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АНГЛИЙСКИЙ ДЛЯ ИССЛЕДОВАТЕЛЕЙ

Элективный курс и программа

(Языковой уровень B1 – B2)

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«Английский язык для исследователей» представляет собой элективный модульный образовательный курс для тех, кто заинтересован в проведении учебно-исследовательской и проектной деятельности на иностранном языке.

Пособие содержит задания, направленные на развитие у обучающихся познавательно-исследовательских умений, необходимых для всестороннего развития личности.

Видеолекции к курсу размещены на сайте: http://inyaz.prosv.ru

Оглавление

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Book 1

Lesson 1.1. Definition of research

1. Brainstorming the topic

Think and say:

- Why do people start a *research* in everyday life?
- How is research different from *analysis*, *observation*, *experiment*, *exploration*, *examination*, *investigation*? Use the glossary at the end of this coursebook.
- In what areas do people do their research in everyday life?
- What methods do people use for their research in everyday life?

2. Thinking critically

Mark the following statements as T (true), F (false) or D (debatable).

1. Research is an activity for scientists.
2. Research is time consuming.
3. Research always proves something.
4. Research needs statistics.
5. Research always seeks an answer to a question.

3. Analyzing and synthesizing

Read and find differences and similarities in these definitions of research.

1. Research is a study to find answers to questions of interest.
2. Research is gathering data, information and facts.
3. Research is analyzing information.
4. Research is a study in order to prove a hypothesis.
5. Research is making a new conclusions.
6. Research is discovery.
7. Research is experimentation.

Research is either an answer to "What is it?" or "What is going on?" or an explanation of "Why is it so?". Draw your own definition of research.

4. Reading and understanding

Read the text and think critically of what it says about research. Do not take anything for granted! Agree or disagree. Make your own statements about research.

The major purpose of any research is to kill time. Research is very much like dreaming. A good researcher never consults anybody. A common piece of advice is: "Make the language of your research paper complicated". Make your readers feel like fools. Think of a very ambitious subject for your research. Attempt to study the way to save mankind from a very dangerous disease. Try to answer as many questions as possible at once. Never stay focused on the chosen topic. Begin to study something, then drop the idea and switch over to doing something else. Do not hypothesize! You already know how to put things right. Assert every word that you say or write with confidence! You are correct because you are a genius. Finally, avoid libraries! Just write down what you fantazise about or what you saw in a dream. Enjoy the applause for being a discoverer!

5. Reviewing grammar

Underline the correct variant and explain your choice (at one point both variants are correct).

1. Beginner researchers usually need *much/many* advice.
2. I want to know *what is research/what research is*.
3. Much research in nanotechnology *has been/was done* recently.
4. I can't say much about *a/the* recent research on intelligence.
5. There are two *focuses/foci* in this research.
6. We want to do a research *in/into* this problem.
7. More than a half of the papers published *proves/prove* this view.
8. A great number of authors *disagree/disagrees* on the point.

9. Statistics *say/says* that there is little connection between the variables.
10. 75% *are/is* a very strong indication.
11. None of the methods *works/work* as well as a laboratory test.
12. There *are/is* a positive and a negative evidence in this study.
13. Research *does/is done* by researchers.
14. There are three *hypotheses/hypothesis* in this research.

6. Listening and taking notes

Complete the gaps in the lecture notes that you have already made.

Many of you seem to think that a research is something ... in their laboratories. Nothing can be ... the truth. Actually, research is part of everybody's life ever ... born. What does a baby do during the ...? The baby starts feeling the world and ... information. What does an adult do when ... environment? Again, the person immediately shows an ... which is nothing else but a true research. What does a ... do to help justice in case of a criminal offense? An investigator ... and this is yet another example of research. What does a doctor ... in treating a patient? I see that you ... to understand. A doctor ... of the patient and this is also a research. In other words a research is any ... in order to ... in the human knowledge. Scientific research is ... . It involves ... in order to answer a research question. The difference is that scientific research is ... but organized. It is a ... collection of information. It involves ... . It means ... in a well ... way. It is followed by the ... results. And, finally, scientific research ... .

7. Practical task

Look at the research titles and choose topics that meet your idea of a "true research" more than others. One of the topics in the list is too broad and ambitious.

1. Architectural styles of London and Moscow in 19th century.
2. The newly born words of the English and Russian languages today.
3. Analogues of Stonehenge in the world.
4. Profession choice among teenagers in Russia.
5. Teenagers' ideas about healthy lifestyle in Russia.
6. Historical monuments of Great Britain.

8. Presenting ideas

Speak to the audience about the notion of a *research*. Remember to:

- give a definition of *research*;
- show the variety of understandings;
- give your understanding of a "good research".

9. Putting ideas down in writing

Write a short essay (150 words) on the topic "*The need for research in science*".

Follow the essay plan:

1. Introductory thesis.
2. Thesis development.
3. Contradicting ideas (possible doubts).
4. Arguments to support the thesis.
5. Thesis restatement.

Lesson 1.2. Areas of research

1. Brainstorming the topic.

Think and say:

- Which research areas seem interesting to you?
- What makes a research subject interesting?

2. Thinking critically

Mark the following statements as T (true), F (false) or D (debatable).

1. Marketing is the science of selling.
2. Ecology as a science does not study natural disasters.
3. Anthropology is a science about evolution of humans and cultures.
4. Informatics studies information theory.
5. Economics is the science of banking and finance.
6. Nanotechnology is the study of atoms.
7. Philosophy seeks answers to questions about existence, values, and mind.
8. History helps to look into the future.
9. Physics focuses on the exploration of matter and energy.
10. Engineering is about designing devices, systems, materials and processes.

3. Reading and understanding

Read the text and discuss it.

Every field of knowledge is controversial. What we learn from science can both do us good and create problems. Even medical science is controversial (for example, brutal medical experiments during the World War II). Another example of controversy is the discovery of nuclear energy. On the one hand, we have an energy resource. On the other hand, mankind has seen nuclear catastrophes. Genetic engineering and cloning are controversial areas too. Should we attempt to "improve" organisms by cloning the best species? A similar issue is that of genetically modified food (GMO – genetically modified organisms). People are worried about the negative effect these products cam have on our health. Even life-saving medical discoveries are controversial because of their side effects. And yet we need scientific discoveries and science that will eventually resolve the controversies it creates.

4. Reviewing grammar

Underline the correct variant and explain your choice (check whether both variants are correct).

1. We are going to stage an experiment *one/on* day next week.
2. This is just *the/a* possible way to do this research.
3. You can view the results on *the/-* slide №7.
4. This article was published *-/the* last year.
5. We completed our statistical analysis *in -/the* last week of December.
6. According to the plan *the/-* next year will be final for our project.
7. When is *a/the* deadline for this research project?
8. Is there *a/the* deadline?
9. There are very useful resources on *-/an/the* Internet.
10. Unfortunately, I have not found much evidence in *-/the* literature.
11. We are starting *a/the* research immediately.
12. Could you share *the/a* data with me?

5. Listening and taking notes

Complete the gaps in the lecture notes that you have already made.

The 20th century was marked by a number of ... . In medicine the discovery of penicillin has helped to save millions of human lives.

DNA profiling is the ... for the identification of individuals on the basis of their DNA profiles. ... use this technique commonly. This technique was tested for the first time in 1985.

In ... was discovered. It was used to ... electronic signals. It was important for telephones, computers and ... . In 1925, ... for the first transistor. The transistor ... of the 20th century.

Today, one will hardly find a home ... . In the ... moving images were transmitted for the first time ever from Washington, D.C. to New York City. By the end of 1930, ... across the globe.

A microprocessor is a ... the central processing unit of any computer. Microprocessors ... in electronic engineering and were introduced in the 1970s.

The World Wide Web, ... is defined as a ... that are accessed over the Internet. Its development began in 1990 and ... to the public in April 1993.

A computer mouse is ... on a computer screen. It is ... system. It was invented in 1968. The invention of the computer mouse ... and the inventor received ... . But this scientist ... his brilliant discovery of this most popular pointing device – a computer mouse.

We should surely thank the 20th century for the generous harvest of brilliant ideas that ... that have changed our lives in many areas.

6. Practical task

Define research areas in the following topics – *geography, information technology, zoology, physics, history, biology, linguistics*.

1. The seven wonders of the modern world.
2. British embassy in Russia in the 17th century.
3. English idioms with words denoting body parts.
4. The most needed computer skills for a modern school student.
5. The stages of seedlings growth and development.
6. Eating preferences of bugs (an experiment with insects).
7. Secrets of a shadow theatre.

7. Presenting ideas

Speak to the audience about your doubts concerning the research. Remember to:

- define your research area;
- share your worries concerning the research with the listeners;
- say how you are going to overcome the obstacles;
- ask the audience for advice.

8. Putting ideas down in writing

Write a short essay (150 words) on the topic "What makes my research area interesting?"

Follow the essay plan:

1. Introductory thesis.
2. Thesis development.
3. Contradicting ideas (possible doubts).
4. Arguments to support the thesis.
5. Thesis restatement.

Lesson 1.3. Research failures

1. Brainstorming the topic

Think and say:

Which reasons of a research failure are most probable?

a) A research problem is too difficult.
b) A researcher has not planned the research.
c) The research goal is not clear.

2. Thinking critically

Mark the following statements as T (true), F (false) or D (debatable).

1. A research will be a failure if it is a hard nut to crack.
2. Research with unrealistic goals usually fails.
3. Unsuccessful researchers often miss essential details.
4. Failing to plan is planning to fail.
5. If a hypothesis is not proven, the research is a failure.

3. Reading and understanding

Read the text and discuss it.

One of the reasons why a person becomes unsuccessful is because of their lack of self-confidence. A person who keeps saying "I can never be as successful as others" paves a road straight towards a failure. The second reason is, a person keeps assuming that everything that happens to him is the result of external factors. For example, saying that the exam was too hard when a person doesn't do well or claiming that one was not promoted because of enemies on the board are common misconceptions. Thirdly, lack of persistence is a common reason of failure. There are individuals who lose hope in succeeding after failing once or twice. The only people who succeed in life are those who continue working to the end until they get what they want even if everything is against them and even if they have failed many times. For this it is essential to know what exactly you want to achieve and to plan your goal and activities accordingly. And, certainly, the reason of a failure may be someone's grandiouse ambitions that a person is not able to achieve in reality.

4. Reviewing grammar

Underline the correct variant and explain your choice.

1. *Jone's/Jones's* discovery made a sensation at the laboratory.
2. The *Koreans'/Korean's plan* was to apply for a research grant.
3. During the *five-year/five-years* experiment no evidence was found.
4. The research team will never forget that *five-hour/five-hour's* wait.
5. The survey has shown that the number of *flu's/flu* cases is on the rise.
6. We are now considering the *iPad/iPad's* advantages for schools.
7. The properties of the *goat/goat's* milk are now being studied.
8. A *Turing/Turing's* machine manipulates symbols according to the rules.
9. The *Reagan/Reagan's* administration saw the collapse of the Iron Curtain.
10. *Marie and Pierre's/Marie's and Pierre's* discovery made history.
11. In our work we used *Fourie's/Fourier* analysis.
12. I have addressed all the *reviewer's/reviewers'* requests.

5. Listening and taking notes

Complete the gaps in the lecture notes that you have already made.

Scientists have often ... how people acquire a language and why they ... in the classroom. The research area called Language Acquisition ... very difficult indeed.

Language acquisition is the process in which humans ... language. Language acquisition usually refers to ... , i.e. infants' acquisition of their native language. This is distinguished from second-language acquisition, which ... in both children and adults of non-native languages.

Social interactionist theory claims that ... in the context of social interaction between the developing child and ... adults. The adults model the ... children. This type of theory is strongly influenced by the ... the Soviet psychologist Lev Vygotsky and an American psychologist Jerome Bruner. This theory means that ... the language of adults. In reality it is ... .

Emergentist theory ... that language in children ... the environment. According to these theories, neither biology nor society alone ... acquisition. Biology and society ... to acquire a language.

Generative grammar, associated with the work of Noam Chomsky, has a leading idea that ... the child's ability to acquire a language. The human brain is equipped ... , from which the child selects ... . Biological ... the existence of universal grammar in all human languages ... .

6. Practical task

What difficulties can arise in the way of a researcher doing the following topics? Think about the scope of research, the sources of information and the chance of getting first–hand knowledge or holding an experiment.

1. The difference in the eating habits of boys and girls in their teens.
2. Underground transport in Russia and other countries.
3. The myths and realities of British cuisine today.
4. Brutal monarchs in the history of UK.
5. The secrets of human intelligence.
6. Russian school students' travel to the UK.

7. Presenting ideas

Speak to the audience. Remember to:

- give an example of a research topic that can fail;
- give reasons for a research failure;
- describe common drawbacks of a research;
- give an example of your own research drawbacks;
- suggest ways of overcoming some research drawbacks.

8. Putting ideas down in writing

Write a short essay (150 words) on the topic *"Do you agree that in every research there is a risk of failing?"*

Follow the essay plan:

1. Introductory thesis.
2. Arguments proving that risk of a research failure if real.
3. A positive approach proving that one can do a research without a failure.
4. An explanation as to why you think a risk of a research failure really exists.
5. Conclusive thesis.

Lesson 1.4. Goal of research

1. Brainstorming the topic

Think and say:

Why do you think a research needs a goal?

2. Thinking critically

Mark the following statements as T (true), F (false) or D (debatable).

1. A good research goal guarantees a good research.
2. The goal of any research is discovery.
3. A research goal is different to a research result.
4. A research goal is never changed.
5. A creative researcher sets creative goals.

3. Reading and understanding

Read the text and discuss it.

Every research has a goal but not every researcher knows how to put the goal in a clear statement. Usually what is needed is a very simple sentence stating what the research is going to achieve in the end. A good goal says what the author is going to discover, to systematize, to describe, to build or to show in the area of research. It is a good idea to explain how the goal is going to be achieved and what methods have been chosen for the research. Besides, it is advisable to underline what positive change the research will bring to our life and how people will benefit from its results. A research goal needs to be realistic. Otherwise it will never be achieved. It is necessary to work out successive steps towards the achievement of your research goal. You can see that a research goal can be put in a very simple statement. In addition, it is useful to give a broader descritiption of the goal that you set before yourself as a researcher.

4. Reviewing grammar

Underline the correct variant and explain your choice.

1. Many doctors, many *diagnoses/diagnosis*.
2. The last decade saw at least three serious global *crisis/crises*.
3. Usually a research proves just one *hypotheses/hypothesis*.
4. Behaviorists studied how *stimulus/stimuli* and responses modify behavior.
5. My research addresses just one *phenomenon/phenomena* out of many.
6. How many *criteria/criterion* do you use in your evaluation?
7. As a result a new *bacterium/bacteria* was discovered and described.
8. Mass media *is/are* not a reliable source of information in many cases.
9. Social studies prove that *women/woman* get a lower pay than men.
10. Ecologists are concerned with the disappearance of many *deer/deers*.
11. This is *a/- very* interesting species of a mammal.
12. The *matrix/matrices/matrixes* were arranged in rows and columns.
13. There is only one *mean/means* towards the end.

5. Listening and taking notes

Complete the gaps in the lecture notes that you have already made.

Today we shall speak about ... . Goal orientation describes the actions of people when they have ... . Goal orientation is ... approach the whole project. All projects are ... in some way, but goal orientation can be more or less ... mission.

Goal orientation is the degree to which a person ... the end results. Strong goal orientation means a focus on the ends that the ... instead of the activities themselves. Extreme goal orientation may even mean that such people can ... a goal.

Usually effective performers do their best to ... wherever possible. Businesses can ... with ... goal orientation. It can be ... to start diversifying into a variety of promising goals. However, a strong goal orientation means a focus ... , rain or shine.

In many instances ... may be necessary for the performers to learn how ... . In other words, managers and performers need to know how ... to deal with them one at a time. It is the goal that ... and achieve.

IT professionals know that in order to create an interface they ... of the interface users. A good goal orientation leads to the creation of an ... . The same is true for any activity. Goals ... in whatever they do and make it easier.

6. Practical task

Define research goals in the following topics:

1. How Russian school students take English poetry.
2. How well school students know the habits of animals in the London Zoo?
3. The image of the fox in the Russian and British folklore.
4. The most preferred learner strategies for training towards the Russian National Exam.
5. Comparative studies of the English and Russian modern slang.

7. Presenting ideas

Speak to the audience about your research goal. Remember to:

- state your research goal;
- explain the choice of your research goal;
- provide the alternatives to your research goal;
- explain why you do not like the alternatives;
- restate your research goal.

8. Putting ideas down in writing

Write a short essay (150 words) on the topic *"The discovery I want to make"*.

Follow the essay plan:

1. Your discovery.
2. An explanation as to why you want to make this discovery.
3. Arguments in favor of your success.
4. Your doubts.
5. An explanation as to what you are going to discover in your research.

Lesson 1.5. Research proposal

1. Brainstorming the topic

Think and say:

- What is a research proposal?
- What makes a good research proposal?

2. Thinking critically

Mark the following statements as T (true), F (false) or D (debatable).

1. To make a research proposal a researcher needs research results.
2. A research proposal must be a breakthough in science.
3. Research proposals state the intention to do a research.
4. A winning research proposal is always realistic.
5. A winning research proposal is always long.

3. Reading and understanding

Read the text and discuss it.

A research idea starts the moment you notice that something is wrong or that you do not know or understand something. In other words, your research idea starts with the problem that you want to resolve or the gap in knowledge that you want to fill up with the help of your research. You believe that you can improve the situation by adding your own knowledge to what is already known to others. All you need to do is to generate an idea about how to get the necessary knowledge.

You will certainly consider possible problems that may arise in the way. One of the obstacles may be that you will not have enough knowledge and experience. Additional reading will help.

Another component of your research idea is the way you are going to get the needed knowledge. Your research idea may include the description of your final produt. It can be a report, an article, a presentation or a model of the phenomenon that you are going to study.

4. Reviewing grammar

Underline the correct variant and explain your choice.

1. This publication gives us *a/-* really useful information.
2. You can observe this effect only at *a/-* high temperature.
3. I hope you are making *a/-* good progress with your experiment.
4. I must say that the conference was enjoyable and we had *a/-* fun.
5. There are several *stadiums/stadia* on the University campus.
6. We must use only *the/-* new software for statistical analysis.
7. This new research fellow speaks *a/-* very good English.
8. I hope you have *a/-* good evidence to prove your conclusion.
9. You can't do a psychological research without *a/-/the* licence.
10. We are going to carry out this experiment *a/one* day next week.
11. In my understanding there is *a/one* way or the other to do it.
12. You can view the dynamics of the process in *the/-* graph 3.
13. I have found plenty of data in *the/-* literature.
14. The reaction increased by *an/one* order of magnitude.

5. Listening and taking notes

Complete the gaps in the lecture notes that you have already made.

I usually write ... step by step. The first step, of course, is realizing what you are ... in your research proposal. In any case you certainly intend to ... and to make the readers like it. The best way to do it is to ... that your potential readers will not be able to ... to read further. Imagine that you're writing a jacket blurb for your novel ... of the book ... want to buy the book so that it ... and you make money. Read a few ... , to grasp the concept of how it's done.

Of course you need to have a ... or article. For this purpose you need to read your work again and again before ... writing. Be careful to notice all the ... your writing as you're reading it. Take notes; it will help in research proposal writing.

As a result you will get a ... in your head. After that you will have ... down in a concise way. And remember to make your research proposal ... for your reader. Make it dramatic. Add some ... . Heat it up with ... . Motivate your readers ... of your work immediately.

How can you make your research proposal ... ? Start with the ... and forecast an "apocalypse". ... quote ... or the article. Don't ... , but keep your writing brief. Some ... is absolutely necessary for the reader ... of science. Build ... the conclusion. Let your reader feel ... the full text.

And some rules... You shall be ... . You shall not ... time. One page of research proposal ... is more than enough. You shall edit. You shall not ... and look clumsy. You shall tell ... in your short research proposal. You ... ideas. You shall impress. You ... indifferent. You shall think. You ... and paste.

6. Practical task

What can you propose to achieve in the following research topics?

1. The amulets in the Russian and Native American tradition.
2. The favourite characters in the Russian and British puppet theatre.
3. Modern British and Russian abbreviations.
4. Community service tasks in British and Russian schools.
5. The favourite routes of summer travels among Russian and British school students.

7. Presenting ideas

Speak to the audience about your research proposal. Remember to:

- introduce the subject of your research;
- define the problem of your research;
- give a brief description of the reading already done;
- describe the research methods that you are going to use;
- go over the expected results.

8. Putting ideas down in writing

Write a short research proposal (150 words).

Follow the plan:

1. A title.
2. A problem.
3. A brief literature review.
4. Controversies in your object of research.
5. Your inititial hypothesis.
6. Research tasks.
7. Methods of research.
8. Expected results.

Lesson 1.6. Research design

1. Brainstorming the topic.

Think and say:

Why do you think a researcher needs to design his or her research?

2. Thinking critically

Mark the following statements as T (true), F (false) or D (debatable).

1. A research design includes the author's findings.
2. A research design sets time limits for the research.
3. Changing a research design is a bad idea.
4. Research design includes methods of research.
5. A research design should be very detailed.

3. Reading and understanding

Read the text and discuss it.

A research takes time to complete and you need to design the whole process. Your first step is to write down the due date for the completion of your research. Give 30% of of your time to reading books or Internet resources. Give 10% of your time to sorting out what you have read. Give 20% of your time to doing your research. Add 30% of your time to writing your research paper. Leave 10% of your time to editing your paper and to preparing the presentation. Do not move further until you have a very clear picture of your research activities and remember to think about the research methods and tools. Remember that a research design is all about organizing your research activities. The crucial point is to develop an insight into your problem. Organize your thoughts around the key words of your research idea. This will help you to find the necessary information on the Internet. In other words, a research design is designing your idea, procedure and results.

4. Reviewing grammar

Underline the correct variant and explain your choice.

1. Do you have *any/some* problems getting access to the e-library?
2. Can I get *some/any* advice on how to put the data to a good use?
3. You can edit *any/some* file of your choice.
4. Please check the data to see if there is *some/any* conflict with my results.
5. The guidelines do not give *some/any* specifications of the research task.
6. These research facilities are not provided for *some/any* library users.
7. The paper still needs *some/any* improvement before sending it to the journal.
8. Please ask *some/any* questions you want.
9. If you have *some/any* issues with the software, please let us know.
10. Could you please make *some/any* revisions of the paper you think right.
11. Do not hesitate to contact the advisor if you need *some/any* advice.
12. Any researcher can fail for *some/any* reason.
13. Could you spare me a minute by *some/any* chance?
14. I am out of the office but will get back to you tomorrow on *some/any* issue.

5. Listening and taking notes

Complete the gaps in the lecture notes that you have already made.

Today we are going to talk about the keywords of your research or rather about the ... in your research design. A keyword search is both looking for keywords and using them in looking for the information.

It's always useful ... when you undertake your research. However this is exactly ... is awaiting you. Very often a successful research is all about ... having nothing in common with the assumptions you had in mind before. The thing is that many researchers ... while in fact the existing scientific discourse can contain something surprisingly different. This is how you start ... on the way to the solution of your research problem.

Nowadays keyword search on the Internet is both ... . You use numerous search engines for getting the information and in the process you ... yours. Do not neglect these. The Internet today is an ... and often prompts you very useful word associations ... somewhere in the net of servers. Behind a new keyword there may be loads of interesting ideas.

A keyword is called a "KEY word" not without a reason. Any ... and keywords are no exception. The difference perhaps is that any ... to the chief idea of a great number of scientific texts. Frequency is therefore ... of a really useful keyword.

A keyword search is a process based on ... that is on word meaning. Lexical semantics is an ... for any scientist because ... in assigning meanings to things and processes. One and the same thing ... and this is how synonoms come into play. It means that in doing a keyword research you need to have synonyms in mind.

And, of course, you need to compile a keyword system. What does this mean? Keywords will help you to produce ... if these keywords make up a system with a master keyword bringing together all the other lexical items. All the elements of any system ... and the system of keywords is no exception.

6. Practical task

Design the stages of the following research topics and suggest from three to five key words to every title.

1. British and American English around us in Russia.
2. Famous monasteries of Russia and the UK.
3. Magic squares in the past and present of mathematics.
4. How Internet is used by school students today.
5. Food advertising techniques and their effect on school children.

7. Presenting ideas

Speak to the audience about your research design. Remember to:

- speak about your "ground plan of action";
- describe the specifics of your research;
- give a more detailed road map of a certain stage;
- define the research timeline;
- share with the audience the ethical policy of your research (respect to participants).

8. Putting ideas down in writing

Write a short essay (150 words) on the topic *"The design or my research"*.

Follow the essay plan:

1. The initial thesis about your research goal.
2. A preliminary hypothesis.
3. A list of your research tasks.
4. Research techniques used for every task.
5. The data you expect to obtain.
6. The conlusion you are expecting to make concerning the hypothesis.
7. State how you will know that your research goal has been reached.

Book 2

Lesson 2.1. Research hypothesis

1. Brainstorming the topic

Think and say:

- How do you understand the term *research hypothesis*?
- Why does a researcher need a hypothesis?

2. Thinking critically

Mark the following statements as T (true), F (false) or D (debatable).

1. There is no good research without a hypothesis.
2. A hypothesis is what has to be proved at the end of a research.
3. A disproved hypothesis signals a research failure.
4. A hypothesis is the author's expectation of a research finding.
5. A hypothesis is the same as the research problem.

3. Reading and understanding

Read the text and discuss it.

A hypothesis is always a prediction. A good hypothesis opens the research and gives it a direction. Any research, big or small, starts with a working hypothesis. A working hypothesis is a preliminary idea or a guess that will be proved later. With a working hypothesis a researcher knows what to prove in the end. A good hypothesis is never formulated by the rule of thumb. Usually it is based on knowledge, intuition or experience. A research hypothesis is an "educated guess" because it provides a suggested solution based on some studies. Researchers may prove or reject several hypotheses before a final solution to the problem is to be found. A good hypothesis is a supposition that is realistic and can be put to test. Besides a good hypothesis is never evident and needs a research that will prove or disprove it. A research is equally good no matter whether it proves or disproves the initial supposition.

4. Reviewing grammar

Underline the correct variant and explain your choice.

1. The only book *that/which* we have in the library is taken.
2. The book *that/which* you see on the shelf is among the many.
3. The scientist *who/which* did the research must be very talented.
4. The machine *who/which* did the calculations was the first computer.
5. The data *that/which* are not processed statistically are called "raw".
6. One of his books *that/which* is about economics is the best one.
7. Who has taken the iPad *that/which* I brought this morning?
8. I like the articles *that/which* do not take much time to read.
9. On my computer I have some files *that/which* are really important.
10. They offer a new research grant *that/which* you can easily win.
11. The scientist discovered the law *that/which* still confuses many people.
12. Einstein suggested a relativity theory, *which/that* which still seems crazy.
13. You need to enter a password *that/which* is your own secret code.
14. The category *which/that* you study needs a clear definition.

5. Listening and taking notes

Complete the gaps in the lecture notes that you have already made.

In this lecture we are going to ... the term "hypothesis". Outside of science, a theory or a guess can also be called a hypothesis. A detective might have a hypothesis ... , and a mother might have a hypothesis about ... . Anyone who uses the word hypothesis is ... . However, in science a hypothesis is something more than a wild guess. In science, a hypothesis is ... that you test in your literature research and/or practical experimentation. At the same time a hypothesis is less than a ... theory. A hypothesis is a statement that ... as to whether it is true. A hypothesis needs to ... before it is proved. In science a hypothesis is the ... in the scientific method. The basic idea of a research hypothesis is that there is ... but everybody expects a very well-grounded finding. For a hypothesis to

be termed "scientific", it has to be ... through carefully designed experimentation or observation. This process can take years, and in many cases hypotheses ... as it is difficult to gather sufficient supporting evidence. Yet a really creative hypothesis can ... for a long time. For example, relativity has been ... so it is generally accepted as true, but yet there ... where it is not true. That is why research is going on and on. Many scientists describe a hypothesis as an "informed guess", based on ... . A well-informed guess can make a "safe" but ... . It is much more interesting when your hypothesis ... . This makes the hypothesis really ... but mind that it also makes it very ... at the same time. Other scientists will not ... you cracking a joke on them.

6. Practical task

Formulate a research hypothesis for every topic:

1. New forms of educational activities at my school.
2. The endangered animal species in my region.
3. The happiest days among school students during a year.
4. The use of mobile telephones among school students.
5. How school children can make the world greener.

7. Presenting ideas

Speak to the audience. Remember to:

- define your research goal;
- formulate your research hypothesis;
- show how your hypothesis is similar or different to others;
- explain whether your hypothesis is existential or formal;
- clarify how you are going to prove your hypothesis.

8. Putting ideas down in writing

Write a short for and against essay (150 words) on the topic *"My research hypothesis"*.

Follow the plan:

1. Your research hypothesis.
2. Arguments supporting your research hypothesis.
3. Arguments refuting your research hypothesis (giving rise to doubts).
4. Reasons why you disagree with the arguments against your hypothesis.
5. Your hypothesis with, perhaps, some changes to it.

Lesson 2.2. Outline of research

1. Brainstorming the topic

Think and say:

- What is an outline?
- Why do researchers need a research outline?
- How different is an *outline* to *a research programme*?

2.Thinking critically

Mark the following statements as T (true), F (false) or D (debatable).

1. The more detailed a research outline is the better.
2. Researchers often change their initial outline.
3. A research outline includes a research programme.
4. A research outline describes the method of studies.
5. A research outline shows stages of the research (as a programme does).

3. Reading and understanding

Read the text and discuss it.

A research outline is a very short picture showing in an abridged form the parts of your paper in the order in which they come. An outline starts with an introduction and ends with a conclusion. It also incudes a bibliography. A good research paper follows the outline and never goes off track. An outline is not the same as a research programme. A research programme describes the stages of your research process. It shows the timeline of your research and your movement from one research phase to another. The programme helps you to keep with the time limits and to meet the deadline. The outline or the plan describes the order of parts in your research paper. The programme describes the order of your research activities. The programme prompts you the time when you are due to start the next stages up to the moment of your final presentation. The outline prompts you what you are going to write first and what is to come next on paper.

4. Reviewing grammar

Underline the correct variant and explain your choice.

1. I *look/am looking* forward to hearing from you.
2. I *see/am seeing* what you mean.
3. By saying this I *promise/am promising* your spectacular results.
4. I *see/am seeing* my professor later today.
5. I *realize/am realizing* that not all research goals have been achieved.
6. I *begin/am beginning* to understand your point.
7. I *write/am writing* to say that my project has been finally approved.
8. Now I *look/am looking* forward to your questions.
9. Do I *make/Am I making* myself clear or should I put it differently?
10. As requested I *send/am* sending you all the data attached to this message.
11. Everything I *say/have said* in the report is proved by experimentation.
12. I *expect/am expecting* my research advisor at 10.
13. Our laboratory *expects/is expecting* much from this new equipment.
14. What I *say/am saying* is that these results are preliminary.
15. Sorry, who do I *speak/am I speaking* to?

5. Listening and taking notes

Complete the gaps in the lecture notes that you have already made.

Today we shall think and speak about drafting your research outline. Before ... you need to have the feeling that you have got a complete idea of your research. There is always a temptation to ... . In any case, the time for writing your research outline (a plan) will inevitably come. You need to do some ... a good outline. Before writing your first draft check your major thesis. You need to be sure ... in a simple declarative sentence exactly what you want to say in your research. Check your research paper outline for consistency. Every item of your outline ... for understanding. Do not begin by writing the first sentence that comes to your mind. Wait to write it ... and you can see well what you are writing about. Start by ... the bits of information that you have got in your head covering ...

of your outline. Think about the style. It needs to be very consise. Your task now is ... so you can think about them. Make each item either a question or a statement. Mind that ... you will have to later develop every one of them into a paragraph by giving ... , facts and figures taken from your research. Be sure that ... , all the quoted or paraphrased material is carefully analyzed and commented upon so that the reader knows your position and recognizes the point that you are making. Try to use ... sparingly in your outline or in the paper. Use them only ... must be used to make your point. Do not "string" quotes. Better string your own ideas and ... one upon the other. Introduce each new idea with an appropriate transition. Take your time. You can ... but it will take time to put the outline into a full text. Mind that the outline may change later. So you cannot hope to ... at later stages.

6. Practical task

Design an outline for the following research topics, but first discuss these research subjects and find some information about each one.

1. Ecotourism destinations in my region.
2. The reasons for learning English among school students.
3. Russian school students' hairstyles: yesterday and today.
4. The effects of new forms of communication on school students.
5. Traditions of politeness in Russia and the UK.

7. Presenting ideas

Speak to the audience. Remember to:

- present the focal idea of your research (the main thesis sentence);
- add some facts and thoughts to your focal idea (if necessary);
- transit to your research outline;
- go from one item of your research outline to another;
- give a short statement of what you expect to achieve in the end.

8. Putting ideas down in writing

Write a short reasoning essay (250 words) on the topic *"How I plan my research"*.

Follow the plan:

1. A thesis statement.
2. A research outline.
3. An explanation for each item of the research outline.
4. A "disclaimer" about your research limitations.
5. The results of proving or discovering something.

Lesson 2.3. Methods of research

1. Brainstorming the topic

Think and say:

- What is *a research method*?
- How different is a *research method to a research procedure*?
- Why does a research need a method?

2.Thinking critically

Mark the following statements as T (true), F (false) or D (debatable).

1. A good research method is a guarantee of success.
2. A method is a recipe for a researcher.
3. A method is a tool for a researcher.
4. Any research method includes gathering information.
5. Taking photographs is not a method of research.

3. Reading and understanding

Read the text and discuss it.

A research method can be either qualitative or quantitative. Qualitative research is all about describing what a researcher has witnessed, observed, heard, photographed or remembered. Common data collection methods used in qualitative research are interviews, observations, expeditions, case studies and others. For a quantitative research we collect data through surveys (online, phone, paper), questionnaires, tests. A quantitative research is based on evidence gathered from a large population. This data is statistically processed. Both qualitative and quantitative research are needed because they complement each other. Another very important method is called an "action research" or an experiment. In an experiment a researcher makes some changes to the circumstances and carefully registers the consequences using qualitative and quantitative methods.

4. Reviewing grammar

Underline the correct variant and explain your choice.

1. Many different approaches *were/have been* suggested since then.
2. In the literature there *are/were* data that create controversy.
3. For the past year analysts *developed/have been developing* new ideas.
4. Since the last decade there *are/have been* attempts to resolve the issue.
5. The solution *was/has been found* only in the 1990s.
6. Now we are *investigating/have been investigating* the new phenomenon.
7. The problem regularly *receives/has received* much attention.
8. The new finding *lead/has lead* us to believe that the solution is near.
9. The new equipment *proves/has proved* to be very efficient.
10. The new hypothesis *is/has* now been put to test.
11. The results *need/will need* urgent verification no later than tomorrow.
12. The laboratory is *open/opened* all day for students and faculty.

5. Listening and taking notes

Complete the gaps in the lecture notes that you have already made.

There are two different types of research techniques: ... . In the scientific type of research the first four steps are: formation of a topic, ... , giving a conceptual definition, providing an operational definition i.e. ... (what and how you are going to perform). The next four steps are: gathering data, ... and conclusion. The ... are the heart of all research. It is very important to ... thoroughly at every point. Scientific analysis is done ... . There are three kinds of statistics: ... . Simple statistics describe ... . Effect statistics summarize ... in your research. Test statistics are necessary ... of your findings.

Historical research techniques are most commonly used ... and study the impact on the present or future. Although commonly used by historians, these techniques ... researchers. Using these techniques, they attempt ... in the creation of knowledge. There are six steps in historical research. The first three are: define the starting period, ... and accumulate background information. The next three steps are to analyze the information, ... and discuss the credibility of this information. It is very important ... thus exposing contradictions.

6. Practical task

Select research methods for the following topics:

1. How teenagers in my region make money.
2. How a puppy learns to fulfil commands.
3. Attitude to volunteering among teenagers.
4. The knowledge of English computer terms among junior school students.
5. Old architecture buildings in my region.

7. Presenting ideas

Speak to the audience. Remember to:

- present your research topic;
- give your research goal;
- formulate your hypothesis;
- list the methods/techniques of the research;
- clarify the results you intend to get with the chosen methods/techniques.

8. Putting ideas down in writing

Write a short essay (250 words) on the topic *"My research methods"*.

Follow the plan:

1. Your intention for research.
2. Methods/techniques of data gathering.
3. The research data that can be obtained with those methods.
4. Ways of using said data.
5. Usefulness of said data.

Lesson 2.4. Literature review

1. Brainstorming the topic

Think and say:

- What are the purposes of literature review in research?
- Why does a researcher need a literature review?
- What are the results of literature review?

2. Thinking critically

Mark the following statements as T (true), F (false) or D (debatable).

1. Literature review discovers only new knowledge on the problem.
2. Literature review focuses on what is already known by science.
3. Literature review produces a bibliography.
4. Literature review is the final stage of any research.
5. Literature review means critical analysis of what is known.

3. Reading and understanding

Read the text and discuss it.

Literature review is what every researcher does before doing further studies. It is necessary to do literature analysis in order to understand what has already been achieved in science in the area of one's research. Another reason for literature review is the necessity to know what has not yet been done in science in the chosen area, what contradictions still remain unresolved and what gaps in knowledge need to be filled. Yet another reason for reviewing scientific literature is to find information for formulating a working hypothesis of one's research. Any literature review includes not just quotations or digest. Essentially, literature review includes interpretation of other authors' views and ideas. The author of the review comes to his or her own conclusions based on the resources analyzed. It is necessary to bring together some contradicting views that other authors may have on the problem. The task of the reviewer is to evaluate different views and to take side with a certain approach.

4. Reviewing grammar

Underline the correct variant and explain your choice.

1. I have been in the library two hours *ago/before*.
2. My colleague has published over a hundred articles last *decade/for the last decade*.
3. He has become a prominent scholar since he c*ame/has come* to our lab.
4. When you called I *have been/was* out of office.
5. My last article *received/has received* a very positive response.
6. The papers that you *published/have published* last were inconvincing.
7. The experiments that we *carried/have carried* out last time proved nothing.
8. The speaker *caused/has caused* a sensation at the annual conference.
9. I am sorry for the inaccuracies that I *made/have made* in the text.
10. Unfortunately we do not have the book you *requested/have requested*.
11. Does/Did your research answer all the questions?
12. I have got a letter that the board *decided/has decided* to give us a grant.

5. Listening and taking notes

Complete the gaps in the lecture notes that you have already made.

There are some tips for ... more productive. A typical mistake here is to follow the logic of "one after the other" because ... a "necklace of beads" is not the best solution. The variant "one plus one equals two" can ... but may not work in many situations. The reason is that there are research pieces that ... simply because they touch upon ... of the same problem. Perhaps the best way to start your literature review is ... and to define your thesis that you want to develop ... in your field of science. Every paragraph of your literature review in this case will be ... of the initial statement. You will ... the conclusive thesis that will echo with the opening statement but ... with new findings. Of course, to make the initial statement you ... a whole scope of prior publications and ... in your mind. It is also advisable ... by confronting the initial statement ... taken by some other authors. This adds the ... to your literature review. By the way, you can not only make other authors' views ... but also lock horns with other authors yourself, ... to your opponents. It is a good practice to express doubt ... and to disclaim groundbreaking results. You need to do

your literature review, in order ... your own idea and to acknowledge openly and sincerely ... to your understanding of things. It may well turn out that according to your literature review ... to answer all questions. In this case, you had better either drop the idea or change your ... . The earlier you do it the ... .

6. Practical task

Select some literature resources, including Internet ones, needed to do a research about one of the following subjects.

1. Attitude towards an American dream among teenagers and young people at my school.
2. The effect of virtual tours on my classmates (a virtual tour of London).
3. The popularity of English and Russian poetry among school students.
4. The knowledge of English idioms among school students.
5. Parallels and differences between the two civil wars: USA (1861-1865) and Soviet Russia (1917-1922).

7. Presenting ideas

Speak to the audience. Remember to:

- give your preliminary assumption about your research idea;
- describe the literature that you have analysed;
- mention the existing contradictions among the authors of research papers;
- formulate your position regarding different theoretical views;
- conclude with the views by other researchers that support your approach.

8. Putting ideas down in writing

Write a short essay (150 words) on the topic *"My literature review"*.

Follow the essay plan:

1. An introductory thesis.
2. Ideas supporting your point of view.
3. Ideas that differ with your point of view.
4. Ideas opposing your point of viev.
5. A conclusive thesis with your final point of view.

Lesson 2.5. Data analysis

1. Brainstorming the topic

Think and say:

- What is research data?
- What data can be analysed in your research?
- What is the purpose of data analysis?

2. Thinking critically

Mark the following statements as T (true), F (false) or D (debatable).

1. The more data a researcher gathers the better.
2. Any data are useful for research purposes.
3. Data analysis is impossible without statistics.
4. Quantitative data are more useful than qualitative data.
5. Research data need to be relevant.

3. Reading and understanding

Read the text and discuss it.

High-quality data should meet some criteria. An important criterium is data validity – the degree to which the data help answer the research questions. Invalid data are useless because they tell a false story about the subject of research. Another criteria is accuracy and reliability of the data. It is always necessary to assess the source of data and to make certain that it raises no doubts as to its truth. The data borrowed from the Internet need to be checked over again because information there is not always reliable enough. The data need to be consistent and if the information is controversial the data need to be repeatedly checked. All the factual information gathered in the course of research needs to be well presented in tables, diagrams or graphs. The data can also be presented in a descriptive form. Everything needs to be discussed and critically interpreted. It is good manners to cast some doubt on your own data and to mention the natural limitations of what you have been able to discover. So, be modest.

4. Reviewing grammar

Underline the correct variant and explain your choice.

1. The research task *is going/will be* to study these links.
2. At that stage we *will do/make* the final conclusion.
3. When the data *will arrive/arrive* we will proceed with the study.
4. Future experimentation *will involve/involves* a more rigorous method.
5. In this article we *analyze/will analyze* our recent findings.
6. These issues *are/will be raised* in chapters 2, 3 and 4.
7. The experiment *is going to/will open* our eyes to what is yet unknown.
8. A sensational discovery *will be/is about to be* announced any moment.
9. Our team *will/shall* prove to the opponents that we are on the right track!
10. I *shall/will* definitely take part in the study as a volunteer.
11. I am sure the survey *is going to/will* be done online.
12. We *will complete/will have completed* the experiment by midnight.

5. Listening and taking notes

Complete the gaps in the lecture notes that you have already made.

Discussing your findings is, perhaps, the most crucial part of your research paper, as this is the moment when you can ... . This is when you put your data in the context of your own thinking and ... . If your results support what is already written and known by others ... somebody's priority. If your results contradict the previous findings ... make your case. If your discoveries are completely new, then ... and think twice before you break sensational news. In any case, the discussion of your findings ... and to achieve this goal you need to design an intrigue for it. For this you will ... and every ambush and danger on the road. Even reinventing the wheel can be presented ... that the whole piece will be devoured with great pleasure. Never explain every small thing. Be ... and let your reader think hard. Limit your discussion to ... the most important points. Leaving some questions unanswered will make the reader ... and this is exactly what your goal is. Of course there are some do nots. Do not assert but ... . Do not exaggerate but ... . Do not

chew the cud but ... . Do not omit but ... . Do not ... fast, do not ... high, and do not ... far. Make ... and stroll at your pace for your convenience. Be prepared for criticism. If you are ... , they will tell you that ... . If your show ... , they will insist that ... . If you deny the previous studies, they will ... . If you do not make enemies among other scholars, the accusation will be that you are being ... . So, express yourself and achieve ... and humble retreats. After you ... , acknowledge your limitations. Conclude with stating ... again, briefly and clearly. Remember that it is worth ... in a couple of promising phrases. Don't you want your research ... tomorrow and the day after?

6. Practical task

Describe the data you will need to generate in order to do research on the following topics.

1. English castles and Russian citadels: history, architecture, historical roles.
2. English borrowings in the speech of school students.
3. The routes of summer travels of my school peers.
4. The Russian slang of the present and of the past: generation gap research.
5. Attitude to community service projects among school students.

7. Presenting ideas

Speak to the audience. Remember to:

- define your research topic;
- give a statement on the data that you have collected;
- list the different data that you now have and are going to obtain;
- give a brief description of each group of data;
- expose the main ideas found in your data;
- emphasize which controversy or missing link you have noticed.

8. Putting ideas down in writing

Write a short essay (150 words) on the topic *"What data do I need for my research?"*.

Follow the essay plan:

1. The research subject and the need for particular data.
2. A method of data gathering used by you.
3. The data that you have.
4. A brief interpretation of your data.
5. Preliminary conclusions that you can make.
6. A summary of your findings, done with the help of your own data.

Lesson 2.6. Drawing conclusions

1. Brainstorming the topic

Think and say

- Why do researchers need a research conclusion?
- What is your research conclusion going to be about?

2. Thinking critically

Mark the following statements as T (true), F (false) or D (debatable).

1. Drawing conclusions is the final research stage.
2. Research conclusions are usually unexpected.
3. For research conclusions it is necessary to generalize.
4. A research paper can be without a conclusion.
5. A research conclusion may contain a practical recommendation.

3. Reading and understanding

Read the text and discuss it.

Drawing a conclusion is similar to the process of inductive reasoning – from details to a general statement. This means that to write a research conclusion you need to use your research results as a springboard. The inductive reasoning works as follows: think of all your research details and then broaden them to one or more weighty ideas. By doing so you will either support or reject your initial hypothesis. Inductive reasoning is always open-ended. This means that different authors can draw different conclusions from the same research data. On the other hand, a research needs to study the data very carefully in order not to sound light-minded. Every research conclusion needs to be well grounded and should "hold water", which means that it must stand firm against any criticism. An English saying "It does not hold water" means that something does not stand the test of being strong or well grounded enough.

4. Reviewing grammar

Underline the correct variant and explain your choice.

1. Our authors are instructed that if they do not respect the deadline their manuscripts *are/will be excluded* from the editor's portfolio.
2. Whether you do your research alone or in a team *will not/does not* bother anybody.
3. The bigger your population sample the less predictable the results of the survey *are/will be*.
4. If I *am/were* you I *will/would* carry out a laboratory experiment.
5. If you *applied/had applied* for the grant last year you *would get/have got* financial support now.
6. It *would have been/would be* better if we *chose/had chosen* a different research topic.
7. We *would be/are* delighted if you *can/could* come as a key note speaker.
8. I *don't/wouldn't* mind if you sent me your article by email.
9. *Will/Would* you strongly object if I mentioned your unpublished materials in my paper?
10. *What will/would* I do if my hypothesis is not proved by the experiment?
11. I am hereby giving my consent to process my biodata electronically provided the third parties *will/do* not have access to the database.
12. If we are/were a team we *could/can* then make a breakthrough in this field.
13. My assistant *can't/couldn't* have been in the laboratory that late. We went home together.
14. If something unexpected *will/should/-* occur you ought to act as in an emergency situation.

5. Listening and taking notes

Complete the gaps in the lecture notes that you have already made.

There are some small secrets of writing a good research conclusion. A conclusion to the research ... on what has been done and to what effect. All you need to do is to write what your study ... and what the actual finding was.

In your research conclusion you need to briefly review the research methods that you have employed and ... . Your readers might expect ... on your findings. Do not evaluate ... and leave it to the audience.

Remember that the conclusion is not the point ... . All arguments have already been given ... of your research paper. However, ... anew, you certainly need to return to your hypothesis ... or refuted by your findings.

Your audience might expect ... that you put in the research done. Your evidence may suggest something ... if you do not put it in ... words. The results can hint ... or possibilities that were previously unknown. Remember to mention the ... for a particular area but do it ... and be brief.

You need to ... of your research just to let others understand that you do not claim ... in your field of science. You are certainly not expected ... and times. So, make sure you ... of what you did not do and do not ... . Write clearly what were the ... in your research and mention some of your ... although do not go too far.

Your research conclusion may contain ... in the future. There always are some research questions ... . Therefore you can plan some ... to probe into your research area deeper and deeper.

6. Practical task

Show some possible conclusive ideas in the following research topics.

1. English and Russian metaphors: a comparative study.
2. Which is the best way to memorize words of a foreign language?
3. A comparative study of modern trendy clothes among young people in Russia and the UK.
4. What do street names tell us about? A comparative Russian-British study.
5. What learning difficulties do my school peers have?

7. Presenting ideas

Speak to the audience. Remember to:

- formulate your research goal;
- give your research hypothesis;
- list the research methods used;
- go over the main findings;
- generalize the conclusive idea(s).

8. Putting ideas down in writing

Write a short essay (150 words) on the topic *"How I have come to my research conclusion"*.

Follow the essay plan:

1. The controversy that you wanted to resolve in your research.
2. The hypothetical idea that you wanted to prove.
3. Methods that you have been able to implement.
4. The data that you have gathered.
5. A conclusion that you have made.

Book 3

Lesson 3.1. Writing a summary

1. Brainstorming the topic

Think and say:

- What is a research summary?
- How is a summary different to a digest?
- Why do authors write a research summary?

2. Thinking critically

Mark the following statements as T (true), F (false) or D (debatable).

1. A summary is written before the research begins.
2. A summary should give a complete picture of the whole research.
3. A well written summary motivates the reader to read the whole paper.
4. The opening sentence of the summary presents the problem solution.
5. A summary should refer to the key research findings.
6. A summary may open up with a controversy existing in science.
7. A summary focuses on the research findings.

3. Reading and understanding

Read the text and discuss it.

If you want to publish your research article, you need to summarize it or, in other words, to write a short summary, which is sometimes called an "abstract". A summary is usually limited to the necessary number of words. A summary is usually put before the full text of your publication. It enables the reader to imagine what the article is going to be about and makes him or her want to learn more about your research and read the whole piece. This means that perhaps the chief goal of the research summary is to motivate your reader to give your research paper more time. Abstracts or summaries are written to focus and orientate the reader, to summarize the findings of your research and to help everybody anticipate what your article is going to be about. To achieve this goal the author needs to include some basic components into the summary written in any field of knowledge: problem or controversy statement, research approach and methodology used, new knowledge created, conclusion and implication. Not all these stages are obligatory, though some are more necessary than others.

4. Reviewing grammar

Underline the correct variant and explain your choice.

1. A total of 10 case studies were *reported/reporting* at the conference.
2. After a series of consultations the general concept *defined/was defined*.
3. I will now *discuss/be discussed* each item one after the other.
4. It could *argue/be argued* that different models are applicable in this case.
5. In fact many viruses *take/are taken* up by the human immune system.
6. The samples *were/had delivered* to the laboratory in no time.
7. The careless assistant *took/was taken* to the cleaners.
8. At the first tremors the population *took/was taken* to the streets
9. The two genius minds *took/were taken* to each other.
10. Water *classifies/is classified* as a liquid but not as a solid.
11. This information *has kept/been kept* secret ever since.
12. The issue *is/is being* debated at the moment.
13. The substance easily *dissolves/is* easily dissolved in water.
14. The research *has done/been done* to discredit this popular theory.

5. Listening and taking notes

Complete the gaps in the lecture notes that you have already made.

A researcher often has to write a summary of one's paper. A summary of your research presents ... describing your contribution to knowledge. For each summary you will provide ... and the author. You will summarize the

main ideas with very brief comments. You will have ... the main message without going into details. Omitting details is ... which usually needs to be written within a ... . However it is important to highlight the central idea that should grab the attention of the reader. ... at your personal angle is also expected from a good summary. The expression ... is what makes your summary interesting. You can freely ... aroused by your research. You can also identify how your research can change the ... . This means that while writing your summary you are welcome to be enthusiastic about your research topic. In ... to share your emotions ... information. In the closing part of your summary you can restate the contribution you ... . Remember to sound modest in the end, not to produce an arrogant impression. Here are ... . First of all you need to know your own text of research ... in your summary. Take your time to read it thoroughly even though you ... it well. Then you need to ... and reduce it to some very concrete points. Another tip is ... of the space within which you have to fit your summary which is ... than the original text. With this in mind you will have to turn off all distractions ... to you. Have ... of what is the "figure" and what is the "background". Then start writing and ... your individual stance, however controversial it might be, ... why the readers might be interested in your summary.

6. Practical task

Read the following summaries and formulate the corresponding research topics. Which summaries make you want to read the whole research paper more than others? How can you rewrite these summaries to make them more logically organized? (problem or controversy, research idea, methods, result, conclusive finding).

1. In this paper I want to compare school uniforms in Russia, England, Japan and Germany. I have collected a number of photos that are both self-made and taken from the Internet. The comparison shows that school uniforms are all different and I have not found any national or ethnic identity in them.
2. I have studied the commercials promoting food products on Russian TV. My goal was to know what kind of food is promoted on TV and what advertising techniques are used more often than others. I also wanted to know how advertizing affects the choice of food among my school peers.
3. It is often said that a happy person is the one who has every need fulfilled. I wanted to check this belief among my school peers. So I asked them just one question of whether they were happy or not. Then I asked them another question of whether all their needs were fulfilled and they had everything in their life that they wanted. The results took me by surprise.
4. The subject of my research was the behavior of home plants during the four seasons of the year. I made my observations during the whole year by photographing the plants and taking the notes of my observation. I have noticed interesting biological rhythms in plants that react differently to the warm and cold seasons of the year.
5. The purpose of my research was to study the differences between the British and American varieties of English and to trace the penetration of some American English features into the British Isles. I have found that some features of American English such as choice of words, spelling and grammar are now making their way into British English. The material for analysis was British newspaper *The Guardian*.

7. Presenting ideas

Speak to the audience. Remember to:

- inform the audience of what research you are going to summarise;
- provide the general topic of your research;
- describe the methods of your research;
- give major ideas of your research;
- finish off with the findings.

8. Putting ideas down in writing

Write a summary of your research (250 words).

Follow the plan:

1. The initial thesis.
2. The idea that you want to prove.
3. Information about your methods of research.
4. Brief overview of the literature and a certain point of view you agree with.
5. A restatement of your major result.

Lesson 3.2. Writing a research report

Brainstorming the topic

1. Think and say:

- What is a research report?
- What are the purposes of writing a research report?

2. Thinking critically

Mark the following statements as T (true), F (false) or D (debatable).

1. A research report always produces new knowledge.
2. A research report is usually based on new data.
3. A research report answers a specific question.
4. All research reports usually have a similar structure.
5. Any research report makes clear the research method.
6. The most important part of the report is "discussion of results".
7. Every idea of the report should be referenced by a quotation.

3. Reading and understanding

Read the text and discuss it.

Typically, a research report begins with a title. Next, the author makes a statement about their research subject and goals. This is to be followed by a summary of the research report. It says why the research is important. In an introduction to the report the author analyses the literature and proves that the necessary knowledge is missing. In the methodology section, the author presents the research techniques used in order to gather the data. In the results section the author shows the research findings both theoretical and experimental, i.e. gathered with the help of research methods. The data are often displayed using tables, diagrams, charts, or figures along with a written explanation. The results are followed by their discussion. In this section, the author interprets the results and explains how he or she understands them. In conclusion the author summarizes the information produced in the research project. Finally the references section lists the publications that the author reviewed or referred to in the report.

4. Reviewing grammar

Underline the correct variant and explain your choice.

1. *For writing/To write* an article the author needs to complete the research.
1. *Seeing/To see* is to *believe/believing*.
2. *Reading/To read* a printed book takes longer than an electronic book.
3. My research idea is *studying/to study* only one aspect of this problem.
4. I rehearsed in front of the mirror before *to speak/speaking* at the conference.
5. *On seeing/To see* the results of the experiment I was really shocked.
6. I enjoy *to analyze/analyzing* my data statictically on the computer.
7. This report contributes *to understand/understanding* the suggested model.
8. We carried out our experiments *proving/to prove* the working hypothesis.
9. To promote the idea one needs *to provide/providing* the proof of validity.
10. My intention is *to exploit/exploiting* various types of software.
11. I would like you *to join/joining* my research team.
12. *To prove/Proving* your point is a real challenge for any scholar.
13. Would you mind *assisting/to assist* me in the laboratory?
14. It has been great *to meet/meeting* you at the conference.

5. Listening and taking notes

Complete the gaps in the lecture notes that you have already made.

Today we are going to talk about ... for publication. ... A report is for presentation while an article is for publication. We shall certainly cover only some points. Other points ... and we can also address those issues during our weekly tutorials. First of all let me remind you that ... structure: abstract → introduction → literature review → methodology → results → discussion → conclusion → references. These elements of a research article are standard across the world ... from journal to journal as the case may be. The usefulness of this standard linear logic for the reader ... .

It allows the reader to know what to expect and it allows the writer ... . Thus it becomes much easier ... . In other words the shared structure of the article improves ... a piece of research. My overall advice to you is to follow the standard structure. In the introduction ... relates to the literature. Remember to include the methodology part in your research article and ... are analyzed. After that you describe what your research results revealed. This is ... in raw figures and facts. The main point of the discussion section is ... and what the answer was like. It is also useful ... that you met in the way. Indicate ... which have been done by other scholars. Perhaps there is some controversy at some points. I also feel it is necessary ... of your article. Let us focus on some transition phrases. The following are really useful: ... , *provided that, therefore, in summary, altogether*. Such phrases are important to make the language of your article flow smoothly. Besides, there is ... but mention. I mean the issue of plagiarism. Plagiarism occurs when ... without due references to the author and forgetting to acknowledge somebody else's time, effort and intellectual property. In the academic world ... , and being caught can lead not only to ... but, what is much worse, to expulsion from the academic community. Any research article is a ... and by writing it you demonstrate the excellence of practice in ... way.

6. Practical task

Look at the following research topics and suggest the structure of the research report.

1. A comparative study of Russian and British dolls.
2. A comparative study of Russian and Native American fairy tales.
3. Most popular sweets among teenagers: survey results.
4. Most popular kinds of sport among teenagers: survey results.
5. British and Russian traditions of Christmas celebrations: ethnographic study.

7. Presenting ideas

Speak to the audience. Remember to:

- formulate the subject of your research report;
- focus on the issue raised in your report;
- give the headline of your report;
- go over the outline of your report;
- state the major findings described in your report;
- draw your answer to the major research question;
- admit the weaknesses of your research.

8. Putting ideas down in writing

Write a report on your research (750 words).

Follow the plan:

1. An abstract.
2. An introduction.
3. A literature review.
4. Methodology.
5. Results.
6. A discussion.
7. A conclusion.
8. A list of references.

Lesson 3.3. Making a presentation

1. Brainstorming the topic

Think and say:

- What is a research presentation?
- How different is a presentation to report?
- Why are research presentations needed?

2. Thinking critically

Mark the following statements as T (true), F (false) or D (debatable).

1. A good joke at the beginning can help break the ice.
2. Contact with the audience is essential.
3. Interesting examples are better than new data.
4. It is important for a presenter to demonstrate enthusiasm about the subject.
5. A skillful presenter leads the audience from one logical point to the other.
6. A good presentation often starts with a mind-catching idea.
7. The text on the demonstrated slides is more important than graphics.
8. The more information is on the slide the better.
9. Speaking clearly is a must.

3. Reading and understanding

Read the text and discuss it.

To present well, you need to be well aware of what exactly you are going to speak about. In other words you should be able to put the whole of your presentation in a limited set of words. Another tip is that any public address should be both entertaining and informative. By presenting dry facts you risk losing everybody's attention. Do not read. Speak from memory and open your listerners' eyes to some new knowledge. Do not panic if you get questions from your listeners. In fact, it is a good sign that the people are not indifferent to what they have heard. Thank each one of them heartily for the interest in your ideas and compliment them with remarks such as "That's a really good question", or "I'm glad you asked me". Be well prepared in every possible way. Run through your slideshow before the presentation and make sure there won't be any glitches. Preparation can do a lot to remove your speaking anxiety. You can even practice your speaking skills for a few minutes in front of the empty hall. Feel positive to the audience and be prepared to love them. The audience likes positive and cheerful presenters who never lose eye contact with them.

4. Reviewing grammar

Underline the correct variant and explain your choice.

1. The author of the article explains why the experiment *must/should* have gone wrong and produced unreliable data.
2. Every conscientious researcher is aware of the fact that what they intend to get *may/can* not be the real result.
3. The facts that you have presented *should/may* be given full attention.
4. I am positive that the data at our disposal *can/need* to explain a lot in this mysterious phenomenon.
5. This research technique *must/should* be applied only once with a subsequent readjustment of the equipment.
6. From what I see you *can/ought* to be more careful with the statistical analysis.
7. In the recent project I *had/got* my laboratory team perform a series of measurements that overturned our initial hypothesis.
8. It's *high/late* time you completed/complete your literature review. You are lagging behind the schedule.
9. I *wish/want* our project *have/had* a bigger budget with the prices soaring so high.
10. We *have/had* better *scrap/to scrap* all the results and start the probe from scratch.
11. We are resuming our efforts to unfold the mystery, which we *had to/were made* abandon a decade ago.
12. I would rather you *did/do not* fumble with the equipment but learned how to do it well first.

5. Listening and taking notes

Complete the gaps in the lecture notes that you have already made. Make sure your presentation is structured logically.

Today we are going to talk about some ways to ... during your presentation. To start with, it might be a good idea to ... and to stop them from wandering by ... , i.e. a short story relevant to your topic. Before doing it ... and their expectations. The Asians do not usually ... , while Americans do. Do your best to make your presentation ... . Structured

information is easier to comprehend. Also, ... from time to time. Surprising though it is, you can ... and receive the answers only if they are with you and understand what you are saying. Be logical and ... keeping a slow tempo of transition. Remember that people need time to reflect ... and while reflecting, they stop listening to what comes next. And ... , we get even more confused and we stop listening altogether. These days ... . So make sure your slides are ... and ... with text or graphics. In fact, ... and absorbed. Too much information on the slides makes them complex and difficult to follow. Observe the rule: ... . If a slide is too "busy", the audience's brains ... and can easily switch off, placing what is in front of them ... with a file name "too difficult". Always look people in the eyes because ... that you are a company. Choose a good friend among the audience. If you look in the eyes of someone for more than a couple of seconds, they'll almost ... that they're listening. Laughter or a chuckle from the audience is very welcome. Laughter is ... in your show. So, make them laugh from time to time and if they have laughed once they will ... to laugh again. So they pay attention. Do not overdo it though. What else? Ah, yes. Speak with intonation and enthusiasm. Infect the people ... for the subject. Do not drone ... in a monotone. You are sharing the knowledge that matters much to you. So ... and perhaps even slightly exaggerated. Speaking in public requires artistic skills. So you need ... and enthusiasm. But don't worry; what sounds exaggerated in your ears will flatten out over a distance and ... . Good presenters never sound flat. Well, it's time we ... at it.

6. Practical task

What graphical and textual material will you need for creating a presention of on the following research topics?

1. Most visited tourist sites of Moscow and London.
2. The spread of cellphones among school students: models and use.
3. Ecological situation in my region.
4. The reasons to learn or not to learn English among school students.
5. The change of climate in my region: a survey of opinions among representatives of different generations of people.

7. Presenting ideas

Speak to the audience, presenting your research. Remember to:

- turn on the multimedia projector with your slides;
- introduce yourself and the topic;
- show the structure (plan);
- state the problem;
- present the solution to the problem in a succession of slides;
- conclude with a summarizing thesis;
- refer to the sources shown on the final slide and thank the audience.

8. Putting ideas down in writing

Make a presentation (7–10 slides) for your research:

1. Show the title on the opening slide.
2. State the problem.
3. Focus on the initial thesis that you want to prove.
4. Formulate your hypothesis.
5. Give the main ideas on a succession of slides (one idea per slide).
6. Show the experimental data.
7. Interpret the experimental data.
8. Present a summarizing idea.
9. Introduce the published sources used.
10. Include a "thank you" slide.

Lesson 3.4 Taking part in a discussion

1. Brainstorming the topic

Think and say:

- What are the reasons of starting a scientific discussion?
- How is discussion different to conversation?
- When does a research presentation, article or report start a discussion?

2. Thinking critically

Mark the following statements as T (true), F (false) or D (debatable).

1. By saying "I can't agree more" you express your complete agreement with somebody's idea.
2. By saying "I go along with your point" you express your agreement with somebody's idea.
3. By saying "That's a good point" you admit that there is something in somebody's idea worthy of attention.
4. By saying "That's exactly my opinion" you are saying that the author is absolutely correct.
5. By saying "Perhaps/Possibly you are right, but I still ..." you express your doubt about the value of somebody's idea.
6. By saying "Actually, I think that ..." you express your full confidence in your own ideas.
7. By saying "Yes, in a way you are right, but ..." you express your partial agreement with somebody's idea.
8. By saying "You have a good point here ..." means that you evaluate somebody's idea and completely agree with it.
9. By saying "That's worth thinking about it" you completely agree with somebody's idea.
10. By saying "I must admit I differ from you" you disagree with somebody's idea.
11. By saying "I don't want to fall out with you" you do now want to start a quarrel.
12. By saying "I must admit I disagree" you only partially disagree with somebody's idea.
13. By saying "You can't be serious about that!" you completely disagree with somebody's idea.
14. By saying "I can't disagree more" you completely disagree with somebody's idea.
15. By saying "This is not the best research" you believe that the research is bad indeed.

3. Reading and understanding

Read the text and discuss it.

If you want to start a discussion on your research work, be prepared. Provoke the audience. Remember that nothing provokes a discussion as best as the belief "It can't be true!". Tell the participants something unimaginable and let them protest against it. Make arguments and back them up with facts and quotations from authoritative sources. If someone comes up with a really strong argument against your idea, agree with it. There is no sense in objecting to the obvious. Puzzle the audience with unfamiliar facts that you have come across. Remember that your victory depends on the ignorance of the participants. So, read a lot in preparation for the discussion. Pay attention to personalities. Specifically target both aggressive and peaceful members in the discussion. "Aggressors" will make your discussion lively and the "peaceful" may turn out to be your supporters. Ask questions and make sure every participant has an opportunity to be heard. Summarize. When the allotted time for the discussion is up, do a full summary of what has been discussed. Close your discussion with a new provocative or crazy idea. Do it with a pinch of salt and tongue in cheek. Let your opponents leave the room puzzled.

4. Reviewing grammar

Underline the correct variant and explain your choice.

1. We have decided to give *up/down* these useless experiments.
2. I still go *after/towards* my dream to discover the genetic mechanism.
3. Despite the negative feedback let's go *forward/ahead* with our project.
4. Well, we have done a good job and to celebrate let's eat *in/out*.
5. I have just carried *out/on* a series of observations and the results are great.
6. Perhaps we will never bring this difficult project *off/on*.
7. To start with, all we need to do is to set *down/up* a selection committee.
8. They need to pick *up/over* momentum to meet the deadline.
9. This time we need to make *up/on* for our last failure.
10. Let's join our efforts and work *in/out* a new strategic plan.
11. You had better look *up/off* new facts on the Internet.
12. To increase the team we need to take *on/in* new members.

13. Do not take anybody *in/on* with false assumptions.
14. Any researcher should look *out/for* potential errors.
15. Pride goes before fall. So, never look *at/down* on anybody.

5. Listening and taking notes

Complete the gaps in the lecture notes that you have already made.

A discussion is both a product and a process. I mean that it is both a proof and ... in a discussion. These two understandings usually go together because the better the proof ... of seeking the truth. Importantly, if the participants are concerned with the quality of their arguments ... for unproductive emotions. Actually, the process of argumentation ... of generating proofs, elaborating proofs, providing additional evidence, evaluating responses, ... , finding similarities and differences, recognizing the winning argumentation and ... ideas. The most productive way of taking part in an argument is a collaborative discussion, but ... at any cost. The productivity of any ... depends a lot on the quality of arguments. An argument ... if it is convincing. A convincing argument is usually an ... source. Thus, a citation from the book by a well-known scientist ... than a quote from a student's course-paper. Argumentation needs to be broad. This means that ... that address the problem at various angles. The more the better, because this and only this proves your expertise. Argumentation ... if it is not relevant to the subject under discussion. Therefore, relevance is very necessary ... indeed. Going deep into the matter is yet another advice. By going deep I mean that you should really ... instead of "scratching the earth" by making small holes on the surface. Also, surprisingly, your argumentation ... if you admit from time to time that some of your arguments are weaker than other evidence. In such cases you should give ... and to the audience. Logical succession of your arguments is ... overestimate. Do not rush back and forth from point to point and ... from one group of arguments to the other. Remember that argumentation is said to be logical ... proof. And lastly … Remember that it is ... that you are after. Your ultimate goal is ... in explaining the world around us. The proved truth is ... , and the arguments of yours and of your opponents ... this great goal.

6. Practical task

What controvercial ideas can the following research topics contain?

1. The spread of the Internet among school students.
2. What beliefs about food are popular among school children?
3. The attitude of school students to homework: a comparative study among junior, secondary and senior school.
4. The pocket money of school students: the origin, the amount, the use.
5. The attitude of teenagers towards independence from parents: opinion survey results.

7. Presenting ideas

Organize a discussion of your research results.

Remember to:

- come out with a disputable thesis;
- give arguments in favor of your thesis;
- give answers to the provocative questions from the audience;
- listen to your opponents who are against your ideas;
- say why you disagree with the arguments that are against your point;
- summarise the discussion and restate your thesis informed by the discussion;
- thank the audience for the discussion of your research.

8. Putting ideas down in writing

Write a summary of the discussion on a research subject (250 words).

Follow the plan:

1. Describe the discussion setting and the participants.
2. State the main idea that was put for discussion.
3. Give arguments that were voiced during the discussion in favor of the idea.
4. Describe a set of arguments that were voiced during the discussion against the idea.
5. Write why you agree or disagree with either side.
6. Make your own conclusion about the idea that was put up for discussion.

Lesson 3.5. Publishing research results on the Internet

1. Brainstorming the topic

Think and say:

- Why do authors publish the results of their research?
- How is *publication* different from *implementation*?
- In what ways can the results of research work be published?

2. Thinking critically

Mark the following statements as T (true), F (false) or D (debatable).

1. To write a good research article the author should explore the subject.
2. A good research article can be as long as the author wants it to be.
3. A good article should have the structure as required by the publisher.
4. To write a good research article the author should strictly follow the plan.
5. A good research article should end up with a convincing conclusion.
6. A good article is usually drafted and redrafted.
7. A good research article is usually proofread many times.
8. A good research article contains graphical material.
9. A good research article always proves something.

3. Reading and understanding

Read the text and and discuss it.

These days more and more authors of research article want to publish their papers on the Internet. This is a very good way to disseminate the results of one's research and to reach the target audience. Internet is now widely available and you can make your research known to thousands of people in an instant. The challenge here is how to write a good article and how/where to publish it. There are many websites that allow you to publish articles online. Some of the sites require registration along with a user name and password every time you publish. Some sites require payment while others are free to use. Many young authors prefer to publish their articles on their personal or school Internet sites. It is recommended that you give your article a title and list the most important key words in it. Your first article should be some 500 words or a little more. A good article should focus on just one point and contain only the material relevant to the title. Follow your outline. An article shows your name, school grade and the place of living. It contains a summary of some 50 words. The article opens up with an introduction. State clearly what you want to achieve in several sentences. The main body of your article should consist of a logical succession of points moving the reader closer and closer to your final conclusion. The main body includes literature review, description of research methods and the data you have found. It also includes the part, in which the data are discussed. By rounding off your text you will write a conclusion, in which you will summarise what you have actually come to in the end. Bibliography list shows what sources of information you have used. Spelling and grammar are important. So, give time to proofread your text before publication.

4. Reviewing grammar

Rewrite the sentences starting with the given word or phrase.

1. I have never in my life come across such a strange case. *(never)*
2. There is no need to repeat the test. *(test)*
3. This established fact served as a basis for my experiment. *(experiment)*
4. How did you come to this hypothesis? *(I am wondering)*
5. The moment I turned the power on the system short-circuited. *(hardly)*
6. When we met I immediately understood that we would fail. *(no sooner)*
7. Never take the bravery to plagiarize again! *(don't you dare)*
8. If you don't mind my saying so, I hold a different view. *(I dare)*
9. You don't need to go that deep into the problem. *(you needn't)*
10. Let's start. *(off)*
11. Now you will see the effect. *(here)*
12. [I love statistics.] My colleagues love statistics as well. *(and so)*
13. [You opponent does not agree with you and] I side with her. *(neither)*
14. The result is not only convincing but it is also sensational. *(not only)*

5. Listening and taking notes

Complete the gaps in the lecture notes that you have already made.

Today we shall think about ... online. Publishing one's own research paper on the Internet, which is sometimes called ... is a hot trend indeed. Authors' eyes literally lit up by the possibility to ... within a matter of seconds. But there's more to it than simply ... or have somebody do it for you. The most successful self-published articles are those, whose authors .... After you have written your research paper ... useful for you. The first tip is the content. It might seem obvious, but ... for a good publication. Make your content rich and text simple. Remember that your potential readers ... while you are already an expert in it. So, why puzzle them with ... and confused thoughts? Make it primitive for the best results. The second tip is editing. Many of the self-published materials are ... . They lack organization and ... . The paragraphing is inaccurate. The titles and headlines ... . The font does not catch the eye. Take care ... before saving it online for everybody to see. The third tip is the platform. Choose the site for your publication ... . You need a really popular site. You could write ... , but if there's no audience for it, you're not going to be known. A platform could be any of these: a blog, a Twitter page, a Facebook page, an email list and ... . The fourth tip is promotion. If you want to set up your own journal of research articles ... , do your best to make it known to ... can. The fifth tip is the design. The old ... "don't judge a book by its cover" is nonsense. Your publication will be ... at least at first glance. Remember that design makes ... . By following this simple advice you will ... in getting your research results ... of readers. Wish you success in this!

6. Practical task.

Describe a possible structure of the following research papers for publication on line.

1. Traditions of the puppet theatre in Russia: the reconstruction of experience in my school.
2. Traditional celebrations at my school that have survived for years.
3. The body language of communication: teenagers during a break between the lessons.
4. The wood and pottery craft at my school: make and exhibit project.
5. Major difficulties in learning English: opinion poll results.

7. Presenting ideas

Speak to the audience. Remember to:

- name the title of the paper that you want to publish on the net;
- give the name of the Internet site, on which you want to publish your paper;
- briefly inform the audience about the content of your paper;
- describe the editing that you have done on your paper;
- show the front page of your paper designed for publication;
- invite the audience to visit the website to read your paper;
- invite your peers to publish their papers on your Internet site.

8. Putting ideas down in writing

Write a research paper to be published on the Internet.

Follow the structure:

1. Brief information about the author, the school and the advisor.
2. The title of the article.
3. The summary.
4. Key words (3-5).
5. Introduction.
6. Literature analysis.
7. Data gathering procedure (with methods of research).
8. Data presentation in tables, diagrams and graphs.
9. Data discussion.
10. Conclusion.
11. Bibliography.

Lesson 3.6. Research evaluation

1. Brainstorming the topic

Think and say:

- What is *research evaluation*?
- At what point of their research do people start to evaluate it?

2. Thinking critically

Mark the following statements as T (true), F (false) or D (debatable).

1. Research evaluation is judgement about its idea, procedures and results.
2. Researchers usually have a very high regard of their research.
3. Evaluation is the final stage of any research.
4. Evaluation procedure is always subjective and tastes often differ.
5. Any research evaluation describes strengths and weaknesses of the work.
6. Research evaluation is based on evidence from research paper.
7. Research evaluation serves only one purpose: approve or reject.
8. Research evaluation is always external and is done by reviewers.
9. Research evaluators should remain anonymous for better objectivity.
10. An evaluator focuses on topicality, originality, procedure results and impact.

3. Reading and understanding

Read the text and discuss it.

Research reviewers know that there are many different types of evaluation. Perhaps the most well known types are formative and summative evaluations. Formative evaluation focuses on strengths and weaknesses of research process in the course of theoretical and experimental studies starting from the first stage. If formative evaluation is performed by the author, it is called self-evaluation. Summative evaluation, in contrast, examines the outcomes of research procedure. Summative evaluation summarizes research results by describing what has happened in the end. Summative evaluation assesses the novelty of theoretical ideas produced by the research. It analyzes experimental data. It also estimates whether time and effort have been worth the results achieved. It weighs up the need to disseminate the results and outcomes of the research further on. The criteria for research evaluation usually are: clarity of the goal, the degree of difficulty (the project should not be too difficult or overambitious), the importance of the topic, the scope of literature analysis, the relevance of the methods, the presentation of data in various forms (graphs, diagrams, charts, tables and photos), the usefulness of the experimental data gathered, the depth of discussing the data, the logic of data interpretation, the well informed conclusion, the language of the text.

4. Reviewing grammar

Underline the correct variant and explain your choice.

The Language Acquisition Hypothesis (1) *predicts/predicted/has predicted* that learning the language in the classroom (2) *will never bring/never brings/never brought* the same results as (3) *acquired/acquiring/acquisition* the language in the natural social environment. This hypothesis is called "strong" i.e. it (4) *sounds/sounded/will sound* too categorical. I will (5) *in fact/actually/however* argue in my research that a "weak" hypothesis, which is not so categorical is (6) *the nearest/nearer/more near* to the truth. I am going to provide the data that (7) *prove/proves/has proved* the efficiency of learning the language in the classroom. In order to test my "weak" hypothesis, I (8) *will collect/have collected/collected* the results of language tests by my classmates (9) *administering/administered* to them at our school. I assessed the results of these tests and (10) *processing/processed/will process* them statistically in a chart. These results (11) *were collected/had been collected* before my classmates went abroad to study at a London language school. This means that before the students were tested again by their British teachers they (12) *were tested/had been tested* at our school. I then compared these results with the home test scoring. My article (13) *will describe/describes/has described* in detail how consistent the results of the two tests were. The findings (14) *used/were used/are used* as a basis (15) *proving/to prove/that has proved* the validity of my "weak" hypothesis of foreign language learning and acquisition.

5. Listening and taking notes

Complete the gaps in the lecture notes that you have already made.

Basically, research evaluation is a procedure ... . The first question to be answered is whether the research subject is ... or perhaps it is off the list of priority research themes. Ah, yes, before that you will decide ... . I mean that you should distinguish between a research paper full of philosophical reasoning and a paper ... experience. The originality and novelty of the research subject are also worth mentioning. Then you have to say whether the ... to be understood by somebody not well familiar with this area of scientific knowledge. The next step is perhaps ... and to make sure that it does not state the obvious. Talking of the research methods you will ... and you will assess their relevance to research tasks. After that it is time ... that the author was able to generate in his or her research project. The data may be ... , reliable or unreliable. You will then want to see how the author analyzed the data and ... . Research data should be analyzed by researchers with no haste because ... . If the ground is shaky ... under your critical analysis. The conclusions need to be convincing enough. The conclusions can be controversial though ... a simple and definite answer to a complicated question. In fact, ... of controversies. There is something else ... before you start evalutating somebody's research... Well, what I have in my mind is the ethical issue. A researcher is usually the person ... into the research work. Researchers certainly expect some fair degree of praise. So, ... and do not hesitate to start your evaluation with a compliment. Any research ... . As for the critical comments, ... be well understood and felt by the author. And remember to thank the author for his or her job ... .

6. Practical task

Evaluate the following research topics against the following criteria: clarity of idea, importance of research, ability of the author to do the research, practicality of methods, possible practical implementation.

1. The choice of the future profession among school graduates at my school.
2. The reasons of breaking the law and committing crimes among the teenagers: survey results.
3. Experiments with plants at the school biological laboratory.
4. Popular hobbies among my school peers: survey results.
5. Growing a vegetable garden on the window sill: an experimental study.

7. Presenting ideas

Speak to the audience about self-evaluation of your own research. Remember to self-evaluate:

- the novelty of your research subject;
- the clarity of your research goal and tasks;
- the insightful nature of your hypothesis;
- the relevance of your research methods;
- the validity and sufficiency of your research data;
- the accuracy and detailed nature of data analysis;
- the reliability of your conclusions.

8. Putting ideas down in writing

Write a short evaluation review (175–250 words) of your peer's research:

Follow the plan:

1. The theoretical or practical nature of the research.
2. The topicality (importance) of the subject.
3. Clarity of the goal and tasks.
4. The controversial nature of the hypothesis.
5. Relevance of the research methods.
6. The validity and sufficiency of research data.
7. The accuracy and detailed nature of the data analysis.
8. Make sure in the reliability of conclusions.
9. The representation of authors in the bibliography.
10. Follow the language and the general look of the research paper.

Программа элективного курса «Английский язык для исследователей»

(«English for research students»)

Пояснительная записка (цели, задачи, принципы и подходы)

В соответствии с Федеральным законом «Об образовании в Российской Федерации», учебное заведение должно оказывать содействие учащимся, которые проявили способности в определенной сфере научно-исследовательской деятельности.

Конкретизируя положение Закона об образовании, Федеральный государственный образовательный стандарт основного общего образования устанавливает, что программа исследовательской и проектной деятельности учащихся должна быть направлена на овладение учебно-познавательными приемами и практическими действиями для решения личностно- и социально значимых задач и нахождения путей разрешения проблемных вопросов посредством самостоятельной работы с обязательной презентацией полученных результатов.

Как следует из ФГОС, программа развития у учащихся умений учебно-исследовательской и проектной деятельности должна обеспечить:

- формирование способности применения полученных знаний, умений и навыков для решения познавательных и практических задач;
- овладение практическими приемами проектной и исследовательской работы;
- формирование навыков индивидуальной работы и работы в составе группы в урочных и внеурочных формах исследовательской и проектной деятельности.

ФГОС требует, чтобы программа учебно-исследовательской и проектной деятельности учащихся содержала:

- цели, задачи и основные направления исследовательской и проектной деятельности учащихся, получающих основное общеее образование, и описание принципов проектно-проблемной модели обучения;
- планируемые результаты исследовательской и проектной деятельности учащихся;
- формы организации исследовательской и проектной работы учащихся;
- методику и инструментарий мониторинга выполнения учащимися исследовательских и проектных работ, критерии их оценки и представления итоговых результатов.

Создавая рекомендательную основу для претворения в жизнь статьи Закона об образовании и положений ФГОС, Примерная основная образовательная программа образовательного учреждения (основная школа) уточняет содержание междисциплинарной учебной программы «Основы учебно-исследовательской и проектной деятельности». Как следует из этого рекомендательного документа, выпускник основной школы научится:

- планировать и выполнять учебное исследование и учебный проект, используя оборудование, модели, методы и приемы, адекватные исследуемой проблеме;
- выбирать и использовать методы, релевантные рассматриваемой проблеме;
- распознавать и ставить вопросы, ответы на которые могут быть получены путем научного исследования, отбирать адекватные методы исследования, формулировать вытекающие из исследования выводы;
- использовать такие математические методы и приемы, как абстракция и идеализация, доказательство, доказательство от противного, доказательство по аналогии, опровержение, контрпример, индуктивные и дедуктивные рассуждения, построение и исполнение алгоритма;
- использовать такие естественнонаучные методы и приемы, как наблюдение, постановка проблемы, выдвижение «хорошей гипотезы», эксперимент, моделирование, использование математических моделей, теоретическое обоснование, установление границ применимости модели/теории;
- использовать некоторые методы получения знаний, характерные для социальных и исторических наук: постановка проблемы, опросы, описание, сравнительное историческое описание, объяснение, использование статистических данных, интерпретация фактов;
- ясно, логично и точно излагать свою точку зрения, использовать языковые средства, адекватные обсуждаемой проблеме;
- отличать факты от суждений, мнений и оценок, критически относиться к суждениям, мнениям, оценкам, реконструировать их основания;
- видеть и комментировать связь научного знания и ценностных установок, моральных суждений при получении, распространении и применении научного знания.

Выпускник с повышенными способностями к исследованию получит возможность научиться:

- самостоятельно задумывать, планировать и выполнять учебное исследование, учебный и социальный проект;
- использовать догадку, озарение, интуицию;
- использовать некоторые методы получения знаний, характерные для социальных и исторических наук: анкетирование, моделирование, поиск исторических образцов;
- использовать некоторые приемы художественного познания мира: целостное отображение мира, образность, художественный вымысел, органическое единство общего, особенного (типичного) и единичного, оригинальность;
- целенаправленно и осознанно развивать свои коммуникативные способности, осваивать новые языковые средства;
- осознавать свою ответственность за достоверность полученных знаний, за качество выполненного проекта.

С учетом основных положений Закона об образовании, Федерального государственного образовательного стандарта и Примерной основной образовательной программы, целью элективного курса *«Английский язык для исследователей»* является развитие у учащихся познавательно-исследовательских умений, необходимых для всестороннего развития личности.

Задачи элективного курса:

- всестороннее развитие личности учащихся;
- создание условий для выбора ими индивидуальной познавательной траектории;
- формирование познавательно-исследовательских умений;
- достижение личностных, метапредметных и предметных результатов школьного образовательного курса в соответствии с ФГОС.

Принципами обучения в элективном курсе «Английский язык для исследователей» являются:

- проблемный подход к организации обучения и учения;
- создание условий для глубокого осмысления учащимися содержания учебных знаний;
- творческий характер учебно-исследовательских заданий;
- самостоятельность и сотрудничество учащихся в учебном процессе;
- межпредметное содержание учебно-исследовательских заданий;
- формирование у учащихся учебно-исследовательских компетенций (практических знаний и умений);
- расширение кругозора и формирование научного мировоззрения;
- развитие системы ценностных ориентаций и личностной позиции.

В элективном курсе «Английский язык для исследователей» реализуются следующие подходы:

- личностно-ориентированное обучение учащихся;
- учебная автономия школьников;
- активное учение и межличностное сотрудничество;
- индивидуальная и групповая проектная деятельность;
- активное учение в условиях постановки проблемных задач;
- установление и реализация межпредметных связей;
- формирование у школьников учебно-исследовательских компетенций.

Общая характеристика элективного курса

Элективный курс «Английский язык для исследователей» представляет собой модульный образовательный курс для учащихся, проявивших склонность к учебно-исследовательской и проектной деятельности, а также достигших продвинутого уровня владения английским языком. По своему содержанию этот курс является межпредметным, и сочетает в себе возможности для проведения ученических исследований и осуществления школьных исследовательских проектов, как в рамках одной преподаваемой дисциплины, так и в междисциплинарных областях знаний. Он предлагается, как многоцелевой, поскольку направлен на решение задач расширения и углубления теоретических знаний и практических компетенций учащихся, не только в предметной области исследования, но и в повышении уровня их коммуникативной компетенции в английском языке. Данный курс реализуется в индивидуально-групповой форме обучения, что подразумевает сочетание коллективных и индидуальных способов выполнения учебно-исследовательских заданий. Элективный курс разрабатывается на интерактивной основе и предполагает более полный учет, как области обучающей и исследовательской компетенции учителя, так и сферы познавательных интересов и запросов ученика.

Место элективного курса в учебном плане

Как указано в Примерной основной образовательной программе, к компетенции образовательного учреждения (школы) относится разработка и утверждение тематически планируемых результатов освоения образовательного курса, а также, освоение учащимися междисциплинарных программ. В соответствии с этим положением, элективный курс «Английский для исследователей» является составной частью разработанной образовательным учреждением общей программы воспитания и развития школьников и формирования у них универсальных учебных действий, к которым относятся учебно-исследовательские и проектные умения. Разработка, согласование и утверждение подобных элективных курсов осуществляется на уровне региона. На данный курс из базисного учебного плана основного общего образования, формируемого участниками образовательного процесса, выделяется 38 (36+2) академических часов в год.

Планируемые личностные, метапредметные и предметные результаты освоения элективного курса
В соответствии с ФГОС, элективный курс «Английский язык для учащихся-исследователей» направлен на достижение личностных, метапредметных и предметных результатов. Эти результаты, с одной стороны, соответствуют достижениям учащихся основной школы, планируемым Федеральным государственным образовательным стандартом, а с другой стороны, отражают специфику элективного курса. Личностные, метапредметные и предметные результаты элективного курса представлены в таблице:

Личностные результаты	Метапредметные результаты	Предметные результаты
Гражданская идентичность и позиция	Умение выбрать тему исследования с учетом познавательных интересов и индивидуальных возможностей, а также социальной значимости проблемы.	Практическое владение английским языком, как средством учебно-исследовательской и коммуникативной деятельности для решения задач исследования.
Активное личностное самовыражение.	Выбор собственной индивидуальной образовательной траектории личностного развития.	Коммуникативное умение выражать собственное мнение, отношение, позицию в устном и письменном сообщении на английском языке, излагать результаты своего исследования в форме аннотации и публичного выступления.
Отношение к учению и образованию	Планирование и выбор содержания и способов исследовательской деятельности.	Использование английского языка в исследованиях по междисциплинарным проблемам.
Мировоззрение и научное мышление	Умение определять понятия, обобщать, устанавливать аналогии, классифицировать, выбирать критерии, находить причинно-следственные связи.	Устные и письменные сообщения на английском языке с описанием своего научного подхода и доказательствами полученных выводов.
Толерантность и доброжелательность	Оценка правильности решения задачи исследования у себя и других.	Написание рецензии на ученические научные исследования на английском языке.
Моральное сознание и ответственность	Осознание научной и социальной актуальности проблем, выбранных для ученического исследования.	Доказательство значимости и достоверности исследования с помощью логического рассуждения на английском языке.

Сотрудничество в деятельности	Умение работать индивидуально и в группе, находить общее решение, разрешать конфликты, формулировать, аргументировать и контраргументировать.	Коммуникативные умения публичной речи и презентации результатов исследования с ответами на вопросы, а также участие в научной дискуссии и дебатах.
Активное отношение к учению и знаниям	Смысловое чтение с осмысленным и структурированным извлечением информации.	Умение находить релевантную информацию по теме исследования. Поисковое чтение специальной литературы.
Технологическое мышление, интерес и активное отношение к инновационным технологиям в окружающем мире.	Активное и целенаправленное применение новых технологий в учебно-исследовательской деятельности.	Готовность к проведению исследований технологического содержания на английском языке.
Экологическое сознание и отношение к природе.	Осознание значимости тем экологического содержания и противодействия насилию в природе и обществе.	Готовность к проведению исследований экологического характера (природа, общество, человек).
Усвоение ценностей семейной жизни и общества.	Личностное осмысление значимости проблем семьи и общества в своей жизни.	Готовность к исследованию проблем социального содержания на английском языке.
Эстетическое сознание и творческая деятельность.	Осознание междисциплинарных связей эстетического характера, гуманитарная образованность.	Готовность к исследованиям проблем культурно-эстетического содержания на английском языке.
Активная интеграция в Интернет-пространстве, использование информационных ресурсов.	Формирование и развитие компетентности в ИКТ, осознание проблемы информационных угроз и вызовов Интернет-среды.	Активное использование ресурсов Интернет в целях исследования.
Здоровый и безопасный образ жизни	Социальная компетенция учащихся, осознание возможностей и вызовов окружающей среды, адаптивные умения.	Готовность к исследованию проблем здоровья и безопасного образа жизни на английском языке.

Предполагаемые результаты элективного курса «Английский язык для исследователей» в наиболее общем виде описывают планируемые целевые установки совместной деятельности учителя и учащихся. Учитывая интерактивный характер этого элективного курса, предполагаемые результаты обучения уточняются в каждом индивидуальном случае.

Учебный план элективного курса

№	Наименование учебных разделов	Всего часов	В том числе:	
			Урок	Контроль
1	Book 1 (Definition of research. Areas of research. Research failures. Goal of research. Research proposal. Research design.)	12	12	В ходе урока
2	Book 2 (Research hypothesis. Outline of research. Methods of research. Literature review. Data analysis. Drawing conclusions.)	12	12	В ходе урока
3	Book 3 (Writing a summary. Writing a research report. Making a presentation. Taking part in a discussion. Publishing research results on the Internet. Research evaluation.)	12	12	В ходе урока
4	Final conference of research students.	2		**Портфолио исследователей:** (Презентации исследовательских проектов учащихся на английском языке. Аннотации исследований. Рецензии на исследования других авторов. Публикации в сети Интернет. Сертификаты участника научных конференций).

Учебно-тематический план элективного курса

Цель – развитие учебно-исследовательских и коммуникативных компетенций учащихся для проведения исследований на английском языке, презентации результатов, рецензирования исследовательских работ авторов-сверстников, аннотирования текстов ученических исследований, публикации материалов своего исследования в Интернет, публичного выступления и участия в дискуссии на школьной научной конференции.

Категория учащихся – учащиеся средней школы с профильным обучением системы среднего (полного) общего образования и студентов учебных организаций системы среднего профессионального образования.

№	Наименование разделов и тем	Всего часов	Урок	Контроль	В том числе (содержание обучения и формы контроля):
1	Book 1			В ходе урока	Подготовка к проведению исследования.
	1.1 Definition of research.	2	2		Определение понятия «исследование». Ознакомление с разными видами исследования.
	1.2. Areas of research.	2	2		Изучение областей научного поиска. Выявление особенностей разных типов исследований.
	1.3. Research failures.	2	2		Анализ причин исследовательских неудач. Предупреждение неудач начинающего исследователя.
	1.4. Goal of research.	2	2		Признание значимости цели исследования для успеха. Формирование умения поставить цель исследования.
	1.5. Research proposal.	2	2		Ознакомление с «заявкой на исследование». Формирование умений писать заявку на исследование.
	1.6. Research design.	2	2		Ознакомление с проектированием исследования. Формирование умения проектировать исследование. **Контроль результатов обучения** осуществляется в ходе урока в форме групповой беседы, проверки овладения специальной лексикой, усвоения грамматики научного дискурса, критического мышления, осмысленного чтения, понимания информации на слух, устного высказывания по проблеме и выполнения творческого письменного задания.

№	Наименование разделов и тем	Всего часов	Урок	Контроль	В том числе (содержание обучения и формы контроля):
2	Book 2			В ходе урока	Обучение учащихся осуществлению исследования.
	2.1. Research hypothesis.	2	2		Подготовка учащихся к формулированию гипотезы. Формирование умения формулировать гипотезу.
	2.2. Outline of research.	2	2		Подготовка учащихся к планированию исследования. Формирование умения планировать исследование.
	2.3. Methods of research.	2	2		Ознакомление с методами исследования. Формирование умения применять научные методы.
	2.4. Literature review.	2	2		Подготовка учащихся к обзору научной литературы. Формирование умения анализировать прочитанное.
	2.5. Data analysis.	2	2		Подготовка учащихся к анализу научных данных. Формирование умения анализировать данные.
	2.6. Drawing conclusions.	2	2		Подготовка учащихся к формулированию выводов. Формирование умения формулировать выводы. **Контроль результатов обучения** осуществляется в ходе урока в форме групповой беседы, проверки овладения специальной лексикой, усвоения грамматики научного дискурса, критического мышления, осмысленного чтения, понимания информации на слух, устного высказывания по проблеме и выполнения творческого письменного задания.

№	Наименование разделов и тем	Всего часов	Урок	Контроль	В том числе (содержание обучения и формы контроля):
3	Book 3 3.1. Writing a summary. 3.2. Writing a research report. 3.3. Making a presentation. 3.4. Taking part in a discussion. 3.5. Publishing on the Internet. 3.6. Research evaluation. Итоговая конференция	2 2 2 2 2 2	2 2 2 2 2 2	В ходе урока и на итоговой конференции (2 часа)	Обучение учащихся оформлению исследования. Подготовка к написанию аннотации исследования. Формирование умения аннотировать исследование. Подготовка к написанию научного доклада. Формирование умения написать научный доклад. Подготовка к публичной презентации исследования. Формирование умения презентации исследования. Подготовка к участию в научной дискуссии. Формирование умения участвовать в дискуссии. Подготовка к публикации материалов в интернет. Формирование умения публиковать материалы в сети. Подготовка к оценке проведенного исследования. Формирование умения оценки и самооценки работы. **Контроль результатов обучения** осуществляется в ходе урока в форме групповой беседы, проверки овладения специальной лексикой, усвоения грамматики научного дискурса, критического мышления, осмысленного чтения, понимания информации на слух, устного высказывания по проблеме и выполнения творческого письменного задания, а также **итоговой конференции, основанной на материалах портфолио учащихся–исследователей.**
	Всего часов	38	36	2	

Содержание разделов элективного курса

Книга 1 (Book 1) – первый раздел элективного курса «Английский для исследователей» содержит следующие темы:

- понятие «исследование», где учащихся знакомятся с видами поисковой деятельности, которые можно отнести к способам решения исследовательских задач разного типа, включая бытовые ситуации;
- области исследования, где школьники изучают различные области научной деятельности и человеческого знания;
- исследовательские неудачи, где учащихся узнают о причинных исследовательских неудач и учатся их предупреждать в своей работе;
- цели исследования, где школьники получают представление о целях научной работы и учатся ставить цели своего ученического исследования;
- заявка на исследование, где начинающие ученые знакомятся с формами заявки на исследование и учатся писать заявку на исследовательский проект;
- организация исследования, где учащиеся осознают важность организации научной работы и учатся регулировать осуществление своего проекта.

Книга 2 (Book 2) – второй раздел элективного курса «Английский для исследователей» содержит следующие темы:

- гипотеза исследования, где школьники знакомятся с понятием «научная гипотеза» и учатся формулировать предположения в своем исследовании;
- план исследования, где учащиеся осознают важность планирования исследовательского проекта и приобретают первичные умения разработки плана научного проекта;
- методы исследования, где школьники знакомятся с методами научного познания и учатся применять их в исследовательской практике;
- обзор литературы, где будущие ученые получают представления о способах обработки прочитанных научных источников и учатся критически анализировать полученные знания;
- анализ данных, где учащиеся узнают о разных формах научных данных и получают первичные умения получать экспериментальные данные в своем исследовании;
- формулирование выводов, где школьники получают первичные умения формулировать выводы на основании проведенного собственного исследования проблемы.

Книга 3 (Book 3) – третий раздел элективного курса «Английский для исследователей» содержит следующие темы:

- написание аннотации, где учащиеся знакомятся со способами краткого обобщения результатов исследования и получают первичные умения аннотировать текст исследовательского характера;
- написание научного доклада, где школьники получают представление о докладе, как жанре научной литературы и у них формируется первичное умение готовить письменный научный доклад;
- подготовка презентации, где учащиеся знакомятся со способами наглядной организации материала с помощью информационно-коммуникационных технологий для публичного выступления и приобретают первичные умения презентации результатов своего научного проекта;
- участие в дискуссии, где начинающие исследователи готовятся участвовать в научной дискуссии и получают первичные умения принимать участия в дебатах по своей исследовательской тематике;
- публикация материалов своего исследовательского проекта в Интернет, где школьники узнают о способах и формах размещения своих научных материалов в сети и приобретают первичные умения публикации результатов своего исследования с соблюдением правил информационной безопасности и этики;
- оценивание научного исследования, где учащиеся знакомятся со способами и критериями оценки своего и чужого научного осмысления, получая первичные умения объективного и доброжелательного критического анализа осуществленного исследовательского проекта.

Элективный курс «Английский для исследователей» завершается итоговой научной конференцией учащихся с презентациями выполненных исследовательских проектов и научной дискуссией между всеми участниками, включая докладчиков и слушателей. Итоговая научная конференция является формой контроля достижения учащимися запланированных личностных, метапредметных и предметных результатов элективного курса. Она может проходить в режиме online. Дополнительной формой контроля достижения запланированных результатов служит портфолио исследователей.

Система оценки достижения планируемых результатов элективного курса

Предметные результаты учащиеся в элективном курсе «Английский для исследователей» оцениваются по шкале «зачет – незачет». Для выведения отметки «зачет» используются следующие критерии:

- интерес к содержанию элективного курса в целом (да – нет);
- активное участие в групповой работе на уроках (да – нет);
- добросовестное выполнение индивидуальных заданий (да – нет);
- овладение английским научным дискурсом (да – нет);
- результативность собственного исследования (да – нет);
- умение внутригруппового взаимодействия (да – нет);
- умение публичного выступления (да – нет);
- умение участия в дискуссии (да – нет);
- умение критического анализа результатов исследования (да – нет).

«Зачет» ставится в случаях, когда ученик набирает более половины «да» из максимально возможного количества баллов по предложенным критериям, то есть 5–9 баллов. Рекомендуемой формой получения отметки «зачет» является также самооценка учащихся, как в групповой, так и индивидуальной форме по предложенным критериям.

Личностные и метапредметные результаты, в соответствии с рекомендациями Примерной основной образовательной программы, оцениваются на основе педагогического мониторинга и содержания исследовательского проекта исследователей. Личностные результаты учащихся не персонифицируются; персональную оценку учащиеся получают только за предметные и метапредметные результаты курса. Оценивается финальный продукт исследовательского проекта, а также метапредметные умения и универсальные учебные действия, породемонстрированные в ходе выполнения школьниками своего проектного задания.

Учебно-методическое и материально-техническое обеспечение элективного курса

Учебно-методическое обеспечение элективного курса включает учебное пособие «Английский для исследователей», завершенные исследовательские проекты учащихся прошлых лет, компьютер с выходом в Интернет, программное обеспечение PowerPoint, мультимедийный проектор, экран. Дополнительно можно рекомендовать использовать на уроках классную интерактивную доску для демонстрации материалов и наглядного редактирования текста исследования.

Программа развития универсальных учебных действий в элективном курсе (технологическая карта)

Универсальные учебные действия учащихся реализуются в образовательном курсе в соответствии с ФГОС. В элективном курсе «Английский для исследователей» программа развития универсальных учебных действий (УУД) представлена в форме технологической карты:

Задача по развитию УУД учащихся	Регулятивные УУД	Познавательные УУД	Коммуникативные УУД
Конкретная задача сформировать универсальные познавательные действия учащихся (УУД).	Действия учащихся по организации выполнения задания (с учетом перечня регулятивных УУД по ФГОС).	Действия учащихся для извлечения, усвоения и применения учебной информации (с учетом перечня УУД по ФГОС).	Действия учащихся в учебном взаимодействии с целью обмена информацией, координации действий и поиска решения (с учетом перечня УУД по ФГОС).
Регулятивные УУД: • постановка цели проекта; • заявка на научный проект; • планирование проекта; • редактирование проекта; • оценивание проекта.	Учащиеся определяют цель своего проекта, пишут заявку на исследование, разрабатывают план своего проекта, редактируют текст своего исследования, оценивают итоговый продукт (аннотацию, доклад, презентацию).		
Познавательные УУД: • анализ литературы; • анализ явления или процесса; • критическое осмысление материала; • обобщение материала; • формулирование умозаключений.		Учащиеся анализируют научную литературу, изучают выбранное для исследование явление или процесс, критически оценивают прочитанную по проблеме литературу, обобщают изученный материал, формулируют собственные выводы в форме умозаключений.	
Коммуникативные УУД: • постановка проблемных вопросов; • формулирование доказательств, публичные выступления; • участие в дискуссии; • межличностное взаимодействие.			Учащиеся учатся ставить проблемные вопросы и отвечать на них, формулируют доказательства на основе фактов, мнений и предположений, учатся выступать публично, приобретают опыт участия в дебатах по проблеме, сотрудничают друг с другом.

Реализация содержания технологической карты по развитию у учащихся универсальных учебных действий обеспечивает достижение важных метапредметных результатов элективного курса.

Приложения

Исследовательские проекты в УМК «Звездный английский» для основной школы (5–9 класс).

Рассмотрим некоторые возможности УМК «Звездный английский» для организации исследовательской деятельности учащихся в основной школе. Для этого приведем примеры проектных заданий из учебника для 9 класса (задания для исследования можно найти под рубриками Think и ICT):

- Find out information about amazing caves of the world. Report your information back to the class.
- Find out information and report to the class what you know about the mystery of hypnosis.
- Hold a survey among your classmates and find out the main reasons for stress. Report your findings to the class.
- Present to the class information about the most unusual festival in the world.
- Hold a survey among your classmates on how they use computers in their everyday life.
- Report to the class interesting facts about the life of Thomas Edison and his discoveries that have changed our life.
- Find out new information about the sinking of Titanic and report it to the class.

Материалы учебно-методического комплекта «Звездный английский» для 9 класса создают возможности для организации ученических исследовательских проектов. Выбор темы ученического исследования осуществляется в рамках разделов Curricular. Возможны следующие темы:

- Мои соседи и что я о них знаю;
- Увлечения моих друзей;
- Привычки здорового образа жизни у моих одноклассников;
- Маршруты путешествий моих друзей;
- Что портит настроение мне и моим друзьям;
- Что знают мои одноклассники об истории Англии?
- Кто я: логик или художник.

Межпредметные ученические исследовательские проекты

Тематические материалы УМК «Звездный английский» для основной и старшей школы подсказывают направления для ученического исследования в разных областях. Например, в области филологии учащимся можно предложить ответить на следующие вопросы: Какие заимствования из английского языка вошли в нашу повседневную речь? Какие английские надписи окружают нас в нашей жизни? Какие слова и фразы английского языка мы носим на одежде? Какие герои американских книг (фильмов, мультфильмов) популярны среди российских школьников?

Исследовательские проекты учащихся возможны в рамках изучения культуры стран распространения английского языка: Как влияет климат на традиции национальной кухни (на примере России и Великобритании)? Что общего и различного в традициях российской и английской ярмарки? Что общего и различного в классическом стиле архитектуры разных стран (Греция, Италия, Великобритания, США, Россия)? Как относится современная молодежь к музыкальному творчеству группы The Beatles?

Исследовательская работа учащихся возможна по экологической тематике: Как затронуло глобальное потепление регион, в котором ты живешь? Какие животные исчезли в твоем регионе за последние годы (десятилетия)? Как вспоминают представители старших поколений смену времен года в твоем регионе десятки лет назад?

Материалы УМК «Звездный английский» подсказывают темы межпредметных исследовательских проектов учащихся по литературе, истории, астрономии, физике, химии и др. Эти проекты выполняются на родном языке учащихся с использованием доступных школьникам источников информации на английском языке. Руководство проектами осуществляют учителя английского языка и другого образовательного курса.

Тема исследовательского проекта ученика нередко бывает личностно окрашенной (например: Как решать конфликты с родителями? Как преодолеть барьеры в общении? Почему подростки бывают агрессивны? Как научиться понимать язык телодвижений? Как управлять своими эмоциями? и др.). Дополнительным консультантом по таким исследовательским проектам может быть школьный психолог.

Ученические проекты носят не только констатирующий (описательный), но и преобразующий (экспериментальный) характер. Например, учащиеся могут в качестве проекта провести в своей школе «English-only day» и описать полученные результаты. Разновидностью экспериментального исследования может быть «No-Internet day». В качестве варианта, в своем проекте учащиеся могут описать эксперимент.

Примерные темы для исследовательских проектов учащихся (на материале УМК «Звездный английский» для 11 класса (проекты, выполняющиеся на английском языке)

Winners and Losers at the Important Music Contests

Целью проекта является анализ «победителей» и «проигравших» на престижных международных конкурсах современной популярной музыки. Задачи проекта состоят в том, чтобы описать историю выбранного для исследования музыкального конкурса с указанием наиболее известных участников, проследить за результатами голосований в течение обозримого периода времени, охарактеризовать победителей и побежденных на последнем состязании и сделать выводы о критериях успеха.

(см. Starlight 11. Student's book. Module 1.3. P. P.10–11)

Doctor Doolitle and Doctor Aibolit: Similarities and Differences of the Two Characters

Целью проекта является сопоставительное исследование двух произведений, одно из которых послужило основой для другого: «Доктор Дулиттл» Х. Лофтинга и «Доктор Айболит» К. Н. Чуковского. В задачи проекта входят прослеживание историй создания произведений, выявление сходств и различий сюжетов, а также исследование характеристик двух параллельных литературных персонажей.

(см. Starlight 11, Student's book. Unit 1.13. P. P.30–31).

How do animals speak to one another?

Цель проекта предполагает исследование способов коммуникации между животными. Задачи включают изучение литературы, посвященной исследованию коммуникации представителей животного мира, более пристальное изучение способов общения конкретных животных из числа «домашних любимцев», наблюдение и экспериментальное изучение способов общения домашнего питомца с другими животными и со своими хозяевамию

(см. Starlight 11. Student's book. Unit 1.14. P. P. 32–33)

A typical day in a Russian Village

Цель проекта состоит в том, чтобы дать этнографическое описание жизни конкретного человека, семьи или группы людей в типичной российской деревне, в течение одного дня. Задачи проекта предполагают описание истории и современной жизни конкретной деревни (примерный период возникновения, наиболее значимые события в прошлом, известные люди, демографическая ситуация сегодня, сферы занятости населения и т. д.), наблюдение за жизнью конкретного человека или группы людей в течение одного типичного дня, интервью с участниками исследования и обсуждение результатов.

(см. Starlight 11. Student's book. Unit 2.1. P. P.38–39)

Extreme sports among young people of my city/town/village

Целью проекта является исследование популярных среди молодежи экстремальных видов спорта. Задачи проекта объединяют изучение доступной литературы по экстремальным видам спорта, ознакомление с наиболее популярными видами экстремального спорта в регионе проживания автора проекта, собственное социологическое исследование отношения молодых людей к экстремальным видам спорта и участия в них.

(см. Starlight 11. Student's book. Unit 2.5. P. P.46–47)

National parks and reservations in my geographical area

Цель проекта – найти, исследовать и описать существующие в крае, где проживают учащиеся, национальные парки и природные заповедники. Задачи проекта включают анализ источников на иностранном языке, анализ краеведческой литературы, сбор иллюстративного материала в период экскурсий, выявление экологических проблем в регионе и описание способов их решения.

(см. Starlight 11. Student's book. Unit 2.12. P. P. 60–61)

Popular festivals in one's home region

Целью проекта является описание популярных праздников и фестивалей в родном регионе учащихся. Задачи проекта состоят в том, чтобы проследить традиции народных праздников и популярных фестивалей в регионе, описать сложившиеся традиции и новые тенденции, выяснить отношение населения (молодежи) к массовым мероприятиям и причины их популярности.

(см. Starlight 11. Student's book. Unit 3.11. P. P. 90–91)

Developing high-yielding and disease-resistant crops in one's region

Цель проекта состоит в том, чтобы описать выведение новых устойчивых и высокоурожайных сортов растений в регионе проживания учащихся. Задачи проекта предполагают исследование теории вопроса по англоязычной и русскоязычной литературе, анализ практики выведения новых сортов растений в регионе за определенный период времени, описание существующих практик и результатов.

(см. Starlight 11. Student's book. Unit 4.12. P. P. 122–123)

Popular buying places and practices in one's home region

Цель проекта предполагает исследование сложившейся в регионе проживания учащихся системы магазинов, рынков, уличной и иной, а также интернет-торговли. Задачи исследования включают знакомство с литературой по проблемам развития торговой индустрии в разных странах, исторический экскурс в развитие системы торговли в регионе проживания учащихся, анализ существующей торговой системы в регионе, а также предпочтений покупателей в выборе места покупки товаров.

(см. Staright 11. Student's book. Unit 5.5. P. P. 140–141)

Favorite young tourist routes from one's home region

Цель проекта направлена на исследование туристических предпочтений молодежи в регионе проживания учащихся. Задачи проекта предполагают изучение истории вопроса в регионе, ознакомление с литературой по проблемам развития туристической индустрии, проведение социологического опроса для выявления наиболее популярных маршрутов среди молодежи, причин выбора маршрутов, впечатлений от поездок и др.

(см. Starlight 11. Student's book. Module 5.11. P. P. 152–153)

Пример аннотации школьного исследования

In my research I am making an attempt to study the motivation of my classmates to learn English. To achieve this goal, a questionnaire was designed and distributed among 29 participants. Administering the questionnaire was preceded by the study of literature relevant to my subject. In my article I am making an attempt to discuss the data that I have been able to generate and to come to my own conclusions. Despite a popular opinion that school students learn English with the purpose of better life prospects in mind I am trying to prove that foreign language studies are not career motivated at least in my class. For most of my class mates language studies are exam driven. This finding needs further confurmation and I am going to continue my research on a broader scale. (135 words)

Примеры исследовательских работ учащихся

Примеры работ можно найти по данной ссылке:
http://project.1september.ru/subject.php?sb=all&fav=1#subject26

Словарь терминов исследователя

Glossary of Research Terms

abstract – major ideas represented in a short version of the full text
argument – a public event with reasons advanced for and against an idea
analysis – a thorough and detailed study of an object, phenomenon or process
annotation – a brief representation of the major information found in the source
appraisal – the procedure of measuring the worth of something or somebody
arrangement – organization of objects or procedures in an orderly way
article – a piece for publication
assessment – a procedure of measuring the results or products of an activity
assumption – an idea or attitude held in one's mind
blueprint – a design serving as a guide for further construction or management
blurb – a short promotional statement on the back cover of the book
brief – a condensed piece of writing usually for stating one's angle of view
circulation – dissemination of copies
communication – transmitting and receiving information
composition – a piece of creative writing in the general sense
conclusion – the final idea that is based on the previous train of thoughts
conversation – speech interaction of two or more participants
criticism – a feedback provided with the purpose of finding drawbacks
data – facts and figures collected during a research
debate – a public event of two or more sides involved in defending their views on the matter
deduction – reasoning from the general to the particular (from propositions to examples)
demonstration – public presentation of skills or results
design – a pattern suggested as a model to be realized in an object or process
details – small components of the whole
dialogue – exchange of information leading towards narrowing the differenes
digest – processed, compressed and organized information from a bigger source/sources
discovery – finding a new phenomenon
discussion – exchange of ideas on a theme
dispute – a public event involving confrontation of any number of opinions
dissemination – the spread of an idea or product
dissertation – a research paper presented for the purpose of getting an academic degree
draft – a rough copy of writing
editing – putting a text into an acceptable form for publication
essay – a small scale writing, in which an initial thesis/proposition is developed
estimation – an approximate calculation of quantity, degree or worth of something
evaluation – finding out the value of something
evidence – information that can be presented as a proof for or against an assumption
examination – an act of a close study of something (usually from all sides)
exchange – an act of giving ideas, opinions or objects one for the other
exhibition – a collection of objects for public display
experiment – a method of research with a purpose to test an idea objectively
exploration – a systematic search for discovery
fact – an objectively observable event that can be repeatedly proved if necessary
file – a set of data saved and kept together
finding – information found or discovered accidentally or as a result of efforts
framework – a set of concepts serving as an underlying structure for understanding things
goal – an idea of the intended result
ground plan – the first and usually basic plan to be elaborated later
groupthink – making decisions together without individual responsibility or creativity involved
guess – an opinion based on little or no reliable knowledge
hypothesis – a proposal expected to explain the puzzle as a result of research
idea – the content of thought

implementation – making the plan real by putting a proposal to practice
inference – drawing ideas from information sources through reasoning or guess
information – a message that removes ignorance
initiative – a proposal moved by somebody without being pushed to it
inquiry – a systemic investigation in public interests and, possibly, for legal purposes
insight – a sudden clear and deep perception of a situation and solution to a puzple
intention – desire to act with a certain goal in mind
interpretation – an explanation of a phenomenon based on one's individual understanding
intuition – a decision prompted by subconscious "gut feeling"
investigation – an all-round study with gathering evidence
judgement/judgment – an opinion formed by observing products, processes and behaviours
know-how – technical knowledge of successful perfornce not for being made public
knowledge – information as a result of experience, learning and reasoning
layout – orderly arrangement of things, ideas or actions
learning – purposeful acquisition of knowledge
manuscript – written or printed text submitted for publication
master plan – long-term guidelines for an activity
materials (for research) – any collection of papers, documents or files
means – tools and techniques
measuring – obtaining numerical characteristics
method – a way to achieve a goal
mission – a major role put upon a person to bring about changes in life
mode – the way something exists or is done
monograph – a longer piece written on a particular subject
notes – brief ideas jotted down for memory or information
nuts and bolts – practical details about how something is done
objective – a goal intended for achievement and though to be achievable
observation – visual perception of objects or processes for the purpose of cognition
offer – coming out with a thing or initiative
outline – preliminary sketch of the main points
pamphlet – a brief exploration of a subject in a booklet expressing the author's point of view
performance – activity or achievement on show
plan – successive stages of achieving the goal
polemics – an exchange of opposing views
poll (opinion poll) – a broad study of individual views and attitudes in a social group
portfolio – a collection of documents
practice – a way of doing things
précis – a concise summary
presentation – a public address
printing – reproduction of the text on paper using a technical device or hand-written block letter
probing – going deep into the matter by using a "probe" for the purpose of knowledge
procedure – a set of steps
program – a series of points to schedule an activity or procedure
project – a design of an activity or product aimed at resolving the problem or creating an object
promise – a declaration to behave in a certain way or to produce the needed result
promotion – advancing a person a product to a higher stage of recognition
proofreading – looking for inaccuracies in the text
proofs – evidence for or against
proposal – an initiative to start a project or to introduce changes
publication – making information available to many
publicity – openness to public view and opinion
qualitative research – non-numerical exploration through observations
quantitative research – numerical exploration through statistical analysis
query – a question caused by lack of knowledge
rating – ordering of items in terms of priority

rationale – reasons and/or logic behind the decisions made
recipe – directions for making something or doing things towards a goal
records – entries as in a diary
report – an all-round description of the situation studied or the job done
research – an organized quest for knowledge
result – the state of things achieved by way of completing a series of steps
resume – a brief summary of one's personal details relevant for the job vacancy
revelations – sincere sharing of one's most sacred ideas
review – a bief overview of broad scope of information
road map – a plan for actions
routine – regular daily procedures
scrutiny – a detailed study
sketch – preliminary drawing or schematic representation of information
statistics – numerical data for or results of mathematical processing
strategy – a long-term set of actions
suggestion – an initiative of an idea
summary – a brief representation of the key ideas
supposition – an opinion based on incomplete evidence
survey – a broad study of individual cases
research proposal – the main points of an author's theory
tactics – a short-term set of actions
technique – a practical method to be applied for a particular task
thesis – a text of research advancing a new theory and serving as a basis for an academic degree
timeline – a sequence of related events arraned in a chronological order with dates and a deadline
tractate – a long philosophical writing
treatise – a formal study of a thesis/proposition longer and more detailed than an essay
ventilation – free and open discussion of one's ideas in public to see the response
way – most general method of doing things
weighing up – looking at all the pros and cons

Полезные выражения

Useful phrases

This research has been done in the area of ...
My research addresses the issue...
My presentation is about ...
My article deals with the problem of ...
The theme of my research is ...
Despite some opinions, in my publication I will insist that ...
In my research I hope to prove that ...
This presentation will refute the popular assumption that ...
In my article I will attempt to show that ...
The purpose of this publication is to demonstrate ...
In this presentation I hope to convince the audience that ...
In this research project I am making an attempt to criticize a view point that ...
In my report I will argue that ...
In this paper I am going to describe...
With the help of this research my audience will get to know about ...
As the author of this research I am going to claim that ...
In this research I have made an attempt to make clear ...
My research attempts to explain ...
In this publication I openly disagree with some authors who ...
The goal of my research project was to compare ...
The purpose of my research was to add clarity to the problem of ...
In this presentation I am going to suggest a different understanding of ...
This article challenges the traditional opinion that ...
In this research paper I will try to lead my readers to the conclusion that ...
In the first paragraph of my paper I will give an exposition ...
In the second paragraph of my article I am going to confront the idea that ...
In the third paragraph I will share with my readers ...
In the fourth paragraph I will demonstrate ...
In the fifth paragraph I will analyze ...
The conclusion of my article is based on ...
To sum up/conclude ...
My conclusion is drawn on experimental data/observations ...

Ключи

Keys

Book 1

Lesson 1.1.

2. 1. F; 2. D; 3.T; 4. D; 5. T.

5. 1. much; 2. what research is; 3. has been; 4. the; 5. focuses/foci; 6. into; 7. prove; 8. disagree; 9. says; 10. Is; 11. work; 12. Is; 13. is done; 14. hypotheses.

7. "Historical monuments of Great Britain" is too general and ambitious for a research topic meant to be carried out by a secondary school students.

Lesson 1.2.

2. 1.T; 2. F; 3. T; 4. F; 5. T; 6. F; 7. T; 8. T; 9. T; 10. T.

4. 1. one; 2. a; 3. –; 4. –; 5. the; 6. the; 7. the; 8. a; 9. the; 10. –; 11. the; 12. the.

Lesson 1.3.

2. 1. D 2. T 3. T 4. T 5. F.

4. 1. Jones's; 2. the Koreans'; 3. five-year; 4. five-hours'; 5. flu; 6. iPad's; 7. goat; 8. Turing; 9. Reagan/Reagan's; 10. Marie and Pierre's; 11. Fourier; 12. reviewer's/reviewers'.

Lesson 1.4.

2. 1. D; 2. F; 3. D; 4. F; 5. T.

4. 1. diagnoses; 2. crises; 3. hypothesis; 4. stimuli; 5. phenomenon; 6. criteria; 7. bacterium; 8. are; 9. women; 10. deer; 11. a; 12. matrixes/matrices; 13. means.

Lesson 1.5.

2. 1. F; 2. F; 3. T; 4. F; 5. D.

4. 1. –; 2. a; 3. –; 4. –; 5. stadia (the stadiums in this sentence is incorrect); 6. the; 7. –; 8. –; 9. a; 10. one; 11. one; 12. –; 13. –; 14. one.

Lesson 1.6.

2. 1. F; 2. T; 3. D; 4. T; 5. D.

4. 1. any; 2. some; 3. any; 4. any; 5. any; 6. some; 7. some; 8. any; 9. any; 10. any; 11. any; 12. some; 13. any; 14. any.

Book 2

Lesson 2.1.

2. 1. F; 2. F; 3. F; 4. D; 5. T; 6. D; 7. D; 8. T; 9. T; 10. T; 11. F; 12. D.

4. 1. which; 2. that; 3. who; 4. which; 5. that; 6. that; 7. that/which; 8. that; 9. which; 10. which; 11. which; 12. which (after a comma "which" is used and the information can be left out because the clause is non-restrictive); 13. that; 14. which/that.

Lesson 2.2

2. 1. D; 2. T; 3. F; 4. F; 5. F.

4. 1. look; 2. see; 3. promise; 4. seeing; 5. realize; 6. am beginning; 7. am writing; 8. looking; 9. Am I making; 10. am sending; 11. have said; 12. am expecting; 13. expects; 14. am saying; 15. am I speaking.

Lesson 2.3.

2. 1. D; 2. F; 3. T; 4. T; 5. F.

4. 1. have been; 2. are; 3. have been developing; 4. have been; 5. was; 6. are investigating; 7. receives; 8. has lead; 9. proves/has proved; 10. has; 11. need; 12. open.

Lesson 2.4.

2. 1. D; 2. T; 3. F; 4. F; 5. T.

4. 1. before; 2. for the last decade; 3. came; 4. was; 5. has received; 6. have published; 7. carried out; 8. caused; 9. made; 10. requested; 11. Does; 12. decided.

Lesson 2.5.

2. 1. D; 2. D; 3. F; 4. D; 5. T.

4. 1. will be; 2. make; 3. arrive; 4. will involve; 5. analyze/will analyze; 6. are/will be; 7. will; 8. is about to be; 9. shall; 10. will; 11. will; 12. will have completed.

Lesson 2.6.

2. 1. T; 2. D; 3. T; 4. F; 5. T.

4. 1. are; 2. does not; 3. are; 4. were/would; 5. had applied/get; 6. would have been/had chosen; 7. would/could; 8. wouldn't; 9. Would; 10. would/would; 11. do; 12. were/could; 13. can't/couldn't; 14. should.

Book 3

Lesson 3.1.

2. 1. F; 2. D; 3. T; 4. F; 5. T; 6. D; 7. D.

4. 1. reported; 2. was defined; 3. discuss; 4. be argued; 5. are taken; 6. were; 7. was taken; 8. took; 9. took; 10. is classified; 11. been kept; 12. is being; 13. easily dissolves; 14. been done.

Lesson 3.2.

2. 1. F; 2. T; 3. T; 4. T; 5. T; 6. D; 7. F.

4. 1. To write; 2. Seeing ... believing; 3. Reading; 4. to study; 5. speaking; 6. seeing; 7. analyzing; 8. understanding; 9. to prove; 10. to provide; 11. to exploit; 12. to join; 13. Proving; 14. assisting; 15. meeting.

Lesson 3.3

2. 1. T; 2. T; 3. F; 4. T; 5. T; 6. T; 7. D; 8. F; 9. T.

4. 1. must; 2. may; 3. should; 4. can; 5. should; 6. ought to; 7. had; 8. high/completed; 9. wish/had; 10. had better/scrap; 11. had to; 12. did.

Lesson 3.4.

2. 1. T; 2. F; 3. D; 4. T; 5. D; 6. T;.7. D; 8. D; 9. T; 10. T; 11. D; 12. T; 13. T; 14. T.

4. 1. up; 2. after; 3. ahead; 4. out; 5. out; 6. off; 7. up; 8. up; 9. up; 10. out; 11. up; 12. on; 13. in; 14. out; 15. down.

Lesson 3.5.

2. 1. T; 2. F; 3. T; 4. T; 5. T; 6. T; 7. D; 8. D; 9. F.

4. 1. Never in my life have I come across such a strange case.
2. The test does not need to be repeated.
3. My experiment was based on this established fact.
4. I am wondering how you came to this hypothesis.
5. Hardly had I turned the power on when the system short-circuited.
6. No sooner had we met than I understood that we would fail.
7. Don't you dare (to) plagiarize again!
8. I dare say I hold a different view.
9. You needn't go deep into the problem.
10. Off we go.
11. Here comes the effect
12. [I love statistics] and so do my colleagues.
13. [Your opponent does not agree with you and] neither do I.
14. Not only is the result convincing but it is also sensational.

Lesson 3.6.

2. 1. T; 2. D; 3. F; 4. D; 5. T; 6. T; 7. F; 8. F; 9. D; 10. T.

4. 1. predicts; 2. will never bring/never brings; 3. acquiring; 4. sounds; 5. however; 6. nearer; 7. prove; 8. have collected/collected; 9. administered; 10. processed; 11. were collected; 12. had been tested; 13. describes; 14. are used; 15. to prove.

Учебное издание
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Элективный курс и программа

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Для заметок

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