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Національний університет «Одеська юридична академія»

МЕТОДИЧНІ ВКАЗІВКИ

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«АКАДЕМІЧНЕ ПИСЬМО АНГЛІЙСЬКОЮ МОВОЮ»



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Автори:

Ю. В. Юлінецька, кандидат філологічних наук, доцент, завідувач кафедри іноземних мов № 1 Національного університету «Одеська юридична академія»;

О. Л. Капінус, кандидат історичних наук, доцент кафедри іноземних мов № 1 Національного університету «Одеська юридична академія»;

І. М. Гроза, старший викладач кафедри іноземних мов № 1 Національного університету «Одеська юридична академія»

Рецензенти:

Н. В. Варешкіна, кандидат педагогічних наук, доцент кафедри іноземних мов № 1 Національного університету «Одеська юридична академія»;

Л. М. Шапа, кандидат філологічних наук, доцент кафедри іноземних мов Одеського національного політехнічного університету

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ЮЛІНЕЦЬКА Юлія Василівна
КАПІНУС Олена Леонідівна
ГРОЗА Ірина Миколаївна

МЕТОДИЧНІ ВКАЗІВКИ
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«АКАДЕМІЧНЕ ПИСЬМО АНГЛІЙСЬКОЮ МОВОЮ»

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READING: DEVELOPING CRITICAL APPROACHES

Lesson 1

Learning objectives:

to raise students' awareness of the recommended critical approach to sources, which requires a full understanding of written text.

Learning outcomes:

- adopt effective reading methods
- examine common text features, including abstracts
- explore and practice a critical analysis of texts

Warmer

Ask students to work in pairs and tell each other what they know about Academic writing. Set a time limit of 2 minutes. (Optional: display or read out relevant prompts such as *demanding task, attending lectures and seminars, characteristics of academic texts, kinds of visual data, structure, a formal style text, effective **reading***). Get feedback from students. If they give any wrong information guide them to the correct answers. (Theory p.7-8)

Answers:

The most common reasons for writing include:

- to report on a piece of research the writer has conducted
- to answer a question the writer has been given or chosen
- to discuss a subject of common interest and give the writer's view
- to synthesise research done by others on a topic

Other reasons might include:

- to present a hypothesis for consideration by others
- to make notes on something read or heard

Academic writing features:

- writing attempts to be accurate and objective
- semi-formal vocabulary, lack of idioms

- use of citation/ references
- normally impersonal style
- use of both passive and active

Complete the “know” and “want to know” columns p.196 (*general information on academic writing*).

Approach to dealing with texts

Direct students to **Task 1**.

Ask students to discuss in pairs the process they (would) use to deal with a formal style text. Set a time limit of 3-4 minutes.

- 1) Ask them to identify the different stages of the reading process. Conduct feedback and write ideas on the board.

(*Possible answer*: read the title/headline \sub-title carefully, analyze the diagram etc., look at the data, divide into paragraphs, select information from each paragraph, read the whole text, re-read).

- 2) Ask students how many reading techniques they know.

(*Answer*: predicting content, skimming, scanning, deducing, reading for detail/intensive reading). Theory p. 9-10

Complete the “Learned” column p.196 (*stages of the reading process; reading techniques*).

Direct students to **Task 2**.

Read p.55-56 or display the following instructions on the board: *Complete the boxes in the chart with the following techniques*. Set a time limit of 3-4 minutes. Ask students to work in pairs to discuss their ideas.

(*Answer*: survey text features, scan for information you need, read intensively to make notes on key points).

Conduct whole class feedback and ask students to suggest other reading skills.

Possible answers: text genre recognition, dealing with new vocabulary.

Text features

Direct students to **Task 3**.

1) Ask groups what text features are worth checking after finding a relevant text.

Elicit the answer and write on the board: *title, sub-title, author, publication date, edition, abstract, contents, introduction or preface, references, bibliography, index*.

2) Why it is important to plan reading before writing.

Possible answer: understanding text features should ensure students produce a well organized writing which includes all the important information.

Direct students to **Task 4**.

Read or display the definitions on the board. Set a time limit of 3 minutes for small groups to match definitions to the abovementioned.

Answers: 1-E, 2- D, 3- H, 4- A, 5- B, 6- F, 7-G, 8-C.

Hold a whole class feedback session, clarifying any points as necessary.

Complete the “Learned” column p.196 (*text features*).

Reading Abstracts

Direct students to **Task 5**.

Clarify with students what is an Abstract. (Theory p.11; 58-59)

Direct students to **Task 6**. Set a time limit of 2 minutes for pairs to underline the main components of the abstract.

Answers:

(a) Background position – A growing chorus of scholars ... American democracy.

(b) Aim and thesis of article – This article questions ... engaged citizenship.

(c) Method of research – Using data from ... political participation.

(d) Results of research – Rather than the erosion ... in America.

Direct students to **Task 7**. Ask them in groups to consider how they would structure their abstract (how many paragraphs, what would be in each paragraph). Use the suggested sample in **Task 6** to guide them.

Monitor and help with any problems. Stop the activity after 3 minutes and hold a whole class feedback session. *The responses to these questions will vary from student to student, which is the nature of the critical approach.*

Complete the “Learned” column p. 196 (*main abstract components*).

Facts and opinions

Present the Video on **Facts and opinions** (www.youtube.com/watch?v=BTZjqOU_6Vc) to students and elicit the difference (p.60; 0:29’ – 0:52’). Ask students to write down the Facts and Opinions features (optional: display the Facts and Opinions features on board). (Theory p. 11-12)



Direct students to **Task 8** and explain it is important to distinguish between facts and opinions when reading. Brainstorm in pairs some ideas and examples for *facts and opinions* (use the suggested sample in the Video on **Facts and opinions** to guide them). Set a time limit of 5 minutes for groups to read and answer the question (*decide if the following statements are facts, opinions or both*).

Elicit: *if suggestions are made in Academic writing (Smoking should be banned) it is important that they are supported by true facts (smoking is dangerous).*

Ask students to brainstorm some supporting ideas to suggestions they have made before from the Video.

Answers:

1. Smoking can be dangerous to health. Fact
2. Smoking is addictive. Fact
3. Smoking should be banned. Opinion
4. Smoking is dangerous so it should be banned. Fact Opinion

Direct students to **Task 9**

Re-divide the class so that new groups/pairs are formed with students who were not working together previously.

Tell students that they are now going to analyze the statements. Distribute or display the task (statement analysis) to each group. Set a time limit of 3 minutes for groups to answer the questions (*decide if they are fact or opinion/ true-false, agree-disagree*). Monitor and help groups.

Stop the activity after 3 minutes and allow groups to *compare and discuss* their answers. Answer any questions.

Answers:

1. Smoking can be dangerous to health. Fact True
2. Smoking is addictive. Fact True
3. Smoking should be banned. Opinion Agree? Disagree?
4. Smoking is dangerous so it should be banned Fact Opinion /Agree? Disagree?
5. Britain has the highest crime rate in the world. Fact False
6. In Britain, hundreds of crimes are committed every day. Fact True
7. Many criminals are never caught. Fact True
8. The police are inefficient. Opinion Agree? Disagree?
9. The police should be abolished. Opinion Agree? Disagree?

Assessing internet sources critically

Direct students to **Task 10**.

Ask groups:

- 1) whether all Internet sources are reliable or up-to-date;
- 2) why it is important to access the material critically;
- 3) how they can do that.

Hold a whole class feedback session, clarifying any points as necessary.

Direct students to **Task 11**.

Set a time limit of 3 minutes for students to read two Internet texts and decide which is likely to be more reliable. Consider *style, sources provided, facts, figures*.

All of the source reliability criteria should be evident from a quick examination of the text. (Theory p. 12-13)

Text analysis\Practice (Task 12, 13, 14)

Tell students that they are now going to analyze the model texts. Set a time limit of 40 minutes for them to give reason for their decision (in written).

For **Task 12** use the suggested criteria in **Task 11** to guide them.

Answers:

- (A) Probably unreliable. The adjectives used (easily, quickly) and the lack of concrete information suggest that this text is not to be trusted. In addition, commonsense should suggest that you cannot legally earn hundreds of pounds in a few hours.
- (B) Probably reliable. The advice the writer is giving appears commonsense, although not everyone might agree with all of it (e.g. cooking is fun).
- (C) Probably reliable. The facts given can be confirmed by students' own experience.

For **Task 13** use the suggested criteria in **Task 11** to guide them.

Answers:

Positive aspects: Contains some relevant ideas. The studies mentioned could be followed up using a search engine.

Negative aspects: Rather superficial and informal in style. No citations.

For **Task 14** use the suggested 9 questions to guide them.

Ask students to work on their own to think critically about the sections in bold. Then compare and discuss their answers in pairs. Stop the activity and be ready to accept or reject the answers offered by the students.

Answers: The responses to these questions will vary from student to student, which is the nature of the critical approach.

Complete the "Learned" column p. 196 (*Facts and Opinions features; source reliability criteria*).

Home-task:

- 1) Prepare info on Critical thinking (1-2 pp.).

2) Academic writing quiz. Ask students to state which chapter in this textbook answers each question.

Eg. Question 6 – c (see Unit ‘Identifying key ideas and note-making’).

Answers: 1.b 2.c 3.a 4.c 5.b 6.c 7.a 8.b 9.c 10.a 11.b 12.c

READING: DEVELOPING CRITICAL APPROACHES

Lesson 2

Learning objectives:

to raise students’ awareness of the recommended critical approach to sources, which requires a full understanding of written text.

Learning outcomes:

Practice

- effective reading methods
- examining common text features
- critical analysis of texts

Warmer

Report on Critical thinking.

Task 1. Use the suggested Sample report in **Task 1** to guide students to report on the textbook “Основи академічного письма. Англійською мовою”. Ask them to complete the graphic organizer.

Task 2. Use the suggested Annotated sample in **Task 2** to guide students to draw conclusions based on gathered information. Ask them to complete the graphic organizer.

Task 3. Use the suggested Annotated sample in **Task 2** to guide students to draw conclusions based on gathered information related to a current topic\issue in their research. Ask them to complete the graphic organizer.

The responses to these tasks will vary from student to student, which is the nature of the critical approach.

IDENTIFYING KEY IDEAS AND NOTE-MAKING

Lesson 1

Learning objectives:

to develop students' ability to select the key points that relate to their topic and make notes on them after finding a suitable source and identifying relevant sections of a text

Learning outcomes:

- explore the process of selecting relevant information
- practice note-making

Warmer – 5 minutes

Ask students: Have you ever made notes? Ask them in pairs to tell each other what the main reasons for note-making are, then add their ideas to the list provided. Set a time limit of 2 minutes.

Optional: display or read out relevant prompts such as: *to support your report/dissertation/thesis/essay writing.*

Get feedback from students. If they give any wrong information guide them to the correct *answers*: (a) to prepare for essay writing (b) to avoid plagiarism (c) to keep a record of reading/ lectures (d) to revise for exams (e) to help remember main points.

Ask students to complete the “know” and “want to know” columns for the *Identifying key ideas and note-making* section of Appendix 1. Discuss student's responses. Set an overall time limit of 5 minutes.

Note-making methods -about 3-4 minutes.

Task 1. Ask students in pairs to discuss the process they (would) use to make notes, to identify the different *strategies* of note-making (*possible answers*: The notes are paraphrased, not copied from the text. The source is included). Conduct feedback and write ideas on the board.

Ask them to identify the different *methods* of note-making (*possible answers*: annotation, diagrams and paraphrasing).

Ask students what challenges can be faced while note-making (*possible answer*: you make notes from masses of background reading, but then stuck with how to use it all; you make lots of notes for a piece of writing, but then worry about how to avoid accidentally plagiarizing, as you can't remember which ideas were your own and which were from existing sources; you find reading academic papers and books quite slow, and feel that you miss out on the overall sense of an article because you spend too much time writing detailed notes as you read through it).

Direct students to **Task 2**. Display the following instructions on the board: *You are looking for information on the current media revolution*. Study the text below. Make notes using different methods discussed.

Set a time limit of 10 minutes. Ask students to work in pairs to discuss their ideas and write them into the space given below. Show the model answer:

Decline of newspapers (New Business Monthly, May 2010, p. 37)

a) Newspapers only source of news 100 yrs ago – now also TV, radio + www

b) Newspaper sales > decline in advertising > newspapers shutting

c) Attempts to increase sales: – more magazine content

– gifts

– websites

but none effective.

Hold a whole class feedback session clarifying any points as necessary. Draw their attention that: notes are paraphrased, not copied from the text; the source is included.

Finding key points

Task 3. Set a time limit of 5-6 minutes. Ask students how they (would) find the main points in an article. Hand out the «*Steps to find main points*» statements and ask students to arrange them in the correct order. Elicit the answer:

Steps to find main points

1. Look at the headline or title. (It often broadly summarizes the main topic of a news or magazine article).

2. Carefully read through the article. Then go back to the beginning of the article and identify sentences that give some of the most important pieces of information in the article. (Main points are often the topic sentences in each paragraph in the article. Main points will all be directly related to the headline).
3. Set aside the supporting details or evidence, which are not the main ideas.
4. From the sentences you have identified, select three or five and summarize the "main points".

Hand out:

- Carefully read through the article. Then go back to the beginning of the article and identify sentences that give some of the most important pieces of information in the article. (Main points are often the topic sentences in each paragraph in the article. Main points will all be directly related to the headline).
- Set aside the supporting details or evidence, which are not the main ideas.
- From the sentences you have identified, select three or five and summarize the "main points".
- Look at the headline or the title. (It often broadly summarizes the main topic of a news or magazine article).

Hold a whole class feedback session clarifying any points as necessary.

Direct students to **Task 4**. Re-divide the class so that new groups\pairs are formed with students who were not working together previously. Set a time limit of 10 minutes. Ask them to read the text and underline two key points. Then ask to choose a title for the paragraph. Show the model answer. Conduct a whole class feedback on key points.

Model answer: (a) The generation born after the Second World War, sometimes called the baby boomers, is now reaching retirement age, and businesses are starting to realise that they are a wealthier market than any previous retirement group. (b) There are, however, certain difficulties in selling to this market. Some customers resent being addressed as 'old' since they see themselves as more youthful, while there is a huge variation in the profile of the baby boomers.

Ask students to suggest their ideas of titles.

Model answer:

Marketing to the older generation

Selling to retired people

An ageing market

Finding relevant points

Direct students to **Task 5** and explain that when preparing to write a piece of academic writing they have to search for information and ideas relevant to your subject. Therefore the key points that they select must relate to that topic. Ask students in small groups to discuss the role of the key points in preparing to write essays, reports, dissertation and theses, then to write down and exchange with another group. Hold a feedback session.

Task 6. Set a time limit of 10 minutes. Students work in the small groups. Give them an essay title: *'Does the state have a role in promoting public health?'*

Ask students to read the following article and underline the key points that relate to this essay title. Then ask them to write relevant key points, fold the paper and exchange. Monitor and help groups. Stop the activity after 6 minutes and allow groups to compare and discuss the relevant key points they chose. Distribute or display the model answer.

Relevant key points:

1. Currently over two-thirds of Americans are believed to be either overweight or obese, but recently it has been discovered that the situation may have stabilised.
2. This trend may have important consequences for the healthcare system: according to a recent study (Finkelstein et al., 2009) an obese American is likely to cost the system over 40 per cent more than someone with normal weight.
3. ... but medical researchers still struggle to understand the basic causes of the problem, which is that obesity in America is now three times greater than 50 years ago.
4. ... those with irregular and badly paid employment are more likely to eat what is convenient and tasty...

Another possibility is that food is now cheaper relative to income ...

... fewer calories are used in doing domestic chores around the house ...

5. Although Americans often dislike being told what to do by their government, these campaigns may be finally having an effect.

Hold a whole class discussion.

Effective note-making

Explain the students that in order to make the maximum use of their time and effort they must be clear as to why they are taking notes. Having a clear focus cuts out unnecessary note taking time and enables them to produce well organized notes.

Mention that notes are for their personal use so they should create their own style. Ask students to study the guide introducing different note taking skills. Hold a whole class feedback session clarifying any points as necessary.

Distribute **Task 7**. Tell groups of students that they are now going to complete the notes for '*Does the state have a role in promoting public health?*' essay using the key points underlined in **Task 5**. Set a time limit of 6 minutes for groups. Monitor and help groups. Stop the activity after 6 minutes and allow groups to compare and discuss their answers. Answer any questions.

Example notes:

Source: (Herapath, T. (2010) Journal of Transatlantic Contexts 14, p. 319)

Have Americans stopped getting fatter?

(1) 2/3 Americans overweight, but lately growth in obesity seems to have stopped

(2) may reduce future healthcare costs (obesity adds 40 per cent to medical expenses – Finkelstein et al., 2009)

(3) no agreement on reasons for obesity in US

(4) three possible causes: (a) more people have disorganised lives (b) food has become cheaper (c) people do less physical work

(5) new trend may be result of govt. action on food labelling and children's diets

Effective note-making

Explain students that notes are for the personal use so create your own style. Below is a guide introducing the different note taking skills:

1. Use your own words and not copy phrases from the original to avoid the risk of plagiarism. The quantity of notes you depends on your task: you may only need a few points, or a lot of detail;
2. Always record the source of your notes, to save time when you have to write the list of references;
3. Notes are written quickly, so keep them simple. Do not write sentences. Leave out articles (a/ the) and prepositions (of/to);
4. If you write lists, it is important to have clear headings (underlined) and numbering systems (a, b, c, or 1, 2, 3,) to organize the information. Do not crowd your notes;
5. Use symbols (+, >, =) to save time;
6. Use abbreviations (e.g. = for example). You need to make up your own abbreviations for your subject area. But do not abbreviate too much, or you may find your notes hard to understand in the future.

Ask students to complete the “Learned” portion of the worksheet for *Identifying key ideas and note-making* in Appendix 1. Get feedback from students.

Home-task:

1) Task 8. Practice to make notes on the relevant key points. You have to write an essay titled: *‘Improving student performance: an outline of recent research.’* Read the following text and make notes on the relevant key points.

Model answer:

Source: (Kitschelt, P. (2006) How the Brain Works. Berlin: Freihaus p. 73)

The brain and the memory process

- (1) Siesta can help improve memory > learning
- (2) New memories > hippocampus (short term) > Pre-frontal cortex (long-term)
- (3) Process happens during Stage 2 sleep
- (4) Univ. Calif. team researched process:

- 2 groups: a) stayed awake b) had siesta
 - group b) performed better at memory tasks in evening
- 2) Ask students to bring the legal articles related to the legal area as their worksheets for the next classwork.

IDENTIFYING KEY IDEAS AND NOTE-MAKING

Lesson 2

Learning objectives:

to develop students' ability to select the key points that relate to their topic and make notes on them after finding a suitable source and identifying relevant sections of a text

Learning outcomes:

- practice note-making

Warmer – 5 min

Present the video to students. Hold a whole class feedback session revising efficient note taking strategies.



Distribute **Task 1**. Ask students to work with the legal articles related to the legal area they have brought and to identify the key points. Then ask them to write down the notes based on the key points in the space provided. Monitor and help students. Hold a whole class feedback session clarifying any points as necessary.

Home-task: do the Check yourself test.

Answers:

1. Robonauts have improved over the years.
2. Automation is both good and bad for humanity.
3. This paragraph is about how hydraulics work.
4. This paragraph compares and contrasts androids and cyborgs.
5. This paragraph explains the theory of technological singularity.
6. This paragraph explains the theory of technological singularity.

PARAPHRASING

Lesson 1

Learning objectives:

to present techniques for paraphrasing as part of the note-making and summarizing process

Learning outcomes:

- apply strategies for paraphrasing

Warmer

Ask students to work in pairs and tell each other what they know about paraphrasing (key-words: to reproduce another writer's thoughts; to rewrite in your own words; to avoid plagiarism). Set a time limit of 2 minutes. Get feedback from students.

Ask students to complete the "know" and "want to know" columns for the paraphrasing section of Appendix 1. Discuss students' responses. Set an overall time limit of 5 minutes.

What is paraphrasing?

Task 1. Present the video

(<https://study.com/academy/lesson/paraphrasing-without-plagiarism.html>).



Allow students to take notes. Stop the video at 2:00. Allow students to ask questions and check for understanding. Ask students: 1. When do we need to paraphrase? 2. What is the difference between paraphrasing and plagiarism? 3. What are the examples of plagiarism?

Create a class definition of paraphrasing, using the information from the video. Be sure that the class definition includes the idea of restating another person's ideas in your own words or format. Ask students to write the definition down in the space provided.

(Video transcript: When you're working on a writing project, you often want to report something that someone else said. For example, you might need to use information from a book or a reading passage to support your own argument.

Sometimes, you do this by quoting directly from the source text. For example, you might say something like: *The Declaration of Independence says that 'all men are created equal.'* But sometimes, you don't want to quote the author's exact words; you just need to quickly describe his or her main point.

That's called paraphrasing. **Paraphrasing** is using your own words to report another author's ideas while crediting the author for the original thought.

For example, you could paraphrase the Declaration of Independence by saying, *The Declaration of Independence asserts the fundamental equality of all men.* Here, you're still getting the idea of equality, but you've put it in your own words and dropped the quotation marks.

Paraphrasing is a great way to summarize someone's argument, but when you paraphrase, it's important not to accidentally start plagiarizing. **Plagiarism** is trying to pass off another author's exact words or ideas as your own.

Here's an example of what not to do: *The Declaration of Independence says that all men are created equal, that they are endowed by their Creator with certain unalienable Rights.* There are no quotation marks here, so this sentence is trying to claim the language of the Declaration as your own writing. That's dishonest - it's a form of stealing. It's also plagiarizing if you use someone else's idea but don't say where you got it from. Plagiarizing is not acceptable under any circumstances. If your teachers catch you doing it on purpose, they might give you a failing grade for the paper or even for the class. It's also unacceptable on standardized tests like the TOEFL. So in this lesson, you'll learn how to paraphrase without plagiarizing, even accidentally.)

The elements of effective paraphrasing

Direct students to **Task 2** to show examples of paraphrases. Ask students to work in groups to choose the best paraphrase. Set a time limit of 8 minutes. Stop the activity after 8 minutes and get feedback from the students (*answers: 1. B, 2. D, 3. C, 4. A*).

Discuss the answers and elicit: the best paraphrase reflects the same ideas as the original quote, but is in its own words and writing style.

Task 3. Team paraphrasing race. Set a time limit of 3 minutes for groups to write the paraphrases for the quotations. The group with the most correct paraphrases wins. Ideally students should write a paraphrase, focused on their ideas first and not worrying about grammar or spelling (*model answers*: A. Learning about the world is the best way of improving people's lives. B. A lack of knowledge and understanding can have terrible consequences.)

After 3 minutes, ask students to assess paraphrases by answering the questions of the task. Point out what makes the best paraphrases exceptional (vocabulary, structure and/or meaning) and then announce the winner.

Direct students to **Task 4.** Ask pairs to compare two examples of writing and note down similarities and differences between the two. Allow pairs to compare and discuss their answers before whole class feedback.

Elicit the elements of effective paraphrases: different vocabulary, different structure, the same idea. Note that effective paraphrase provides the reader with the source of information.

Direct students to **Task 5.** Ask students to work in pairs to evaluate the paraphrases according to: accuracy; changed vocabulary; changed structure. Allow pairs to compare their answers before whole class feedback. (*answers*: A – quite good, but lack of precision (at that time); B – the best paraphrase, with all main points included and a significantly different structure; C – a poor paraphrase, with only a few words changed and extra and inaccurate information added (Britain was the only country...).

Task 6. Tell the students that they will test out their paraphrasing skills. Set a time limit of 8 minutes for students to write a paraphrase. Stop the activity after 8 minutes. Ask students to exchange their paraphrases and discuss them with a partner.

Ask a volunteer to read out his/her paraphrase. The students should assess the paraphrase by answering the questions (see: *Discuss with your partner...*).

Direct students to **Task 7**. Ask groups to make a list of elements of effective paraphrasing as they understand them at this time. Set a time limit of 1 minute for groups to write a list. Get feedback from students (*answers*: has a different structure to the original; has mainly different vocabulary; retains the same meaning). If they give any wrong information guide them to the correct answers.

Techniques for paraphrasing

Explain to students that they will paraphrase more easily if they use the effective strategies for paraphrasing.

Re-divide the class so that new groups are formed with students who were not working together previously.

Direct groups to **Task 8**. Ask them to compare the original passage and the paraphrase sentence by sentence. Analyse how the sentence structure and words differ by answering the questions (*answers*: 1. There are five sentences in the original passage and six sentences in the paraphrase. 2. “Language” is the first word of the first sentence in the original passage. It is the last word of the first sentence in the paraphrase. 3. “But” is the first word of the second sentence in the original passage. “However” replaces it in the paraphrase. 4. “Have wished for” replaces “have dreamed of,” and “reasons” replaces “arguments in favor of.” 5. The last sentence in the original becomes two sentences in the paraphrase. 6. “Communication” in the original becomes “communicate” in the paraphrase).

Elicit: paraphrasing can be done in several ways – by changing vocabulary, by changing word class, by changing word order. Ask students to make a list of effective paraphrasing techniques (*answers*: paraphrasing can be done in several ways: by changing vocabulary, by changing word class, by changing word order.)

Direct students to **Task 9** and ask them to match examples to the abovementioned techniques. Conduct whole class feedback (*answers*: 1B; 2C; 3A; 4D).

Next, ask students to give the examples for each technique using the texts from the previous tasks.

Direct students to **Task 10**. Ask groups to write as many different paraphrases of the sentences as they can, using appropriate synonyms from the table. Set a time limit of 3 minutes for groups to write paraphrases. Stop the activity after 3 minutes and get feedback from the groups.

Clarify with students: not all words that are synonyms are used in the same way or have the same meaning. Thus, the students should be wary about selecting words that they are not familiar with. Note that they should not use synonyms for special terms (such as *microeconomics* or *aluminum*).

For tasks 11-14: practice 2-3 sentences in class.

Task 11. Ask students to work in their groups to think of synonyms or paraphrases for the underlined words. Allow students to compare and discuss their answers. Stop the activity and distribute or display the suggested answers. Be ready to accept or reject others offered by the students.

(*model answers:* 1. The figures demonstrate a steady increase in applications. 2. The institute's forecast has caused a major debate. 3. Cost seems to be the principal disadvantage to that method. 4. They will focus on the first possibility. 5. After the lecture she tried to explain her theory. 6. Three topics need to be evaluated. 7. The structure can be kept but the aim needs to be modified. 8. OPEC, the oil producers' cartel, is to reduce output to increase global prices. 9. The tendency to smaller families has accelerated in the last decade.)

Direct students to **Task 12**. Ask students to work in pairs to rewrite the sentences changing the underlined noun into a verb. Note that changing words into different part of speech (e.g. changing nouns into verbs or adjectives into adverbs) will involve changing the sentence structure. Allow groups to compare and discuss their answers. Distribute or display the answers.

(answers: 1. This essay analyses climate change and describes a potential solution. 2. The Korean President did not explain the pardon of his business friend. 3. The authors wish to thank the Department of Political Sciences for setting up and coordinating the project. 4. We reviewed the company's annual reports. 5. This solution implies reaching a consensus among these processes. 6. There is a need to study this Master's program. (This Master's program should be studied.) 7. Political candidates need to perform well during a TV debate. 8. Our city needs to assess the recycling system. 9. I hope my students will use this material. 10. The police investigated the robbery.).

Ask students to discuss the final technique: changing word order. Encourage them to talk about changing from active to passive voice or moving modifiers to different positions.

Direct students to **Task 13**. Ask them to work on their own to rewrite the sentences by putting the part in bold at the beginning of the sentence. Allow students to compare their answers. Distribute or display the suggested answers and be ready to accept or reject others offered by the students.

(answers: 1. **Rendering techniques** can be subdivided into three categories: A, B, and C. 2. **A philosopher** is someone who spends their day thinking about existential problems. 3 **Existential problems** are what a philosopher spends his/her day thinking about. 4. **Water pollution, contaminants in food and such like** may cause the disease. 5. **How the brain works** is still not fully understood.)

Direct students to **Task 14**. Ask students to work in groups to change the sentences so that (1) the word order is different (where possible), and (2) at least one element changes from, for example, verb to noun, or noun to verb, or active to passive, or adjective to adverb. Distribute students' attention to the example and note that it shows two different ways to change the sentence. However, the students only need to find one way. Allow groups to compare their work before the feedback session. (*No key is given for this exercise as there are many ways to paraphrase each sentence*).

Ask students to complete the "learned" portion of the *Paraphrasing* section of Appendix 1. Get feedback from students.

Home-task: practice the rest of the sentences (Tasks 11-14). Choose 3 short (5-6 lines) paragraphs from the references you plan to use for your research paper. Bring them to the class.

PARAPHRASING

Lesson 2

Learning objectives:

to practice paraphrasing skills

Learning outcomes:

- produce paraphrased paragraph

Warmer

Present the video.

(<https://www.youtube.com/watch?v=8YIP7oFnd0E>) Pause the video at 2:01. Ask students: 1. What is paraphrasing? 2. Why should we paraphrase?



Continue the video and pause it at 2:37. Ask students how to paraphrase effectively. Get feedback from students.

Next, continue the video and stop it at 4:54. Ask students to list the elements of effective paraphrasing. Get feedback from students.

Direct students to **Task 1**. Ask them to work in groups to paraphrase each part of the sentences in three different ways and combine these paraphrases into three different sentences. Allow students to compare their paraphrases before the feedback session.

(possible paraphrases: 1. – some 10 million girls a year 1. each year about 10 million girls 2. around 10 million girls per year 3. about 10 million girls every year; are married

off before the age of 18 1. are forced to get married before they turn 18 years old 2. are compelled to marry before they are 18 3. are coerced into marriage before they become 18; across the world 1. around the world 2. all over the world 3. throughout the world; according to a UNICEF report released this year 1. UNICEF published a report this year that says that 2. a report that was published by UNICEF this year states 3. a report that came out this year from UNICEF explains that. *These sentences can be paraphrased in the following ways:* 1. A report that was published by UNICEF this year states that each year all over the world about 10 million girls are forced to get married before they turn 18 years old. 2. UNICEF published a report this year that says that around the world about 10 million girls per year are compelled to marry before they are 18. 3. A report that came out this year from UNICEF explains that throughout the world about 10 million girls every year are coerced into marriage before they become 18.) (*possible paraphrases* 2: – Japan has long had deep misgivings about immigration 1. For a long time Japan has had reservations about immigration 2. Japan has had a lot of doubt about immigration for a long time 3. For many years Japan has had second thoughts about people immigrating to Japan; has tightly controlled 1. has severely restricted 2. strictly regulated 3. rigorously managed; the ability of foreigners to live and work here 1. how immigrants can live and make money in Japan 2. how foreigners are able to earn a living and live in Japan 3. the way foreign people can work and live here. *This sentence can be paraphrased in the following ways:* 1. For a long time Japan has had reservations about immigration and it has severely restricted how foreigners can earn a living and live here. 2. For many years Japan has had second thoughts about people immigrating to Japan and has strictly regulated how they can work and live here. 3. Japan has had a lot of doubt about immigration for a long time and it has rigorously managed how immigrants can live and make money in Japan.)

Direct students to **Task 2**. Ask them to work on their own to paraphrase the paragraph as fully as possible. Note that they should use different techniques for effective paraphrasing.

(possible paraphrase: The use of a helmet is the key to reducing bicycling fatalities, which are due to head injuries 75% of the time. By cushioning the head upon impact, a helmet can reduce accidental injury by as much as 85%, saving the lives of hundreds of victims annually, half of whom are school children ("Bike Helmets" 348).

Task 3. Ask students to copy out the passages from the references they plan to use for their research paper. Then ask them to write their own paraphrases using different techniques for effective paraphrasing.

Home-task: Check yourself

Answers:

1D; 2C; 3C; 4.C; 5A; 6B; 7C; 8A, C, D, F, G, I; 9. 1C, 2A, 3B, 4B

SUMMARISING

Lesson 1

Learning objectives:

to present basic steps needed to achieve an accurate summary

Learning outcomes:

- apply strategies for summarising

Warmer

Ask students to work in pairs and tell each other what they know about summarizing (provide a real-life example of summary: e.g., a text on the back of the book; ask about situations in which we summarise). Set a time limit of 2 minutes. Get feedback from students.

Alternatively:

In partners, have students describe a book or movie they've seen that they think the other person has also seen or read. One person speaks at a time. At the end, ask students

to guess which movie is being described. Then have students share out in whole group. Assess prior knowledge: Ask students: which specific skill they used in their warmer?

Ask students to complete the "know" and "want to know" columns of the summarising section of Appendix 1. Discuss students' responses. Set an overall time limit of 5 minutes.

Elements of a good summary

Task 1. Present the video.

(<https://study.com/academy/lesson/what-is-a-summary-definition-lesson-quiz.html>)



Allow students to make notes. Stop the video at 0:55. (*Video transcript: A **summary** is a condensed version of an original text, usually a full article or book. Summaries are usually around a paragraph long, and may even be a few paragraphs long depending on the length of the work being condensed. **Summaries are used in variety of situations.** For example, you might want to summarize only the main points of a meeting with a co-worker because you're running late for another meeting. Or, let's say you want to introduce a complex design idea. You could begin by summarizing what your design would accomplish, to give key people an overall sense of your plan without overwhelming them. Students might summarize an article for a class, or when preparing and writing research papers, annotated bibliographies and essays. Abstracts and legal brief are also types of summaries.*)

Allow students to ask questions and check for understanding. Ask students: 1. What is a summary? 2. When are summaries used? 3. What are the examples of summaries?

Make sure that students understand that summarising is putting the main ideas of a piece of writing in a shortened form that *uses their own words*. Create a class definition of a summary (for example: A summary is a brief account of the main ideas of an information source that you write in your own words). Ask students to write it down in the space provided.

Expand the discussion. Ask students: Why do you need to know how to write a summary? How are you going to use summaries in your academic career? Build on student responses to bring out the following: a summary helps with note-taking and students often integrate it into other papers they're writing (*note that in such cases it is extremely important to use writer's own words and to cite the source properly in order to avoid plagiarism*). A summary demonstrates that students understand a text. They can also refer to the text later to refresh their memory, for example when they are revising for an exam, or when they are talking about it in class. A summary may be needed to have conversations with other people, especially if they haven't read or seen the original text that students are talking about.

Tell the students: even though summarizing may seem like a simple thing, that's actually not true. The process of writing an effective summary is guided by some rules.

Direct students to **Task 2**. Tell the students they will identify the *rules for writing an effective summary*. Ask students to work in groups and answer the questions. Set a time limit of 13 minutes. After 13 minutes stop the activity and get feedback from the groups.

Discuss the answers and elicit: 1. A summary identifies the writer, the date of publication, and the source. 2. A summary consist of main ideas; details are not included in summary. 3. The main ideas should be paraphrased rather than copied from the original material. 4. A summary should contain only information in the selection, and nothing else. A summary reports on the author's point of view, but omits the summary writer's own opinion. 5. A summary includes transition words to make the ideas flow smoothly. Transition words are words and phrases that show relationships among ideas in sentences, paragraphs, and longer selections. Examples of transition words are *in addition, moreover, first, next, then, finally, however, and therefore*.

Re-divide the class so that new groups are formed with students who were not working together previously.

Direct students to **Task 3**. Ask students to work in groups to evaluate the summaries using the Checklist for Evaluating Summaries. Set a time limit of 10 minutes. Stop the activity after 10 minutes and get feedback from the students (*answers: C is the best summary. A is not a good summary because it copies the original passage and only changes a few words. This could be considered plagiarism. B is not a good summary because it is too short and does not include all of the essential information*).

Discuss the answers and elicit: a good summary is *concise* (the length of the summary is much shorter than the original), *accurate* (all the main ideas and supporting points from the text are included in the summary), and *objective* (the meaning of the summary is the same as the original; the writer should not add his/her own opinion or comments in the summary).

Task 4. Ask groups to make a list of characteristics of a good summary. Set a time limit of 1 minute for groups to write a list. Get feedback from students (*answers: it is a much shorter version of the original writing; talks about the main idea; provides important facts that make the main idea easy to understand; excludes unnecessary information; uses your own words*). If they give any wrong information guide them to the correct answers.

Stages of summarising

Task 5. Ask students to work in pairs and study the stages of summarising, which have been mixed up. Set a time limit of 2 minutes to put the stages in the correct order. Get feedback from students. (*answers: 1. Read the original text carefully and check any new or difficult vocabulary. 2. Mark the key points by underlining or highlighting. 3. Make notes of the key points, paraphrasing where possible. 4. Write the summary from your notes, re-organising the structure if needed. 5. Check the summary to ensure it is accurate and nothing important has been changed or lost.*)

Direct students to **Task 6**. Tell the students that they will work in pairs and construct their own summary.

Ask pairs to read the text and underlined the key points. Get feedback from students.

Then ask students to complete the notes of the key points. Allow pairs to compare and discuss their answers before a feedback session. (*Example answers:* A. Falling levels of fertility have generally been found as countries become richer. B. In some, number of children born fell below replacement rate. C. Two results: smaller populations and larger numbers of elderly needing assistance. D. Recent research claims that a new situation may be developing. E. Comparison of HDI (human development index: life expectancy, income and education) with fertility found that in most highly rated (+0.9) countries, fertility is rising.)

Now, ask students to join the notes together and expand them to make the final summary. Note that students should use a reference at the start or end of their summary. (*Example summary 1.* Falling levels of fertility have generally been found as countries become richer. In some, the number of children born has fallen below the replacement rate. There are two likely results: smaller populations and larger numbers of elderly needing assistance. But recent research claims that this pattern may be changing. A comparison of HDI (human development index: life expectancy, income and education) with fertility found that in most highly rated (HDI +0.9) countries, fertility is rising.)

Tell the students: if the purpose of the summary is to give only a general idea of what is in the original the summary can be quite spare, even less than 1 percent of the original.

Ask pairs to summarise their summaries in no more than 20 words. When all pairs have a summary written, ask for volunteers to share their writings. Discuss the accuracy of each summary. (*Example summary 2.* Research suggests that the long-term decline in human fertility may be reversing in some of the most advanced societies.)

Ask pairs to check their summaries by answering the questions (see Step 4). If needed, discuss ways to modify the summaries.

Task 7. Ask students to work on their own to summarise Text A following the instructions above. (*Example summary:* Inexperienced and even skilled writers can feel a great deal of anguish when faced with writing tasks; however, this response can be managed by recognising and coping with personal avoidance strategies (Taylor, 1989, p. 3).

Ask students to summarise Text B in 4-5 sentences. Constantly remind students that only the most important information goes in the summary.

(*Example summary:* Roger Sipher makes his case for getting rid of compulsory-attendance laws in primary and secondary schools with six arguments. These fall into three groups—first that education is for those who want to learn and by including those that don't want to learn, everyone suffers. Second, that grades would be reflective of effort and elementary school teachers wouldn't feel compelled to pass failing students. Third, that schools would both save money and save face with the elimination of compulsory-attendance laws.)

Ask students to complete the "learned" portion of the *Summarising* section of Appendix 1. Get feedback from students.

Home-task: choose a scientific legal article from the references you plan to use for your research paper. Bring it to the class.

SUMMARISING

Lesson 2

Learning objectives:

to practice summarising skills

Learning outcomes:

- to write an effective summary

Warmer

Present the video

(<https://www.youtube.com/watch?v=WZFI6dvgOzU&t=72s>).

Ask students to review the qualities of a good summary and strategies for effective summarising. Allow students to ask questions and check for understanding. Get feedback from students.



Task 1. Ask students to summarize the first paragraph. Remind students that summary is a shortened version of the paragraph and contains the most important information. Once students finish writing, ask them to exchange their summaries and discuss the writings with a partner. Ask for volunteers to share their summaries. Discuss the accuracy of each summary.

Repeat the procedure.

Task 2. Ask students to write a summary of a scientific legal article. Review steps 1–4 of how to write a summary, and ask students to work through each step. Ask students to evaluate their summaries using the checklist of questions.

Circulate around the room and be available for assistance. Even though this is independent practice, it is essential that you circulate around the room while students are working in order to check for understanding and to provide guidance and additional modelling as needed.

Home-task: Check yourself

Answers:

1C; 2D; 3B; 4B; 5A; 6D; 7A;

8. *Example summaries:*

- A. There is little research to support a ban on children's advertising as it does not seem to be that influential. One expert, Professor Furnham, argues parenting style and peer pressure are more important (Stokes and Brown, 2011), while a German study (Grissom, 2010) points out that children actually spend very little of their time, only 1.4%, watching adverts. (58 words)
- B. Given growing health problems in children, there is an argument for banning adverts for unhealthy food, especially as the food industry far outspends those trying to promote a more balanced diet. (31 words)
- C. Any advertising ban could harm the food and children's TV industries, plus could be impossible to enforce and potentially illegal. (20 words)

D. Koulle (2014) refers to Self-Access Language Learning as a means of encouraging learner independence and can be undertaken in combination with classroom learning or through online contact and support from tutors and other learners. (34 words)

ORGANIZING PARAGRAPHS

Lesson 1

Learning objectives:

to develop students' ability to structure paragraphs by dividing up the argument into convenient sections

Learning outcomes:

- to explore the components of paragraphs
- to consider the way the components are linked together
- to explore the linkage between paragraphs in the overall text

Warmer – 5 minutes

Ask students to discuss in pairs the following questions: *What is a paragraph? What is the normal length of a paragraph? Is there a standard structure for paragraphs? How are the sentences of the paragraph linked together?* Then ask them to add the structure of the paragraph to the table provided. Set a time limit of 2 minutes.

If they give any wrong information guide them to the correct answers. Display or read out the components of the paragraph: 1) *topic sentence*; 2) *example 1*; 3) *example 2*; 4) *reason*; 5) *summary*. Get feedback from students.

Ask students to complete the “Know” and “Want to know” columns for the *Organizing paragraphs* section of Appendix 1. Hold a whole class feedback session.

Paragraph structure

A paragraph is a series of related sentences developing a central idea, called the topic. If to think about paragraphs in terms of thematic unity: a paragraph is a sentence or a group of sentences that supports one central, unified idea. Paragraphs add one idea at a

time to the broader argument. Probably the most effective way to achieve paragraph unity is to express the central idea of the paragraph in a topic sentence. Topic sentences are similar to mini thesis statements. Like a thesis statement, a topic sentence has a specific main point. Whereas the thesis is the main point of the essay, the topic sentence is the main point of the paragraph. Like the thesis statement, a topic sentence has a unifying function. But a thesis statement or topic sentence alone does not guarantee unity. An essay is unified if all the paragraphs relate to the thesis, whereas a paragraph is unified if all the sentences relate to the topic sentence.

Not all paragraphs need topic sentences. In particular, opening and closing paragraphs, which serve different functions from body paragraphs, generally do not have topic sentences. In academic writing, the topic sentence nearly always works best at the beginning of a paragraph so that the reader knows what to expect.

Direct student to the **Task 1**. Set time limit of 5 minutes. Ask students to study in pairs the paragraph below. It is from the introduction to an essay titled: '*Should home ownership be encouraged*'. Ask them to analyze this paragraph and to identify: 1)topic sentence; 2) example 1; 3)example 2; 4)reason; 5) summary. Hold a whole class feedback session, elicit:

- (a) A paragraph is a group of sentences that deal with a single topic.*
- (b) The length of a paragraph should be no less than four or five sentences.*
- (c) Normally (but not always) the first sentence introduces the topic. Other sentences may give definitions, examples, information, reasons, restatements and summaries.*
- (d) The parts of the paragraph are linked together by the phrases and conjunctions shown in bold in the table. They guide the reader through the arguments presented.*

Direct students to **Task 2**. Divide students into groups and set a time limit of 10 minutes. Ask them to read the next paragraph from the same essay, then to analyze the paragraph by completing the left hand column in the table below with the following types of sentence: Supporting point 1, Supporting point 2, Supporting point 3, Example, Reason, Topic. Get a feedback from the students.

Show the model answer:

Topic sentence

Example Reason

Supporting point 1

Supporting point 2

Supporting point 3

This list illustrates categories of "relationships" between ideas, followed by words and phrases that can make the connections:

Addition:

also, again, as well as, besides, coupled with, furthermore, in addition, likewise, moreover, similarly

Consequence:

accordingly, as a result, consequently, for this reason, for this purpose, hence, otherwise, so then, subsequently, therefore, thus, thereupon, wherefore

Contrast and Comparison:

contrast, by the same token, conversely, instead, likewise, on one hand, on the other hand, on the contrary, rather, similarly, yet, but, however, still, nevertheless, in contrast

Direction:

here, there, over there, beyond, nearly, opposite, under, above, to the left, to the right, in the distance

Diversion:

by the way, incidentally

Emphasis:

above all, chiefly, with attention to, especially, particularly, singularly

Exception:

aside from, barring, beside, except, excepting, excluding, exclusive of, other than, outside of, save

Exemplifying:

chiefly, especially, for instance, in particular, markedly, namely, particularly, including, specifically, such as

Generalizing:

as a rule, as usual, for the most part, generally, generally speaking, ordinarily, usually

Illustration:

for example, for instance, for one thing, as an illustration, illustrated with, as an example, in this case

Similarity:

comparatively, coupled with, correspondingly, identically, likewise, similar, moreover, together with

Restatement:

in essence, in other words, namely, that is, that is to say, in short, in brief, to put it differently

Sequence:

at first, first of all, to begin with, in the first place, at the same time, for now, for the time being, the next step, in time, in turn, later on, meanwhile, next, then, soon, the meantime, later, while, earlier, simultaneously, afterward, in conclusion, with this in mind

Summarizing:

after all, all in all, all things considered, briefly, by and large, in any case, in any event, in brief, in conclusion, on the whole, in short, in summary, in the final analysis, in the long run, on balance, to sum up, to summarize, finally

Direct students to **Task 3**. Elicit that it is important to provide *links* in academic writing. Make them study the list of linking words and phrases. Then ask students to work in groups and underline the words and phrases in paragraph **Task 2** used to link the sentences together. Ask them to identify a phrase which is used to link this paragraph to the one before? Hold a whole class feedback session clarifying any points as necessary. Show the model answer:

The words and phrases used to link the sentences together:

for example/ It is widely believed/ In addition/ But above all

The phrase which is used to link this paragraph to the one before:

Despite this

Development of ideas

Most pieces of formal writing are organized in a similar way: introduction; development of main ideas or arguments (body); conclusion. The body represents 80% of a paper and its number of sections is equivalent to its number of main ideas. As it makes up the argumentation of the paper, the goal of the body is to present in a convincing way the ideas that support the thesis. It must therefore be organized in a logical and coherent structure. Linking words and phrases (presented above) join clauses, sentences and paragraphs together.

The main ideas are the backbone of the argumentation. They directly support the thesis and, together, they cover all the major issues that are raised by the thesis in order to ensure that the topic is fully explored. They have a clear and direct connection with the thesis of the paper and developed by supporting ideas.

The main ideas must be organized logically, as they determine the structure of the entire paper. Depending on the progression of the paper, they can be organized in a variety of ways: in chronological order, in order of importance, from general to specific, from theory to practice, according to advantages and disadvantages, to similarities and differences, or to causes and effects, etc.

The supporting ideas are the more focused arguments that bolster the main ideas. They have a clear and direct connection with the main ideas and are backed-up by evidence or illustrated by examples. In general, the supporting ideas that bolster the same main idea are grouped into one paragraph. However, if the paper can gain clarity by dividing a long paragraph into several shorter paragraphs, it is advised to do so (but a paragraph cannot be made of a single sentence). Transition words must be carefully selected in order to indicate the appropriate relationship between each paragraph.

Evidence or *Examples* are the words, ideas and facts borrowed from the sources that have been consulted during research. This borrowed material is used to strengthen the arguments in a more concrete way. Only source material that is related to the thesis of the paper is usually included. It is recommended to evaluate the accuracy, credibility and relevance of all sources by applying critical thinking skills; to develop your own information management system to organize the information that have been gathered; to cite all sources by providing a reference for every quotation, paraphrase and summary as well as to update the bibliography on a regular basis to keep track of all sources.

It is not recommended to use the words or ideas of another author without indicating their source that would be plagiarism.

Direct students to **Task 4**. Re-divide the class so that new groups\pairs are formed with students who were not working together previously. Set a time limit of 5-6 minutes. Hand out mixed up sentences from the third paragraph of the same essay and ask students to arrange them in the correct order. Elicit the answer.

Hand out

1. These had been developed to allow higher-risk poorer families to buy their own homes, but contributed to a property price bubble.
2. Many economists now argue that there is a maximum level of home ownership that should not be exceeded.
3. All these claims were challenged by the economic crash of 2008, which was in large part caused by defaults on American sub-prime mortgages.
4. Even households that had positive equity still felt poorer and reduced their spending.
5. Others were trapped in their houses by negative equity, in other words their houses were worth less than they had paid for them.
6. When this burst, millions of people lost their homes, which for many had contained their savings.

Model answer:

Topic sentence (3); Definition (1); Result 1 (6); Result 2 (5); Result 3 (4); Conclusion (2).

Task 5. Set a time limit of 3-5 minutes. Ask students in the paragraph **Task 4:1)** to underline the phrase used to link the paragraph to the previous one.2) to underline the words and phrases used to link the paragraph together. Get feedback from students.

Model answer:

1. All these claims
2. These/ but/ When this/ Others/ in other words/ Even

Task 6. Set a time limit of 7-10 minutes. Ask students in pairs to use the given notes and the table to complete a paragraph of an essay titled: '*High rates of home ownership are bad for the economy – Discuss*'. Hold the whole class feedback session.

Model answer:

- | | |
|--------------|---|
| 1 Topic | It has been argued that rises in the rate of home ownership can increase the rate of unemployment. |
| 2 Reason | This is because home ownership appears to make people more reluctant move in order to find work. |
| 3 Example | Spain is an example of a country where high rates of home ownership coincide with high unemployment, while Switzerland demonstrates the opposite. ; |
| 4 Argument | This theory, however, remains controversial. |
| 5 Conclusion | It is clear that other factors, such as the liquidity of the housing market, must play a role in the relationship. |

Home-task:

1) Task 7. Ask groups to write the next paragraph of the essay using given notes, including a phrase linking it to the previous paragraph. Hold the whole class feedback session.

Model answer:

1. This theory was lent support by the performance of the housing market in US states such as California and Florida during the recession of 2007–9.
2. These states had all experienced a major housing boom during the 1990s.

3. But after the start of the recession the rate of house moving declined steeply.
 4. It appears that one factor in this slowdown was the number of households in negative equity.
 5. Having negative equity means that a house would be sold at a loss.
 6. Therefore a recession may be deepened if labour becomes more static, as a result of high home ownership rates.
- 2) Ask students to bring the legal articles related to their research area as worksheets for the next class work.

ORGANIZING PARAGRAPHS

Lesson 2

Learning objectives:

to develop students' ability to structure paragraphs by dividing up the argument into convenient sections

Learning outcomes:

- to practice the way the components are linked together
- to practice the linkage between paragraphs in the overall text

Warmer – 5 min

Present the video to students. Hold a whole class feedback session revising *a general paragraphing organization*.



Task 1. Ask students to work with the articles related to their research area they have brought. Ask them to choose 2 paragraphs and to identify the components of the chosen paragraphs: 1) *topic sentence*; 2) *example 1*; 3) *example 2*; 4) *reason*; 5) *summary*. Elicit the answers.

Task 2. Ask students to analyze the chosen paragraphs considering the types of sentence: *Topic Supporting point 1, Supporting point 2, Supporting point 3, Example, Reason*.

Task 3. Ask students to underline the words and phrases in the chosen paragraphs used to link the sentences together. Discuss the answers.

Task 4. Ask students to underline the phrase used to link the paragraph to the previous one. Discuss the answers.

Ask students to complete the “Learned” column for the *Organizing paragraphs* section of Appendix 1. Report to the class.

Home-task:

1) Ask students to write a paragraph (summary) in **Task 5** expressing the main idea of the article (5-7 sentences). Use the skills acquired: structure your paragraph; provide words and phrases to link the sentences together.

2) Complete the Check yourself test.

1. A paragraph

- a) does not have an internal structure.
- b) is a logical structure that is reflected by a division in the text.
- c) always starts with a topic sentence.
- d) must consist of a certain number of sentences.
- e) is an arbitrary division of the text.

2. What is similar between bees and well-formed paragraphs?

- a) They have to work together to accomplish a goal.
- b) They are both endangered.
- c) Their work should produce something enjoyable.
- d) They both work for a "queen."
- e) They both sting.

3. Paragraphs are sometimes compared to building blocks because:

- a) the whole is always equal to the sum of its parts.
- b) a good paragraph can always stand alone.
- c) the whole is greater than the sum of its parts.
- d) they should be all the same size and shape.

- e) they are the parts that form a complete piece of writing.
- 4. What are some features of a well-formed paragraph we can identify?
 - a) a topic sentence
 - b) a conclusion/ transition to the next paragraph
 - c) unity
 - d) coherence
 - e) a thesis statement
- 5. What are transitions?
 - a) The sentences that express the main point, or idea, of a paragraph
 - b) Reasons, examples and other details to support the main point of the paragraph
 - c) Signal words that increase the effectiveness of organizing support for each paragraph, using time order or listing order
 - d) A series of sentences about one main idea, or point

Answers:

- 1. A paragraph should always have an identifiable topic sentence. The beginning is the most common position for the topic sentence, but it can be anywhere in the paragraph.
- 2. e) Correct.
- 3. Paragraphs vary greatly in length according to their purpose
- 4. e) Correct. A paragraph may contain the thesis statement, but only one paragraph per essay would normally do this, so it's not a general feature.
- 5. c) correct

INTRODUCTIONS AND CONCLUSIONS

Lesson 1

Learning objectives:

to develop students' ability to structure an effective introduction and conclusion

Learning outcomes:

- to explore the introduction structure
- to explore the conclusion content

Warmer – 5 minutes

Ask students to choose from the list below what do they think is normally found in a research writing introduction. If they give any wrong information guide them to the correct answers. Get feedback from students. Then ask students to complete the “Know” and “Want to know” columns for the *Introductions and conclusions* section of Appendix 1. Hold the whole class feedback session, discussing the Introduction structure.

Y/N

1. A definition of any unfamiliar terms in the title. (Y)
2. Your opinions on the subject of the essay. (N)
3. Mention of some sources you have read on the topic. (Y)
4. A provocative idea or question to interest the reader. (N)
5. Your aim or purpose in writing. (Y)
6. The method you adopt to answer the question (or an outline). (Y)
7. Some brief background to the topic. (Y)
8. Any limitations you set yourself. (Y)

Introduction structure

An effective introduction explains the purpose and scope of the paper to the reader. Introductions are usually no more than about 10 per cent of the total length of the assignment. Therefore in a 2,000 word essay the introduction would be about 200 words. There is no standard pattern for an introduction, since much depends on the type of research is being conducted and the length of the work, but a common framework is:

- a) Definition of key terms, if needed.
- b) Relevant background information.
- c) Review of work by other writers on the topic.
- d) Purpose or aim of the paper.
- e) The methods and the results were found.
- f) Any limitations which were imposed.
- g) The organization of the work.

Task 1. Set time limit of 5 minutes. Divide students into groups and ask to read the extracts below from introductions to articles and decide which of the functions listed above (1-8) they are examples of. Elicit the correct *answers*: 1. Background. 2. Outline. 3. Purpose. 4. Mention of sources. 5. Definition. 6. Limitation.

Get feedback from students.

Direct students to **Task 2.** Set a time limit of 15 minutes. Mention that: *Not every introduction will include all the elements listed above.* Ask the groups/pairs to study the extracts below from the introduction to an essay titled: 'Evaluate the experience of e-learning for students in higher education.' Hold the whole class feedback session, discussing the structure.

(a) Certain words or phrases in the title may need clarifying because they are not widely understood:

There are a range of definitions of this term, but in this paper 'e-learning' refers to any type of learning situation where content is delivered via the internet.

(b) It is useful to remind the reader of the wider context of your work. This may also show the value of the study you have carried out:

Learning is one of the most vital components of the contemporary knowledge-based economy. With the development of computing power and technology the internet has become an essential medium for knowledge transfer.

(c) While a longer article may have a separate literature review, in a shorter essay it is still important to show familiarity with researchers who have studied this topic previously. This may also reveal a gap in research that justifies your work:

Various researchers (Webb and Kirstin, 2003; Honig et al., 2006) have evaluated e-learning in a healthcare and business context, but little attention so far has been paid to the reactions of students in higher education to this method of teaching.

(d) The aim of your research must be clearly stated so the reader knows what you are trying to do:

The purpose of this study was to examine students' experience of e-learning in a higher education context.

(e) The method demonstrates the process that you undertook to achieve the aim given before:

A range of studies was first reviewed, and then a survey of 200 students from a variety of disciplines was conducted to assess their experience of e-learning.

(f) You cannot deal with every aspect of this topic in an essay, so you must make clear the boundaries of your study:

Clearly a study of this type is inevitably restricted by various constraints, notably the size of the student sample, and this was limited to students of Pharmacy and Agriculture.

(g) Understanding the structure of your work will help the reader to follow your argument:

The paper is structured as follows. The first section presents an analysis of the relevant research, focusing on the current limited knowledge regarding the student experience. The second part . . .

Note: The first few sentences should be general but not vague, to help the reader focus on the topic. They often have the following pattern:

Time phrase	Topic	Development
Currently,	the control of water resources	has emerged as potential cause of international friction.
Since 2008	electric vehicles	have become a serious commercial proposition.

Direct students to **Task 3**. Set a time limit of 5 minutes. Elicit that it is important to avoid opening sentences that are over-general in academic writing. Ask them compare two following sentences. Hold a feedback session.

Direct students to **Task 4**. Set a time limit of 10 minutes. Ask the groups/pairs to write introductory sentences for four of the following titles. Hold a feedback session.

Example answers:

- (a) In recent years there has been a steady criticism of the lack of women in senior management.
- (b) In the past decade global warming or climate change has become one of the most pressing issues on the international agenda.
- (c) There has been some decline in rates of infant mortality in the developing world over the last 20 years, but in many countries progress has been slow.
- (d) Rapid internal migration from the countryside to the cities is a feature of many developing societies.

Direct students to **Task 6**. Discuss with students the structure of *Conclusion*. Ask the groups/pairs to look at the topic “Organising paragraphs”. Then ask them to study the notes for the first two paragraphs Task 6 and Task 7, then ask them to write a concluding paragraph that summarises the main points and answers the question in the title (i.e. Are high rates of home ownership bad for the economy?). Ask student to discuss any implications that arise and to suggest possible further research. Hold the whole class feedback session.

Example conclusion:

It has been shown that, although in some situations a strong economy is linked to low rates of home ownership, this is not always the case. There have been claims that owning a house may make people reluctant to move in order to find work, and this theory seems to be supported by the examples in some US states during the recession of 2008–9. However, it appears that the main factor here was negative equity, rather than just ownership. As negative equity is the product of a house price bubble, it seems that the principal threat to a national economy is rapid inflation of house prices to unsustainable levels.

Consequently, it can be suggested that governments should take steps to control the expansion of credit to prevent housing bubbles by discouraging risky lending. Clearly, this short essay has only outlined the main points of this topic and many aspects would benefit from more study. One possible field for further research would be to investigate the reasons why some home owners default on their mortgage payments.

Complete the “Learned” column for the *Introductions and conclusions* section of Appendix 1. Hold the whole class feedback session.

Home-task:

1) Task 5. Ask students to write an essay with the title ‘Can everyone benefit from higher education?’ using the given notes to write the introduction in about 150 words (it is not necessary to refer to sources in this exercise). Follow the main structure of essay (*introductions, main body, conclusion*).

2) Ask students to bring the legal articles related to their research area as worksheets for the next class work.

INTRODUCTIONS AND CONCLUSIONS

Lesson 2

Learning objectives:

to develop students’ ability to structure an effective introduction and conclusion

Learning outcomes:

- to practice the introduction writing
- to practice the conclusion writing

Warmer – 10 minutes

<https://www.youtube.com/watch?v=FTC-5P1VFFU>

Ask students to watch the video and to discuss in pairs the following questions. Elicit the answers.

1. *What is the purpose of the introduction?*
2. *What content needs to be included?*
3. *What is the structure of the introduction?*



Task 1. Set a time limit of 10 minutes. Ask students to determine the order of information and exposition of the introduction in the scientific article of your subject area. Hold the whole class feedback session.

Direct students to **Task 2.** Set a time limit of 15 minutes. Divide students into pairs and ask them to discuss in pairs which of the following are generally acceptable in conclusions.

- A. A statement showing how your aim has been achieved.
- B. A discussion of the implications of your research.
- C. Some new information on the topic not mentioned before.
- D. A short review of the main points of your study.
- E. Some suggestions for further research.
- F. The limitations of your study.
- G. Comparison with the results of similar studies.
- H. A quotation that appears to sum up your work.

If they give any wrong information guide them to *the correct answers*:

(a) Y (b) Y (c) N (d) Y (e) Y (f) Y (g) Y (h) N

Direct students to **Task 3.** Set a time limit of 15 minutes. Ask students to watch the video and to review the main parts of the strong scientific conclusion (*Claim, Evidence and Reasoning*).

<https://www.youtube.com/watch?v=8BdDtEnA0uM>

Hold the whole class feedback session.



Home-task:

1) Task 4. Ask students to determine Claim, Evidence and Reasoning in the scientific article of their subject area.

2) Complete the Check yourself test

1. A good introduction should _____

- a) catch the reader's attention and establish the tone.

- b) identify the purpose and establish the context for the paper.
 - c) Both a and b
2. WHEN should you write the introduction for a paper?
- a) As you are writing the first draft
 - b) After you have written the rest of the paper
 - c) Either A or B
3. How long should an introduction be?
- a) Every introduction should be at least five sentences.
 - b) The length of the introduction varies with the purpose of the essay.
 - c) A good introduction only needs to be one sentence.
4. What information should be included in an introduction for a paper comparing two characters in the novel *My Antonia* by Willa Cather?
- a) The title of the book, the name of the author, and the names of the two characters.
 - b) A detailed description of the location and time period in which the novel took place.
 - c) A summary of the story's plot and a description of the conflict between the two characters.
5. Which of the following statements about introductions is TRUE?
- a) An introduction should set the tone and flow into the body of the paper.
 - b) Start with an obvious, general statement that the reader can agree with.
 - c) State your position by saying "In this paper, I will show . . ."
6. Which introduction technique can you use for ALL writing assignments, regardless of purpose?
- a) Start the paper with a direct quotation from a novel, movie, or article being discussed.
 - b) Speak directly to readers and ask them to picture themselves in the situation that you discuss.
 - c) Neither A nor B
7. Which choice shows words and phrases that could signal a concluding paragraph?
- a) Before too long, for instance, and next.

- b) Finally, in short, to summarize.
 - c) Of course, and again, elsewhere.
8. From the reader's perspective, a good conclusion should _____
- a) introduce a different topic so the reader wants to investigate a whole new concept.
 - b) finish with a strong statement that summarizes the topic and satisfies the reader.
 - c) restate the exact wording of your theme so the reader gets your point.
9. Which of the following statements about conclusions is FALSE?
- a) A good conclusion must be at least two paragraphs long.
 - b) In a short paper, a conclusion can be a few sentences long.
 - c) In some situations, a good conclusion can be a single, strong sentence.
10. How can a good conclusion help to unify an essay or paper?
- a) By ending with a story, quote, or statement that connects to the main thesis.
 - b) By apologizing in the last paragraph for the weak thesis at the beginning.
 - c) By restating the thesis—word for word—as it was written in the introduction.
11. In which situation should you AVOID summarizing the main points of your paper in the conclusion?
- a) When the paper is fairly long and complex.
 - b) When the reader needs a summary of a variety of technical information.
 - c) When the paper is brief and the key points are clear to the reader.

Answers: 1c, 2b, 3a, 4a, 5c, 6b, 7b, 8a, 9a, 10c.

REVISING AND PROOFREADING

Lesson 1

Learning objectives:

to present strategies for revising and proofreading

Learning outcomes:

- apply strategies for revising and proofreading

Warmer

Ask students to work in pairs to discuss the ways they normally check their writings before handing them in (*keywords*: checking for content, checking for language, checking for spelling; rereading, reading aloud, rewriting). Set a time limit of 2 minutes. Ask pairs to compare their techniques. Get feedback from students.

Ask students to complete the "know" and "want to know" columns for the *Revising and proofreading* section of Appendix 1. Discuss students' responses. Set an overall time limit of 5 minutes.

Revising

Discuss why revising and proofreading are an integral part of academic writing. Emphasize that students often use the terms “revision” and “proofreading” interchangeably, but they are actually different processes. *Revision* deals with organization, audience, and focus (on the paper-paragraph-sentence levels). *Proofreading* deals with correcting punctuation, grammatical, and mechanical errors; correcting spelling mistakes; formatting citations, cover sheets, footnotes, and references correctly.

Make sure that students understand that revision should be done *prior to* proofreading.

Direct students to **Task 1**. Ask them to consider which the jobs are in the right hand box and place an *R* (for Revising) or *P* (for Proofreading) in the left hand box as they think appropriate. Set a time limit of 2 minutes. Stop the activity after 2 minutes. Allow students to compare their answers before whole class feedback. (*answers*: 1. R, 2. P, 3. R, 4. P, 5. R, 6. R, 7. P, 8. R, 9. P)

Tell the students: when the writer revises, he or she usually uses a checklist of questions.

Direct students to **Task 2**. Divide the class into small groups. Ask groups to study the introduction to the paper titled ‘What would be an acceptable number of interviews to carry out for a Master’s dissertation?’. Note that during the first revision students should not correct grammar, sentence structure, spelling, or punctuation; this is

proofreading, which they will do later. Set a time limit of 7 minutes for groups to decide how the text could be improved. Ask students to list their suggestions in the table. Stop the activity after 7 minutes. Allow groups to compare and discuss their ideas. Get a feedback from groups.

Direct students to the list of suggested comments and ask students to compare it to their ideas.

Ask students to read and compare the two drafts of the introduction.

Direct students to **Task 3**. Ask students to work in pairs to try their revising skills. Ask pairs to make a list of comments and re-write the text in the space provided. Note that students might add, cut, move, or change information in order to make ideas clearer, more accurate, more interesting, or more convincing. (*Example re-write*: Organisations inevitably face risks by permitting researchers to interview employees, so these must be understood and minimised by the design of the research project. If employees criticise other workers in the organisation they may be punished, or alternatively they may feel unable to express their true feelings and so invalidate the interviews. Consequently, researchers must protect the reputation of the organisation and the value of their own work by carefully explaining the purpose of the study and insisting on strict anonymity through the use of false names. By doing this both parties should benefit from the research.)

Proofreading

Re-divide the class so that new groups are formed with students who were not working together previously.

Task 4. Ask groups to study the examples of the most common types of error in student writing. Set a time limit of 4 minutes for groups to underline the errors and correct them. Stop the activity and distribute or display the answers. Discuss which errors the students found most difficult to spot and/or correct.

(*answers*: 1. Africa is not a country: such as Nigeria. 2. *Innocence* is a noun: Young and *innocent*. 3. Comma needed: However, some strains... 4. Present perfect needed with 'since': Since 2005 *there have been* ... 5. 'successfulness' is not a word: *success*.)

6. 'pervious' is incorrect: *previous*. 7. 'one of the ...' needs plural noun: one of the largest *companies* ... 8. Repetition: the essay will conclude with *an analysis* of ... 9. Time periods need definite article: *the* 19th century. 10. *when consumers go out shopping* ...)

Task 5. Ask groups to correct the errors. Allow groups to compare their answers before the feedback session. Distribute or display the answers. Discuss which errors the students found most difficult to spot and/or correct.

(answers: 1. style – use *children* 2. singular/plural – *their lines* 3. vocabulary – *torment* is too strong, use *inconvenience* 4. word ending – *different effects* 5. factual – 1973 6. word order – *overcome* 7. punctuation – no comma needed 8. spelling – *Hungary* 9. missing word – *the world* 10. tense: *have entered*)

Direct students to **Task 6.** Ask students to work in pairs to study the differences between similar confusing pairs. Set a time limit of 6-7 minutes for pairs to translate the sentences into Ukrainian. Get feedback from the students.

Task 7. Ask pairs to correct the word in each sentence. Set a time limit of 3 minutes. Stop the activity after 3 minutes and distribute or display the answers.

(answers: 1. principles; 2. lose; 3. affect; 4. compliments; 5. its; 6. economic; 7. accepted)

Ask students to complete the "learned" portion of the *Revising and proofreading* section of Appendix 1. Get feedback from students.

Home-task: Task 8.

(Answers: 1. Capitol punishment is the most awful penalty that the state can employ. Although it's use has declined worldwide in the next fifty years, it is still practiced in a significant number of countries including China and United States. It has strong opponents and supporters, leading to fierce debate about their effectiveness. The supporters of capital punishments argue that it deters criminals from doing big crimes such as murder, because they know that they risk death themselves. Although critics

argue that most murders is committed without planning, and that researches shows that murder rate is not higher in countries which haven't the death penalty. They also says that everyone should have the chance of reform, which may be achieved by a long period of imprisonment, and that state execution is a inhumane act. You can see that this is a subject that creates strong feelings, and clearly this controversy was likely to continue for many years.

Spelling: *capitol/capital* Vocabulary: *awful/severe* Punctuation: *it's/its* Fact: *next/last*
Articles: *the United States* Agreement: *their effectiveness/its effectiveness*
Singular/plural: *punishments/punishment* Style: *big crimes/serious crimes*
Conjunctions: *Although/But* Tense: *was/is*)

REVISING AND PROOFREADING

Lesson 2

Learning objectives:

to practice revising and proofreading skills

Learning outcomes:

- revise drafts effectively, identify the elements of a good academic writing

Warmer

Present the video <https://bestgedclasses.org/general-revision-proofreading/>. Ask students to review strategies for revising and proofreading. Allow students to ask questions and check for understanding. Ask students to answer the questions (*answers*: 1. D. 2. B; A & C are part of process but not all; D is never safe). Get feedback from students.



Task 1. Direct students to revise their drafts using the checklist. If the draft contains the criterion the student can check it off. If it is missing from the work, the student should highlight that criterion.

Task 2. Ask students to work in pairs to revise the partner's draft for clarity, purpose, and tone. Ask students to exchange their drafts and checklists. Note that students can add their thoughts to the partner's checklist, highlighting areas that are good/missing. Ask students to record suggestions that they have for their partner's writing. Encourage students to use the information provided.

Once the students have completed making suggestions, ask them to exchange their writing pieces and rewrite their own draft to make it better.

Task 3. Ask students to proofread their writing, fixing errors in spelling, grammar, and punctuation.

Home-task: Check yourself.

Answers: 1C; 2A; 3B; 4D.

5. *To what extent have police forces developed throughout the **twentieth** century?*

Many changes have **occurred** to police forces throughout the twentieth century. Rapid **technological developments** have **affected** the way the police work, providing them with new and increasingly more complex equipment. **Whereas** the nineteenth century police officer had neither a radio **nor** a walkie-talkie, **relying** heavily on a whistle to alert **colleagues** to the scene of a **crime**, two-way radios had been introduced in the 1920s. This meant that officers could now communicate with the police station and respond rapidly. The **walkie-talkie**, in use from the **1950s**, also gave immediate access to fellow officers. Therefore **officers'** decisions could now be made quickly and directly, following a clear chain of command and relying on fast **backup**. The once familiar sight of '**bobbies**' patrolling the streets on foot or on bike has largely changed **through** the use of police **cars**. **These** enable **fewer** officers to patrol larger areas, and to respond quickly to situations. **Helicopters** and light **aircraft are** used by all police forces, primarily for tracking suspects involved in more serious crimes. Computers and the **internet** are also used for recording and investigating crimes and suspect details. The increasing use of electronic monitoring, such as CCTV cameras, 'phone tapping' and 'electronic **tagging**' have **arguably** reduced the need for so many officers '**on the**

beat'. Nowadays **a few** police specialists can monitor, prevent and **follow up** crimes instantly and effectively. Records of missing people, fingerprints and vehicle details can also be accessed and shared by all police forces, through the **centralized** National Computer Record. The development of **forensic** testing, such as fingerprinting, blood sampling and more recently DNA testing, has **likewise** aided crime investigations by testing human characteristics on suspects. However, these developments have also aided criminals in **evading** identification and capture (see Section 5.2 New crimes / New opportunities for **old crimes**).

Notes:

- 'technology developments' could be changed to either 'technological developments' or 'developments in technology'
- 'Internet' is often capitalised, but 'internet' is also now acceptable
- 'averting' was the wrong word to use in this context – you could use either 'evading' or 'avoiding' to give the correct meaning

ДОДАТОК

Приклад репродуктивних завдань

Завдання 1. Прочитайте рекомендовану літературу і занотуйте, що потребує/не потребує цитування. Складіть список питань та варіанти відповідей для опитування здобувачів щодо академічної доброчесності. Проведіть опитування (Google forms) у межах дослідження студентського рівня академічної доброчесності. Оформіть результати у вигляді есе, користуючись способами і моделями структурно-мовної організації академічного тексту.

Завдання 2. Прочитайте цитату: *"What is not started today will be never finished tomorrow"*. Використовуючи метод «мозкового штурму», визначте проблему, проведіть накопичення ідей, згрупуйте пропозиції, обговоріть їх. Визначте оригінальну та оптимальну ідею для розв'язання проблеми. Сформулюйте чітку і містку відповідь і напишіть тези про те, як важливо планувати свій час.

Завдання 3. Користуючись моделлю оцінювання базової академічної презентації, здійсніть аналіз усіх структурних елементів пропонованого публічного виступу. Оформіть результати у вигляді рецензії.

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