***На правах рукописи***

Минобрнауки России

Федеральное государственное бюджетное образовательное учреждение

высшего образования

**«Оренбургский государственный университет»**

Кафедра английской филологии и методики преподавания английского языка

**Методические рекомендации по освоению**

ДИСЦИПЛИНЫ

*«Английский язык для академических целей»*

Уровень высшего образования

БАКАЛАВРИАТ

Направление подготовки

*45.03.02 Лингвистика*

(код и наименование направления подготовки)

*Теория и методика преподавания иностранных языков и культур (английский язык, второй иностранный язык)*

(наименование направленности (профиля) образовательной программы)

Квалификация

*Бакалавр*

Форма обучения

*Очная*

Год набора 2025

**Unit 1 How to write an essay**

Objectives of the unit:

• to understand the essentials of science;

• to develop language skills: reading, speaking(describing objects, explanations, giving definitions, reporting) and writing (a summary, an essay, making notes);

• to develop crucial study skills (critical reading, talking about the research);

• to learn the vocabulary related to science

*1. Use the on-line dictionary to define the following words. Which ones contain dental sounds? Diphthones?*

|  |  |  |
| --- | --- | --- |
| **Word** | **Definition + Example** | **Collocation(s)** |
| evidence | Something that makes you believe that something is  true or exists:  *There is no scientific evidence that the drug is addictive.* | give evidence / be  in evidence |
| experiments |  |  |
| fact |  |  |
| hypothesis |  |  |
| method |  |  |

*2. Read the statements about science and decide whether you agree or disagree and why.*

* *Scientific ideas are absolute and unchanging.*
* *Science can only disprove ideas.*
* *The job of a scientist is to find support for his/her hypotheses.*

*3. Do you know any types of essay’s organization? There are three types of essay: Describe, Discuss and Defend. Read about the structure of these types.*

**

*4. In which section(introduction, body or conclusion) would you be most likely to find:*

1) a statement of the writer’s position on the topic? *Introduction*

2) a summary of the main arguments in support of the writers position? \_\_\_\_\_\_\_\_\_\_

3) a series of generalizations relevant to the topic? \_\_\_\_\_\_\_\_\_\_

4) an outline of how the essay is organized? \_\_\_\_\_\_\_\_\_\_

5) definitions of key terms used in the essay? \_\_\_\_\_\_\_\_\_\_\_

6) evidence to support each generalization? \_\_\_\_\_\_\_\_\_

7) a restatement of the write’s position on the topic? \_\_\_\_\_\_\_\_\_\_

8) background information on the topic? \_\_\_\_\_\_\_\_\_\_

***I. Introduction.***

*The introduction is important both to grab the reader’s interest and to inform them of what will be covered in the essay. The introduction generally comprises 10–20% of the text.*

**1. Hook your reader by piquing interest and curiosity**

The first sentence of the introduction should pique the interest of your reader.

It might be a question, a quote, a surprising statistic, or a bold statement emphasizing the relevance of the topic.

**3. Define the objective and formulate the thesis statement**

Next, you should define your central argument or thesis statement. The [thesis statement](https://www.scribbr.com/academic-essay/thesis-statement/) provides focus and signals your position on the topic. It is usually one or two sentences long.

**2. Provide background and context on your topic**

This might involve providing background information, giving an overview of important academic work or debates on the topic, and explaining difficult terms.

**4. Provide a map of the content**

Finish the introduction with an overview of your essay’s structure. The overview should provide the reader with a general idea of what each section of your essay explores.

**For example:**

The invention of Braille marked a major turning point in the history of disability(1). The writing system of raised dots, widely used by blind and visually impaired people, was developed by Louis Braille in nineteenth-century France. Although it initially met with resistance from sighted people, Braille eventually became central to blind people’s education and autonomy, giving them unprecedented access to cultural activities and social participation(2). The idea of tactile reading was not entirely new; Braille adapted and simplified existing methods to create the first writing system specifically for blind people. But its success depended on acceptance among sighted people before the social status of blindness could truly be transformed, and this process was shaped by broader debates about disabled people’s place in society.

**The main phrases for your introduction:**

We live in a world in which …

Some people are convinced that…and others believe that…

It is generally agreed today that …

Nowadays people are getting more and more concerned about…

One issue that has caused lots of controversy over the years is…

Many people think … but others do not agree.

One very complex problem in modern world is…

For the great majority of people …

Nowadays many people face difficult decision when they…..

But all the same, there are clear benefits and drawbacks to both opinions….

A common opinion is that…

Let us consider what the advantages and disadvantages of … are.

I would like to express my opinion on this problem…

*5. Which statement is correct?*

1. *The first sentence isn’t engaging and relevant.*
2. *The topic has been introduced with necessary background information.*
3. *Any important terms haven’t been defined.*
4. *The thesis statement clearly shows the essay’s focus.*
5. *Everything in the introduction isn’t relevant to the main body of the essay.*

***II.Body of an essay***

*The body of your essay is where you make arguments supporting your*[*thesis statement*](https://www.scribbr.com/academic-essay/thesis-statement/)*, provide evidence, and develop your ideas. Its central purpose is to present, interpret and analyze the information and sources you have gathered to support your argument(60–80% of your essay).*

**Paragraph structure:**

**1. Topic sentence** introduces the idea to be explored in the paragraph.

**2. Relevance.** This sentence expands on the topic and shows how it fits into the broader argument about the social acceptance of Braille.

**3. Evidence.** Introduce or link evidence for the idea outlined in the topic sentence.

**4. Explain.** These sentences adds detail and interpretation to the evidence.

**5. Closing.** This sentence summarizes the main point that has been made so far.

**For example:**

Although the Braille system gained immediate popularity with the blind students at the Institute in Paris, it had to gain acceptance among the sighted before its adoption throughout France(1). This support was necessary because sighted teachers and leaders had ultimate control over the propagation of Braille resources(2). Many of the teachers at the Royal Institute for Blind Youth resisted learning Braille’s system because they found the tactile method of reading difficult to learn (Bullock & Galst, 2009)(3). This resistance was symptomatic of the prevalent attitude that the blind population had to adapt to the sighted world rather than develop their own tools and methods. Over time, however, with the increasing impetus to make social contribution possible for all, teachers began to appreciate the usefulness of Braille’s system (Bullock & Galst, 2009), realizing that access to reading could help improve the productivity and integration of people with vision loss(4). It took approximately 30 years, but the French government eventually approved the Braille system, and it was established throughout the country (Bullock & Galst, 2009)(5).

**The main phrases for your body of an essay:**

Firstly, … / To start with, … / To begin with, … / First of all, …

Secondly, … / In the second instance… / At the second, …

An additional point is that …

In my opinion, …

From my point of view, …

To my thinking, …

It needs no saying that …

I would say,…

A popular thought is that …

One cannot deny that …

Others say that …

Some people argue that …

Meanwhile, some people are sure that …

On the other hand, we can see that …

The other side of the coin is, however, that …

One should, meanwhile, consider the issue from another angle.

*6. You have been asked to write an essay with title “Academic English for students is important or not?” Read some information about it and make a plan of the essay.*

***III.Conclusion of an essay***

*The conclusion is the final paragraph of an essay. It should generally take up no more than 10–15% of the text.*

*A strong*[*essay conclusion*](https://www.scribbr.com/academic-essay/conclusion/)*:*

* *Draws connections between the arguments made in the essay’s body*
* *States the outcome of your arguments*
* *Emphasizes the relevance and significance of the thesis statement for policy, academia or the wider world*
* *Explores the broader implications and importance of the topic*

*A great conclusion should finish with a memorable or impactful sentence that emphasizes the importance of your work and leaves the reader with a strong final impression.*

**For example:**

Braille radically enhanced blind people’s autonomy and changed cultural understandings of blindness. The Braille system was both a consequence and a cause of changing attitudes to disability, and its development shows that accessibility and acceptance are always intertwined.

**The main phrases for your body of an essay:**

In conclusion, ...To sum up, ... To conclude, ..

What Should I Include in the Conclusion Part?

As any part of an essay, conclusion has some components that actually make it a conclusion. It should include:

1. At least 3-4 sentences to summarize main points, restate thesis, and express final thoughts
2. Summary of the main points of the paper. Do not just retell or copy-paste them; analyze and summarize
3. Restated thesis statement
4. Bring together all your arguments and ideas to show the importnance of the topic
5. Answer to the So what? question
6. Express your final summarizing thoughts
7. Give a reader food for thought.

What to Avoid in Conclusion

1. Make a 1-sentence conclusion
2. Repeat ideas or copy-paste sentences from the paper
3. Just retell the whole paper insted of summarizing it
4. Start a paragraph with phrases *to sum up, to conclude, in conclusion, in summary, to summarize*
5. Introduces new ideas, statistics, or in-text citations (it all should be presented in the main body)
6. Facts or comments that undermine the ideas or arguments you have provided in the intoruction or main body.

**Test yourself**

*1. Which statements are correct?*

1. The [introduction](https://www.scribbr.com/academic-essay/introduction/) doesn’t spark the reader’s interest and provide any necessary background information on the topic.
2. The introduction doesn’t contain a [thesis statement](https://www.scribbr.com/academic-essay/thesis-statement/) that states the focus and position of the essay.
3. You should use [paragraphs](https://www.scribbr.com/research-paper/paragraph-structure/) to structure the essay.
4. You should use [topic sentences](https://www.scribbr.com/research-paper/topic-sentences/) to introduce each paragraph.
5. Each paragraph has a single focus and a clear connection to the thesis statement.
6. You shouldn’t make clear [transitions](https://www.scribbr.com/academic-essay/transition-sentences/) between paragraphs and ideas.
7. The [conclusion](https://www.scribbr.com/academic-essay/conclusion/) doesn’t just repeat points, but draws connections between arguments.
8. You shouldn’t introduce new arguments or evidence in the conclusion.
9. The essay has an interesting and informative title.
10. The essay has followed all formatting guidelines (e.g. font, page numbers, line spacing).
11. You should carefully[proofread](https://www.scribbr.com/language-rules/what-is-proofreading/) the essay and fixed unclear sentences, grammatical errors and typos.

*2. Make an essay using the information from the Unit 1. As for topic of your essay, it is your scientific research.*

**Unit 2. Ancient language mystery deepens**

Objectives of the unit:

• to develop language skills: reading, speaking(describing objects, explanations, giving definitions, reporting) and writing (a summary, making notes);

• to develop crucial study skills (talking about the article);

• to learn the vocabulary related to science

*Have you ever heard of the ancient languages? Do you know some of them? Do we have such languages in Russia?*

*1. Read these definitions and make some examples of these words. Which ones contain [eɪ], [ŋ], [θ] sounds?*

*inscribed(adj) -* marked with characters.

*carved(adj) -* cut or engraved to produce an object, design, or inscription.

*to thrive(v) - to* grow or develop well or vigorously.

*repository (n) -* a place where something, especially a natural resource, is found in significant quantities.

*biased(adj) -* unfairly prejudiced for or against someone or something*.*

*two-dimensional (adj)-* having or appearing to have length and breadth but no depth.

*glyphs(n)-* a hieroglyphic character or symbol.

*one-dimensional (adj) -* having or relating to a single dimension.

*string (n) -*a set of [objects](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/object) [joined](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/join) together in a [row](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/row) on a [single](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/single) [rope](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/rope) or [thread](https://dictionary.cambridge.org/ru/%D1%81%D0%BB%D0%BE%D0%B2%D0%B0%D1%80%D1%8C/%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9/thread):

*pending(adj)-* awaiting decision or settlement.

*to reinforce (v)-* support (an object or substance)

*constrained (adj) -* *appearing forced or overly controlled.*

*2. Read the statements about science and decide whether you agree or disagree and why.*

* *Science is a wonderful thing if one does not have to earn one’s living at it.*

Albert Einstein

* *Science is the great antidote to the poison of enthusiasm and superstition.*

Adam Smith, *the Wealth of Nations*

* *Science is a cemetery of dead ideas.*

Miguel de Unamuno, *the Tragic Sense of Life*

*3. Read information about Pictish language and answer the comprehension questions.*

**Ancient language mystery deepens**

By Victoria GillScience reporter, BBC News 11 August 2020

**A linguistic mystery has arisen surrounding symbol-inscribed stones in Scotland that predate the formation of the country itself.**

The stones are believed to have been carved by members of an ancient people known as the Picts, who thrived in what is now Scotland from the 4th to the 9th Centuries.

These symbols, researchers say, are probably "words" rather than images.But their conclusions have raised criticism from some linguists.

The research team, led by Professor Rob Lee from Exeter University in the UK, examined symbols on more than 200 carved stones.

They used a mathematical method to quantify patterns contained within the symbols, in an effort to find out if they conveyed meaning. Professor Lee described the basis of this method.

"If I told you the first letter of a word in English was 'Q' and asked you to predict the next letter, you would probably say 'U' and you would probably be right," he explained.

"But if I told you the first letter was 'T' you would probably take many more guesses to get it right - that's a measure of uncertainty."

Using the symbols, or characters, from the stones, Prof Lee and his colleagues measured this feature of so-called "character to character uncertainty".

They concluded that the Pictish carvings were "symbolic markings that communicated information" - that these were words rather than pictures.

**The Kingdom of the Picts**

Prof Lee first published these conclusions in April of this year. But a recent article by French linguist Arnaud Fournet opened up the mystery once again.

Mr Fournet said that, by examining Pictish carvings as if they were "linear symbols", and by applying the rules of written language to them, the scientists could have produced biased results.

He told BBC News: "It looks like their method is transforming two-dimensional glyphs into a one-dimensional string of symbols.

"The carvings must have some kind of purpose - some kind of meanings, but... it's very difficult to determine if their conclusion is contained in the raw data or if it's an artefact of their method."

Mr Fournet also suggested that the researchers' methods should be tested and verified for other ancient symbols.

"The line between writing and drawing is not as clear cut as categorised in the paper," Mr Fournet wrote in his article. "On the whole the conclusion remains pending."

But Prof Lee says that his most recent analysis of the symbols, which has yet to be published, has reinforced his original conclusions.

He also stressed he did not claim that the carvings were a full and detailed record of the Pictish language.

"The symbols themselves are a very constrained vocabulary," he said. "But that doesn't mean that Pictish had such a constrained vocabulary."

He said the carvings might convey the same sort of meaning as a list, perhaps of significant names, which would explain the limited number of words used.

"It's like finding a menu for a restaurant [written in English], and that being your sole repository of the English language." Professor Rob Lee, Exeter University.

**COMPREHENSION QUESTIONS**

1. Where were thesymbol-inscribed stones found?

2. Who are the Picts? When and where did they live?

3. How many stones have scientists studied?

4. What research method did they use and what conclusion did they come to?

5. What did the Professor Lee say about the Pictish language?

6. Could symbol-inscribed stones to convey the significant names?

7. Why did Mr Fournet say about whole the conclusion remains pending?

*4. Find the definitions of the words below. Build up more associations / collocations of each word.*

To predate, conclusion, to quantify, to predict, uncertainty, to apply, artifact, method, significant.

*5. Make questions using the words you found. Ask your partner / group your questions.*

*6. Give your own opinion about the article. Write 10-12 sentences using the words from the article.*

*7. Write a summary of this article using Guidelines of summary. Renderer this article.*

**How to Write a Summary: Some Guidelines**

1) **Shorten the text** in such a way that all facts are in the summary. Leave out examples, evaluations and interpretations.

2) **Skim** the text. You should know what the **main content** of it is. Read the headline carefully. It is important.

3) Read the text again to understand more **details**. You must understand the whole text.

4) Make **notes** (use keywords). Underline important words in the text.

5) **Form** sentences with the help of your **keywords**. These sentences should reflect the main content of the text.

6) **Connect the sentences** using suitable conjunctions. The first sentence

should describe the main content of the text.

7) Use **Simple Present** or **Simple Past**. Write sentences in Reported speech.

8) Sometimes you have to **change the persons**.

9) **Check** your summary. Watch out for spelling mistakes.