



ВЫСШАЯ ШКОЛА ЭКОНОМИКИ
НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ УНИВЕРСИТЕТ

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АКАДЕМИЧЕСКОЕ ПИСЬМО. ЛЕКСИКА. DEVELOPING ACADEMIC LITERACY

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Учебное пособие представляет собой комплекс упражнений и теоретического материала, необходимого для ознакомления с лексическими единицами, которые отрабатываются в упражнениях. Оно состоит из 45 разделов, каждый из которых направлен на отработку определенной группы академической лексики или развитие навыка.

В учебном пособии дан теоретический материал по существительным, глаголам, прилагательным, устойчивым выражениям, характерным для научного стиля. В книге отрабатываются такие навыки, как постановка целей и задач исследования, реферирование научной литературы, оформление ссылок на источники, описание статистической информации, графиков и диаграмм, формулирование выводов исследования и другие.

Соответствует актуальным требованиям Федерального государственного образовательного стандарта высшего образования.

Учебное пособие предназначено студентам высших учебных заведений, аспирантам и преподавателям, а также всем интересующимся.

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Предисловие

Настоящее пособие предназначено для студентов бакалавриата и магистратуры (любых направлений подготовки) и посвящено работе с академическим словарем. Целью пособия является развитие академических навыков, связанных с умением распознавать академическую лексику в тексте и грамотно употреблять ее в устной и письменной речи, что необходимо студенту для успешного обучения и научной работы.

Пособие тематически связано с учебником *Academic Vocabulary in Use* (авторы *Michael McCarthy* и *Felicity O'Dell*) издательства *Cambridge University Press* и может быть использовано в качестве источника дополнительных упражнений для отработки представленных в учебнике тем. Однако настоящее пособие также может использоваться самостоятельно, поскольку каждый его юнит включает теоретический материал, поясняющий правила использования отрабатываемых лексических единиц. Поскольку каждый юнит посвящен отдельной теме, юниты можно изучать в любом порядке.

В учебном пособии представлены упражнения с заданиями: соотнести лексические единицы с определениями, найти синонимы и антонимы, закончить предложения подходящими единицами, соотнести две части сложного предложения, составить предложения с использованием определенной лексики, указать производные части от представленных единиц и т.д. Особое внимание уделено сочетаемости слов в рамках академического дискурса. Иллюстративный материал в основном взят из Британского национального корпуса (*British National Corpus*), корпуса современного американского английского языка (*Corpus of Contemporary American English*) и толковых словарей английского языка. Также пособие снабжено банком ресурсов, состоящим из аннотаций к академическим статьям, в которых встречаются отрабатываемые в юнитах лексические единицы.

Пособие рассчитано на студентов, владеющих английским языком на уровнях B1–C1 по европейской шкале *CEFR*, и может быть использовано на занятиях или для самостоятельной работы, поскольку содержит ключи к упражнениям.

В результате изучения курса студент должен:

знать

- академическую лексику, необходимую для общения в академической среде;
- жанровые особенности академических текстов;
- требования речевого этикета и основные правила языкового и речевого оформления устных и письменных высказываний с учетом специфики англоязычной академической культуры;

уметь

- грамотно строить монологическое и диалогическое высказывание на заданную тему, используя при этом широкий набор языковых средств;

- составлять логическое, структурированное сообщение по широкому спектру тем в академической среде;
- понимать и представлять в письменном виде фактическую информацию, представленную в виде графиков;
- понимать основную мысль академических текстов, в том числе и текстов по специальности;
- критически анализировать информацию, реферировать и аннотировать академические профессионально-ориентированные тексты;

владеть

- навыками анализа и письменной интерпретации графической информации;
- навыками извлечения общей и запрашиваемой информации из академических текстов общего и профессионально-ориентированного характера;
- методами классификации прочитанной информации;
- приемами поиска и систематизации необходимой информации на английском языке для последующей продукции собственных англоязычных академических текстов.

Unit 1

APPLICATIONS AND APPLICATION FORMS

acknowledge	get in	qualification
application profile	grant	referee
call for an interview	IELTS	reference
career	TOEFL	require
deadline	mature student	scholarship
English-medium education	offer a place	seek clarification
entry requirement	personal statement	student loan
equal opportunities policy	postgraduate study	submit
fee	process an application	transcript
financial guarantee		

Study the highlighted words and collocations. Guess their meaning from the context. If necessary, consult a dictionary.

- **The course fee** is £100 per place and full details are available on request from Leica.
- Over the years since it was set up in 1982, the Foundation has provided **funds** for the purchase of teaching equipment, the development of Library services, the restoration of much-loved features of the University gardens, **a scholarship** for under-privileged students from overseas, the publication of monographs, and improvements to sports facilities.
- **Studentships** are offered for **postgraduate study** within the field of Humanities at universities and certain other **institutions of higher education**; they are available for certain courses of study and research leading to **a higher degree**, and for certain **certificate or diploma courses** not covered by the bursary scheme.
- **Mature students** with young families, who are on their own financially and are burdened with the heaviest of financial commitments, are having to scrape by on **an inadequate student grant** and **an even more inadequate student loan**.
- In the USA, **a transcript** is an official record of a student's work that shows the courses they have taken and the marks / grades they have achieved.
- The answer to that question would be that the Council's actually adopt an **equal opportunity policy** and that policy now has been adopted by the theatre trust and the theatre trust wouldn't put anything on if they feel it sexist or racist or ageist.

1.1 Match the words (1–8) with their definitions (a–h).

- | | |
|-------------|---|
| 1. deadline | a) an adult student who goes to college or university |
| 2. fee | some years after leaving school |

- | | |
|-------------------|--|
| 3. mature student | b) an amount of money given to somebody by an organization to help pay for their education |
| 4. postgraduate | c) money that is given / lent to students to pay for their studies |
| 5. reference | d) an amount of money that you pay for professional advice or services |
| 6. scholarship | e) a letter written by somebody who knows you, giving information about your character and abilities, especially to a new employer |
| 7. student loan | f) a point in time by which something must be done |
| 8. undergraduate | g) a university or college student who is studying for their first degree |
| | h) a person who already holds a first degree and who is doing advanced study or research; a graduate student |

1.2 Answer the questions.

1. Which document lists the courses you have completed and grades you have received?
2. What kinds of students do not have to submit the results of the IELTS or TOEFL? Why?
3. Is postgraduate level a first, a second, or a third degree?
4. How are exams that you need to take to enroll the course called?
5. What is the difference between a grant and a scholarship?

1.3 Match the words in the columns to form collocations.

- | | |
|-----------------|-----------------------------|
| 1. attach | a) a personal statement |
| 2. call for | b) an application |
| 3. get | c) a loan |
| 4. high | d) an interview |
| 5. minimum | e) fee |
| 6. personal | f) English-medium education |
| 7. postgraduate | g) score |
| 8. process | h) level |
| 9. receive | i) requirements |
| 10. specific | g) details |

1.4 Insert the correct preposition where necessary.

1. Requirements international students are listed the university webpage.
2. You need an undergraduate degree to study postgraduate level.
3. If you get, you are accepted and given a place at the university or college you have applied
4. I will have my transcript translated English in a couple of weeks.

5. I am waiting to be called an interview.
6. Only mature students are offered places at this university.
7. The number of grants available international students is limited.
8. I have submitted an application, but nobody has acknowledged it yet.
9. I am seeking clarification the regulations.
10. Entry requirements this course are really tough.

1.5 Match the halves of collocations and insert them in the appropriate gaps in the text.

accredited	a legal practitioner
admission as	a qualification
be eligible	being
certify to	course
complete	experience
entry level	for a placement
practical	lawyers
preparation	opportunity
recruitment	requirements
work	to be admitted

In order to qualify as a lawyer in Australia, each law graduate must **1)** recognised practical In 2002, the Australasian Professional Legal Education Council (APLEC) published a recommended set of competency standards which all **2)** should meet in order to **3)** as a legal practitioner. Upon completion of a recognised and **4)** of Practical Legal Training (PLT), potential lawyers must apply to the Supreme Court of the state in which they wish to practise for **5)** The admission application process is rigorous. Not only does an applicant have to demonstrate completion of all of the academic and **6)**, but an applicant must also **7)** a “fit and proper person” to be admitted as a legal practitioner. At Flinders University, the PLT course includes 225 hours of **8)** in a legal office. The Placement requirement raises issues of equity at various levels. Many students, especially those with children or other dependents, face several challenges in working full time (unpaid) for six weeks. Other students who are already working part-time or full-time in law firms resent having to spend class time in **9)** Many students are obliged for financial reasons to work full time at their placement and then work at night time to earn an income. Equally important is the question of the level and quality of supervision provided by workplace supervisors. Both employers and students are increasingly viewing the Placement as a **10)** rather than one of teaching and learning. This article explores these issues from the perspective of the supervising lawyers, the students and the pedagogical motivation of the placement.

Adapted from: Spencer R. (2007) Your Place or Mine? Evaluating the Perspectives of the Practical Legal Training Work Experience Placement through the Eyes of the Supervisors and the Students. *International Education Journal*, 8 (2), 365–376.

Unit 2

COLLEGE AND UNIVERSITY: THE UK SYSTEM

dissertation topic	introductory session	school
faculty	lecture theatre	seminar
finals	lecturer	senior lecturer
graduation ceremony	noticeboard	specialize in
great hall	office hours	student counselor
head of department	postgraduate representative	student union
hall of residence	research assistant	tutorial
health centre	research students	

Study the highlighted words and collocations. Guess their meaning from the context. If necessary, consult a dictionary. Pay attention to how articles are used.

- A confident **graduation ceremony** at which the Chairman of Governors spoke optimistically took place in February 1979, and at its meeting in May 1979 the Council received a report of a preliminary visit by a small group of members and officers the previous month to the Polytechnic.
- The building also houses the relevant staff, including **the senior lecturer** who is the college's special needs coordinator.
- The vocational stage for the barrister consists of a year at the Inns of Court Law School followed by **Bar Finals**.
- She has served as **a student counsellor** with the Education and Training Department and as deputy director of practice regulation she played a major role in setting up the new regulations for financial services business and audit.
- Statistical analysis indicates that a large proportion of the inter-university variation in the non-completion rate can be explained by three main factors: the scholastic ability of each university's new **entrants** as reflected by A-level score; the subject mix of each university; and the proportion of each university's students accommodated in **a hall of residence**.
- After qualifying in medicine and completing my house-officer training, I was employed as **a research assistant** in a university department of medicine investigating various aspects of lead poisoning.
- The book that he has written with his former **research student**, a linguist and historian, although concentrating on a remote and antique land, is the first full definition of the scope of this new historical science.
- The campus clock begins to strike twelve, and its muffled notes are audible in **the lecture theatre**.

- A **noticeboard** bearing a multitude of papers half pinned over each other, or with yellowing papers curling up at corners, is not an attractive or useful sight.
- They should thus be open in the evenings and at weekends as well as during ordinary **office hours** so that working people can attend without having to take time off work.
- The existing schemes in the early and mid-1980s were usually based upon an annual interview by a member of the Senior Management Team of a school, or perhaps a **head of department**.

2.1 Match the words in the two columns to form collocations.

- | | |
|-----------------|--------------------------|
| 1. academic | a) a session |
| 2. dissertation | b) a graduation ceremony |
| 3. dissertation | c) a lecture |
| 4. do | d) a tutorial |
| 5. give | e) tutor |
| 6. give | f) supervisor |
| 7. handle | g) a PhD |
| 8. hold | h) pack |
| 9. information | i) topic |
| 10. personal | j) welfare |
| 11. take | k) notes |

2.2 Insert the correct prepositions where necessary.

1. Let me introduce you our adviser international students, Mrs. Jones.
2. Your dissertation supervisor will supervise you during the spring term.
3. You will meet lecturers and senior lecturers, who will give you lectures and handle tutorials.
4. The information concerning the course is the noticeboard, the website and your information pack
5. Another important role of your personal tutor is looking your academic welfare.
6. If you stay in our halls of residence, it means you live campus.
7. Humanities faculty specializes the subjects of study that are concerned with the way people think and behave, such as literature, language, history and philosophy.
8. If you want to talk Head of department, you need to arrange your meeting first.

2.3 Match the words (1–10) with their definitions (a–j).

- | | |
|------------|---|
| 1. Campus | a) a department of a college or university that teaches |
| 2. College | a particular subject |

- | | |
|----------------------|--|
| 3. Department | b) a place where students go to study or to receive training after they have left school |
| 4. Faculty | c) an institution at the highest level of education where you can study for a degree or do research |
| 5. Hall of residence | d) a department or group of related departments in a college or university |
| 6. Health centre | e) a section of a large organization such as a university |
| 7. Lecture theatre | f) a large room with rows of seats on a slope, where lectures are given |
| 8. School | g) a building for university or college students to live in |
| 9. Student union | h) the buildings of a university or college and the land around them |
| 10. University | i) an association of students at a particular university or college, concerned with students' rights, living conditions, etc., or a building where students at a university or college can go to meet socially |
| | j) a building where a group of doctors see their patients and where some local medical services have their offices |

2.4 Fill in the gaps with the most appropriate words below. Sometimes you will need to change the word form.

Institute, reside, behave, cooperate, staff, high, retain, educate, civility, lecturer

The issue of poor student behaviour within higher education **1)** (HEIs) has been well documented in recent years. Although the number of reported cases constitutes a very small percentage of the overall student population in the UK, the impact of student misconduct on the rest of the student body and **2)** in HEIs can be substantial. For the student, their **3)** can impact on their studies as well as on their accommodation, particularly where breaches to a Halls of **4)** licence are concerned. Students on professional courses could jeopardise their future careers where their conduct raises fitness to practise issues. Whilst serious incidents will be unpleasant and distressing for those involved, it is often the lower-level disruptive behaviour (e.g. talking in class, arriving late, being rude to students and staff, not being **5)** in **6)** /seminars) that impacts on students and staff, particularly in relation to their respective learning experiences. If such low-level disruptive behaviour is not corrected then it can often escalate into more serious forms of misconduct which can impact on student **7)** and indeed the reputation of a HEI at both local and national levels. This article looks at the underlying causes of student misconduct and identifies a number of strategies to deal with it in order to prevent escalation to a more formal stage. There is very little research on this subject for the

8) education sector in the UK, and studies in the USA tend to focus on academic 9) in the classroom. Therefore, the article draws on the authors' own experiences in dealing with student misconduct in addition to case studies in the higher 10) sector.

Adapted from: Jones G., Philp C. (2011) Challenging Student Behaviour. *Perspectives: Policy and Practice in Higher Education*, 15 (1), 19–23.

Unit 3

COLLEGE AND UNIVERSITY: THE USA SYSTEM

advisor alumnus/alumna (pl.alumni) college commons comprehensive examinations (comps)	fraternity freshman graduate student junior PhD committee	quiz rubric senior sophomore sorority
---	---	---

Study the highlighted words and expressions.

- These studies also reveal that most students using illicit ADHD medication tend to be white, belong to **a fraternity** or **sorority**, have lower GPAs, and engage in substance use and other risky behaviors.
- In 1987, for example, Texas replaced the Bachelor of Education Degree with a Bachelor of Interdisciplinary Studies Degree, a degree that requires an academic major along with 18 semester hours of education courses (including student teaching) and, for certification, a passing grade on each of a series of **comprehensive examinations** testing knowledge in both subject content and pedagogy (Cornett, 1987).
- Students used the checklist as a self-assessment before turning in their note cards. I used the checklist for the final assessment and the teacher included the note-taking results in **the grading rubric** for the project.
- **Freshmen** had a mean score of 31.58 (SD = 5.31), **sophomores** averaged 31.59 (SD = 5.36), for **juniors** the mean was 32.58 (SD = 5.58), and **seniors** had a mean intrinsic subscale score of 32.43 (SD = 6.03).
- The Canadian Library Association has produced some specific standards which state that the minimum size for a university collection should be 100,000 volumes, to be increased by 20 volumes per **graduate student** until the standard is overtaken by a different guideline which states that the library should contain 75 volumes per graduate student.
- If you are **an alumnus or alumna** of the above institutions, or know anyone who is, please contact the Alumni Relations Office.

3.1 Match the words with their definitions.

- | | |
|---------------|---|
| 1. alumnus | a) a student in the second year of a course of study at |
| 2. finals | a college or university |
| 3. fraternity | b) a first-year student at a university or college |
| 4. freshman | c) connected with the year before the last year in a high |
| 5. junior | school or college |

- | | |
|--------------|---|
| 6. senior | d) connected with the last year in high school or college |
| 7. sophomore | e) a former student of a school, college or university |
| 8. sorority | f) a club for a group of male students at an American college or university |
| | g) a club for a group of women students at an American college or university |
| | h) an exam taken by school, university or college students at the end of a semester or quarter, usually in a topic that they will not study again |

3.2 Replace the italicized phrases with their academic equivalents.

At public **1)** *highest academic level* granting institutions in the United States, approximately 22% of **2)** *students who are in their first year of studies* do not return for their **3)** *second year of studies* (ACT, 2011). It was **4)** *suggested by us, though without certainty*, that higher levels of sense of belonging would self-reported intention to persist as well as actual second-year retention. It was expected that higher levels of positive motivational attitudes would **5)** *have some connection with* intention to **6)** *continue their studies despite difficulties* and second-year **7)** *staying at university*. When sense of belonging and motivational attitudes were included in the same prediction model, sense of belonging was no longer significantly related to intention to persist or second-year retention.

Adapted from: Morrow J. A., Ackermann M. E. (2012) Intention To Persist And Retention Of First-Year Students: The Importance Of Motivation And Sense Of Belonging. *College Student Journal*, 46 (3), 483–491.

Unit 4

ACADEMIC COURSES

assignment	duration	minor (AmE)
BA	elective module	obligatory module
candidate	eligible for something	portfolio
core module	enroll	pre-sessional course
course	essay	project
credit	honours	syllabus
curriculum	in-sessional course	upgrade
diploma	MA	viva voce
distinction	major (AmE)	workshop

Study the highlighted words and expressions.

- He graduated BA **with honours** in 1806.
- She graduated in mathematics from Coimbra University **with distinction** in 1944, but opted for a musical career.
- Most classes are advertised in the local press, or at libraries, during the summer months, and one usually has **to enrol** during August for start in September.
- Only 7% (84 out of 12,131 graduates) **took an elective course in** occupational medicine (AAMC, 1993). Forty-five medical schools **offered electives in** environmental medicine / toxicology in 1993.
- Most universities now provide **pre-sessional orientation programs** for overseas students, as well as a variety of **in-sessional** welfare and language **services**.
- Each course is separately examined by coursework and / or written examination; candidates may also be called for **a viva voce examination**.
- It may not be surprising because managerial finance is a required course for all business students and **portfolio** management is a required course for finance **majors** only.
- The program is housed within the College of the Arts at Montclair State, which offers more than **50 majors, minors**, and concentrations in not only art and design, but broadcasting, communication studies, dance, music, and theatre as well.
- Whatever the lecturer's technique, start your course by writing out a title-page summary of what **the syllabus** lists.
- With their open admissions policy and commitment to serving a wide range of students in local communities, community colleges have historically played an important role in higher education by offering instruction in basic reading, writing, and math skills to enable academically underprepared students to master the **college curriculum**.

4.1 Match the words with their definitions.

- | | |
|----------------|---|
| 1. curriculum | a) a list of the topics, books, etc. that students should study in a particular subject at school or college |
| 2. distinction | b) the subjects that are included in a course of study or taught in a school, college, etc |
| 3. essay | c) a subject that you study at university in addition to your major |
| 4. grade | d) the main subject or course of a student at college or university |
| 5. major (AmE) | e) a mark given in an exam or for a piece of school work |
| 6. minor (AmE) | f) a special mark / grade or award that is given to somebody, especially a student, for excellent work |
| 7. project | g) a short piece of writing by a student as part of a course of study |
| 8. seminar | h) a piece of work involving careful study of a subject over a period of time, done by school or college students |
| 9. syllabus | i) a class at a university or college when a small group of students and a teacher discuss or study a particular topic |
| 10. tutorial | j) a period of teaching in a university that involves discussion between an individual student or a small group of students and a tutor |
| 11. workshop | k) a period of discussion and practical work on a particular subject, in which a group of people share their knowledge and experience |

4.2 Match the words in the two columns to form collocations.

- | | |
|--------------------|--|
| 1. submit | a) a course |
| 2. full-time | b) a pass grade |
| 3. proceed | c) an assignment |
| 4. achieve | d) for a course |
| 5. pass | e) for a distinction |
| 6. eligible | f) on a course (BrE) / in a course (AmE) |
| 7. pass an exam | g) the dissertation module |
| 8. do | h) to the MA |
| 9. sign up | i) with honours (honors) |
| 10. enroll (enrol) | j) year |

4.3 Discuss the following questions.

1. What kind of diploma are you going to get?
2. Have you ever done a part-time course? If not, would you like to? What are the advantages and disadvantages of not studying full-time?
3. Which subjects does your present course cover? Are many elective modules run?

4. Which form of work is the most convenient for you – lectures, tutorials, seminars, workshops? What does it depend on?
5. Are you better at projects, essays, or portfolios? Why?
6. Is it more difficult for you to make your deadlines or to comply with the word limit requirements?
7. Do other department offer you any modules for optional credits?

4.4 Match the beginnings of the sentences (1–6) with their endings (a–f). Then put them in a logical order to make a text.

1. As more universities become interested in, and engaged with, sustainability,
2. Different tools and assessment exercises have looked at course descriptors;
3. Nonetheless, the curricula assessment (including the number of students enrolled and the number of credits) can help to better understand where the university's courses and programmes are,
4. The analysis shows that
5. The analysis was done using the results
6. The paper compares, with the help of *t*-tests,
 - a) and how they could be changed to become more sustainability oriented, and, ultimately, to have the greatest impact to help make societies more sustainable.
 - b) from an updated version of the Sustainability Tool for Assessing UNiversities' Curricula Holistically (STAUNCH®) for the Bachelor and Master programmes from the Faculty of Business and the Faculty of Environment of the University of Leeds.
 - c) however, the influence of the number of students enrolled on courses, or the relative weight in credits of the courses in respect of the degrees, has not been explored.
 - d) the results are not statistically dissimilar.
 - e) there has been a growing need to assess how their curricula addresses sustainable development and its myriad issues.
 - f) three hypotheses developed to investigate the effect of these two influences.

Unit 5

STUDY HABITS AND SKILLS

by heart
extra-curricular
lecture notes
long-term loan
make a to-do list

meet deadlines
memorise
mnemonics
note-taking
prioritise

reading speed
request an extension
rote learning
short-term loan
visualise

Study the highlighted words and expressions.

- Most indicated that the major reason for nonresponse was inability to **meet the deadline** for returns.
- In the traditional classroom the child is not permitted to use whole-experiences or to learn dynamically but is usually limited to narrow “active” processes: concentrating in order to pay attention, posing self-questions or creating **mnemonics**.
- Much of the student work is simply **note-taking** rather than synthesis or application of ideas.
- But schools, which will have to pay for their training needs from delegated budgets, will have **to prioritise** those needs and devise means of ensuring that they are properly met.
- You might be asked to learn a Guide song **by heart**, or learn to do something that will be useful at home.
- When students are more involved in their academic and **extra-curricular** activities, they will experience a richer campus life which in turn benefits their development (Pace, 1995).
- The current study suggests that IR could be used as an effective means for children to rehearse **rote-learning** material in an individual drill setting.
- Count the number of words on those two pages and you will be able to calculate your **reading speed**.
- As a future mathematics teacher, my primary role is getting students to **memorize** rules and assigning work so that students would practice a particular rule.
- From sketches and line drawings to painting and posters, illustrations help students **visualize** ideas and concepts.

5.1 Match the words in the two columns to form collocations.

- | | |
|-----------|------------------------|
| 1. meet | a) a deadline |
| 2. revise | b) a draft of an essay |

- | | |
|-----------|---------------------|
| 3. urgent | c) a mind-map |
| 4. feel | d) for two hours |
| 5. take | e) lecture notes |
| 6. draw | f) motivated |
| 7. write | g) on an assignment |
| 8. keep | h) task |
| 9. submit | i) to a study plan |
| 10. work | j) work |

5.2 Choose the correct variant.

1. *Prioritizing / Brainstorming* is a way of making a group of people all think about something at the same time, often in order to solve a problem or to create good ideas.
2. It is advisable to take notes during an exam for you mind not to go *blank / blind*.
3. There are many techniques with which you can improve your reading *speed / velocity*.
4. A word, sentence, poem, etc. that helps you to remember something is called a *mind map / mnemonic*.
5. Books can be borrowed from the library on long-term or short-term *period / loan*.
6. Learning a lot of things in a short time, in preparation for an exam, is known as *cramming / rote learning*.
7. If your mind starts to *wander / wonder* during a lecture, change the way of note-taking.
8. *Following / meeting* deadlines can be really hard for first-year students.
9. The first *draft / plan* of the essay was returned with many corrections.
10. *Repeating / revising* for an exam should start as early as possible.

5.3 Read the text. Guess what kind of information has been omitted. Then fill in the gaps with suitable phrases provided below the text.

1), such as those by Kornell and Bjork (*Psychonomic Bulletin & Review*, 14:219–224) and Karpicke, Butler, and Roediger (*Memory*, 17:471–479), have surveyed college students' use of various study strategies, 2) These studies have documented that some students do use self-testing 3) (.....) and rereading, but the researchers did not assess whether individual differences in strategy use were related to student achievement. Thus, we surveyed 324 undergraduates 4) as well as their college grade point average (GPA). 5), the survey included questions about self-testing, scheduling one's study, and a checklist of strategies commonly used by students or recommended by cognitive research. Use of self-testing and rereading were both positively associated with GPA. Scheduling of study time was also an important factor: Low performers were more likely to engage in late-night studying 6)

was associated with the use of fewer study strategies overall; and all students, **7)**, were driven by impending deadlines. Thus, **8)** play important roles in real-world student achievement.

Adapted from: Hartwig M., Dunlosky J. (2012, February) Study strategies of college students: Are self-testing and scheduling related to achievement? *Psychonomic Bulletin & Review*, 19 (1), 126–134.

Unit 6

ONLINE LEARNING

collaborative	lurk	subject header
conduct a tutorial	mailing list	submit an assignment
construct knowledge	KISS (Keep It Short and Simple)	set a task
discussion forum	principle	submit electronically
distant course	means of communication	subscribe to a list
face-to-face study	moderate a discussion	take a quiz
flame a poster	netiquette	thread
forward to somebody	online community	unsubscribe from a list
hit send	online tutorial	username
hybrid/blended course	post a message	virtual classroom
	provide feedback	virtual learning environment
	resource	

Study the highlighted words and expressions.

- Furthermore, *The German Ideology* was a **collaborative** work with Engels who, as we shall see, retained more interest in the concept of ideology and is responsible for some of the features traditionally associated with it.
- Most businesses will place, or take, orders by telephone, or as a result of **face to face** dealing, for instance as a result of a representative's visit or, less formally, at a trade fair or over a business lunch.
- A typical "project block" might include the assignment, narrative instructions, links, graphic organizers, video tutorials, screen shots, online checklists, cloud based collaborative resources, a **discussion forum** where students can generate collaborative and communication threads with classmates, NCHS faculty and support staff, as well as reference librarians from the public library. The field notes, student journal entries, recordings of literature circle sessions, online **discussion forum** postings, PowerPoint projects focusing on the literature books, and samples of student book projects were used as assessment tools
- The tape has been offered to a number of research institutions who have agreed **to provide feedback to** us on a pilot basis.
- Since her middle school does not offer advanced placement math courses for sixth grade, she has chosen to work independently through a willing community college. a **correspondence course** has been arranged in pre-algebra, so that a year of learning will not be lost.
- All observers were trained through an **online tutorial** to use the RTOP instrument.
- For example, participants could not view the titles of all of the **posted messages** on entering the system, but needed to expand selected "discussions" individually.

- Additionally, traditional learning correlated with more multiple intelligences than either of the **virtual learning** groups. The traditional learning environment frequently focuses on the verbal / linguistic and visual / spatial multiple intelligences. However, the results of this study suggest that students with musical-rhythmical, mathematical-logical, verbal-linguistic and bodily-kinesthetic strengths might thrive in a **virtual learning environment**.
- The built-in teacher's view also allowed us to monitor the ongoing discussion in real time for **netiquette** and content, ensuring that all students were on-task at all times.
- However, it was witnessed in this **blended course** that students would often comment on other's posts and include personal remarks using their name.

6.1 Match the words in the two columns to form collocations.

- | | |
|--------------|-----------------------|
| 1. conduct | a) an online tutorial |
| 2. construct | b) feedback |
| 3. develop | c) a message |
| 4. distance | d) course |
| 5. moderate | e) a task |
| 6. post | f) a discussion |
| 7. provide | g) a sense |
| 8. set | h) knowledge |
| 9. submit | i) an online quiz |
| 10. take | j) an assignment |

6.2 Fill in the gaps with the most appropriate collocations from the previous exercise. Sometimes you will need to change the form.

1. At the same time, brick and mortar or traditional institutions offer in addition to their face-to-face courses.
2. We employ qualitative research methods and deploy instruments for analysing constructivist learning to evaluate the extent to which students are through online discussions as well as learning from research-led teaching materials.
3. Two major surveys helped universities measure engagement and valuable
4. The study focuses on identifying cognitive, social and teaching presences from the analyses of student experiences and chat exchanges during virtual
5. Some students quoted that they preferred writing via conventional paper and pencil mode, experienced network connection and technical issues, had poor time management, experienced forgetfulness and distraction from the computers and the Internet for not their online writing
6. A non-participant observer attended 20 tutorials to observe five academics four each.