МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ «ОДЕСЬКА ЮРИДИЧНА АКАДЕМІЯ»

Ю.О. Томчаковська, Л.В. Строченко

ENGLISH FOR MEDIA AND PHILOSOPHY

Практикум з іноземної мови за професійним спрямуваннямдля здобувачів другого (магістерського) рівня вищої освіти факультету журналістики

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Укладачі:

Томчаковська Ю.О. – завідувачка кафедри іноземних мов, кандидат філологічних наук, доцент (https://orcid.org/0000-0003-0117-2704);

Строченко Л.В. – професор кафедри іноземних мов, доктор філологічних наук, доцент (https://orcid.org/0000-0003-3619-3484)

Рецензенти:

Дребет В.В. – доктор філологічних наук, професор, професор кафедри німецької філології та методики навчання німецької мови Тернопільського національного педагогічного університету імені Володимира Гнатюка;

Прима В.В. – кандидат філологічних наук, доцент, доцент кафедри іноземної філології та перекладу Державного торговельно-економічного університету

Практикум "English for media and philosophy" призначений для здобувачів другого (магістерського) рівня вищої освіти факультету журналістики. Видання складається з 8 розділів, кожен з яких містить стислий огляд особливостей того чи іншого явища англомовного наукового стилю, професійного медійногота філософського дискурсів та спеціалізованої англомовної лексики, а також практичні завдання для формування мовних та мовленнєвих навичок у здобувачів вищої освіти.

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ВСТУП

Практикум з іноземної мови за професійним спрямуванням призначений для здобувачів вищої освіти ІІ освітнього ступеня факультету журналістики Національного університету «Одеська юридична академія».

В сучасному глобалізованому світі англійська мова є своєрідною lingua franca науки, техніки та освіти. Мовна компетентність магістра передбачає використання навичок письма і читання для дослідження, навчання, мислення і спілкування в академічному та професійному середовищі. Методичні рекомендації мають практичне спрямування щодо вдосконалення здобувачами вищої освіти англомовної комунікативної компетентності. Це здійснюється шляхом інтеграції мовленнєвих умінь та мовних знань в рамках тематичного та ситуативного контексту.

Засвоєння курсу «Іноземна мова (за професійним спрямуванням)» створює підґрунтя для подальшої роботи з англомовними джерелами у науково-дослідній роботі здобувачів вищої освіти, а також забезпечує необхідну мовну компетенцію для вивчення професійно-орієнтованих дисциплін, які викладаються англійською мовою.

Метою дисципліни «Іноземна мова (за професійним спрямуванням)» є формування мовних компетентностей, достатніх для здійснення письмової та усної комунікації англійською мовою з високим рівнем техніки, логічності та грамотності мовлення для вирішення різноманітних фахових завдань, як під час подальшого навчання, так і у майбутній науковій/професійній діяльності.

UNIT 1

Lexical and grammatical peculiarities of scientific functional style

Academic writing has several general features that distinguish it from other forms of writing. These features include:

1. Formality: Academic writing is characterized by a formal tone and language. It avoids the use of colloquialisms, slang, and informal expressions. Instead, it employs a more objective and impersonal style of writing.

2. Precision and clarity: Academic writing aims to communicate ideas clearly and precisely. It uses specific and unambiguous language to avoid any confusion or misinterpretation. This includes the use of precise vocabulary, clear sentence structures, and logical organization of ideas.

3. Objectivity and neutrality: Academic writing strives to present information and arguments in an objective and neutral manner. It avoids personal opinions, biases, or emotional language. Instead, it relies on evidence, facts, and logical reasoning to support its claims.

4. Citations and references: Academic writing relies heavily on citing and referencing sources to support its arguments and provide evidence. It is essential to acknowledge the work and ideas of others properly. This helps to establish credibility, avoid plagiarism, and allows readers to verify the information provided.

5. Formal structure and organization: Academic writing follows a specific structure and organization. It typically includes an introduction, body paragraphs with supporting evidence, and a conclusion. This structure helps to present ideas logically and coherently.

6. Use of academic conventions: Academic writing adheres to certain conventions and guidelines established by the academic community. This includes following a specific referencing style (e.g., APA, MLA), using proper grammar and punctuation, and formatting the text according to academic standards.

7. Critical thinking and analysis: Academic writing encourages critical thinking and analysis of ideas and arguments. It requires the writer to evaluate and assess

different perspectives, evidence, and theories. This involves providing a balanced and well-supported analysis rather than simply presenting information.

Overall, academic writing is characterized by its formal, precise, objective, and well-structured nature. It aims to communicate ideas clearly, support arguments with evidence, and contribute to the academic discourse in a specific field of study.

The scientific functional style has several lexical and grammatical peculiarities that distinguish it from other functional styles. Some of these peculiarities include:

1. Lexical Peculiarities:

- Technical terminology: Scientific writing often includes specialized technical terms that are specific to a particular field of study. These terms are used to convey precise and specific meanings and are commonly understood within the scientific community.

- Neologisms: Scientific writing may introduce new words or terms to describe newly discovered phenomena or concepts. These neologisms are often coined based on existing linguistic patterns or by combining existing terms.

- Abbreviations and acronyms: Scientific writing frequently uses abbreviations and acronyms to represent longer terms or concepts. These shortenings help to streamline the writing and make it more concise.

2. Grammatical Peculiarities:

- Passive voice: Scientific writing often employs the passive voice to convey objectivity and focus on the actions or processes rather than the individuals performing them. This helps to emphasize the research findings or experimental results rather than the researchers themselves.

- Impersonal constructions: Scientific writing tends to use impersonal constructions, such as "It is believed that..." or "It has been observed that..." to present general statements or findings without attributing them to specific individuals.

- Formal register: The grammatical structures used in scientific writing are typically more formal and complex compared to everyday language. This includes the use of complex sentence structures, subordinate clauses, and precise grammatical constructions.

- Use of present tense: Scientific writing often uses the present tense to describe general truths, facts, or established theories. However, the past tense may be used to report specific research findings or experimental results.

- Use of modal verbs: Modal verbs such as "may," "can," "could," "should," and "must" are frequently used in scientific writing to express possibility, probability, necessity, or obligation.

- Use of conditional clauses: Conditional clauses are commonly used in scientific writing to express hypothetical situations, potential outcomes, or cause-and-effect relationships.

These lexical and grammatical peculiarities of the scientific functional style contribute to its precision, clarity, and objectivity. They help to convey complex scientific concepts accurately and effectively to the intended audience.

Questions for self-control

1. What are some examples of technical terminology commonly used in scientific writing?

2. How are neologisms used in scientific writing and why are they important?

3. What is the role of abbreviations and acronyms in scientific writing?

4. Why is the passive voice frequently used in scientific prose style?

5. How do impersonal constructions contribute to the objectivity of scientific writing?

6. What are some characteristics of the formal register used in scientific writing?

7. When is the present tense typically used in scientific writing? Are there any exceptions?

8. How do modal verbs enhance the expression of possibility, probability, necessity, or obligation in scientific writing?

9. What is the purpose of using conditional clauses in scientific writing?

10. How do the lexical and grammatical peculiarities of scientific prose style contribute to precision, clarity, and objectivity in conveying scientific concepts?

UNIT 2

English philosophical terminology

English philosophical terminology includes a wide range of terms and concepts that are used to discuss and analyze philosophical ideas. Some common philosophical terms in English include:

1. Metaphysics: The branch of philosophy that deals with the nature of reality, existence, and the fundamental principles of the universe.

2. Epistemology: The study of knowledge and the nature of knowledge itself, including how knowledge is acquired, justified, and believed.

3. Ethics: The branch of philosophy that examines moral values, principles, and judgments, and seeks to understand what is morally right or wrong, good or bad.

4. Logic: The study of reasoning and argumentation, including the principles of valid and sound reasoning, and the evaluation of arguments.

5. Aesthetics: The branch of philosophy that deals with the nature and principles of beauty, art, and taste, and explores questions of artistic judgment and appreciation.

6. Ontology: The study of being and existence, including the nature of being, the categories of existence, and the relationships between different entities.

7. Phenomenology: A philosophical approach that focuses on the study of conscious experience and the structures of subjective experience.

8. Existentialism: A philosophical movement that explores questions of individual existence, freedom, and responsibility, emphasizing the subjective experience and the importance of personal choice.

9. Rationalism: A philosophical position that emphasizes the role of reason and rationality in acquiring knowledge and understanding the world.

10. Empiricism: A philosophical position that emphasizes the role of sensory experience and observation in acquiring knowledge and understanding the world.

11. Idealism: A philosophical position that holds that reality is fundamentally mental or spiritual in nature, and that ideas or mental concepts are the ultimate reality.

12. Materialism: A philosophical position that holds that reality is fundamentally material or physical in nature, and that physical matter is the ultimate reality.

English philosophical terminology can be classified into different structural categories based on their linguistic features. Some common structural classifications of English philosophical terminology include:

1. Nouns: Many philosophical terms are nouns that represent concepts, ideas, or entities. For example, "metaphysics," "epistemology," "ethics," "logic," "aesthetics," "ontology," "phenomenology," "existentialism," "rationalism," "empiricism," "idealism," and "materialism" are all nouns used in philosophical discourse.

2. Adjectives: Adjectives are often used to describe or modify philosophical concepts or ideas. For example, terms like "metaphysical," "epistemic," "ethical," "logical," "aesthetic," "ontological," "phenomenological," "existential," "rational," "empirical," "idealistic," and "materialistic" are commonly used in philosophical discussions.

3. Verbs: Some philosophical terms are verbs that describe actions or processes related to philosophical concepts. For example, "justified," "believed," "argued," "evaluated," "appreciated," "exist," "experience," "choose," "emphasize," and "hold" are verbs used in philosophical discourse.

4. Adverbs: Adverbs are used to modify verbs, adjectives, or other adverbs, providing additional information on the manner, degree, or frequency of an action or state. In philosophy, terms like "rationally," "empirically," "subjectively," "fundamentally," "ultimately," "mentally," and "physically" are used to provide further specification or clarification.

5. Prepositions: Prepositions are used to indicate relationships between different elements or to show spatial, temporal, or logical connections. In philosophical terminology, prepositions like "of," "in," "on," "between," "through," and "for" are commonly used. For example, "nature of reality," "principles of the universe," "study of knowledge," "evaluation of arguments," and "relationship between entities."

6. Prefixes and suffixes: Many philosophical terms include prefixes or suffixes that modify or add meaning to the base word. For example, the prefix "meta-" in "metaphysics" indicates going beyond or transcending, while the suffix "-ism" in "idealism" indicates a belief or doctrine. Other common prefixes and suffixes used in

philosophical terminology include "epi-," "ethics," "-logy," "-logy," "-ion," "-ity," and "-ism."

These structural classifications help to organize and categorize English philosophical terminology based on their linguistic properties. However, it is important to note that these categories are not mutually exclusive, and many philosophical terms may exhibit multiple structural features.

Semantic classification of English philosophical terminology involves categorizing philosophical terms based on their meanings and conceptual relationships. Here are some common semantic classifications of English philosophical terminology:

1. Metaphysical Terms: This category includes terms related to the nature of reality, existence, and the fundamental principles of the universe. Examples include "substance," "essence," "being," "reality," and "ontological."

2. Epistemological Terms: This category includes terms related to knowledge and the nature of knowledge itself. Examples include "truth," "justification," "belief," "perception," and "rationality."

3. Ethical Terms: This category includes terms related to moral values, principles, and judgments. Examples include "good," "right," "wrong," "virtue," "duty," and "consequentialism."

4. Logical Terms: This category includes terms related to reasoning and argumentation. Examples include "validity," "soundness," "deduction," "induction," "proposition," and "fallacy."

5. Aesthetic Terms: This category includes terms related to beauty, art, and taste. Examples include "beauty," "artistic," "aesthetic judgment," "sublime," and "aesthetic experience."

6. Phenomenological Terms: This category includes terms related to conscious experience and subjective structures. Examples include "phenomenon," "consciousness," "intentionality," "perception," and "subjectivity."

7. Existential Terms: This category includes terms related to questions of individual existence, freedom, and responsibility. Examples include "existence," "authenticity," "choice," "anxiety," and "meaning of life."

8. Rationalist and Empiricist Terms: These categories include terms related to different philosophical positions regarding the role of reason and experience in acquiring knowledge. Examples include "rationalism," "empiricism," "a priori," "a posteriori," "innate," and "sensory experience."

9. Idealist and Materialist Terms: These categories include terms related to different philosophical positions regarding the nature of reality. Examples include "idealism," "materialism," "mind," "matter," "ideal form," and "physical substance."

These semantic classifications help to identify and understand the various meanings and conceptual frameworks used in English philosophical terminology. However, it is important to note that philosophical terms can often overlap in their meanings and be open to interpretation and debate within different philosophical traditions and schools of thought.

Exercise 1:

Fill in the blanks with the appropriate philosophical term from the given list:

Metaphysics

Logic

Phenomenology

Ethics

Rationalism

1. The study of consciousness and subjective experience is known as .

2. is the branch of philosophy that deals with moral values and principles.

3. is a philosophical position that emphasizes the role of reason in acquiring knowledge.

4. The nature of reality and existence is explored in the field of .

5. is the study of valid and sound reasoning.

Exercise 2:

Match the philosophical term with its corresponding definition:

1. Empiricism

2. Aesthetics

3. Epistemology

4. Idealism

5. Ontology

a. The study of knowledge and the nature of knowledge itself.

b. The branch of philosophy that deals with the nature and principles of beauty, art, and taste.

c. A philosophical position that holds that reality is fundamentally mental or spiritual in nature.

d. A philosophical position that emphasizes the role of sensory experience and observation in acquiring knowledge.

e. The study of being and existence.

Exercise 3:

Create a sentence using the given philosophical term:

1. Logic

2. Existentialism

3. Ethics

4. Phenomenology

5. Materialism

Example sentences:

1. "The study of valid and sound reasoning is central to logic."

2. "Existentialism explores questions of individual existence, freedom, and responsibility."

3. "Ethics examines moral values, principles, and judgments."

4. "Phenomenology focuses on the study of conscious experience and subjective structures."

5. "Materialism holds that reality is fundamentally material or physical in nature."

UNIT 3

English media terms

English media terminology includes a wide range of terms and concepts that are used to discuss and analyze various aspects of the media industry. Here are some common media terms in English:

1. Journalism: The profession or practice of reporting, writing, editing, and presenting news stories in various media formats.

2. Mass media: Forms of communication that reach a large audience, such as television, radio, newspapers, magazines, and the internet.

3. Broadcast: The distribution of audio or video content to a wide audience through television or radio.

4. Print media: Media that is published in a physical format, such as newspapers, magazines, and books.

5. Digital media: Media that is created, distributed, and consumed in electronic formats, such as websites, social media platforms, and digital publications.

6. News media: Organizations or platforms that gather, report, and disseminate news and current affairs information.

7. Press release: A written statement or announcement issued to the media to provide information about a company, organization, event, or product.

8. Public relations: The practice of managing and maintaining a positive public image and promoting goodwill between an organization or individual and the public through strategic communication.

9. Advertising: The process of creating and delivering persuasive messages to promote products, services, or ideas through various media channels.

10. Media bias: The perceived favoritism or prejudice that can occur in the presentation or reporting of news and information by media outlets.

11. Media literacy: The ability to access, analyze, evaluate, and create media messages in various forms and formats.

12. Press conference: An event where members of the media are invited to gather and ask questions of public figures, officials, or organizations.

English media terms can be classified into different structural categories based on their linguistic features. Here are some common structural classifications of English media terms:

1. Nouns: Many media terms are nouns that represent concepts, entities, or objects related to the media industry. For example, terms like "journalism," "mass media," "broadcast," "print media," "digital media," "news media," "press release," "public relations," "advertising," "media bias," "media literacy," and "press conference" are all nouns used in media discourse.

2. Verbs: Some media terms are verbs that describe actions or processes related to media production or consumption. For example, terms like "report," "write," "edit," "present," "distribute," "create," "deliver," "analyze," "evaluate," and "promote" are verbs used in media discussions.

3. Adjectives: Adjectives are often used to describe or modify media concepts or entities. For example, terms like "audio," "video," "physical," "electronic," "persuasive," "positive," "strategic," "various," "public," "favoritism," "prejudice," and "specialized" are commonly used in media discourse.

4. Adverbs: Adverbs are used to modify verbs, adjectives, or other adverbs, providing additional information on the manner, degree, or frequency of an action or state. In media terminology, terms like "widely," "electronically," "strategically," "constantly," and "vastly" are used to provide further specification or clarification.

5. Prepositions: Prepositions are used to indicate relationships between different elements or to show spatial, temporal, or logical connections. In media terminology, prepositions like "of," "in," "through," "to," and "between" are commonly used. For example, "distribution of audio content," "promotion through various media channels," and "relationship between media outlets."

6. Prefixes and suffixes: Many media terms include prefixes or suffixes that modify or add meaning to the base word. For example, the prefix "mass-" in "mass media" indicates a large audience, while the suffix "-ism" in "journalism" indicates a profession or practice. Other common prefixes and suffixes used in media terminology include "digital-," "print-," "-release," "-relations," "-ing," and "-ism."

These structural classifications help to organize and categorize English media terms based on their linguistic properties. However, it is important to note that these categories are not mutually exclusive, and many media terms may exhibit multiple structural features.

Semantic classification of English media terms involves categorizing media terms based on their meanings and conceptual relationships. Here are some common semantic classifications of English media terms:

1. Media Formats: This category includes terms related to different forms of media and communication channels. Examples include "television," "radio," "newspapers," "magazines," "websites," "social media platforms," and "digital publications."

2. Media Professions: This category includes terms related to different roles and occupations in the media industry. Examples include "journalism," "reporting," "writing," "editing," "broadcasting," "public relations," and "advertising."

3. Media Content: This category includes terms related to the subject matter and topics covered by media outlets. Examples include "news," "current affairs," "entertainment," "sports," "politics," "culture," and "lifestyle."

4. Media Practices: This category includes terms related to the processes and activities involved in media production, distribution, and consumption. Examples include "reporting," "writing," "editing," "presenting," "distributing," "analyzing," "evaluating," "promoting," and "consuming."

5. Media Concepts: This category includes terms related to theoretical and conceptual frameworks used in media studies. Examples include "mass media," "media literacy," "media bias," "media convergence," "media ethics," "media effects," and "media representation."

6. Media Industry: This category includes terms related to the business and economic aspects of the media industry. Examples include "media companies," "advertising revenue," "subscriptions," "audience ratings," "market share," "media ownership," and "media regulations."

7. Media Effects: This category includes terms related to the impact and influence of media on individuals and society. Examples include "media influence," "agenda-setting," "framing," "propaganda," "media violence," "media bias," and "media literacy."

8. Media Technologies: This category includes terms related to the tools, equipment, and platforms used in media production and distribution. Examples include "cameras," "microphones," "printing presses," "satellite broadcasting," "streaming services," "social media platforms," and "content management systems."

These semantic classifications help to identify and understand the various meanings and conceptual frameworks used in English media terminology. However, it is important to note that media terms can often overlap in their meanings and be influenced by cultural, technological, and industry-specific factors.

Exercise 1:

Fill in the blanks with the appropriate media term from the given list:

Advertising

Media bias

Media literacy

Broadcast

Digital media

1. The distribution of audio or video content to a wide audience through television or radio is known as .

2. Media that is created, distributed, and consumed in electronic formats, such as websites and social media platforms, is called .

3. The process of creating and delivering persuasive messages to promote products, services, or ideas through various media channels is called .

4. The perceived favoritism or prejudice that can occur in the presentation or reporting of news and information by media outlets is known as .

5. The ability to access, analyze, evaluate, and create media messages in various forms and formats is called .

Exercise 2:

Match the media term with its corresponding definition:

1. Journalism

2. Mass media

3. Press release

4. Media convergence

5. Media ownership

a. The profession or practice of reporting, writing, editing, and presenting news stories in various media formats.

b. Forms of communication that reach a large audience, such as television, radio, newspapers, magazines, and the internet.

c. A written statement or announcement issued to the media to provide information about a company, organization, event, or product.

d. The combination and integration of different forms of media, such as print, broadcast, and digital, into a single platform.

e. The control or possession of media organizations or outlets by individuals, companies, or conglomerates.

Exercise 3:

Create a sentence using the given media term:

1. Public relations

2. Media literacy

3. Advertising

4. Press conference

5. Digital media

Example sentences:

1. "Public relations professionals work to manage and maintain a positive public image."

2. "Media literacy is essential in today's digital age to navigate and critically analyze media messages."

3. "Advertising plays a crucial role in promoting products and services to target audiences."

4. "A press conference is a gathering where journalists can ask questions of public figures or organizations."

5. "Digital media has revolutionized the way content is created, distributed, and consumed."

UNIT 4
Types of academic writing

Descriptive writing is a type of academic writing that aims to provide a detailed, vivid description of a person, place, object, event, or phenomenon. It focuses on painting a clear picture in the reader's mind by using sensory details, imagery, and specific language. Here are some common types of descriptive writing in academic contexts:

1. Descriptive Essay: This type of writing describes a specific topic or subject in detail, often using sensory details to create a vivid impression. It may focus on a single aspect or provide an overall description of a person, place, or thing.

2. Descriptive Report: Similar to a descriptive essay, a descriptive report provides a detailed description of a specific topic, often based on observations, research, or data analysis. It may be used in scientific research, fieldwork, or observational studies.

3. Descriptive Research Paper: In this type of academic writing, the writer provides a detailed description of a research topic, methodology, findings, and conclusions. It aims to present a comprehensive overview of the research study, allowing readers to understand the research process and outcomes.

4. Descriptive Case Study: A descriptive case study provides a detailed analysis and description of a specific case or situation. It typically includes a thorough examination of the background, context, participants, events, and outcomes, presenting a comprehensive understanding of the case.

5. Descriptive Literature Review: A descriptive literature review provides a comprehensive summary and analysis of existing literature on a specific topic. It aims to describe and synthesize the findings, theories, and methodologies from various sources, providing an overview of the current state of knowledge on the subject.

6. Descriptive Observation: Descriptive observation involves carefully observing and describing a particular phenomenon or event. It focuses on capturing specific details, behaviors, and interactions, providing an objective and detailed account of the observation.

7. Descriptive Field Notes: Field notes are descriptive writings that document observations, experiences, and reflections made during fieldwork or research. They aim to capture detailed information about the research setting, participants, activities, and context.

8. Descriptive Book Review: A descriptive book review provides a detailed analysis and description of a book, including its content, style, themes, and overall impact. It aims to give readers a comprehensive understanding of the book's qualities and significance.

9. Descriptive Analysis: Descriptive analysis involves examining and describing data or findings in a detailed manner. It focuses on providing a clear and comprehensive description of the variables, patterns, trends, or relationships present in the data.

These are some common types of descriptive writing in academic contexts. Each type serves a specific purpose and requires attention to detail, clarity, and precision in describing the subject matter.

Analytical writing is a type of academic writing that involves critically examining and evaluating a topic or issue. It goes beyond simply describing or summarizing information and instead focuses on analyzing and interpreting data, evidence, theories, or arguments. Here are some common types of analytical writing in academic contexts:

1. Analytical Essay: An analytical essay requires the writer to analyze and interpret a specific topic or issue, presenting arguments and evidence to support their

analysis. It involves breaking down the topic into its constituent parts and critically examining their relationships, implications, and significance.

2. Critical Review: A critical review involves analyzing and evaluating the strengths and weaknesses of a scholarly article, book, or other sources. It requires the writer to assess the author's arguments, evidence, methodology, and conclusions, and provide a balanced and informed critique.

3. Comparative Analysis: A comparative analysis involves comparing and contrasting two or more objects, ideas, theories, or texts to identify similarities, differences, patterns, or trends. It requires the writer to analyze and interpret the significance of these comparisons and draw conclusions based on their findings.

4. Case Study Analysis: A case study analysis involves examining and evaluating a specific case or situation to understand its underlying causes, dynamics, and outcomes. It requires the writer to critically analyze the information, evidence, and context of the case, and draw conclusions or make recommendations based on their analysis.

5. Data Analysis: Data analysis involves analyzing and interpreting quantitative or qualitative data to identify patterns, trends, relationships, or insights. It requires the writer to use appropriate statistical or analytical techniques to analyze the data and draw meaningful conclusions or interpretations.

6. Literary Analysis: A literary analysis involves analyzing and interpreting a literary work, such as a novel, poem, or play. It requires the writer to examine the literary devices, themes, characters, and narrative techniques used in the work, and provide a critical interpretation or evaluation.

7. Theoretical Analysis: A theoretical analysis involves critically examining and evaluating theories or conceptual frameworks. It requires the writer to assess the logical coherence, empirical support, and explanatory power of the theory, and analyze its implications or applications in a specific context.

8. Policy Analysis: A policy analysis involves analyzing and evaluating public policies or decision-making processes. It requires the writer to assess the effectiveness,

efficiency, equity, and feasibility of the policy, and provide recommendations or alternatives based on their analysis.

9. Argumentative Analysis: An argumentative analysis involves critically analyzing and evaluating an argument or position. It requires the writer to assess the logical validity, evidence, and reasoning used in the argument, and provide a persuasive analysis or critique.

These are some common types of analytical writing in academic contexts. Each type requires the writer to engage in critical thinking, analysis, and evaluation to provide a deep understanding and interpretation of the subject matter.

Persuasive writing is a type of academic writing that aims to convince the reader to adopt a particular viewpoint or take a specific action. It uses arguments, evidence, and rhetorical strategies to persuade the audience. Here are some common types of persuasive writing in academic contexts:

1. Persuasive Essay: A persuasive essay presents arguments and evidence to persuade the reader to agree with a specific viewpoint or take a particular action. It typically includes a clear thesis statement, supporting arguments, counterarguments, and a conclusion that reinforces the main argument.

2. Position Paper: A position paper takes a stance on a specific issue and provides arguments and evidence to support that position. It aims to persuade readers, such as policymakers or researchers, to adopt a particular policy or viewpoint.

3. Argumentative Research Paper: An argumentative research paper presents a research question or problem and provides arguments and evidence to support a specific position or answer. It involves conducting research, analyzing data, and presenting a persuasive argument based on the findings.

4. Persuasive Speech: A persuasive speech is an oral presentation that aims to convince the audience to adopt a particular viewpoint or take a specific action. It uses rhetorical techniques, such as ethos, pathos, and logos, to engage and persuade listeners.

5. Opinion Editorial (Op-Ed): An opinion editorial is a persuasive article published in newspapers, magazines, or online platforms. It presents a personal opinion

or argument on a current issue and aims to persuade readers to adopt that viewpoint or take action.

6. Proposal Writing: Proposal writing involves persuasively presenting a plan or project to secure funding, support, or approval. It requires making a compelling case for the proposal, outlining its benefits, feasibility, and potential impact.

7. Persuasive Review: A persuasive review aims to persuade readers to adopt a particular opinion or take action regarding a product, service, or work of art. It provides a critical evaluation, arguments, and evidence to support the persuasive stance.

8. Persuasive Letter: A persuasive letter is written to persuade a specific individual or organization to take a desired action or support a cause. It uses persuasive language, arguments, and evidence to make a compelling case.

9. Advocacy Writing: Advocacy writing involves writing to promote or defend a specific cause, policy, or viewpoint. It aims to persuade the reader to support or take action on the issue, often targeting policymakers, organizations, or the general public.

These are some common types of persuasive writing in academic contexts. Each type requires the writer to present compelling arguments, use persuasive techniques, and provide evidence to support their position or viewpoint.

Critical writing is a type of academic writing that involves analyzing and evaluating information, arguments, theories, or claims. It requires the writer to engage in critical thinking, questioning, and reflection to provide a balanced and informed assessment of the subject matter. Here are some common types of critical writing in academic contexts:

1. Critical Essay: A critical essay involves critically analyzing and evaluating a specific topic or issue. It requires the writer to assess the strengths and weaknesses of arguments, evidence, or theories and provide a balanced and well-supported critique.

2. Critical Review: A critical review involves analyzing and evaluating the strengths and weaknesses of a scholarly article, book, or other sources. It requires the writer to assess the author's arguments, evidence, methodology, and conclusions and provide a balanced and informed critique.

3. Critical Analysis: A critical analysis involves critically examining and evaluating a topic, text, or argument. It requires the writer to assess the logical coherence, evidence, and reasoning used and provide a deep understanding and interpretation of the subject matter.

4. Critical Reflection: Critical reflection involves critically analyzing and reflecting on personal experiences, observations, or learning. It requires the writer to assess their assumptions, biases, and perspectives and consider alternative viewpoints or interpretations.

5. Critical Thinking Paper: A critical thinking paper involves critically analyzing and evaluating a specific topic or problem. It requires the writer to assess the evidence, arguments, and reasoning used and provide a well-reasoned and logical analysis or solution.

6. Critical Discourse Analysis: Critical discourse analysis involves critically examining and evaluating the language, power dynamics, and social context of written or spoken texts. It requires the writer to analyze the underlying ideologies, assumptions, and implications of the discourse.

7. Critical Ethnography: Critical ethnography involves critically examining and evaluating cultural practices, beliefs, and social interactions. It requires the writer to engage in participant observation, interviews, or document analysis to provide a critical understanding of the cultural context.

8. Critical Theory: Critical theory involves critically analyzing and evaluating the underlying power structures, social norms, and ideologies in society. It requires the writer to engage with theories from disciplines such as sociology, philosophy, or cultural studies to provide a critical analysis of social issues.

9. Critical Argumentation: Critical argumentation involves critically analyzing and evaluating arguments or positions. It requires the writer to assess the logical validity, evidence, and reasoning used and provide a well-supported critique or counterargument.

These are some common types of critical writing in academic contexts. Each type requires the writer to engage in critical thinking, analysis, and evaluation to provide a deep understanding and assessment of the subject matter.

Questions for self-control:

1. What is the purpose of analytical writing in academic contexts?

2. How does a critical review differ from a critical essay?

3. What is the main objective of persuasive writing in academic contexts?

4. How does a position paper differ from a persuasive essay?

5. What are some common types of critical writing in academic contexts?

6. How does a critical analysis differ from a critical reflection?

7. What are some key steps to prepare a good presentation?

8. How can understanding your audience help in preparing a presentation?

9. What are some common types of visual aids used in presentations?

10. How can engaging your audience enhance the effectiveness of a presentation?

UNIT 5

Delivering a presentation

Preparing a good presentation involves several key steps. Here is a step-by-step guide to help you prepare an effective and engaging presentation:

1. Understand your audience: Before you begin preparing your presentation, it is important to understand your audience. Consider their background, knowledge level, and interests. This will help you tailor your content and delivery to meet their needs and engage them effectively.

2. Define your purpose and objectives: Clarify the purpose of your presentation and the specific objectives you want to achieve. Are you informing, persuading, or educating your audience? Clearly defining your purpose will guide your content selection and organization.

3. Research and gather information: Conduct thorough research on your topic to gather relevant and credible information. Use a variety of sources, such as books,

academic journals, reputable websites, and expert interviews. Ensure that your information is up-to-date and supports your main points.

4. Organize your content: Structure your presentation in a logical and coherent manner. Start with an attention-grabbing introduction that hooks your audience and clearly states your main message or thesis. Then, organize your main points or key findings in a logical sequence. Use headings, subheadings, or bullet points to clearly outline your content.

5. Create engaging visuals: Visual aids such as slides can enhance your presentation and help convey information effectively. Use clear and concise text, relevant images or graphs, and consistent design elements. Avoid cluttering your slides with excessive information or distracting animations.

6. Practice your delivery: Practice your presentation multiple times to become familiar with the content and improve your delivery. Pay attention to your tone, pace, and body language. Use gestures and facial expressions to engage and connect with your audience. Practice using visual aids smoothly and confidently.

7. Time management: Consider the time allocated for your presentation and ensure that you can deliver your content within that timeframe. Practice timing yourself to ensure that you do not rush or go over time. Leave some room for questions or interactive elements, if applicable.

8. Engage your audience: Keep your audience engaged throughout your presentation. Use storytelling techniques, personal anecdotes, or real-life examples to make your content relatable and memorable. Ask questions, encourage participation, or use interactive activities to involve your audience.

9. Use effective communication techniques: Use clear and concise language to convey your message. Avoid jargon or technical terms that may confuse your audience. Speak confidently and maintain eye contact with your audience. Use vocal variation and emphasis to highlight important points.

10. Prepare for questions: Anticipate potential questions or concerns your audience may have and prepare thoughtful and well-informed responses. Be open to feedback and be prepared to adapt your presentation if necessary.

11. Rehearse and seek feedback: Rehearse your presentation again before the actual event. Practice in front of a mirror, record yourself, or present to a small group of colleagues or friends. Seek their feedback and make any necessary improvements based on their suggestions.

12. Stay calm and confident: On the day of your presentation, take deep breaths, stay calm, and project confidence. Remember that you have prepared well and are knowledgeable about your topic. Maintain a positive attitude and engage with your audience with enthusiasm and professionalism.

By following these steps, you can prepare a good presentation that effectively communicates your message, engages your audience, and leaves a lasting impression.

Here are some exercises you can practice to improve your presentation skills:

1. Practice in front of a mirror: Stand in front of a mirror and deliver your presentation. Pay attention to your body language, facial expressions, and gestures. Practice maintaining eye contact with yourself and speaking clearly and confidently.

2. Record yourself: Use a smartphone or a video camera to record yourself giving a presentation. Watch the recording and assess your delivery, voice modulation, and overall presence. Take note of areas where you can improve, such as pacing, filler words, or nervous habits.

3. Present to friends or family: Gather a small group of friends or family members and present your topic to them. Ask for their feedback on your content, delivery, and engagement. Encourage them to provide constructive criticism and suggestions for improvement.

4. Join a public speaking club or organization: Consider joining a Toastmasters club or a similar public speaking organization. These groups provide a supportive environment for practicing and improving your presentation skills. You can also learn from experienced speakers and receive valuable feedback.

5. Practice impromptu speaking: Give yourself a random topic or choose a news article or a picture, and practice delivering a short impromptu presentation. This exercise helps improve your ability to think on your feet, organize your thoughts quickly, and communicate effectively without much preparation.

6. Use presentation software or tools: Utilize presentation software such as PowerPoint or Google Slides to create mock presentations. Practice using different visual aids, transitions, and animations to enhance your message. Familiarize yourself with the features and tools available to create visually appealing and engaging presentations.

7. Seek opportunities for public speaking: Look for opportunities to present in front of larger audiences, such as conferences, workshops, or community events. Volunteer to give presentations at work or school. The more you practice speaking in front of different audiences, the more comfortable and confident you will become.

8. Seek feedback and learn from it: After each practice session or presentation, ask for feedback from your audience or peers. Consider their suggestions and make adjustments accordingly. Reflect on your strengths and areas for improvement and actively work on enhancing your presentation skills.

Remember, consistent practice and seeking feedback are key to improving your presentation skills. Focus on areas that need improvement and continue to refine your delivery, storytelling techniques, and ability to engage your audience effectively.

Here are some useful vocabulary words and phrases that can enhance your presentations:

1. Introduction:
   - Welcome
   - Good morning/afternoon/evening
   - Thank you for joining me
   - Today, I'm going to talk about...
   - The purpose of this presentation is to...

2. Engaging the audience:
   - Let's begin by...
   - Imagine...
   - Have you ever...
   - Picture this...
   - Consider this scenario...

3. Transitioning between ideas:

  - Moving on to the next point/topic

  - Now, let's shift our focus to...

  - Another important aspect to consider is...

  - Building on that idea...

  - In addition to...

4. Supporting your points:

  - According to...

  - Research has shown that...

  - The data/evidence suggests that...

  - It is widely accepted that...

  - A key study/findings indicate that...

5. Emphasizing important points:

  - It is crucial to note that...

  - The main takeaway from this is...

  - This is of utmost importance because...

  - It is worth highlighting that...

  - The key message here is...

6. Providing examples:

  - For instance/For example

  - Let me give you an example

  - To illustrate this point

  - Consider the case of...

  - Here's a real-life scenario...

7. Summarizing or concluding:

  - In summary/To summarize

  - In conclusion

  - To wrap up

  - Overall

  - To sum it up

8. Asking for questions or feedback:

   - Does anyone have any questions?

   - I welcome your thoughts/feedback

   - Feel free to ask any questions

   - I'm open to hearing your opinions

   - Let's open the floor for discussion

9. Handling questions or concerns:

   - That's an interesting question/point

   - I appreciate your concern/feedback

   - Let me address that question/concern

   - I'll get back to you on that

   - Thank you for bringing that up

10. Closing the presentation:

   - Thank you for your attention/time

   - I hope you found this presentation informative

   - If you have any further questions, please don't hesitate to reach out

   - I look forward to continuing the discussion

   - Have a great day/evening!

Remember, using these words and phrases appropriately and naturally can make your presentation more effective and engaging. Practice incorporating them into your presentation to enhance your communication skills.

Task

Choose a topic related to your field of study and prepare a 10-minute presentation to deliver to your classmates. Your presentation should include the following elements:

1. Introduction:

   - Introduce yourself and your topic.

   - Clearly state the purpose of your presentation.

2. Content:

   - Provide background information on the topic.

- Present key concepts or theories relevant to your topic.

- Include supporting evidence or examples to illustrate your points.

- Address any potential counterarguments or different perspectives.

3. Visual aids:

- Create visually appealing slides or other visual aids to support your presentation.

- Use graphics, images, or charts to enhance understanding or provide visual representation of data.

4. Engagement:

- Incorporate interactive elements to engage your audience, such as questions, polls, or small group activities.

- Encourage audience participation and discussion.

5. Conclusion:

- Summarize the main points of your presentation.

- Provide a clear conclusion or takeaways for your audience.

- Open the floor for questions and discussion.

6. Delivery:

- Practice your presentation multiple times to ensure fluency and confidence.

- Pay attention to your body language, eye contact, and vocal delivery.

- Speak clearly and at an appropriate pace.

- Use appropriate gestures and facial expressions to enhance your message.

7. Visuals and formatting:

- Ensure that your slides or visual aids are visually appealing, well-organized, and easy to read.

- Use consistent formatting and font choices throughout your presentation.

- Limit the amount of text on each slide and use bullet points or concise phrases.

8. Time management:

- Practice delivering your presentation within the allotted time of 10 minutes.

- Be mindful of pacing and adjust your content and delivery if necessary.

9. Peer feedback:

   - After delivering your presentation, ask for feedback from your classmates.

   - Consider their comments and suggestions for improvement.

   - Reflect on your strengths and areas for growth and make adjustments for future presentations.

   Remember to choose a topic that you are passionate about and that aligns with your field of study. The goal is to effectively communicate your knowledge and engage your audience. Good luck with your presentation!

UNIT 6
Writing a summary of a professional text

   To write a summary, follow these steps:

   1. Read the text: Read the original text or article carefully, making sure to understand the main ideas and key points.

   2. Identify the main points: Identify the main points and arguments presented in the text. Look for the most important information and ideas that support the author's thesis or purpose.

   3. Remove unnecessary details: Remove any unnecessary details, examples, or supporting evidence that are not crucial to understanding the main ideas. Focus on capturing the essence of the text.

   4. Use your own words: Write the summary using your own words and sentence structures. Avoid directly copying phrases or sentences from the original text. Paraphrase and condense the information to make it concise.

   5. Maintain the author's perspective: Keep the author's perspective and tone in mind while writing the summary. Reflect the author's intentions and main ideas accurately.

   6. Use a clear and concise structure: Organize your summary in a clear and concise manner. Start with an introductory sentence that provides context and identifies the author and title of the text. Follow with a few sentences summarizing the main points, and end with a concluding sentence that wraps up the summary.

7. Revise and edit: Review your summary and make sure it accurately reflects the main ideas of the original text. Check for any grammatical errors, awkward phrasing, or unclear sentences. Revise and edit as necessary to improve clarity and readability.

Remember, a summary should provide a condensed version of the original text, focusing on the main ideas and leaving out unnecessary details. It should be concise, clear, and written in your own words.

Useful vocabulary

Introduction and Conclusion:

- In summary

- To sum up

- Overall

- In conclusion

Main Ideas and Points:

- The main idea

- The key points

- The central argument

- The author's main focus

- The main findings

- The main objective

- The main theme

- The main takeaway

- The main contribution

- The main problem/challenge

- The main strength/weakness

Author's Perspective and Claims:

- According to the author

- The author argues that

- The author suggests that

- The author claims that

- The author presents evidence that

Examining and Investigating:

- The study/article/book examines

- The research/article investigates

Discussing and Exploring:

- The text discusses

- The text explores

- The text highlights

- The text emphasizes

- The text focuses on

Supporting and Contradicting:

- One key point is

- Another important aspect is

- Additionally

- Moreover

- Furthermore

- In addition to

- On the other hand

- However

- Nevertheless

- Despite

- Although

- In contrast

- This supports the idea that

- This confirms the argument that

- This contradicts the belief that

- This provides evidence for

- This demonstrates that

- This suggests that

- This implies that

- This leads to the conclusion that

- This shows that

Task

Read the text. Write a brief summary

How do we warn future generations to avoid our buried nuclear waste?

For around five decades, human beings have been burying nuclear waste deep underground—a radioactive legacy that may remain lethal for thousands of years. But with more than 20 nuclear repositories in consideration and development across the world, how will our descendants some 500 generations from now be able to identify where and what these sites are, and why they should avoid them? The problem has been tackled with proposals ranging from ominous monuments and "atomic priesthoods" to glowing cats, but it turns out that warning future humans of danger is much harder than it sounds.

For centuries in northeast Japan, for example, people have erected enormous stone tablets along the coast to warn future generations of tsunami threat. Despite declaring that nothing should be built below a certain point, many later residents ignored or forgot the warnings and built homes in vulnerable areas, paying a terrible price. More recently, the U.S. government standardized a universal warning sign for radiation in the 1950s (a trefoil of black blades on a yellow background)—but research suggests that as little as 6% of the world's population may actually recognize it.

The 'abyss of deep time'

In the early 1980s, as world governments and the nuclear industry became increasingly concerned about what to do about the long-term storage of radioactive waste, a new field of study developed: nuclear semiotics, the very broad, esoteric, and sometimes surreal study of how we will warn future humans, civilizations—or even post-human species—about our deadly legacy.

The creation of nuclear semiotics is credited to a group of engineers, scientists, political scientists, psychologists, anthropologists, archaeologists, and more who worked on the Human Interference Task Force (HITF). Formed by the U.S. Department of Energy and Bechtel Corp. in 1981, the task force took their cues from the monumental structures, sacred texts, and even curses that survive from ancient civilizations in order to come up with our society's "largest conscious attempt to communicate across the abyss of deep time."

The HITF decided that the most effective way to scare future generations was through the creation of enormous monuments around nuclear-waste storage sites that were designed to evoke a sense of danger and dread. One proposed "stop sign" is a sprawling landscape of huge rock-like thorns emerging from the earth in every direction, while another suggests a sort of atomic

"Stonehenge" over the waste repository, comprised of huge granite columns marking its boundary, earthen ramparts round the facility's actual footprint, and a structure at its heart containing information about the site. Additional copies of the information would be buried around the site self, and in stored archives around the world on special long-lasting paper, labeled with the perhaps optimistic administrative message: "Keep for 10,000 years."

Even with equally chilling warning messages that could be carved into such creations (one example: "This place is not a place of honor. No highly esteemed dead is commemorated here… nothing valued is here. What is here was dangerous and repulsive to us."), monuments on such a scale are more likely than not to attract attention from the curious, the criminal, and even future archaeologists, and end up encouraging the very thing that they are supposed to prevent—the excavation of the site. The Egyptian pyramids are a case in point. They are still here, but the priests are long gone, and we ignore the terrible curses, looting their burial chambers and desecrating their dead.

Ironically, one of the most pilloried proposals made to the HITF was that of a self-perpetuating, manipulative "atomic priesthood" with a designated elite who would employ myth, legend, and secretive ritual to create a sense of taboo around these sites for generations to come.

The HITF ended their work in 1984, concluding that any successful attempt to communicate a warning across deep time will have to rely on monumental architecture and markers. Structures should be durable enough to require no maintenance for 10,000 years, and should be disturbing enough to inspire people to transmit knowledge about them—whether through oral legends or physical archives—across countless generations.

Parchment, not priesthoods

Forty years after the HITF, the Paris-based Nuclear Energy Agency, an intergovernmental agency that encourages cooperation among 33 advanced nuclear countries, was still coming up with ways to warn future humans about breaking into toxic radioactive mausoleums. Its Preservation of Records, Knowledge and Memory Across Generations (RK&M) initiative published its final report in 2019, just as governments were reconsidering nuclear energy as a step in reducing global warming.

Unlike the atomic "priesthoods" and "Stonehenges" of decades ago, the RK&M report focuses on ways to help future humans make informed decisions through the use of libraries, time capsules, and physical markers. Rather than a field of enormous rock thorns, for instance, thousands of markers could be buried around a nuclear waste site, possibly containing information that's recorded on durable materials like vellum (parchment made of animal skin), rather than on laminated paper documents or USB drives.

"I think that there has been a change in perspective over the last 40 years," says Neil Hyatt, chief scientific adviser to the U.K. government's Nuclear Waste Services. "Now the international community has moved on…to think about a multi-layering of messages using different tools to pass on information about what was done on these sites, to allow people to make up their own mind about how they might interact with it in the future."

Hyatt believes this approach is reflected in the British plans to find a willing community to house its national nuclear repository on British soil, cultivating the community relationship not just during site construction, but all the way through the 750 planned years of its operation, closure, and post-closure monitoring under institutional control.

In her work, artist and researcher Cécile Massart embodies this new approach. She imagines creative laboratories built above future nuclear waste repositories, where writer-explorers, artist-guardians, and scientist-archaeologists could work together to monitor the sites over many generations. "The geological repositories themselves become platforms for artistic research and landscape design," Massart says.

Ultimately, the millennia of deep time dwarfs any human timeline. "It's hugely interesting and challenging as a technical person to be talking about this, because it takes us right to the core of what it means to be human," says Hyatt. "The good news is that we've got a long time in front of us to find the essential solutions."

[Retrieved from: https://www.nationalgeographic.com/premium/article/nuclear-waste-repository-ray-cat-wipp-hitf-fabbri]

UNIT 7

Writing an essay

There are several types of essays that are commonly assigned in academic settings. Here are some of the most common types:

1. Narrative Essay: A narrative essay tells a story or recounts an experience. It typically has a clear beginning, middle, and end, and may include personal anecdotes, descriptions, and dialogue.

2. Descriptive Essay: A descriptive essay aims to provide a detailed description of a person, place, object, or event. It uses sensory details and vivid language to create a vivid picture in the reader's mind.

3. Expository Essay: An expository essay presents information, explains a topic, or provides an analysis. It is based on facts and evidence and does not involve personal opinions or experiences.

4. Persuasive Essay: A persuasive essay aims to convince the reader to adopt a particular viewpoint or take a specific action. It presents arguments and evidence to support the writer's position and may appeal to emotions and values.

5. Argumentative Essay: An argumentative essay presents a balanced analysis of a topic and argues for a particular position. It requires the writer to present evidence and counterarguments and to refute opposing viewpoints.

6. Compare and Contrast Essay: A compare and contrast essay examines the similarities and differences between two or more subjects. It presents a balanced analysis of the similarities and differences and may take a point-by-point or block structure.

7. Cause and Effect Essay: A cause and effect essay explores the relationship between events or phenomena. It identifies the causes or reasons for a certain outcome and discusses the effects or consequences.

8. Process Essay: A process essay explains how to do something or how something works. It provides a step-by-step explanation and may include diagrams or visuals to aid understanding.

9. Definition Essay: A definition essay defines and explains the meaning of a concept or term. It may provide examples and explanations to help the reader understand the concept in depth.

10. Reflective Essay: A reflective essay reflects on a personal experience or event and discusses its significance. It often involves self-reflection and introspection and may explore personal growth or lessons learned.

These are just a few examples of the different types of essays. The specific requirements and expectations for each type may vary depending on the assignment and the subject area.

Writing a good essay requires careful planning, organization, and effective communication of your ideas. Here are some steps to help you write a strong essay:

1. Understand the assignment: Read the assignment prompt carefully to understand the topic, requirements, and any specific guidelines or formatting instructions.

2. Conduct research: Gather relevant information and evidence to support your arguments. Use credible sources such as books, academic journals, and reputable websites. Take notes as you research to keep track of important points and references.

3. Develop a thesis statement: Your thesis statement is the main argument or point of your essay. It should be concise, clear, and specific, stating your position on the topic. Make sure your thesis statement is arguable and supported by evidence.

4. Create an outline: Organize your thoughts and ideas by creating an outline. This will help you structure your essay and ensure a logical flow of information. Include an introduction, body paragraphs (each focusing on a separate point or argument), and a conclusion.

5. Write an engaging introduction: Start your essay with an attention-grabbing hook to capture the reader's interest. Provide some background information on the topic and present your thesis statement.

6. Develop coherent body paragraphs: Each body paragraph should focus on a single point or argument that supports your thesis statement. Start each paragraph with a clear topic sentence and provide evidence, examples, or explanations to support your point. Use transitional words and phrases to ensure a smooth transition between paragraphs.

7. Use clear and concise language: Write in a clear and concise manner, avoiding unnecessary jargon or complex language. Use specific and concrete examples to illustrate your points and avoid vague or general statements.

8. Support your arguments with evidence: Back up your claims with evidence from your research. Use quotations, statistics, or expert opinions to strengthen your arguments and demonstrate your understanding of the topic.

9. Address counterarguments: Acknowledge and address counterarguments or opposing viewpoints. Anticipate potential objections and provide counterarguments or

evidence to refute them. This will strengthen your overall argument and show that you have considered multiple perspectives.

10. Write a strong conclusion: Summarize your main points and restate your thesis statement in the conclusion. Avoid introducing new information or arguments. End with a thought-provoking statement or a call to action to leave a lasting impression on the reader.

11. Revise and edit: Review your essay for clarity, coherence, and grammar errors. Check for any inconsistencies or gaps in your argument. Make sure your essay flows smoothly and that your ideas are well-organized. Edit for spelling, punctuation, and grammatical errors.

12. Seek feedback: Consider sharing your essay with a trusted friend, family member, or teacher for feedback. They can provide valuable insights and suggestions for improvement.

Remember to follow any specific instructions or guidelines provided by your instructor and to cite your sources properly using the appropriate citation style (such as APA, MLA, or Chicago).

Here is a list of useful vocabulary for writing an essay:

1. Introduction:

- Firstly,

- To begin with,

- In the first place,

- It is widely/ commonly/ generally believed that,

- It is a well-known fact that,

- According to (source),

- This essay aims to/ seeks to/ intends to,

2. Thesis Statement:

- This essay argues that,

- This essay examines/ explores/ analyzes,

- The main focus/ purpose/ objective of this essay is to,

- The central claim/ argument of this essay is,

3. Body Paragraphs:

- In addition,

- Furthermore,

- Moreover,

- Additionally,

- Not only...but also,

- Likewise,

- Similarly,

- On the other hand,

- However,

- Conversely,

- In contrast,

- Nevertheless,

- Nonetheless,

4. Providing Examples:

- For instance,

- For example,

- To illustrate,

- As an illustration,

- Such as,

5. Expressing Cause and Effect:

- Consequently,

- Therefore,

- As a result,

- Hence,

- Thus,

- Due to,

- Because of,

- Since,

6. Expressing Comparison and Contrast:

- Similarly,

- Likewise,

- In comparison,

- On the contrary,

- On the other hand,

- In contrast,

- Whereas,

- While,

- Although,

- Despite,

- However,

7. Expressing Importance and Emphasis:

- Importantly,

- Significantly,

- Notably,

- It should be noted that,

- It is worth mentioning that,

8. Expressing Summary and Conclusion:

- In conclusion,

- To sum up,

- In summary,

- Ultimately,

- All in all,

- Taking everything into account,

9. Expressing Agreement and Disagreement:

- I agree that,

- I disagree that,

- I am of the same opinion/ belief,

- I partially agree/ disagree,

- While I agree with (point), I have reservations about (point),

10. Expressing Evaluation and Assessment:

- It is evident that,

- It is clear that,

- It can be argued that,

- It is debatable whether,

- This supports the idea that,

- This undermines the argument that,

Remember, using a variety of vocabulary can enhance the clarity and sophistication of your essay. However, make sure to use words and phrases that you are familiar with and that accurately convey your intended meaning.

Task. Write an essay on the following topic

"Discuss the impact of social media on society."

Instructions:

1. Research and gather relevant information on the topic of social media and its impact on society. Use credible sources such as academic journals, books, and reputable websites.

2. Develop a clear thesis statement that presents your main argument or viewpoint on the impact of social media. Consider the positive and negative effects and how they have shaped various aspects of society.

3. Organize your essay into paragraphs, with each paragraph focusing on a separate point or aspect of the impact of social media. Use topic sentences to introduce each paragraph and provide supporting evidence, examples, or data to strengthen your arguments.

4. Consider the following questions as you write your essay:

   - How has social media influenced communication patterns and interpersonal relationships?

   - What are the effects of social media on mental health and well-being?

   - How has social media impacted political discourse and activism?

   - What role does social media play in shaping cultural trends and consumer behavior?

- What are the potential consequences of excessive use of social media?

5. Use a variety of vocabulary, sentence structures, and transitions to enhance the clarity and coherence of your essay. Make sure to cite your sources properly using the appropriate citation style.

6. Write a strong conclusion that summarizes your main points and restates your thesis statement. Consider the implications and future prospects of social media on society.

7. Revise and edit your essay for clarity, coherence, grammar, and spelling errors. Pay attention to the overall structure and flow of your essay, ensuring that each paragraph contributes to your main argument.

8. Seek feedback from a trusted friend, family member, or teacher to get insights and suggestions for improvement.

9. Submit your essay according to the given deadline or as instructed by your teacher.

Remember, this is just a fictional task, and you can modify it or choose a different topic based on your preferences or assignment requirements. Good luck with your essay writing!

UNIT 8
The language of discussion

Here are some useful language phrases for discussions:

1. Expressing opinions:
   - In my opinion...
   - From my perspective...
   - I believe that...
   - It seems to me that...
   - Personally, I think...

2. Agreeing:
   - I agree with you.
   - That's a valid point.

- I share the same view.

- I couldn't agree more.

- You're absolutely right.

3. Disagreeing:

- I see your point, but...

- I respectfully disagree.

- I'm not entirely convinced by that argument.

- I understand where you're coming from, but...

4. Seeking clarification:

- Could you please clarify...

- Can you explain further...

- I'm not sure I understand...

- Could you give an example...

5. Giving examples:

- For instance...

- Let me give you an example...

- To illustrate this...

- A case in point is...

6. Adding information:

- Additionally...

- Moreover...

- Furthermore...

- In addition to that...

7. Contrasting ideas:

- On the other hand...

- However...

- Nevertheless...

- Despite that...

- Although...

8. Expressing agreement or disagreement partially:

- I see your point, but I also think...

- I agree with some aspects, but I have reservations about...

- I partially agree, but I also see the other side of the argument.

9. Asking for opinions:

- What do you think about...?

- How do you feel about...?

- What are your thoughts on...?

- Do you agree or disagree with...?

10. Summarizing:

- To sum up...

- All in all...

- In conclusion...

- Taking everything into account...

Remember, these phrases and expressions can help facilitate a productive and respectful discussion by allowing you to express your opinions, seek clarification, and engage with others in a constructive manner.

Here are some exercises you can do to practice vocabulary for discussion:

1. Vocabulary Flashcards: Create flashcards with different discussion-related vocabulary words and phrases on one side and their definitions or usage on the other side. Practice flipping through the flashcards and challenging yourself to remember and use the words in sentences.

2. Role-Playing: Pair up with a friend or classmate and take turns playing different discussion scenarios. Use the vocabulary words and phrases to express your opinions, agree or disagree, seek clarification, and add information during the role-play. This will help you practice using the vocabulary in a realistic and interactive way.

3. Debates: Engage in debates or discussions on various topics with friends, classmates, or online discussion forums. Use the vocabulary to express your arguments, counterarguments, agreement, disagreement, and to seek clarification or ask for opinions. This exercise will help you practice using the vocabulary in a real-life discussion setting.

4. Writing Prompts: Write short essays or responses to writing prompts that require you to express your opinions, analyze different viewpoints, and provide supporting evidence or examples. Incorporate the discussion vocabulary to enhance your writing and practice using the words in context.

5. Discussion Groups: Join or create discussion groups where members can engage in debates, share opinions, and discuss various topics. Participate actively in these discussions, utilizing the vocabulary words and phrases to express yourself effectively and engage with others.

6. Vocabulary Games: Play vocabulary games such as word association, vocabulary charades, or vocabulary bingo. These games can help reinforce your understanding and retention of the discussion vocabulary in a fun and interactive way.

Remember, consistent practice and exposure to the vocabulary words and phrases in different contexts will help you become more familiar and comfortable with using them in discussions.

Task

Prepare and Present a Discussion

Objective: The objective of this task is to develop students' ability to engage in a discussion, express their opinions, provide supporting evidence, and engage with others in a respectful and constructive manner.

Instructions:

1. Select a Topic: Choose a topic that is relevant and interesting to the students. It could be a current event, a social issue, a controversial topic, or any subject that encourages diverse perspectives and opinions.

2. Research and Gather Information: Students should conduct thorough research on the chosen topic and gather relevant information, facts, statistics, and examples to support their arguments and viewpoints. They should explore different sources and consider multiple perspectives to develop a well-rounded understanding.

3. Prepare Discussion Points: Based on their research, students should prepare a set of discussion points or arguments that they will present during the discussion. Each

point should be supported by evidence or examples to make their arguments more persuasive.

4. Organize the Presentation: Students should organize their presentation in a logical and coherent manner. They should consider the flow of ideas and ensure that their points are presented in a clear and organized way. Visual aids, such as slides or posters, can be used to enhance the presentation.

5. Practice and Rehearse: Students should practice their presentation multiple times to gain confidence and ensure that they can effectively communicate their ideas. They should pay attention to their tone, body language, and clarity of speech.

6. Plan for Interaction: Encourage students to anticipate possible counterarguments or opposing viewpoints and prepare responses to engage in a constructive discussion. They should also prepare questions to ask their peers to encourage participation and exchange of ideas.

7. Present and Engage: Each student will present their discussion points and engage in a discussion with their classmates. They should actively listen to others, respond to their arguments, and provide further evidence or counterarguments to support their viewpoint. The discussion should be respectful, inclusive, and focused on the topic.

8. Reflect and Evaluate: After the discussion, students should reflect on their performance and evaluate the effectiveness of their arguments, communication skills, and ability to engage in a discussion. Encourage them to identify areas for improvement and provide constructive feedback to their peers.

List of recommended sources

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