ХЕРСОНСЬКИЙ НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ УНІВЕРСИТЕТ
ФАКУЛЬТЕТ МІЖНАРОДНИХ ЕКОНОМІЧНИХ ВІДНОСИН, УПРАВЛІННЯ І БІЗНЕСУ
КАФЕДРА ГАЛУЗЕВОГО ПЕРЕКЛАДУ ТА ІНОЗЕМНИХ МОВ

МЕТОДИЧНІ РЕКОМЕНДАЦІЇ

і контрольні завдання до виконання практичних робіт

з дисципліни ІНОЗЕМНА МОВА НАУКОВОГО СПІЛКУВАННЯ

для аспірантів	2 курсу
підготовки	третього (освітньо-наукового) рівня вищої освіти
галузі знань	**28** Публічне управління та адміністрування
спеціальності	**281** Публічне управління та адміністрування
факультету	Міжнародних економічних відносин, управління і бізнесу

Хмельницький – 2025 р.

Методичні рекомендації і контрольні завдання до виконання практичних робіт з дисципліни Іноземна мова наукового спілкування підготовки фахівців на третьому (освітньо-науковому) рівні вищої освіти 281 Публічне управління та адміністрування.

РОЗРОБНИК: ст.викладач Олена ПРИХОДЬКО

Затверджено на засіданні кафедри галузевого перекладу та іноземних мов

Протокол №1 від «28» серпня 2025 року

Завідувач кафедри  Аеліта ЛЕБЕДЄВА

Реєстраційний номер №29/166 – 03.09.2025

© ХНТУ, 2025 р.

ЗМІСТ

Вступ …….. 4
Section 1 Academic Text ……..…… 5
Section 2 Writing Abstract ……. 11
Section 3 Writing for Publication ……17
Section 4 Presentation ……. 21
Section 5 Summary ……. 25
Section 6 Types of Citation ……..... 30
Джерела ……..... 36

ВСТУП

Мова є ключовим інструментом нашого спілкування та розуміння світу. У сучасному науковому середовищі знання англійської мови стає необхідністю для ефективного наукового спілкування. Дисципліна «Іноземна мова наукового спілкування» має на меті систематизацію й удосконалення знань аспірантів для здійснення ефективного спілкування у науковому середовищі та у процесі дослідницько-інноваційної діяльності.

Методичні вказівки до практичних занять з дисциплін «Іноземна мова наукового спілкування» для аспірантів 2 курсу денної та заочної форм навчання розроблено згідно робочої програми з метою опанування матеріалу. МР можуть бути використані під час аудиторної та самостійної роботи в умовах навчального середовища дистанційної форми навчання на базі платформи Moodle.

Методичні вказівки складаються з шести тематичних розділів, які охоплюють особливості наукового тексту, написання анотації, структуру наукової статті, реферування, рекомендації до розробки презентації наукових досліджень та формування навиків академічної грамотності та доброчесності у студентів.

Section 1 *Academic Text*

There are many types of academic text: a textbook chapter, a scientific article, a lecture, an essay, and longer texts like dissertations. We often refer to text type as genre, and texts from the same genre share a similar structure, style, and content. Closely related to genre is audience - the intended readers (e.g. students of a particular discipline). A further characteristic of academic texts is their purpose - the main reason for writing the text (e.g to explain a concept, or persuade the audience through argument). The author may consider a number of perspectives (e.g. economic, historical). You need to be able to navigate a text effectively, work out the genre, audience, and purpose, and identify its perspectives.

1. Work in pairs. Describe the characteristics of genres 1-10 in the table. Identify the audience and purpose of each.

Genre	Audience	Purpose
subject-specific dictionary	students / stuff of the subject	*to define technical terns / explain key concepts*
university textbook		
abstract of a journal article		
journal article		
Master's dissertation		
scientific report		
review/critique		
essay		
encyclopaedia entry		

2. Discuss the questions.

1. Which genres in 1 have you read in your first language / in English? How often?
2. Which genres do you consider to be academic? Give reasons and examples.
3. Which genres do you think are important or you to be able to read for your academic study?

3. Find one or two examples of each feature below in the references 1.

author sumame(s)	publisher	year of publication
place of publication	volume number	page numbers
title of journal	edition	title of book
author initial(s)	title of article	

5. Compare answers and explain why you made these choices.

6. Read Texts 1-4. Ignore any unknown language at this stage. Match the texts to references a-d in Activity 1 and complete rows 1 and 2 in the summary table.

7. Discuss what information in the texts helped you complete 1.

8. Choose one or two keywords or phrases for each text. Complete row 3 in the summary table. Decide which one word or phrase links all four texts.

Text 1. Motivation

Most people think about motivation in terms of needs that must be met to achieve a state of comfort. When behaviour occurs, we assume that it has done so to achieve some goal, if the behaviour succeeds, the result is satisfaction; if not, frustration. The study of motivation is, therefore, concerned with those factors that arouse, sustain, and direct behaviour.

One useful analysis of human motivation (Masiow, 1370) suggests that we have a hierarchy of needs that we will be concerned with satisfying. Our most basic needs come first then we are able to direct energy at higher level needs. The most basic needs are the fundamental physiological ones - hunger, thirst and avoidance of pain. Only when these are satisfied are we able to worry about the next level – which Masiow described as the safety needs – to feel secure and out of danger: shelter, defence, etc. The next level of needs is seen to be social – the need to belong to a group, to be loved and wanted. Esteem comes next – the need to feel competent to achieve something, to gain the approval of our fellows. Masiow completes his pyn nid of needs with the need for seif –actuaiisation, to be the best that we can possibly be, to fulfil our own unique potential.

Text 2. What assumptions about human behaviour underlie asylum judgments?

In order to claim recognition as a refugee, individuals must give a 'plausible' account of persecution. Decision-makers must then decide on the truthfulness of the account and whether the person fits the legal definition of a refugee. Decision-makers often have little corroborating evidence, and must make an assessment of credibility, largely a subjective response, involving a

reliance on assumptions about human behaviour, judgments, attitudes, and how a truthful account is presented. This article describes a study of the asst - options in judgments made by UK immigration judges. Assumptions were defined and a coding structure used to systematically extract a list of assumptions from a series of written determinations. These assumptions were then submitted to an Inductive thematic analysis. The resulting themes are compared briefly to the psychological and psychiatric iiterature, raising the question of whether assumptions used in asylum decision-making are in line with current empirical evidence about human behaviour. The article recommends cross-disciplinary research to build an evidence base in order to help inform the decision-making process in this crucial area of law.

Text 3. Behavioural economics

An approach to economic

Analysis that incorporates psychological insights into individual behaviour to explain economic decisions. Behavioural economics is motivated by the observation of anomalies that cannot be explained by standard models of choke, ft provides an explanation for the anomalies by introducing human and social cognitive and emotional biases into tire decision-making process.

Text 4.

Volume 2 (the macro level) has as its focus the interrelationships across, between and within the wider social milieu and tire influences these have at the individual level. The focus is from the macro to the micro, looking at social structures and structural forces and offering theoretical frameworks to guide the reader's thinking on these matters. There are subsequent chapters on the social psychology of group behaviour, the family within society, the relevance of culture in relation to societal structures and functions, the notion and rote of community and community development the organizational context the natural environment and the faith community. […] This two-volume set offers the reader a good overview of a number of important perspectives relating to the individual and society (Volume 1) and society and the individual (Volume 2) and there are many signposts to a range of otter materials. The writing is generally insightful and, a dear strength here, pragmatically oriented to foe realities of social life in the twenty-first century and the social work task within that There is a sense of balance to the volumes, although, if pushed to choose between foe two. Volume 2 has more to offer, and is, as mentioned above, tetter constructed, in my view.

9. Look at the list of verbs which can be used to express the main purpose of a text.

Match the verbs with definitions a-h.

a to give the exact meaning of a word, phrase, or concept
b to give an example in order to make something clearer
c to form a judgement about something after thinking about it carefully
d to give reasons for something
e to give only the main facts or points involved in something
f to give an account of something, saying what it is like
g to put forward an idea which has not been proved / which others may not agree with
h to formally write or say something, especially in a careful and clear way

10. Read Texts 1-4 on again. Decide which phrase best expresses the main purpose of each text. Complete row 4 in the summary table.

to define a technical term
to outline and explain a topic and theory
to give background information on a topic and state the aims, method, and conclusion
to describe and evaluate another text (i.e. to review)

11. Read ideas 1-4 from Text 1. Decide which perspectives are being expressed. Choose one or more from the list for each extract.

Academic philosophical physiological social theoretical
1. The study of motivation is, therefore, concerned with those factors that arouse, sustain, and direct behaviour.
2. The basic needs are the fundamental ones – hunger, thirst, avoidance of pain.
3. The next level of needs is social – the need to belong to a group, to be loved.
4. Maslow completes his pyramid of needs with the need for self-actualization, to be the best that we can possibly be, to fulfil our own unique potential.

12. Which of the perspectives in Activity 1 are explicit i.e. clearly stated, and which are implicit, i.e. suggested without being directly expressed?

13. Find more examples of perspective in Texts 1-4 on page. Note words / phrases that signal these perspectives.

14. Use the correct form to complete expressions 1-4.

politics *(n)* political *(adj)* politically *(adv)*
1. from a …… perspective
2. as far as….. is concerned
3. ….. speaking

4. in terms of …..

15. Work in pairs. Write down at least three observations on human behaviour from different perspectives. Use the expressions in 14.

16. Read Text of Activity 17. Which text (1-4) does it follow directly on from?

17. Decide which statement a-d best expresses the purpose of Text 5.

a to define and describe a theory of motivation
b to outline and evaluate different theories of motivation
c to argue for, explain, and exemplify contrasting perspectives relating to motivation
d to give an overview of a contrasting theory

Motivation

While Maslow's theory makes good intuitive sense, a number of objections have been made to it *All of us can think of* times when we ignored a basic need to look after a higher one, and examples of people who have sacrificed their own security for the benefit of others are too common to ignore. [2]Cleariy, circumstances can lead to a reordering of the hierarchy, Maslow's theory also does not really give a detailed picture of the workings of needs - where they originate, how they push or pull behaviour, and why humans do things that are quite dearly not in their own interests. [3]To begin to understand them, we need to examine genetic, biological, and higher mental (cognitive) factors that influence motivation.

Genetic Factors

Much of animal behaviour seems to be based on [4]instincts - patterns that are hard-wired or programmed to occur in response to internal or external events, includin events such as the migration of birds, aggression between species, and so on. What holds for animals might hold for humans as well. Early psychologists such as James (1890) believed that social behaviour showed patterns that looked like instinct and the psychoanalyst Freud believed that Instincts relating to sex and aggression were basic to much of human behaviour. [...]

Biological Factors

Some drives do quite clearly ensure the survival of the individual and are so based in bodily states that they must have a key biological focus. Physiological needs, in Maslow's terms, give rise to internal states focused on satisfying those needs, states that are commonly referred to as ’primary drives (Hull, 1943). In a primary drive, either deprivation (of food or water, for example) or stimulation (pain or sexual arousal, for example) produce a need state in the organism, which in turn gives rise to a drive to satisfy that need. This drive is not just a general state; it also has a direction. This direction in the case of hunger is to find food, in the case of pain to move away from the source. [8]Thus, a drive does

not just produce behaviour, but also produces certain specific behaviours related to the desired goal. […]

Cognitive factors

The fact that motivated behaviour has direction - we tend to hold off eating until we can eat preferred foods, for example - dearly indicates the role of cognition (our thought processes) in motivation. As already mentioned, motivation can be modified by learning, which means that higher mental processes can play a significant role in our understanding of motivation and our responses to it. Much, if not most, of the time, our behaviour appears to be mindful, that is, rational and sensible. We do not usually grab and eat other people's lunches just because we are hungry, or sexually assault everyone who appeals to us.

In some cases, cognitive appraisals - judgements that people make about the situations they are in - lead individuals to make regulatory decisions that look pretty irrational in terms of their biological needs. […] Another way we regulate behaviour is by the postponement of gratification, at which we are far better than most other organisms. Graduation, for example, is hard to predict on the basis of biological needs, yet you will work hard over a number of years to become university graduates. In summary, motivation is an interaction of influences that come from the genetic, biological, cognitive, and social levels.

18. Look at the ten sections in the Text 5. Decide whether each section 4-10:

1. makes a claim and/or offers an explanation
2. Introduces and defines a technical term

19. Identify the key terms introduced and defined in Text 5. Explain how these terms relate to the three sub-headings in the text.

20. Search for further texts on the topic of human behaviour and motivation, including one or more related to your discipline. Record the reference information for each text, identify the genre, audience, and purpose, and use features of the text to navigate for further information.

Section 2 *Writing Abstract*

The abstract is a short summary of an article with a maximum length of 200 – 250 words. Most readers first scan the abstract in order to decide whether reading the rest of the article would be worthwhile. The abstract, therefore, serves as an important "window display" or "advertisement" for your work and provides an opportunity to impress the reader (Feldman, 2004).

The main problem with abstracts is that they are often so vaguely written that they do not grab the reader's attention. One should always try to give the reader enough concrete information in an abstract to get them interested in your work (Feldman, 2004).

1. How often do you write articles? What else do you have to write when you submit an article?

2. In pairs, discuss the following questions.

1. What is the purpose of an abstract?
2. How can an abstract help a researcher choose which papers to read?
3. What information does the abstract usually include?
4. Why do some people think a good abstract is even more important in the internet age than it was before?

3. An abstract usually contains one or two key sentences from each section of a paper. Read the following extracts. Match a section (1-4) to an extract (A-D).

1. Introduction _____
2. Method _____
3. Results _____
4. Discussion _____

A With the aim of evaluating this possibility two microorganisms, *Acidithiobacillus ferrooxidans,* an acidophile, and *Deinococcus radkdurans,* a radiation-resistant microorganism, were exposed to simulated Mars conditions; that is, 95% CO_2, 2.7% N_2,1.6% Ar and 0.6% H_20 with a pressure of 7 mbars. Temperature was set at 150 K and ultraviolet radiation was in the wavelength range of 200-400 nmat. Exposure was for different times under the protection of 2 and 5 mm layers of oxidised iron minerals. Survival was evaluated by growing the organisms on fresh media.

B The resistance of organisms to extreme conditions like the conditions which exist on the surface of Mars under the protection of a thin material layer increases the possibility that life could exist on Mars.

C Here we report that both the 2 and 5 mm thick layers provided enough protection against radiation and Mars environmental conditions for the bacteria to survive (Figs. 2 & 3).

D Current surface conditions on Mars are extremely challenging for life. However, Nicholson and Schuerger (2005) reported that *Bacillus subtilis* was able to survive for 19 days under Mars atmospheric pressure and composition. The question is whether there are any features on Mars that could provide protection against the surface conditions. One possibility is that the surface material plays a protective role due to the fact that it is composed of iron oxides and hydroxides.

4. In pairs, decide on the best order for the extracts (A-D) in the abstract. Give reasons for your answer.

5. The following phrases can also be used to signal the purpose of each part of an abstract. Divide the phrases (a-l) into four groups according to the functions 1-4.

1. state the research question
2. present the hypothesis
3. introduce the method
4. introduce key results

a An investigation was undertaken to explore ...
b It seems likely that...
c Results show that...
d The aim of the study was to ..
e The data suggest that...
f The present study investigates …
g The study provides strong evidence that...
h We demonstrate that...
i We expected that...
j We investigated a new method of verb-*ing*
k The method involved verb-*ing*
l … was found to …

6. The text of an abstract must be concise. Replace the underlined words in extracts 1 -5 below with that or those.

1. The hormone increased the power output of healthy volunteers by 16 per cent after four weeks of taking the drug. Healthy volunteers who took the drug could also exercise 50 per cent longer than control subjects.
2. We compare photographic exposure from scattered light with light from direct light.
3. The target yield is the yield which can be produced in ‘perfect’ conditions.
4. Structures like the structure; described in this paper are not known in glyptodonts recorded before the Great American Biotic Interchange (GABI).
5. The lithology of failed carbonate strata differs from the lithology of their basal shear surfaces.

7. Think about some research you have done recently. Write:

• one or two sentences which provide the key background to the research;
• a sentence which states your research question;
• a sentence which presents your hypothesis;
• two or three sentences outlining the main methods used;
• one or two sentences presenting the key results;
• a sentence which states the key implication of your findings.

8. Read this article abstract and say if the authors agree that having more computers at school leads to changes in teaching.

Most policy makers, corporate executives, practitioners, and parents assume that wiring schools, buying hardware and software, and distributing the equipment throughout will lead to abundant classroom use by teachers and students and improved teaching and learning. This article examines these assumptions in two high schools located in the heart of technological progress, Northern California's Silicon Valley. Our qualitative methodology included, firstly, interviews with teachers, students, and administrators, secondly, classroom observations, review of school documents, and, finally, surveys of both teachers and students in the two high schools. We found that although teachers used computers for classroom work, access to equipment and software seldom led to widespread teacher and student use and most teachers were occasional users or non-users. As a result, more often their use sustained rather than altered existing patterns of teaching practice. We offer two interrelated explanations for these challenges to the dominant assumptions that guide present technological policy making. In general, traditions in high schools will influence the slow revolution in teaching practices.

9. Divide the abstract into the five parts. Write the names of the parts in the left-hand column.

background	
aims	
approach	
results	
conclusion	

10. Find the following words in the abstract.

1. the word that is close in meaning to these verbs: to believe, to imagine, to suppose
2. the word that is opposite in meaning to these verbs: to collect, to gather
3. the verb that is close in meaning to these verbs: to investigate, to study

4. a noun that comes from the verb to assume
5. a pair of verbs, one of which means continued, and the other means changed

11. Underline the phrases which helped you identify the parts of the abstract. Explain your answers.

12. Read the abstract below and say how the use of technology in university classes influences the way students study.

13. Read the abstract below and say how the use of technology in university classes influences the way students study.

The trend toward technology enhanced classrooms has escalated quickly during the past five years as students have become increasingly tech savvy.[1]_____ classrooms across the nation have become 'wired' and textbook publishers now offer a wide variety of computerised teaching supplements. In fact, some may argue that the use of technology is now expected in the college classroom. The objective of this research is to examine whether the use of technology in university classes impacts student behaviour and student perceptions of instructional quality. This paper summarises the results of a survey administered to students enrolled in business courses at a mid-sized Midwestern university. The results suggest that adding technology in courses where it is not currently used is likely to have a positive impact on student perceptions of the instructor and on student behavior. [2]_____, removing technology from courses that already use it would not appear to have a negative impact on all aspects of student behaviour. [3] _____ there are certain aspects of student behaviour which appear to be technology neutral: firstly, the amount of time that students study, [4]_____ the quantity of notes they take, [5]_____ their attendance, and, [6]_____, their interaction with the instructor. [7]_____, technology tends to have a meaningful impact on studentpreparation for class, attentiveness, quality of notes taken, student participation in class, student learning, desire to take additional classes from the instructor or in the subject matter, and [8] _____ the overall evaluation of the course and the instructor.

14. Fill in the gaps in the abstract in Activity 13 with a suitable linking word/phrase from the list. There is one extra word which you do not need to use.

also however as a result secondly
initially thirdly in contrast finally overall

15. Match abstracts A-C to fields of study 1-3.

1. Pure Science.

2. Social Sciences.
3. Humanities.

Abstract A

In this article I consider whether Hegel is a naturalist or an anti-naturalist with respect to his philosophy of nature. I adopt a cluster-based approach to naturalism, on which positions are more or less naturalistic depending how many strands of the cluster *naturalism* they exemplify. I focus on two strands: belief that philosophy is continuous with the empirical sciences, and disbelief in supernatural entities. I argue that Hegel regards philosophy of nature as distinct, but not wholly discontinuous, from empirical science and that he believes in the reality of formal and final causes insofar as he is a realist about universal forms that interconnect to comprise a self-organising whole. Nonetheless, for Hegel, natural particulars never fully realise these universal forms, so that empirical inquiry into these particulars and their efficient-causal interactions is always necessary. In these two respects, I conclude, Hegel's position sits in the middle of the naturalism / anti-naturalism spectrum.

Abstract B

This research assessed phonological and morphological awareness in dyslexic university students. We tested 44 dyslexic university students in phonological and morphological awareness tasks and compared their performances. In the phonological awareness tests, the dyslexic university students performed at the same level as their reading level controls. In contrast, they systematically outperformed their reading level controls in the morphological awareness tasks and almost reached the proficiency level of the chronological age controls. The results show that dyslexic university students develop their morphological awareness more than their phonological awareness. These findings add to the evidence indicating that morphological awareness is not deficient in dyslexia and could instead play a beneficial role in the development of literacy skills in this population.

Abstract C

A process capable of producing large amounts of energy by a nuclear fusion process between nickel and hydrogen, occurring below 1,000 K, is described. Experimental values of the ratios between output and input energies obtained in a certain number of experiments are reported. The occurrence of the effect is justified on the basis of existing experimental and theoretical results. Measurements performed during the experiments allow for the exclusion of neuron and gamma ray emission.

16. Read the abstracts again and match them to statements 1-8.

1. Includes the following parts: Aims, Results.
2. Includes the following parts: Aims, Approach, Conclusion.
3. Includes the following parts: Aims, Approach, Results, Conclusion.
4. Discusses the approach of a well-known theorist.

5. Is written in passive voice.
6. Is written in first person singular.
7. Presents options.
8. Describes objective results.

17. In the abstracts, find words/phrases similar in meaning to definitions 1-7.

1. think about, reflect, give attention
2. in connection with something
3. accept, use
4. component, aspect, feature
5. judge the importance or value of something
6. reasons for believing that something is or is not true
7. show that something is right or reasonable

18. In abstracts A-C, find words/phrases that are used to do the following.

1. to describe the research (e.g. *I focus on, this paper presents)*
2. to write about actions (e.g. *tested, a comparison is carried out*)
3. to describe the results (e.g. *the results show)*

19. Put these steps for writing an abstract in order.

1._____ Read through the paper and choose sentences with key ideas.
2. _____ Give the abstract to a colleague and ask him/her whether it makes sense.
3. _____ Check that your abstract conveys only the essential information.
4. _____ Read your rough draft and delete extra words and phrases (examples, jargon,opinions and detailed descriptions).
5. _____ Organise the information you have gathered into an initial rough draft.
6. _____ Check to see if it meets the guidelines of the targeted journal. Count the words.
7. _____ Read the abstract as if you were another researcher deciding whether to read your paper.
8. _____ Write the final version of the abstract.

20. Write an abstract for an article you have written (the article may be written in your native language).

21. Read your partner's abstract and give your feedback.

Section 3 *Writing for publication*

1. Read the statement below and fill in the gaps with the percentages that you think are possible. Say which group of researchers you belong to and explain why.

[1]_____ ____ per cent of researchers prefer first to write an article and then edit it according to the guidelines for authors. However, [2]_____ per cent prefer to read the authors' guidelines first and then follow them when they write their manuscript for submission.

2. Read Texts 1 and 2 quickly and tick the boxes in the table if they contain the information in 1-5. Ignore any words you don't know.

	Text 1	Text 2
Age of the journal		
Scope (the range of subjects covered by the journal)		
Audience		
Recommendations about the language		
Time from submission to publication		

Text 1

Network Science is a new journal for a new discipline – one using the network paradigm to inform research, methodology, and applications from many fields across the natural, social, engineering and informational sciences. The journal welcomes contributions from researchers in all relevant areas working on network theory, methods, and data.

Manuscript Preparation

Network Science is intended for a broad, interdisciplinary audience. Please avoid jargon and give adequate explanations of concepts and methods that may be unfamiliar to academic readers from different fields. However, please assume that our readers are familiar with introductory ideas in network science. It is not necessary in submissions to define terms such as centrality, density or degree distribution.

Length:

As an interdisciplinary journal, Network Science encourages articles from different fields that often have different publishing standards. In general, the length of an article should be between 20 and 40 pages, including footnotes and references, but the editors are open to exceptions if needed. We are not currently accepting book or software reviews.

Abstracts:

Abstracts should be no more than 200 words and should include the main aims of the paper, the methods and specific data source if applicable, and the conclusions. Please include up to 10 keywords that should accompany the article.

Text 2

Geological Magazine, established in 1864, is one of the oldest and best-known periodicals in the Earth Sciences. It publishes original papers, book reviews and rapid communications about all aspects of the geosciences. Geological Magazine has a particular strength in providing a niche for interdisciplinary papers on regional geology and Earth history that would be of interest to geologists from many different specialisms. Papers of any length are considered, provided that the length is justifiable.

The Editors welcome original, creative, high-quality contributions suitable for the journal's international readership. There are no page charges for papers published in Geological Magazine, though there is a charge for printing of colour images. Online reproduction of colour images is free of charge.

Original Articles

This category is intended for full-scale research studies that fit within the journal's scope. There is no page limit; however, papers should be as concise as clarity permits. They should include a summary of up to 250 words, accompanied by 4-7 keywords.

Rapid Communications

This category is designed for concisely written research reports for which rapid publication is considered desirable. Papers in this category should not exceed six printed pages of the journal (approximately 5,000-word equivalents), including an abstract of no more than 100 words, and 4-7 keywords. Rapid Communications will normally be published within six months of submission. To meet this schedule, authors will be required to make revisions with minimal delay.

Book Reviews

Book Reviews are published on selected books that fall within the journal's scope, on topics that the Book Review Editor considers to be of general interest to readers of Geological Magazine. Book Reviews are published by the invitation of the Book Review Editor and should not be submitted independently.

3. Read Texts 1 and 2 again. Focus on the main instructions for authors and complete the table.

Instructions	Network Science	Geological Magazine
Types of articles	Articles from different fields No book reviews	
Article length		Original papers: no page limit Rapid communications:
Abstract length		
Manuscript preparation		Not mentioned
Submission procedure		
Charges		

4. Work in pairs. What might be missing from Texts 1 and 2? Make a list of any additional information that authors may need in order to get their papers published in a journal.

5. From Texts 1 and 2, make a list of words describing different elements of an academic article.

6. Work in pairs. Say which of the elements from Activity 5 you always, often or never include in your articles. Give your reasons.

7. Match the words and phrases (1-11) with the ones that are similar in meaning (a-m). More than one match may be possible.

1 readers	a suitable for
2 journal	b summary
3 submissions	c area
4 intended for	d readership
5 contain	e periodical
6 field	f paper
7 abstract	g audience
8 article	h designed for
9 studies	i include
10 fit within	j contributions
11 applicable for/to	k fall within
	l specialism
	m research

8. Complete Text 3 with words.

contains contributions editor intended to journal paper readership research suited

Text 3

Teaching Physics is a long-established [1]_____ , included in the Science Citation Index Expanded. It is a biannual, peer-reviewed periodical [2]_____ provide an overview of [3]_____ in physics education to its international [4]_____of researchers and practitioners. Each issue [5] _____ articles on various aspects of teaching physics in universities. We invite [6]_____ to any section in the journal. In the first instance, contributors are advised to contact the [7]_____ to discuss their proposed [8] _____ and the section for which it is best [9]_____ .

9. Work in pairs. Compare the information in Texts 1,2 and 3. What new pieces of information for authors are mentioned in Text 3?

10. Work in groups. Find the similarities between Network Science (NS), Geological Magazine (GM) and Teaching Physics (TP). Report them to the class. Use the table in Activity 3 and expressions in the Language Support box below.

Language Support: comparison - similarity

Both NS and GM publish ...
TP and GM are similar regarding / with respect to / in terms of...
NS, as well as GM, asks/requires ...
Like NS, GM accepts ...

11. Work in groups and note down the differences between Network Science, Geological M agazine and Teaching Physics. Compare your group findings with the whole class. Use the Language Support box below.

Language Support: comparison - contrast

NS is (newer) than GM, while/but GM is (much better known).
TP has a narrower focus than ...
Unlike NS, GM (publishes)...
In comparison with TP, NS is very (new).
In contrast to NS, TP focuses on ... The guidelines for GM contain advice about... By contrast, nothing is said about it in (NS).
TP is (more relevant to)..., whereas NS is aimed at...
Although GM is (moreprominent), NS ...

12. Find an article in your own language and an article from an English-medium journal, both related to your research area. Compare the format and

structure of both articles and note down the differences, if there are any. Be ready to report your findings in the next class.

Section 4 *Presentation*

Presentation – a talk (usually) to a group of people in which information is given.

1. Work in groups. Reflect on your own experiences of presenting. Discuss the importance of points a~e. Give examples from your subject area.

a The data you choose will depend on your audience (e.g. expert or non-expert).
b Choose straightforward rather than complex graphics with a lot of detail. c Give the source of all data, graphs, or charts on your slide.
d Describe what the axes refer to on a graph or chart, and the measurements used.
e Show how the data relates to the main topic or to the point you're making.

2. You are going to give a short individual presentation. Read the Task and the guidelines.

Task. Give a five-minute presentation on a topic related to your subject area. It should be focused around a dataset presented in a visual (graph, chart, or table).
1. Use a small number of slides (e,g. up to four), including a title slide and the visual itself.
2. Talk about the data from one (or two) specific perspective(s), and/or in relation to a particular question or issue.
3. Provide some background to the topic and put the data into context.
4. Include explanation of the data, interpretation, evaluation and your own stance.

3. Choose s topic. Work in groups to discuss your initial ideas, then narrow them down.

1. Choose a broad topic of interest to you.
2. Narrow down your topic.
3. Find a visual relevant to your topic.
4. Choose an interesting perspective on your topic.

4. Research your topic. Work alone on your chosen topic. Scan your sources for charts, graphs, or tables that present data. Decide which data to present.

5. Develop your material. Think about how you will do more than simply describe the data.

Write down:
• perspectives to cover (social, economic, business, etc.)
• the problem or issue
• your stance
Make brief notes under the following headings:
• introduction & background to topic
• presentation & explanation of data
• link to wider context
• your stance & concluding comments

6. Work in pairs. Informally present what you have so far: explain why you have chosen your topic and dataset, what perspective(s) to cover, and the stance you plan to take.

7. Prepare your five-minute presentation. Follow the steps below.

• Prepare your slides and rehearse your presentation to check the timing.
• To help you remember your main points, prepare clear notes (e.g. next to a printout of your visuals, or each point on a small card), but not a detailed script.

8. Take turns to give your presentation to the class.

9. Think about the other presentations. Which students were particularly effective in these areas? Give examples.

Presentation structure	Linking to wider context / issues
Introduction and background	Evaluation and expression of stance
Description of visual data	Format and clarity of slides
Interpretation of data	Timing

10. Think about your own performance. Choose at least two areas that you achieved successfully, and two areas that you need to work on before your next presentation.

11. Match the stages in the list to advice on giving a presentation 1-8.

abstract content delivery practice post-presentation research topic visuals

1. _____ decide the title and aims of the presentation
2. _____ do background reading and find sources to support your main points
3. _____ include enough, but not too much, material to meet the presentation aims
4. _____ prepare slides to support key points in the presentation

5. _____ rehearse the presentation in from of other people and get critical feedback
6. _____ write a short summary of the presentation aims for your audience
7. _____ aim for a fluent delivery, with varied pace and some script independence
8. _____ write up a summary of the presentation

12. Work in groups. Divide up the stages in 11 and think of more advice for each. Present back to your group.

13. Rate the advice below from 1 (important) to 5 (not important). Add ideas of your own.

Pronunciation, vocabulary, and grammar for presentations
• Notice, and keep a record of, useful language chunks and expressions
• Memorize sentences / text to use at specific points in the presentation
• Work with a colleague on language, focusing particularly on accuracy
• Play fluency games, e.g. speak for one minute on a topic without hesitation
• Record sections of the presentation to analyse stress, rhythm, and intonation
• …
14. You are going to give a ten-minute presentation. Prepare using the following stages to guide you.

Topic and Title
• Choose a topic which you are interested in and know something about, e.g. aviation.
• Consider how globalization has raised new challenges in this area.
• Narrow down your topic by focusing on a specific problem, e.g. congestion at London Heathrow Airport.
• Give your presentation a working title: a statement or a question.
Research and Content
• Bring together tire information you already have, and search for new information on the topic.
• Focus on information about problems and solutions (existing or proposed).
• Check that information is relevant to your working title; adapt your title as necessary.
Structure
• Work with your material to build a coherent presentation. Select only what is relevant.
• Plan the introduction, giving the rationale for your presentation and an overview of the situation.
• Formulate main points for the body of your presentation.
• Decide how to organize problems, solutions, and evaluation - in separate sections or integrated.

• Prepare a brief conclusion, summing up your main points and including overall evaluative comments.

Visuals

• Prepare clear visuals and images on slides or posters to support your material.

• Include limited text; a few words / bullet points per slide.

• Include references for any citations on the relevant slide and/or at the end of the presentation.

Languauge

• Select about five key pieces of information that you plan to present. Formulate sentences to express these.

• Write out what you plan to say in the first and the last minute of your presentation. Practice

• Practise your presentation using ideas from Task 1, working towards script independence.

• Anticipate questions, and ask other students to ask you questions. Prepare responses.

Abstract

• Write a 100-word abstract for your finalized presentation.

15. Work in pairs. Read the following methods of achieving script independence in a presentation, and decide what would work best for you. Compare answers.

a Use small cue cards with the main points presented in bullet points or visual form with different colours.

b Print out your slides annotated with your main points, to serve as visual prompts.

c Repeatedly practise your presentation content until you feel you know it. d With others, take turns to give short sections of your presentation. Comment on how the information is presented.

e With others, practise your delivery. Focus on stress, rhythm, intonation, pace, and variety.

f Practise memorizing your main points using techniques like studying your script, chanting, and repetition.

g Think of a narrative or story to link your main points together.

16. Give out copies of your abstract for other students to read in advance. Take turns to give your presentations.

17. While watching other presentations, evaluate them using.

18. Draw up a whole-class action plan of areas to work on in future presentations.

Section 5 *Writing Summaries*

Summarizing is a key skill in academic writing that demonstrates that you have understood and effectively processed ideas from your reading. You may include a summary of a theory or argument that is the main focus of your text; you may use shorter summaries of various sources as part of a literature or research review; you may include a short summary of one source to cite as evidence for a particular point. When you are reading, it is important to identify and note down the topic and main points of a source text; you can use the abstract of an article to identify the structure of the text and find the main points, it is essential to reference summarized material in your writing.

1. Work in groups. Discuss the questions.

1. Note down reasons in support of and against buying the following types of food:
• locally-produced food;
• organic food;
• specific brands of food.
2. How much more (%) would you be willing to pay for each of the above types of food versus basic unbranded food?
3.Are farmers' markets (i.e, markets where farmers sell their produce directly to the public) popular in your country? What reasons can you think of for buying food there?

2. Read Text 1. Make notes on the topic, context, and main point.

Consumer preferences for local production and other value-added label claims for a processed food product

Abstract

Using stated preference data from Kentucky and Ohio, USA, we estimate consumer willingness-to-pay for varieties of a processed food product (blackberry jam) that are differentiated with respect to their local production labelling and a series of other value-added claims. Results show that consumers were willing to pay more for the product indicating locally produced, produced in their state or in a well-identified multi-state region, Consumers were willing to purchase organic products, although there might be some confusion as to the meaning of the organic logo. Our results also supported the notion that consumers are willing to support small family farms.

[...] We also included an Interaction term to test whether the consumer was more likely to select a product produced in the region of the state in which they five. This parameter estimate was highly insignificant Thus, consumers in this experiment did not particularly value products of their own region any more than those from another region {in the same state as they live) or bearing no production location information. Conversely, this result shows that where consumers live may not be a determinant for differences across people in our

sample on how they react towards the origin *of a* product. Although past studies have found consumers are willing to pay for various labels indicating locally grown processed products across the world (e.g, Scarpa, Phitippidis & Spaiatro (2005); tames, Rickard, & Rossman (2009). few have considered the multiple levels of local labeling. Darby *et.al* (2008) and Ernst & Darby (2008) are notable exceptions, where the authors found consumers are willing to pay for several different levels of local labelling Including a 'nearby' label, a State Proud label and a country origin label. However, the product considered in these studies was fresh. Results from this research confirm that consumers are willing to pay for various indications of 'locally' produced for a processed product (Wuyang Hu, W. Batte, M., Woods, T, & Ernst, S.).

3. Read the guidelines below. Choose the appropriate missing stage: a, b, or c.

a Copy down sentences from the text to use in your summary.
b Select and note down the main points from the source text.
c Add your own evaluation of the material.

Guidelines for writing a summary
1. Select an appropriate source text to suit your purpose.
2. Read the source text for basic understanding and to evaluate its relevance.
3. ……..
4. Summarize the selected material using your own words.
5. Check your summary for accuracy and completeness

4. Use your notes in Activity 1,2 and the guidelines in 3 to write a short summary of Text 1. Include a reference to the source text in your summary.

5. Read and evaluate each other's summaries.

6. Put the features of an Introduction to a research report, a-e, into a logical order.

a a brief review of other literature or research in the area;
b an outline of the chosen area of research, including any definitions;
c a statement to gain the reader's interest;
d a statement of the aims of the research, the main findings, and the structure and organization of the report;
e an identification of a 'gap' in the existing research, and why this research area is important.

7. Read Text 2, the introduction to a report. Match features a-e in Activity 6 to sections 1-5.

Text 2

Going local; exploring consumer behavior and motivations for direct food purchases

1 Perhaps the greatest evidence of momentum in the local food movement is the recognition of ‘locavores’ as the 2007 word of the year by the New Oxford American Dictionary.

2 Defined as ‘a local resident who tries to eat only food grown or produced within 100-mile radius’, the term identifies the growing ranks of environmentally and edibility-conscious consumers who deliberately seek out locally produced food and beverages.

3 Moreover, the market has witnessed considerable growth in fire numbers of farmers using direct marketing strategies, a doubling of US farmers' markets over the past decade, and strong growth in Community Supported Agriculture organizations (CSAs), in which shareholders directly pay farmers for a proportion of output (USDA Ag Census. 2002; USDA AMS, 2008; lass et al. 2003). Furthermore, national media outlets, including Time, have dubbed ‘Local the New Organic' (Cloud, 2007).

4 However, despite the apparent growth in demand for local foods, there has been a paucity of research results regarding the motivation of consumers to seek out and pay a premium for local produce offerings, the tee of direct markets to consumer shopping choices, and buying profiles of consumers who frequent direct channels (Brown, 2002: Zepeda & Li, 2006).

5 In this article, we summarize much of the authors’ research on preferences of direct consumers of fresh produce in the context of a theoretical model regarding product and source choice. A particular focus is how local source and product attribution may connect with perceived private and public good dimensions of such choices to addition, we present a newly developed analysis of willingness to pay (WTP) for the ‘local- attribute, which suggests heterogeneity in the interpretations of the public good dimension of the attribute across consumers who shop at direct markets with differing frequencies (Thilmany. D., Bond J.K.,2008).

8. Read a student's summary of Text 2, Put features 1-4 in the order in which they appear in the summary.

1. Main focus of the source text (i.e. Text 2).
2. The results and implications of the research described in the source text.
3. Statement of the topic and reference to the source text.

4. Background and literature review.
In their article on consumer behaviour, Thilmany, Bond, and Bond (2008) present their research into the buying habits of consumers of locally-produced food. Thilmany, Bond, and Bond focus particularly on 'locavores', defined as 'a local resident who tries to eat only food grown or produced within a 100-mile radius'. The authors note the strong growth of local food markets in the US, particularly farmers' markets, but cite the limited research into why consumers locate local food products which they are prepared to pay more for, and they propose a new concept of 'willingness to pay' (WTP). Their research findings indicate that there are considerable variations in buyers' habits and attitudes, particularly in terms of how buyers view the particular qualities of products and how much they are prepared to pay.

9. Which features of the source text in Activity 6 do not appear in the summary? Why?

10. The language in black in the summary could be used in a summary on almost any topic. For each part of the summary, identify what type of information could replace the blue text.

11. Find these words / phrases underlined In Text 2.

seek out paucity of research product perceived willingness to pay attribute heterogeneity

1. Which are changed to synonyms in the student summary?
2. Why are two words / phrases not changed? Choose a, b, or c.
a it is a technical term
b there is no synonym for it
c one word is better than a paraphrase

12. Work in pairs. Discuss and evaluate the student summary using Checklist below.

Is the summary
1. *Contextualized* Does it give a reference to the source text / texts?
2**.** *Complete* Does it include the main points of the text(s), but not supporting points, details, and examples?
3. *Correct* Is it closely based on the source text(s) and does not contain any new material?
4. *Concise* Is it is as brief as possible?
5. *Clear* Is it easy to understand?
6. Creative Does it use some technical terms in the text(s) but mainly the summary writer's original language?

13. Read Text 3, the conclusion of a report, and the notes on paragraph 1. Make notes on the topic and main point(s) in paragraphs 2 and 3.

Text 3

Conclusion

1 Pram case studies of a number of farmers' markets both rural and urban, and in three states from the east to west coasts, Gillespie *et at.* (2007) concluded that farmers' markets are the 'keystones' for rebuilding local food systems. By making local food more visible in public spaces, they educate customers on the potential for and seasonal limits of local food. The authors found that farmers' markets encourage the production of a greater diversity of food products, which would be needed for a more localized food system. This greater diversity attracts a greater variety of shoppers as well as helping to strengthen local farm operations. In addition, farmers' markets serve as business incubators that then 'increase the density of local food networks and relations' (Gillespie *et at*, 2007), an important development to expand the reach of local food markets. The authors' final point is that the economic interactions that take place at farmers' markets are combined with a variety of social interactions that make the markets valued community institutions. Thus, the variety of Impacts of farmers'markets documented in the literature presented here combine to create the basis for the emergence of new local food systems.

2 It is too early to tell what long–run changes the newer and more unusual CSA model will bring, although CSA farms will probably never be more than a small part of the food system. There appear to be farmer financial problems that need to be worked out and adjustments made by consumers. Ostrom (2007) believes that these consumer changes will be the most important because, 'as they eat they gain opportunities to increase their understanding of food, the challenges faced by farmers, the needs of the environment and the potential role informed citizens can play in reshaping food and economic systems'. More research on the many aspects of CSA is obviously needed.

3 This article addressed much of the research on the various impacts of farmers' markets that has been conducted since Brown's (2002) farmers' market research review and also examined research on the Impacts of CSA on consumers and producers. Additional research on the impacts of farmers' markets and CSA farms that we did not consider might examine their ecological impacts. For example, how many acres at risk for development have been kept in agricultural production due to these local markets? Are farmers who use farmers' markets or CSA more or less likely than their counterparts to adopt water and soil conservation practices? Research that examines the relationship between selling into a local food system and the impact on the local and regional environment would give a more complete picture of the impacts of local markets (Brown C. & Miller S., 2008).

14. Use your notes to write a summary of about 100 words. Follow the guidelines in Activity 3.

15. Reduce the length of your research summary to about 30-40 words by prioritizing only the essential conclusion of the text.

16. Work in pairs. Discuss when you might use a 100-word research and when a shorter, more concise summary would be used.

Section 6 *Citation*

As an academic writer, you need to refer to sources (journal articles, books, research findings) to outline the general thinking about your topic, typically in an introduction or literature review, and to provide specific evidence to support your main points. Understanding how to select and refer to sources, use correct referencing conventions, and avoid misrepresentation and plagiarism, are key skills in writing an academic text. The full reference for each citation needs to be included in your references section (sometimes known as a bibliography).

1. Work in groups. Read comments 1-9 about reasons for including sources in academic writing. Discuss to what extent each comment is true for you, and generally valid.

1. 'I can't write 1,000 words of my own ideas -1 need sources to pad out my essay.'
2. 'My argument sounds stronger if a professional academic has written the same thing.'
3. 'My tutor said we have to include references to at least three sources.'
4. 'If I put forward an idea. I need to back it up with evidence from real research.'
5. 'To write a balanced essay, I need to show a range of ideas from different sources, including opposing arguments sometimes, not just my personal point of view.'
6. 'It shows my readers (e.g. my tutor) that I've read about the subject.'
7. "I have to include references so that my audience can find the sources.'
8. 'Reading information from different sources helps me to formulate my own ideas.'
9.'Through referencing, I can 'pay back' the cited authors for the 'loan' of their ideas.'

2. Look at three different versions 1-3 of part of the introduction to a student biology essay. Which do you think is clearest and most persuasive? Why?

1 In nature, animals need to use different strategies for finding different types of food, depending on the typical distribution patterns of the food source. Nectar from flowers usually comes in patches as one plant often has several

flowers and the food source is generally renewable, whereas dead insects are usually randomly distributed and depletive.

2 In natural conditions, animals need to use different strategies for finding different types of food, for example, food from plants is often found in patches, as one plant has several flowers or fruits and the source is renewable (Schultheiss & Cheng, 2013), thus allowing the animal to return to the same source time and again. Whereas foraging for dead insects, for example, is less predictable, as they are randomly distributed, laying wherever the insects happened to die (ibid.) and so clearly demands a different search strategy.

3 In natural conditions, animals need to use different strategies for finding different types of food. According to Schultheiss and Cheng (2013) 'Certain types of food […] have typical distribution patterns'. They explain that nectar from flowers usually comes in patches as one plant often has several flowers and this is a renewable source. On the other hand, dead insects are usually randomly distributed as they remain where the insect happened to die, and they are depletive.

3. Identify the citation types used in extracts 1-3.

1. Are they a quotation, paraphrase, or summary?
2. Do they have an author-content or content-author focus?

4. Work in groups. Discuss how far each of these situations constitutes plagiarism.

a submitting an essay written by someone else as your own work;
b cutting and pasting a paragraph from an article into your essay;
c using a phrase (four or five words) from something you have read;
d using ideas that are not your own in an assessed piece of work.

5. Read Text 1 and check your answers to Activity 4, according to the text.

Text 1

Cheating (plagiarism)

The computer age has brought easier access to sources of information through electronic searching and the 'cut-and-paste' facility, it has also tempted some undergraduates to cheat, either by downloading whole reports or essays, or by cutting and pasting paragraphs from articles. Assessments are supposed to be your own work, which means that they should be your own ideas and your own words. If the ideas or words are not your own, you should indicate the source by referencing them. Failure to do this is called plagiarism. Not only wll you not team anything by cheating, but you will also be subject to your institution's penalties. Scientists make their living by the facts they discover and the communication of these facts This is why you must always acknowledge the sources of your Information and this is why there are severe penalties if you do

not if you are still tempted, please bear in mind that if you can find these articles, so can others, and it is surprisingly easy to spot the use of essay bank work and content that has been cut and pasted from another source.

6. Compare answers. Specify in what circumstances statements a-d in Activity 4 would or would not be plagiarism.

7. Discuss what you know about:

• possible reasons for plagiarism by students;
• the difference between intentional and accidental plagiarism;
• how teachers and examiners can spot plagiarism;
• the possible penalties for plagiarism.

8. Work in pairs. Compare extracts 1-3 in Activity 2 with the original source text, Text 2. Are any phrases of sentences taken directly from the original with no attribution?

Text 2

In nature, food sources can occur at very different densities (sparse or dense) and distributions (patchy or randomly distributed), and food sources can be renewable or depletive (Stephens & Krebs, 1986: Sell, 1991). Certain types of food, however, have typical distribution patterns. Nectar from flowers, for example, usually comes in patches, as one plant often has several flowers, and the food source is generally renewable as the nectar is replenished; the same is true for honeydew excretions from aphids. Dead insects on the other hand are usually randomly distributed as they remain where the insect happened to die, and they are depletive (Schultheiss P. & Cheng K., 2013).

9. Now use the criteria below to evaluate the three extracts in Activity 2.
a Are ideas from the source text attributed using appropriate in-text references?
b Are any direct quotations correctly presented and attributed?
c Is the language from the source text appropriately paraphrased (if not a quotation)?

10. Choose the best verb to use with the noun in bold.

1. Bussieres (1994) *put* / *proposed* / *did* a **model** of water import in tomato fruit.
2. Funding agencies are *placing / giving / making* increasing **emphasis** on cross-disciplinary approaches to research questions.
3. Charles Darwin *created / made* / *developed* the modern **theory** of evolution.
4. He also *made / did* / *look* detailed **observations** of the behaviour of primates.
5. This model *makes* / *provides / puts* a general **explanation** of erosion.
6. Observers *gave* / *did* / *proposed* differing **descriptions** of the initial earth tremors.

7. Merrick (1988:3) *offers* / *makes* / *puts* the following **definition** of demographics ...
8. Coleman (1991) *presented* / *did* / *placed* a further **argument** for this approach.

11. Use meaning and language patterns to match 1 -6 with a-f.

1. Males with better memory abilities were *found / shown*
2. Holt (2001) *explains / describes / illustrates*
3. Morgan and Moss (1965) *argued*
4. As long ago as the 1970s, scientists were *warning*
5. The report (Jacobs, 2002) *emphasizes / highlights / stresses*
6. Ormerod *et al* (2009) *noted / observed*

a for an ecological approach, drawing parallels between communities.
b *to have* larger home ranges.
c *the importance* of aquatic ecosystem health for fisheries.
d of the possible adverse effects of ozone depletion.
e *how* plants' particular characteristics affect their dispersal potential.
f *that* conserving the habitat of one endangered species increased biodiversity.

12. Work in pairs. Write a sentence Including a citation from each of Texts 3-5. Follow the guidelines below.

Guidelines
1. Read the source extract carefully and check the meaning of any unknown words.
2. Explain the extract to your partner without looking back at the text. This will help you to express the main ideas in your own words. Note down any useful synonyms or phrases.
3. Decide whether to cite details from the extract or a main idea.
4. Choose an appropriate style of citation; quotation, paraphrase or summary, and author-content or content-author focus.
5. Choose an appropriate reporting structure to introduce the idea.
6. Add short comments including interpretation or evaluation where possible.
7. Use the source details to write an in-text reference using author-date conventions.
8. Check that your sentence is correctly attributed and does not constitute plagiarism.

Text 3

The size of satellite tags is constantly decreasing and within the next decade we are likely to be able to track globally the migrations of even the smallest

songbirds. Despite this development of tags, it is doubtful whether currently available satellites can accomplish the task in the foreseeable future. Furthermore, other technologies, such as cell phones, might prove more promising. When such a global small-animal tracking system is operational a large-scale collaboration between research groups will hopefully enable a quantum step forward in our understanding of bird migration (Thorp K., Holland A., 2010).

Text 4

In our experiments, ant foragers readily learnt the location of a renewable food source, and displayed a systematic search for it when removed. This search path was centered on the previous food location and was made up of loops of varying size; this looping structure repeatedly brought the ant back dose to the target area. Interestingly, the type of food previously available at that location had an effect on the behavior of ants (Schultheiss P. & Cheng K., 2013).

Text 5

Ahough honey bees use temperature defensively in response to both disease and predators, they are truly the masters at controlling the temperature within a hive. By contracting muscles to heat the colony and fanning wings to cool the colony, honey bees maintain colony temperatures throughout tire year. Here we report on heat-shielding - a recently identified mechanism used to help maintain constant colony temperature. To reduce the transfer of heat from outside to inside the hive, worker tees shield the comb from the external heat source by positioning themselves on the hot interior region of the hive's walls. Data gathered indicate that heat-shielding is a behavior performed by young bees to preferentially protect older developing brood (Starks P., Johnson R., 2005).

13. Exchange your citations with another pair. Evaluate the citations based on the guidelines above and give feedback.

14. Read Text 6, student guidelines, and explain the following concepts.

primary source secondary source misrepresentation

Text 6

Books are a frequently used source of information. These are invariably derived from other (primary) sources that are referenced in the book. If you have not read these primary sources you need to make this dear in your reference for example, (Sokal & Rohlf, 1981, as cited in Holmes *et al.,* 2006). This is particularly important as the authors of the book may have misunderstood the original report and misrepresented the findings. If you have not read the original source, you will not know this, but the error will appear to be yours and not that of die author of the book, unless you make it clear that you have read only the book and not the primary source (Holmes D., Moody P., 2011).

15. Complete the in-text references for sources 1-3.

1. You read: Whelan & Maitre (2010) – Fahey (2007) argues for the development of an EU-wide measure ...
Your in-text reference: (…as cited in …)
2. You read: Anxo *et al.* (2007) – Reductions in average annual working hours have also been achieved (Bosch *et al.*, 1994).
Your in-text reference: (…….)
3. You read: Bainbridge, Goc, & Tynan (2011) – According to Sorensen (2007), 'Every day millions of people choose to watch…'
Your in-text reference: (…….)

16. Add missing stages a-d to the table.

a Check that full reference details for any citations in your essay are in your reference list;
b Record accurately all the reference details of any source you read;
c Include an in-text reference with any citations in your text;
d Search for key words or phrases using a search engine such as Google Scholar.

Researching and using references
1. Identify key words associated with your topic note down a variety of synonyms.
2. ……..
3. Evaluate the relevance of sources by skimming abstracts, introductions, and section headings.
4. Read sources that are most relevant to your topic in more detail.
5. ……
6. Hate notes in your own words as you read about any points that are relevant to your topic.
7. Choose a quote, or write a paraphrase or summary of the point you want to cite.
8. ……
9 Greek any citations in your text against the original source for accuracy and plagiarism.
10. ……..

17. Work in groups. Compare answers and discuss the questions.

1. Which steps do you think are a) always essential and b) will vary from person to person or depend on your task / topic? Why?
2. Which of these steps do you do already? Which are new to you?

18. What problems do you think you might encounter as part of the process of researching, recording, and using sources? Suggest possible solutions.

ДЖЕРЕЛА

1. Ільченко О.М. The Language of Science: Semantics. Pragmatics. Translation. – Англійська мова науки. Семантика. Прагматика. Переклад: Підручник. Для студентів вищих навчальних закладів і науковців. – К. : НВП «Видавництво «Наукова думка» НАН України», 2016. – 288 с.

2. Adrian Wallwork. English for Writing Research Papers. Springer Science, 2011. 325 p.

3. Hewings, M., & Thaine. Cambridge Academic English: an Integrated Skills Course for EAP. Cambridge University Press, 2012. 176 p.

4. Michael McCarthy, Felicity O'Dell. Academic Vocabulary in Use. Cambridge University Press, 2016. 173 p.

5. Sarah Philpot. Academic Skills. Reading, Writing, and Study Skills. Oxford University Press, 2016. 71 p.

6. Sword H. Stylish Academic Writing. Harvard University Press, 2012. 240 p.

7. Tamzen Armer. Cambridge English for Scientists. Cambridge University Press, 2011. 128 p. English for Specific Purposes (ESP) National Curriculum for Universities / [Бакаєва Г.Є., Борисенко О.А., Зуєнок І.І. та ін.]. – К. : Ленвіт, 2005. – 119 с.

8. Savage A., Mayer P. Effective Academic Writing 2: The short essay / A. Savage, P. Mayer. – Oxford : Oxford University Press, 2011. – 176 p.

9. Scanlon J. Q Skills for Successful Reading and Writing: 5 Class CD / [Scanlon J., Brooks M., Graven M., Sherman K., Freire P. and others]. – Oxford : Oxford University Press, 2011. – 180 p.