena by way of mechanical explanations. However, he is most famous for having written a relatively short work, *Meditationes de Prima Philosophia* (*Meditations On First Philosophy*), published in 1641, in which he provides a philosophical groundwork for the possibility of the sciences. (Smith, 2007).

Smith, K. (2007). Descartes' life and work. In The Stanford Encyclopedia of Philosophy. retrieved July 12, 2010 at <http://plato.stanford.edu/entries/descartes-works/>

Plagiarized Source:

Descartes is famous for being the first modern philosopher. He promoted a new concept of matter which allowed for the accounting of physical phenomena by way of mechanical explanations and an important connection between geometry and algebra, which allowed for the solving of geometrical problems by way of algebraic equations. However, he is best known for having written *Meditations On First Philosophy*, published in 1641, in which he provides a philosophical groundwork for the possibility of the sciences.

Smith, K. (2007). Descartes' life and work. In The Stanford Encyclopedia of Philosophy. retrieved July 12, 2010 at <http://plato.stanford.edu/entries/descartes-works/>

Notice that, even though there is a reference at the end, and the sentences have been rearranged, the plagiarized version has used exactly the same wording as the original.

Example #2. Paraphrasing Plagiarism.

Original Source:

No oil spill is entirely benign. Depending on timing and location, even a relatively minor spill can cause significant harm to individual organisms and entire populations. Oil spills can cause impacts over a range of time scales, from days to years, or even decades for certain spills. Impacts are typically divided into acute (short-term) and chronic (long-term) effects. Both types are part of a complicated and often controversial equation that is addressed after an oil spill: ecosystem recovery. (2010). *Impact of oil spills. Congressional Digest, 89(6):167-192*

Plagiarized Source:

There is no such thing as a "good" oil spill. If the time and place are just right, even a small oil spill can cause damage to sensitive ecosystems. Further, spills can cause harm days, months, years, or even decades after they occur. Because of this, spills are usually broken into short-term (acute) and long-term (chronic) effects. Both of these types of harm must be addressed in ecosystem recovery: a controversial tactic that is often implemented immediately following an oil spill.

Notice that the plagiarizing author changed the wording, but the concepts are exactly the same as in the original text.

Discussion Points

1. Did any of these types of plagiarism surprise you? Why?
2. Are these definitions of plagiarism different in your culture? How?
3. What type of plagiarism do you feel is the most common? Why?
4. How can you detect and/or help avoid plagiarism?
5. Why do students (or others) plagiarize?

Why do students cheat?

There are several factors that have been associated with cheating behaviors. Harding, Carpenter, Finelli, & Passow (2004) found that the most common temptations to cheat included lack of time, lack of preparation, lack of motivation, grade pressure, a professor who deserved it, and material that is too hard. Holmes (2004) and Sutherland- Smith (2005) found that cultural factors could contribute to

cheating because behaviors that are considered perfectly acceptable or that are even encouraged in one culture might be considered cheating in another culture, but there are no integration procedures in place that teach students about these expectations when they begin to study at an American university. A third factor discussed by Bennett (2005), Overbey & Guiling (1999), Park (2003), and Sutherland-Smith (2005) is that students often lack an understanding of the definition of plagiarism and knowledge about how to properly cite sources, so they might plagiarize unintentionally.

Work with your partner. Think whether the following academic situations should be regarded as plagiarism. Give your arguments.

Situation	Yes/No
Copying a paragraph, but changing a few words and giving a citation.	Yes
Cutting and pasting a short article from a website, with no citation.	
Taking two paragraphs from a classmate's essay, without citation.	
Taking a graph from a textbook, giving the source.	
Taking a quotation from a source, giving a citation but not using quotation marks.	
Using something that you think of as general knowledge, e.g. large areas of rainforest have been cut down in recent years.	
Using a paragraph from an essay you wrote and had marked the previous semester, without citation.	
Using the results of your own research, e.g. from a survey, without citation.	
Discussing an essay topic with a group of classmates and using some of their ideas in your own work.	
Giving a citation for some information but mis-spelling the author's name.	

Why Citations Matter...

- Maintain your academic integrity by avoiding plagiarism.
- Allows readers to track down your resources for further inquiry.
- Demonstrates that the writer has an awareness of the conversation related to the subject.

- Builds upon what has been said about the subject and allows writer to add his/her own voice.

Citation Styles...

There are many different ways of citing resources from your research. The citation style sometimes depends on the academic discipline involved. For example:

- APA (American Psychological Association) is used by Education, Psychology, and Sciences
- MLA (Modern Language Association) style is used by the Humanities
- Chicago/Turabian style is generally used by Business, History, and the Fine Arts <http://pitt.libguides.com/citationhelp>

Quotations

- Use the exact words of the original author.
- MUST reference the original source, including the page number.
- Use quotation marks around the original words.
- The text produced is the length of the original text quoted (unless ellipses are used).

Summarizing

- Uses the writer's own words to express the main idea of an article or study, including only the main points.
- Significantly shorter than the source material.
- MUST reference the original source.
- In longer summaries, you may want to use phrases to remind your reader you are summarizing, *e.g. (Author) also states/maintains/ argues that....*

The article further states that....

Paraphrasing

- Uses the writer's own words to explain or interpret another author's ideas
- MUST reference the original source
- May be longer or shorter than the original text

TIP: Don't just change around the author's words or substitute synonyms. Read the passage to understand its meaning, then cover it and write the idea in your own words as you would explain it to a friend or colleague. If you do end up with borrowed words, put them in quotes....

Учебное издание

Анненкова Арина Владимировна

ENGLISH FOR MASTERS

Учебное пособие

Сдано в набор
Подписано в печать
Бумага офсетная, Формат 60х90/16
Печ. л. 4,5
Тираж – 50 экз.
Заказ №

Издательство ООО «Мегапринт»
664025, г. Иркутск, ул. С. Разина, 42, оф. 3
Тел.: 8 (395) 20-20-59