II. *Vocabulary*

II.2.1. *basic vocabulary*

Task 1
Choose the best word from the list below.

a) This booklet has been designed to help you make .... of your trip.
1) the least   2) the more   3) the most   4) the less

b) We know that face-to-face is always valued, so you will find a welcoming face, inspiring ideas, and .... to many attractions at Tourist Information Centres.
1) tickets   2) sales   3) money   4) checks

c) To ensure you pay the correct .... on buses you need to validate at the start of your journey.
1) fire   2) friend   3) field   4) fare

d) There are 13 National Rail .... in London for connections to all parts of UK.
1) endings   2) terminals   3) finishes   4) limits

e) The menu has grown, the food is .... and the service is friendly and efficient, but unobtrusive.
1) remining   2) delicious   3) underwriting   4) impertinent

Task 2
Fill in the gaps with words that begin with the suggested letters.

a) It´s the world´s l.......... specialist insurance market, conducting business in over 200 c.......... worldwide – and is often the first to insure new unusual or complex risks.
b) They are two women who couldn´t be more d.......... – one lives in a cosy English cottage, the other in a swanky Hollywood estate – but they are alike in their mutual bad l.......... with men.
c) Olympic c.......... Martina Sablikova set a track record and w.......... a 3,000-metre speedskating World Cup race in Moscow.
d) Bake in preheated o.......... for 40 to 45 minutes, or until a toothpick inserted into the center of cake c.......... out clean.
e) If you have finished with this booklet, please help us to save trees by placing it in the special boxes near the e.......... We can then reissue it to other visitors or r.......... the paper.

Task 3
Suggest at least five English words of your own by adding different prefixes and suffixes to the following roots.

a) use   ....
b) modern   ....
c) system   ....

Task 4
Create a word which describes a person by combining a given suffix to the words below.

-ant   -eer   -ist   -an   -ent   -man   -ee   -er   -or

apply   ....
botany   ....
camera   ....
correspond   ....
drama   ....
employ   ....
politics   ....
physics   ....
present   ....
translation   ....

Task 5
Read the text and count how many different prepositions of place there are.

Bus no. 61 goes from the main bus station to the campus. It stops at a bus stop alongside the train station. It goes through a tunnel (first into, then out of the tunnel), towards Bohunice, away from the city centre. The road is busy; there are many cars ahead and behind the bus. You can watch people walking along the pavements, past the shops and banks. Some people wait at the zebra crossing to get to buildings across the road. During the peak hours, you can see policemen among the people, attending to traffic. There are also parks on the way where people jog around the ponds, sit next to each other on benches close to the ponds, feed the fish that swim beneath the surface or just lean against the tree, reading a book. The bus takes you beyond the hills and stops in front of the main building. There is a study room in the building. There are always some students inside the self study room and there are always some students waiting outside. You only need to go up the stairs. You will be meeting people coming down the stairs. You can sit at a desk and work. There is a computer screen on the desk and the computer is underneath the desk. There is a graduation photograph above the desk. You can stay within the self study room as long as you like. Once you have finished, please, take the books you used off the desk and replace them onto the shelves.

II.2.2. *General academic vocabulary*

Task 6
Match the informal expressions 1-10 with their academic a-j synonyms.

1. do   a. frequently
2. so   b. considerably
3. often   c. eliminate
4. find   d. conduct
5. very   e. discover
6. get rid of   f. consequently
7. but   g. significant
8. important   h. sound
9. good   i. illustrate
10. show   j. however

Task 7

Identify the informal expressions in the following sentences and replace them with a more formal (academic) equivalent.

a) There are various reasons why she is considered a bit conservative.
b) Theorists have paid little attention to that stuff.
c) The family has run away from their country because of war.
d) The comments she received after her presentation were pretty good.
e) The law against cell phone use in cars is terribly difficult to enforce.
f) After the accident her health began to get worse.
g) Speaking freely is recommended, ´cause unscripted presentations are easier to follow.
h) The winner of the young researcher contest will get a special award.
i) Summer temperatures in the valley are between 15 and 25 degrees.
j) The keynote speech was kind of interesting.

Task 8
Read all the sentences in each table and chose a word from the a-e which best collocates to every sentence in the group from 1-12.

a) researcher(s)   b) factor(s)   c) category(ies)   d) area(s)   e) concept(s)

I.

1.	Huge		of Texas have been destroyed by tornados.
2.	One of the most interesting		of research are original technologies.
3.	We will be engaged in research or other		of professional activity.
4.	They are also venturing into new		of study.
5.	Discuss it with other supporters in your		and plan work together.
6.	I continued to read and explore the	**?**	of new knowledge that my profession offers.
7.	What is going on in such a vital		of our national life?
8.	Aid agencies who work in these		are increasingly recognising the problems.
9.	It is difficult to watch every		of the port.
10.	Education as a highly important		of social behaviour was studied.
11.	Space surveys show that the		of deforestation has doubled approximately.
12.	Addictions affect many different		of a person's life.

II

1.	A more recent		on the effects of smoking is more precise.
2.	The newest Greenpeace		base is in Antarctica.
3.	Cross-sectional and longitudinal		shows where the stages occur.
4.			findings have consistently shown the same.
5.	The most recent		has focused on areas of biomechanics.
6.	Our	**?**	shows that one third of claims are biased.
7.	Will they publish results of their		?
8.	This aspect of the school's		programme is often questioned.
9.	The		has also shown that this is not the right way.
10.	How exactly do you carry out		?
11.	He believes the new		should be conducted by a private company.
12.	She looks at the latest scientific		on male sexuality.

III

1.	They have been graded into		of low, medium and high.
2.	It apparently falls into the same		as another related phenomenon.
3.	Tropical plants have been divided into		.

4.	New items have been placed in the		of over-the-counter drug.
5.	The statistics divide traffickers into two		.
6.	It was necessary to group the objects into	**?**	or classes.
7.	His paintings fall into three		.
8.	If you fall into either		you almost certainly should not be paying tax.
9.	If you fall into either of the other two		you will qualify for the job.
10.	Computer viruses fall into three broad		.
11.	There was a proposal to ban some		of weapons.
12.	Gestures fall into six main		.

IV

1.	The		of historical stages originated in Germany.
2.	Experts are needed to develop new		.
3.	The procedure is based on the		that is widely recognised.
4.	Monetarism is an extremely simple		in principle.
5.	This replaced the old		of class system with new social structure.
6.	What are the key	**?**	in a democracy?
7.	I'll have to adjust to a brand new		.
8.	Which		are important in your academic field?
9.	This was a previously unheard-of		in Britain.
10.	What is your		of university life based on?
11.	But then, there is no reality to the		.
12.	Services to members are based on the		of personal assistance.

V

1.	In today´s world, social and economic		are inextricably linked.
2.	Appearance is only one of many		that influence body image.
3.	Many external		can influence suicidal people.
4.	Wind is always an important		in soil erosion.
5.	I think this is a		we should consider.
6.	Your reputation is the biggest	**?**	in business.
7.	Television viewing is an important		in childhood obesity.
8.	What was the most important		for you in deciding to go on in your studies?
9.	What are the key		that influence a country's development?
10.	What are the important		in maintaining good health?
11.	What is the major		in the development of anti-American feeling in some countries?
12.	What is the prime		in being a successful student?

Task 9
There are twenty words related to classification in this table. Can you find them all?

S	D	M	P	U	U	X	P	A	F	U	K	T	I	S
Q	U	E	I	R	J	R	P	D	E	J	O	S	C	V
K	O	M	D	E	S	O	R	T	D	B	P	I	L	N
I	R	B	U	P	X	T	S	J	I	A	T	S	A	O
N	D	E	W	Y	I	R	Z	Y	V	S	F	N	S	I
D	E	R	U	T	A	E	F	J	I	I	O	O	S	S
S	R	F	D	T	C	I	P	R	D	S	R	C	E	I
Y	J	G	S	M	S	U	E	U	H	W	M	V	S	V

R	O	H	A	S	P	T	K	V	O	D	Y	F	M	I
O	I	J	A	O	C	R	I	T	E	R	I	A	Y	D
G	H	L	Q	A	W	O	J	I	F	L	G	M	E	D
E	C	A	R	R	A	N	G	E	O	K	Y	I	P	E
T	Y	A	T	Z	S	P	E	C	I	E	S	L	S	E
A	H	L	Y	N	H	A	N	L	V	V	D	Y	F	R
C	O	M	P	R	I	S	E	M	K	X	R	J	Y	B

ccccc

II.2.3. *semi-technical vocabulary*

Task 10
Read the different definitions a-g in italics and match them with expressions they explain.

cleavage   hedge   meter   plasma   solution   string   tone

a) *sound with a particular quality* **and also** *partial contraction in resting muscles*
b) *TV* **and also** *the yellow, protein-containing fluid portion of blood in which blood cells and platelets are normally suspended*
c) *a row of bushes that form a boundary to gardens or roads* **and also** *a mitigating device used to lessen the impact of an utterance*
d) *the space between woman´s breasts, especially the part one can see when she is wearing a dress that does not cover the upper surface of them* **and also** *a concept of a division of voters into voting blocs*
e) *dealing with a difficult situation so that the difficulty is removed* **and also** *a homogenous mixture composed of two or more substances*
f) *the basic unit of length* **and also** *organization of rhythm in time*
g) *flexible piece of rope or twine which is used to tie, bind or hang other objects* **and also** *hypothetical vibrating one-dimentional sub-atomic structure*

II.2.5. *high-frequency words*

Task 12
Create new words from the combination of the followng expressions and prefixes.

mis-   dis-   re-   under-

a) advantage ....
b) agree   ....
c) calculate   ....
d) charge   ....
e) consider   ....
f) estimation   ....
g) line   ....
h) print   ....
i) regard   ....
j) understand ....

Task 13

Fill each space with the given prepositions of abstract place. Some of the prepositions are used more times, others are not used at all.

on behind among into towards

a) A special university committee is looking .... the matter of forged Diplomas.
b) The dissertation was .... the best ever.
c) After the affair, no one from the cabinet remained .... the Prime minister's side.
d) It is important that the government works .... major reforms.
e) I am giving a paper .... Leoš Janáček and I am really anxious.

Task 14
Translate the words in bold into your mother tongue.

a) Fieldwork is a key **element** of this course.
b) Her paper discusses the likely **impact** of global warming.
c) The character of the lake has changed and the character of the surrounding area **likewise**.
d) Rising prosperity has not been matched by any **corresponding** decrease in crime.
e) The **principal** aim of the project is to provide an answer to this question.

Task 15
Into the sentence below, insert the following words and expressions so they create a scale from the highest to the lowest level of probability.

a) possible
b) very probable / highly likely
c) certain
d) very / highly unlikely
e) almost certain
f) unlikely
g) probable / likely

It is (1) .... ►(2) .... ►(3) .... ►(4) .... ►(5) .... ►(6) .... ►(7) .... that where we find strong evidence of special design in nature, we should expect adaptation.

Task 16
Make up as many words as possible from the letters in each of the following words.

a) guidelines
b) predominantly
c) comprehensive
d) furthermore
e) investigation
f) planets

Task 17
Complete this text with words from the list.

While comprise run under online proposal previous still members analysed

Following the plans of our (1) .... President, the Executive has made efforts to launch an academic journal, and contacted various publishing houses on this matter. A (2) .... for an (3) .... journal, which would (4) .... our Conference Proceedings and further publications and which would also include the production of the printed bulletin, is (5) .... discussion. (6) .... we enjoy a healthy financial situation, the costs have to be (7) .... carefully in order to quarantee that we are able to finance such a journal in the long (8) .... and at the same time can (9) .... offer the same services to our (10) .... under the same conditions.

Task 18
Fill in the gaps with suitable words so that the complete text characterizes your own university studies.

I study (1) .... at (2) .... University in (3) .... It is the (4) .... university in the country. Our university is divided into (5) .... faculties, namely (6) .... , and a number of other schools, centres, and (7) ...., such as (8) .... I study at the Faculty of (9) .... , more specifically at the Department of (10) .... The main focus of my branch is (11) ....
In order to get into the university I had to pass entrance examinations. When I was offered a place at the university, which was (12) .... year(s) ago, I was able to start my studies in September of that year. I do not have to pay any tution fee, moreover, if my studying results are excellent, I could even receive (13) .... or scholarship. However, I have to pay for my accommodation, (14) ...., (15) .... , and (16) .... which means my studies at university are still expensive.
At the moment, I am in the (17) .... degree programmes, which is (18) .... programme. At the Faculty of (19) .... , this programme takes (20) .... years. My course consists of a combination of (21) .... and (22) .... , combined with consultations and occasional (23) .... or (24) .... When studying abroad for one semester or two, I can (25) .... my credits from the EU university to my home institution.
To finish the programme I will have to write a (26) .... and pass my final (27) .... ; only then I can receive (28) ....
After graduation I could go on to do (29) .... programmes. The (30) .... one, for instance, takes at least (31) .... years and students are expected to carry out original (32) .... leading up to the completion of (33) ....

II.3. *Dictionary use*

Task 19
Inexperienced users of dictionaries often find a word and make use of the first meaning they come to. The words in bold type are incorrect. Write out the correct version of each sentence.

a) She has got a new **work** on the campus.   ....
b) The council refused to issue a **permission** for the demonstration.   ....
c) I am **waiting** results from the Institute any day now.   ....
d) The Bursar is away for two days on a business **way**.   ....

Task 20
Add meanings to the abbreviated dictionary terms.

a) V	f) lit.	k) dial
b) adj	g) coll.	l) p.p.
c) adv.	h) infm	m) V+O: USU PASS
d) abbrev.	i) sl	n) ADV AFTER VB
e) ff.	j) euph	o) ADV WITH VB

Task 21

Which of the following dictionary definitions of „literal" are best for you?.

a) **1. přídavné jméno**
      1. doslovný
      2. přesný

b)
literal /litə^{0}rəl/. **1** If you use a word or expression in its **literal** sense, you use it with its most basic meaning or its main meaning. EG *She was older than I was, and not only in the literla sense.*

ADJ CLASSIF: USU ATTRIB ⇑ exact = true

2. A **literal** translation is one in which you translate each word of the original work rather than giving the meaning of each expression or sentence using words that sound natural. EG ... *a literal transaltion from the German.*

ADJ CLASSIF: USU ATTRIB ⇑ direct =verbatim

3. You can use also **literal** to descirbe someone who uses or understands words in a plain and simple way. EG *He is very literal minded.*

ADJ CLASSIF =prosaic

4. If you describe something as a **literal** fact or the literal truth, you are emphasizing that it is true. EG *This is a literal fact that applies to every married person.*

ADJ CLASSIF: USU ATTRIB ⇑ real = accurate, genuine

c)
literal /litərəl/ *adj* **1** písmenový, tiskový **2** doslovný (*a ~ translation, a ~ interpretation ...* výklad*, a ~ transcript...* přepis), též přen. (*the ~ extermination of a city* naprosté vyhlazení města), skutečný (*a ~ flood*), význam vlastní (*the ~ meaning/sense of the word*) **3** prostý, nepřikrášlený (*~ prose*), pravda čistý (*~ truth*); prozaický, nemající představivost, jsoucí bez fantazie, věčný, realistický **4** mat. Vyjádřenmý písmeny **5** literárně založený (*a ~ mind*) ● s tiskový chyba

d)
literal[1] /litərəl/ *adj* **1** being or following the exact or original meaning of a word phrase, etc. Without any additional meanings (e.g. without METAPHOR or ALLEGORY): *The literal meaning of "blue" is a colour, but it can also mean "unhappy".*/ *a literal interpretation* – compare FIGURATIVE **2** giving single word in place of each orginal word: *A literal transaltion is not always the colsest to the original meaning.* **3** *derog* not showing much imagination; PROSAIC: *a boring literal-minded person* - **~ness** n /U/

e)
🔹**literal**   - doslovný (též přen.) písmenový
                    - tiskový

- skutečný
- nepřikrášlený
- přesný
- písmenkový
- prostý
- literárně založený
- tisková chyba
- literál
- slovný
- písemný
- písmenný

Slovní spojení:
literal constant – literální konstanta
literal construction – přesný výklad; doslovný výklad
literal definition – doslovná definice
literal error – sazečská chyba
literal meaning – doslovný význam
literal operands – konstantní operandy
literal pool – blok literálu
literal proof – písemný důkaz
literal sense – doslovný význam; doslovný smysl
literal string – soubor znaků
literal table – tabulka literal
literal transcription – doslovné znění textu
literal translation – doslovný překlad
address literal – literál adresy

f)
Literal may refer to:
- Literal and figurative language, taken in a non-figurative sense.
- Literal translation, the close adherence to the forms of a source language text.
- Literal legal interpretations also referred to as Strict constructionism and the literal or plain meaning rule.
- Terminal symbol in regular expressions and in descriptions of formal grammars.
- Literal (mathematical logic), an elementary proposition or its negation in logical expressions.
- Literal (computer science), a notation for representing a value within programming language source code.
- A typographical error, normally to one letter or number.
- A chunk of input data that is represented "as is" in data compressed using data compression.

g)
(lĭt'ər-əl) 🔊
adj.

1. Being in accordance with, conforming to, or upholding the exact or primary meaning of a word or words.
2. Word for word; verbatim: *a literal translation.*

3. Avoiding exaggeration, metaphor, or embellishment; factual; prosaic: *a literal description; a literal mind.*
4. Consisting of, using, or expressed by letters: *literal notation.*
5. Conforming or limited to the simplest, nonfigurative, or most obvious meaning of a word or words.

n. Computer Science
A letter or symbol that stands for itself as opposed to a feature, function, or entity associated with it in a programming language: *$ can be a symbol that refers to the end of a line, but as a literal, it is a dollar sign.*

[Middle English, from Old French, from Late Latin litterālis, of letters, from Latin littera, lītera, letter. See letter.]

literalness **lit'er·al·ness** *n.*

h)
literal   **Synonyms**
literal
modif.

Word for word

verbatim, literatim (Latin), verbal, written, natural, usual, ordinary, apparent, real, not figurative, not metaphorical, not allegorical, strict, following the exact words, unerring, veracious, scrupulous, veritable, accurate, critical, authentic, undeviating; to the letter.

Antonyms free*, interpretive, figurative.

Exact
true, veritable, methodical; see accurate 1.

i)

lit·eral (lit′ər əl)

adjective
1. of, involving, or expressed by a letter or letters of the alphabet: literal *notation*
2. following or representing the exact words of the original; word-for-word: *a* literal *translation*
3.
        a) based on the actual words in their ordinary meaning; not figurative or symbolic: *the* literal *meaning of a passage*
        b) giving the actual denotation of the word: said of the senses of words
        c) giving the original or earlier meaning of a word; etymological: *the* literal *meaning of* ponder *is "to weigh"*
4.
        a) habitually interpreting statements or words according to their actual denotation; prosaic; matter-of-fact: *a* literal *mind*
        b) having a literal mind; lacking imagination
5. real; not going beyond the actual facts; accurate; unvarnished: *the* literal *truth*

6. being so in fact but not in name; virtual: *the chairperson is a* literal *dictator*

Origin: ME *litterall* < MFr *litteral* < LL *litteralis* < L *littera*, <u>letter</u>

noun
CHIEFLY BRIT. a typographical error

Related Forms:
<u>literalness</u> **lit′·er·al·ness** *noun*

lit·er·al (lĭt'ər–əl)
adjective
1. Being in accordance with, conforming to, or upholding the exact or primary meaning of a word or words.
2. Word for word; verbatim: *a literal translation.*
3. Avoiding exaggeration, metaphor, or embellishment; factual; prosaic: *a literal description; a literal mind.*
4. Consisting of, using, or expressed by letters: *literal notation.*
5. Conforming or limited to the simplest, nonfigurative, or most obvious meaning of a word or words.

noun
Computer Science
A letter or symbol that stands for itself as opposed to a feature, function, or entity associated with it in a programming language: *$ can be a symbol that refers to the end of a line, but as a literal, it is a dollar sign.*

Origin: Middle English, from Old French, from Late Latin *litterālis*, *of letters*, from Latin *littera, lītera, letter*; see **letter** .

Related Forms:
<u>literalness</u> **lit´er·al·ness** *noun*

j)
literal doslovný, prostý, skutečný, vlastní
      l. meaning of an expression vlastní význam výrazu
      l. translation doslovný překlad
      l. truth čistá pravda

III. *Grammar*

III.2.1. *Articles*

Task 3
*Fill in the spaces with **a/an, the** or **zero** articles. According to the A-H comments support your choice.*

a) The "rising star" award was given to ..... journalist Amy Martel.
b) My colleague has been offered the position ..... Production Manager.
c) ..... woman asked another woman in ..... office if she would like to have ..... lunch. ..... colleague said no, she was sorry, she had ..... report to finish. ..... woman repeated ..... invitation ..... following week.
d) ..... study of ..... Indirectness and other Politeness Phenomena has received ..... increasing attention in ..... linguistic scholarship.
e) ..... Sociologist Emile Durkheim wrote of ..... positive and ..... negative religious rituals.
f) ..... Universe had other plans for her …
g) ..... Pacific is ..... biggest ocean in ..... World.
h) Do many people in ..... Czech Republic go to ..... university? Do you have ..... university degree?
i) Do you play ..... instrument? ..... piano, for example? Do you have ..... piano?
j) ..... Joyces are regular churchgoers. They go to ..... church every week. I, on the contrary, go to ..... church only to see the architecture of the building.

III.2.2. *Nouns*

Task 4
Decide which of the following nouns are typically countable (C) and which uncountable (U).

a) Accommodation
b) Analysis
c) Concept
d) Context
e) Damage (harm)
f) Equipment
g) Formula
h) Health
i) Land
j) Luck
k) Percent
l) Pollution
m) Process
n) Publicity
o) Research
p) Response
q) Sector
r) Structure

Task 5
Suggest appropriate plural forms to the words below, if they exist.

1. apparatus
2. genus
3. data
4. analysis
5. oasis
6. survey
7. memorandum
8. media
9. criterion
10. bacterium
11. statistics
12. basis
13. phenomenon
14. strategy
15. nucleus
16. crisis
17. radius
18. formula
19. appendix
20. species
21. person
22. series
23. hypothesis
24. thesis
25. gymnasium
26. index
27. hierarchy

Task 6
Change the following verbs to nouns.

a) increase
b) occur
c) develop
d) categorise
e) exclude
f) assess
g) injure
h) define
i) assume
j) delete

Task 7
Nominalise the following sentences.

a) Names of certain animals (e.g. fish) do not change in the plural.
b) Thousands of women walk for charity to raise money for breast cancer foundations.
c) The public opposes genetically modified food in this country.
d) As the population in the country grows, this means that many people are unemployed.
e) The University appreciates that lecturers use special software to identify when students plagiarise their assignments.
f) When a body reaches an abnormally low temperature, the person has to be taken to hospital.
g) In her essay, she wrote how the army protected civilians in the region.
h) Euthanasia is important because it is concerned with human rights.
i) He hates women and so he is reluctant to marry.
j) Birds fly and that is essential if they want to survive.
k) They were frustrated because they found that none of their reading list titles were available.
l) We need to approach texts interactively in order to read between the lines.
m) Germany invaded Poland in 1939, which immediately caused the Second World War to break out.
n) We analysed the data from the experiment which revealed that there were different trends.

III.2.3. *Adjectives*

Task 8
Put the following adjectives in the correct position.

a) a big dictionary (paperback/useful/learner's)
b) a metal case (gray/big/tool)
c) an old manuscript (interesting, Latin)
d) large research (important, scientific)
e) a Russian fairytale (old/beautiful/short)
f) Red curtains (new/lovely/velvet)

Task 9
Finish the sentences so that the meaning remains the same.

a) This semester, I received more credits than Hannah.
   This semester, Hannah did not receive ....
b) I did not submit as many pages as you.
   You submitted ....
c) The dictionary did not cost as much as I expected.
   The dictionary cost ....
d) I read books on philosophy not as often as I used to.
   I don't ....
e) I understand English grammar better than you do.
   You don't understand ....
f) I was thinking about the exam and getting more and more worried.
   The more I thought ....
g) A broken bottle was the weapon he used.
   He used ....
h) A long stay in hospital can be compared to living in prison.
   A long stay in hospital feels ....

III.2.4. *Pronouns*

Task 10
Read the sentences and decide if the pronouns "we, us, you, your, one, one's, they, their" are used in their general meaning (G) or their formally changed academic meaning (A).

a) You can write less formally now that people just e-mail.
b) One should always consider one's role on a team.
c) We are aware of the damage traffic causes to the environment.
d) Language enables us to share information.
e) When a native speaker says "I don't know any grammar," what they really mean is that they lack conscious knowledge about grammar.
f) They have also clearly identified key variables in their study.
g) One can learn some new important skills when categorising information for an essay.
h) Can you explain a little bit what motivated your study?
i) Everybody is aware of that one exceptional case.
j) We have gradually become equal and respected members of the group.
k) In an article discussion, we generally indicate how our results contribute to the advancement of any practical issues in the field.
l) This section is concerned with the concept of a citizen and their rights.
m) Unlike physical laws, you can violate rules of grammar, although with some loss of intelligibility.
n) They clearly stated that you cannot leave everything to your coordinator.
o) Each writer should develop their own writing style.

Task 11
Vytvořte vhodná zájmena a doplňte do mezer ve větách.
Combine parts of words to create pronouns that fit the gaps in the following sentences.

Every-	-one
Some-	-body
Any-	-thing
No-	-where

a) We are looking for .... as a substitute for the maths teacher.
b) At last, I have .... I need to begin writing the presentation.
c) The demonstrators cannot just stand quietly by and say ....
d) I cannot find the instructions but they must be ....
e) Has .... done any adjustments yet? Probably not ...
f) The advertisement is difficult to miss. They display it ....
g) .... can be objective. All people are biased.
h) We never decline .... without consideration.
i) I am afraid that the discussion on migration led ....

III.2.5. *Numerals / numbers*

Task 12
Read the following numbers.

123,950	1/10
34.765	4/5
325.78	2 ½
764,762,098	3/17
306,500	25/26
500,005	5 ¼
5.904	7/12

Task 13
Correct the mistakes related to numerals. Not all sentences include mistakes.

1. It has always been the rule that the first by three runners win medals.
2. There are dozen of publications to be done; your help is always appreciated.
3. Seven from eight experimental samples resisted corrosion longer than the controls.
4. When talking about articles, you should write them ones and use them a hundred times.
5. Twice as many schools as last year were expected to make the government's list of low-performing schools this year.
6. In most countries of the world you cannot vote if you are below eighteen.
7. The auditorium was really crowded, there were higher than seventy people at the lecture.
8. Nil degrees Fahrenheit equals minus seventeen point eight degrees Centigrade.
9. Unawareness of the health risks resulted in the exposure of seven thousand of workers and numerous cases of the disease in employees and nearby residents.
10. CO_2 emissions from shipping are double than those of aviation and increasing at an alarming rate.
11. Approximately one million of the country's six millions inhabitants had no means of attaining health care.
12. The temperature is rising by about three degrees in hour.
13. There are only seven of us today but we can try this out anyway.
14. You wouldn't make so many mistakes if you simply did one thing in a time.
15. Millions students across China picked up their pens on Thursday to start their national university entrance exams.

III.2.6. *Verbs*

Task 14
Replace the phrasal verbs with their more formal one-word equivalents.

a) Alexander Fleming **got together with** Ernst Boris Chain and Howard Walter Florey in the research that resulted in the extraction of penicillin.
b) Bear populations **have gone up** dramatically in the Western Carpathians since 2000.
c) The Deputy Head **will come up with** the new quality assurance strategy before the next meeting.
d) Airfares **go up and down** dramatically depending on the season, availability and departure city.
e) The purpose of this paper is to suggest how to **get rid of** systematic errors or bias from informal sector surveys.

Task 15
Fill in the sentences with the verb „indicate" in the most appropriate tense. Use 11 different tenses.

a) Recent studies .... that children who are born to older fathers have a higher risk of schizophrenia.
b) The system started beeping and I was told it .... a malfunction.
c) A new study .... that deep engagement with consumers through social media channels correlates to better financial performance.
d) If the ammeter .... a minus value then there is an electrical drain somewhere and a loss of power may occur.
e) A previous study .... three major areas of concern for seniors in urban areas.
f) The chairperson .... when your time is up by putting up a sign.
g) Apes and monkeys evolved earlier than fossils ....
h) The environment .... climate change for decades.
i) The results of the study .... whether or not to proceed in the same way in future.
j) The thermometer .... that the apparatus was operating at below normal temperature for some time.
k) The red light .... danger until the patient is stabilized.

Task 16
Fill in the gaps with the verbs in correct tenses. The article was written in 2002.

In the prelude to the 1992 United Nations Framework Convention on Climate Change, the oil industry (1) .... (**be united**) in its opposition to binding climate targets. All major oil companies (2) .... (**take**) the position that action on global warming (3) .... (**can be**) damaging to their economic interests since the oil industry (4) .... (**earn**) its livelihood from oil, gas and coal – the main sources of emissions of greenhouse gases. Ten years later, the positions of many oil companies (5) .... (**change**) completely. Now, major European multinational oil companies such as British Petroleum and Shell (6) .... (**support**) the Kyoto Protocol. Recently, they (7) .... (**set**) ambitious goals to reduce their own greenhouse gas (GHG) emissions, and (8) .... (**invest**) in renewable energy. At present, these companies increasingly (9) .... (**see**) themselves as energy companies rather than merely oil companies. Conversely, a major US-based company such as ExxonMobil – the biggest company in the world – (10) .... (**not change**) at all. ExxonMobil (11) .... (**oppose**) the Kyoto Protocol, it (12) .... (**not set**) any reduction targets for its own GHG emissions yet, and it (13) .... (**not have**) any immediate plans to invest in renewable

energy. The oil industry (14) .... (**be affected**) severely by regulatory measures to curb GHG emissions in the future.

Task 17
Change the verbs in bold into the passive and change the sentences correspondingly.

a) We **studied** the growth of bacteria.
b) We **dissolved** one sample prior to thermal treatment.
c) We **should reject** this conclusion for two reasons.
d) We **would never have published** this book without additional financial support from the Nansen Institute.
e) A new satellite, which we **will launch** next month, **will detect** global pollution.
f) To preserve originality of thinking, we **have kept** editing of all chapters to a minimum.
g) Experts **presented** and **discussed** a total of ten innovative papers during the two-day workshop sessions.
h) Human activities **can** partly **cause** climate change and a number of other environmental problems.
i) They **say** with a monotonous regularity that the collapse of the World Trade Centre´s twin towers changed the world.
j) Scientists widely **interpret** this as an elaboration of Darwinism in which we **think** of species as modifying the biosphere.

Task 18
Label the sentences with a level of certainty or obligation.

I am sure.	S
I think, it is possible (some 50% probability).	P50
It is possible, but I have some doubts (some 30% probability)	P30
It is generally accepted, that it is possible.	GP
It is a strong personal obligation.	SO

a) The slightly higher use in the Results sections **may** be due to the tendency for some writers to offer interpretations of specific results within that section, and this **can** involve some hypothesizing.
b) I **may** apply for the scholarship, I haven't decided yet.
c) Employment opportunities **will** come and go, but I believe that a person **should** pick a career that caters to the interests of an individual.
d) They **must** have been watching a different presentation, my colleague was in the Room 5.
e) Rejection of symmetry **must** throw extreme doubt on all the results reported here.
f) The equipment in the lab **should** be inspected regularly.
g) They **will** understand that there is nothing the Head can do about it.
h) You **shouldn't** have spent so much time on that first question.
i) Most doctors **might** leave the country, you never know.
j) Examination of herbarium specimens has since indicated that it **may have been present** before this time.
k) After graduation everyone **can** go on to postgraduate programmes.
l) Czech universities **should** provide more sports facilities.
m) That **can't** be the right answer, it just doesn't make sense.
n) If the monitors are used in poorly lit places, some users **may** experience headaches.
o) I **should** have handed in the essay last week, but I forgot.

p) Majoritarian population **must** try to be more tolerant to minorities.

q) When I leave university I **might** travel around a bit, I **might** do a PhD or I **could** even get a job.

r) I'm surprised she did not win the race, she **might** have been ill that day.

s) Students that need special help with their writing **can** get some one-to-one help.

t) People who own a house **have to** pay a property tax.

u) She **may** be back in her office: the lecture finished ten minutes ago.

Task 19
Consider the sentences a-d after each sentence 1-5 and identify all the options which are true.

1) If John had worked, he would not have failed his exams.
a) John worked.   b) John did not work.   c) John failed his exams.   d) John did not fail his exams.

2) Aisha would not have worn the burka if she had known it was illegal in Belgium.
a) Aisha wore a burka.   b) Aisha did not wear a burka.   c) Aisha knew it was illegal.   d) Aisha did not know it was illegal.

3) Had he kept out of trouble, he would not have had to serve the rest of the sentence.
a) He kept out of trouble.   b) He did not keep out of trouble.   c) He had to serve the rest of the sentence.   d) He did not have to serve the rest of the sentence.

4) Nigel would have become a partner in the firm had he won the important case.
a) Nigel became a partner.   b) Nigel did not become a partner.   c) Nigel won the case. d) Nigel did not win the case.

5) If he had not stopped following his ex-girlfriend, he would have been charged with stalking.
a) He stopped following her.   b) He did not stop following her.   c) He was charged with stalking.   d) He was not charged with stalking.

Task 20
Match the sentence halves.

1. If the government lowers interest rates   a) you may be punished by imprisonment.
2. If you criticize the government   b) there would be fewer rapes.
3. If you want to hold a public meeting   c) you would have been prosecuted for treason.
4. If pornography was banned   d) it must be authorised.
5. If you had not photocopied unauthorized ideas   e) it makes borrowing easier.
6. Had you passed military secrets to a foreign power   f) you would not have found yourself facing the charge.

Task 21
Complete the missing part of each sentence.

a) I will write the reply to the e-mail tomorrow if they .... my computer by then.

b) Do not give them the receipt unless they .... in cash.

c) If you wrote more e-mails, the Dean .... reply.

d) If the textbook .... in better condition, I would buy it.
e) If we had sent the project proposal earlier, we .... funding.
f) You cannot use the official logo unless .... permission.
g) I would not have done it if my colleague .... asked me to.

Task 22
Correct the mistakes. Not all sentence include mistakes.

a) If they lived in the Stone Age, they would be hunters.
b) If I were you, I would accept their offer.
c) If he will be better qualified, he could apply for the job.
d) Read the essay as if someone else had written it.
e) If that had been the case, those companies would have to reconsider their strategies before the crisis began.
f) If you were worried about sending your papers to your peers, you may be even more reticent about sending offprints to people you do not know.
g) If your paper will be rejected, you can revise it for submission to another journal.
h) If she says her aim was to analyse the methods, it would have been much clearer.
i) Is it morally justified to perform tests on animals if the results may significantly reduce human suffering?
j) If access barriers to the peer-reviewed online journal literature would be removed, research would be accelerated and education enriched.
k) If we send out more questionnaires in the second stage of the project, we would have received more precise information.
l) If you will be interested in joining the Focus Group, please, contact the General Secretariat.

Task 23
Rewrite the following three paragraphs according to the rules of reported speech.

"… I want to talk about my experience in different international levels and first, I would like to express my thanks for the invitation to professor Hafan, whom I met for the first time 15 years ago in Vermont, in the USA. Since then we have had a lot of collaboration and interesting contacts … "

(a) The presenter started by greeting all of us and explaining that …

"… When I was a child, I had this very childish idea and I thought that foreigners had a very difficult task. I thought they first have to translate all they have in mind. And the other person, this poor guy has to retranslate everything into his or her own language. In reality I noticed afterwards that things are not that way. That everybody who speaks the language speaks the language directly. But nevertheless I kept in my mind that whatever these people might say is more or less the same in the different cultural settings. … "

(b) Then he continued and recalled that …

"… I thought it would be helpful to draw your attention to these differences, and I will proceed with a three step procedure: first I will tell you about my experience in France, then I am going to say something about a German paper, and I will finish with an English paper. I would like to show you how different they are and that the differences are not due to your language knowledge but due to different cultural traditions and different thinking. … "

(c) Later he added that …

III.2.7. *Adverbs*

Task 24
Fill in the correct word.

a) He speaks French .... (fluent / fluently)
b) If the lift is forwards of the disc's centre-point, the Frisbee will start tilting .... (sideways / in a side way)
c) And yet he continued the argument in an unbelievably .... (childishly manner / childish manner)
d) The task is to use a common object .... (unusual / in an unusual way)
e) The evidence was mishandled and therefore .... damaged. (complete / completely)
f) Our maths teacher always looks so .... (serious / seriously)
g) Lucy did so .... in her exams. (bad / badly)
h) I hope I will not be .... to see the flowers in bloom. (late / lately).
i) Several reasons can be proposed to explain why it rotated .... (clockwise / in a clock way).
j) The sessions in different sections run .... (concurrent / concurrently).

Task 25
Put the adverb to the most natural place in the sentence.

a) The principle causes of the disaster have to be discovered.   (yet)
b) The research started four years.   (ago)
c) This is an exception as we are on time.   (usually)
d) I visit the library.   (often)
e) We have been told to analyse the text.   (carefully)
f) Have you been to the new campus?   (ever)
g) We experienced few difficulties.   (relatively)
h) Everybody wants to become fluent in a foreign language.   (perfectly)
i) He is experienced to be able to solve the problem.   (enough)
j) Adverbs of frequency follow adverbs of manner.   (usually)

III.2.8. *Prepositions*

Task 26
Correct those prepositions which are inappropriate.

Everyone went (1) **on** the annual conference. It was held (2) **on** the Faculty of Arts. The main speaker came (3) **into** the conference room and stopped (4) **at** the desk. He took his memory stick (5) **outside** the bag and inserted it (6) **into** the USB drive. His presentation was projected (7) **beyond** his head. There were many students present (sitting (8) **next to** each other even (9) **in** places (10) **close to** the speaker) and you could see some teachers (11) **between** the crowds as well. Students who did not get a seat were leaning (12) **at** the wall.

Task 27

Choose among these prepositions to fill in the spaces. Some prepositions may be used more than once, some not at all.

on / at / to / through / towards / before / after / below / under / above / over / among / between

a) Mexico City is not a pleasant place to live with smog hanging .... the city (the centre lies .... a cloud of smoke) and temperatures just .... thirty (............... 22 and 30) degrees all the time and the population just .... 23,000,000 (23,400,000 in 2010) people.
b) Please, sign the contract .... the bottom of the page.
c) We need to run .... chapters 3 and 4 this week.
d) Does the bus go .... the campus?
e) The bus is going .... the lake. We must have taken the wrong one!
f) We are gradually getting .... the end of the session.
g) I cannot find words beginning "ch" in the dictionary. – Unlike in English, in Czech dictionaries, "ch" is a separate letter. It comes .... "h" and .... "i".
h) Although I am 27, I am still .... university.
i) A contract is a binding agreement .... two or more parties.

Task 28
Rewrite the sentences using the prepositions in brackets, so that the meaning remains the same.
a) I am on a maternity leave. I do not want to commit myself to a new project.   (while)
b) I must hand the report in no later than next Monday.   (by)
c) The professor is on a sick leave. He will not return before next Tuesday.   (until)
d) We were working on the statistic. The lights suddenly went out.   (while)
e) I spent one year in the Philippines and collected a lot of relevant data.   (during)
f) When a monsoon comes, it means three days of rain.   (for)
g) The course starts on 23rd June and finishes on 29th June.   (between)
h) The course starts on 23rd June and finishes on 29th June.   (from, to)
i) It is compulsory to take holidays at Christmas.   (over)
j) He has been holding the presidential office since 2009.   (for)
ccccc

III.2.9. *Conjunctions / connectors / linkers*

Task 29
Decide which 5 of these sentences would be most appropriate in academic writing.

a) The instructions are written concisely and pictures are also incorporated.
b) The instructions are written concisely. The authors also incorporated pictures.
c) The instructions are written concisely. Plus, the authors incorporated pictures.
d) The instructions are written concisely. Besides, authors incorporated pictures.
e) The instructions are written concisely. What's more, the authors incorporated pictures.
f) The instructions are written concisely. On the top of that, the authors incorporated pictures.
g) The instructions are written concisely. Furthermore, the authors incorporated pictures.
h) The instructions are written concisely. Moreover, the authors incorporated pictures.
i) The instructions are written concisely. In addition, the authors incorporated pictures.
j) The instructions are not only written concisely but the authors also incorporated pictures.
k) The instructions are written concisely. The authors incorporated pictures too.
l) The instructions are written concisely. The authors incorporated pictures as well.

Task 30
Choose the least formal of these expressions.

a) I would like to read international politics or psychology.
b) I would like to read either international politics or psychology.
c) I would like to read international politics. Alternatively, I would be happy to study psychology.
d) I would like to read international politics. Or else, I would be happy to study psychology.
e) I hope they will accept me to read international politics. Otherwise, I would choose to study psychology.
f) I would like to read international politics or psychology. I am interested in neither anthropology nor history.

Task 31
Choose the three phrases that are most likely to be used informally.

a) The task was assigned to my colleague but I am doing it instead of her.
b) The task was assigned to my colleague. I am doing it instead of her, though.
c) The task was assigned to my colleague, yet I am doing it instead of her.
d) The task was assigned to my colleague. However, I am doing it instead of her.
e) The task was assigned to my colleague. Nevertheless, I am doing it instead of her.
f) The task was assigned to my colleague. I am doing it instead of her, all the same.
g) Despite the fact that the task was assigned to my colleague, I am doing it instead of her.
h) Although the task was assigned to my colleague, I am doing it instead of her.

Task 32
Choose all the phrases that are more formal than the first phrase (a).

a) The class exceeded capacity, so another course had to be opened.

b) The class exceeded capacity. As a result, another course had to be opened.
c) The class exceeded capacity, consequently another course had to be opened.
d) The class exceeded capacity, therefore, another course had to be opened.

III.2.11. SVOMPT

Task 33
Put the following words in the correct order to make complete sentences.

a) retested / subjects / at / intervals / were / same / The / two-week / .
b) is / the / of / for / skyscrapers / Steel / critical / construction / .
c) topic / title / The / indicate / study / the / of / the / should / .
d) practical / the / you / theory / may / importance / have / Do / think / ?
e) paper / of / The / follows / plan / as / this / is / :
f) writing / has / dissertation / How / she / be / her / long / ?
g) The / may / programme / to / be / error / due / installation / of / the / improper / .
h) for / are / some / practical / their / There / findings / applications / .
i) can / Bacteria / meat / radiation / found / be / by / in / killed / .
j) but / results / comprehensive / disappointing / The / were / .

IV. *Reading*

IV. 1. Before reading

IV.1.1.
Is this worth reading?
Why should I read this (in general)?
What do I need to learn concretely?
How much time do I have?
Who is the target audience of the text?
Who is the author and what do I know about them?
What do I already know?

IV.1.2. when reading

We read only as much as we need!
We read only when we are focused!
We read actively

IV.1.3. after reading

Have I learned / found what I expected?
Do I understand what I have just read?
Do I remember? Do I know where my notes are? Do they include bibliography?

Vladimir Nobokov: „*A good reader, major reader, an active and creative reader is a re-reader.*" (Manguel, 2008: 3)

IV.2. *Scanning*

Task 1
Here are six abstracts of journal articles related to the topic of **"triangulation"**. *You are not sure what triangulation means as a method and how you could use it in* **the area of Humanities**. *Read the abstracts (a-f) and choose which texts are worth reading.*

a) The Ordinance Survey techniques of analytical aerial triangulation have been widely reported over the years. The author describes some modifications to that system as well as tests on independent model methods of aerial triangulation and investigations into the cause of image deformation. (Farrow, 2006)

b) Triangulation involves the careful reviewing of data collected through different methods in order to achieve a more accurate and valid estimate of qualitative results for a particular construct. This paper describes how we used three qualitative methods of data collection to study attitudes of students toward graphing, hands-on activities, and cooperative grouping techniques using the triangulation method. (Oliver-Hoyo, DeeDee, 2006)

c) We show that a triangulation of a set of n points in the plane that minimizes the maximum edge length can be computed in time $O(n^2)$. The algorithm is reasonably easy to implement

and is based on the theorem that there is a triangulation with min-max edge length that contains the relative neighbourhood graph of the points as a subgraph. With minor modifications the algorithm works for arbitrary normed metrics. (Edelsbrunner, Seng Tan, 1991)

d) This paper explores various types of triangulation strategies and indicates when different types of triangulation should be used in research. Our reviews included literature on triangulation and multimethod strategies published since 1960 and research books specifically focusing on triangulation. By triangulation we mean the combination of at least two or more theoretical perspectives, methodological approaches, data sources, investigators, or data analysis methods. The intent of using triangulation is to decrease, negate, or counterbalance the deficiency of a single strategy, thereby increasing the ability to interpret the findings. The use of triangulation strategies does not strengthen a flawed study. Researchers should use triangulation if it can contribute to understanding the phenomenon; however, they must be able to articulate why the strategy is being used and how it might enhance the study. (Thurmond, 2004)

e) The more recent interpretation of triangulation in social and educational research was summarised and examined with reference to theory triangulation applied in an empirical study. The construction of special educational needs (SEN) from the individual experiences of a sample of SEN co-ordinators and SEN teachers, parents, and adolescents with emotional and behavioural difficulties or physical disabilities were interpreted from the perspectives of personal construct theory, bio-psycho-social model, socio-psychological analysis, bioecological model of human development and a developmental model of self-understanding. Their points of convergence and divergence enriched and extended theoretical understanding. The focus on the 'verstehen' psychological level of analysis and on forging closer theory, concept and data connections influenced the range of theory choice. This instance of theory triangulation casts doubts on the Duhem-Quine thesis of underdetermination. (Ma, Norwich, 2007)

f) The ice movement on the Byrd Glacier, Antarctica, was measured as function of time, on the basis of aerial photography. The method of aero-levelling strip triangulation with a minimum of geodetic control was applied. The methods and procedures were verified over Laufen-Bauma test area. (Adler, 1984)

Task 2
Find the answers to the questions. Work only with the information mentioned in the texts.

A)
1) Can you name at least two types of quantitative research?
2) Why have quantitative approaches been dominant in social sciences?
3) What are advantages of quantitative research?

Quantitative approaches are classified as such because they involve gathering and analysing numerical data. In the social sciences, quantitative approaches have been dominant for several decades, in part because of their aura of scientific rigour and clarity. One disadvantage of this approach, however, is the amount of time necessary to receive training in test and survey design and statistical analyses, both of which are integral parts of most quantitative studies. Main types of quantitative research include survey research, quasi-experimental studies and true experiments. (Murray, Beglar, 2009:43)

B)
1) How does a qualitative approach differ from a quantitative one?
2) When is a qualitative approach a suitable one for research?
3) Are there any other qualitative research types apart from a case study and non-participant observation?

Qualitative approaches to research involve measures that do not use numerical data. Examples are written documents, interview transcripts, observations of a person or situation and the field notes that may generate, and video and audio recordings. Qualitative approaches are particularly well-suited when you are trying to generate new theories or hypotheses, achieve a deep understanding of a particular issue, present detailed narratives to describe a person or process, and as one component of a mixed-methods study. Examples of qualitative research include ethnographies, case studies, narratives, histories, biographies and non-participant observation. (Murray, Beglar, 2009:43)[1]

C)
1) Does a philosophical inquiry belong to the mixed-methods approaches?
2) Which two mixed-methods designs consist of two phases?
3) Why are mixed-methods approaches attractive to some researchers?

Mixed-methods approaches are exactly what they sound like: they are a combination of quantitative and qualitative approaches. They are attractive to many researchers because they logically allow them to take advantage of the strengths of each approach while simultaneously overcoming their weaknesses to some degree. Essentially, proponents of mixed-methods approaches propose that, in most instances, researchers who make use of more types of data collection tools and analyses will come to understand the object of inquiry better than those who restrict themselves to a more limited set of purely quantitative or qualitative tools. Cresswell and Plano Clark (2007) list four main types of mixed-methods designs.
The most common one, the *triangulation design*, is used when the researcher wants directly compare and/or contrast the quantitative and qualitative results or to elaborate on the quantitative results using qualitative methods. For instance, statistical analyses may indicate a reliable difference between two groups, but the reasons for that difference may best be discovered by interviewing a selected number of persons from each group.
The second design, which is called the *embedded design*, is one in which one data set provides a strictly supportive role for the primary data set. This means that the data set playing the supportive role would not be able to stand alone in a meaningful way. For instance, in a quantitative experimental design the researchers might ask the participants to answer open-ended questions about the experimental treatment. The participants´ responses would not make a lot of sense, however, without knowledge of the experiment.
The third type of mixed-methods design, the *explanatory design*, is a two-phase design in which qualitative data explain or enhance quantitative data. For instance, a quantitative researcher may need to speak directly with some participants in order to discover why an experiment did or did not work as planned.
The fourth and final type of design is the *exploratory design*. In this case, the results of a qualitative study are used to help the researcher develop a quantitative study. By approaching the topic in an open, qualitative way, the researcher can search for important variables of interest, or even develop an instrument that more accurately measures the variable of interest,

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[1] Pokud vám druhé cvičení přišlo jednodušší než to první, je to dobře. Obtížnost je sice stejná, ale na prvním jste pochopili princip a na druhém jste již jen aplikovali strategii, která měla v prvním cvičení úspěch.

or even develop a model or theory based on an in-depth study of the people and research context. Like the explanatory design, this one is also conducted in two phases, with the quantitative phase following a potentially long qualitative phase. (Murray, Beglar, 2009: 50-51)

D)

1) What do X and Y stand for?
2) What or who is Pareto?
3) What is the ´Pareto-desirable´?
4) How many characteristics of the Pareto criterion are mentioned in the text?
5) In what sense is the Pareto criterion personal?

The predominant conception of desirability used in economics is based on the Paretian family concepts. The Pareto criterion states that a state of the world, X, is better than another state, Y, if no one is worse off in Y than in X, and that at least one person is better off in X. A movement from one state to another which satisfies the Pareto criterion is said to be ´Pareto-desirable´. Three characteristics of this norm are worth noting. First, it is consequentialist in the sense that the immediate objects of evaluation are alternative states of the world. The question of whether an action or policy or institutional arrangement is desirable derives from that action/policy/institution´s influence on how the world lies as a result of this implementation. Second, the Pareto criterion is ´personal´ in the sense that the moral responsibility of alternative states of the world is exhausted by the well-offness of *persons*: any ´moral goodness´ is moral goodness *for someone*. Third, the goodness of persons is a matter of their preference-satisfaction: an individual is ´better off´ if she enjoys more preference-satisfaction. (Goodin, Petit, 2001: 125)

E)

1) How do the figures 220,000 and 400,000 relate to Australia?
2) How long is the Perth Bicycle Network?
3) Do all cyclists respect the law and wear helmets when riding?
4) In the years 1982-1989, was the fall in number per 10,000 of regular cyclists larger for serious injuries or for reported deaths?
5) Who reported statistic concerning the fall in number of people cycling to work from 1.9% to1.1%?
6) When did the massive decline in cycling start?

The compulsory bicycle helmet law has changed cycling behaviour of the population of Western Australia. The number of regular cyclists in Western Australia almost doubled between 1982 and 1989 from 220,000 to 400,000. At the same time, the numbers of cyclists admitted to West Australian hospitals and reported deaths and serious injuries per 10,000 regular cyclists fell by 48% and 33% respectively. Although surveys suggest a substantial increase in cyclist road numbers from 2000 to 2009, The Sports Commission Report shows there were 224,600 cyclists aged 15 and over in Western Australia in 2008. The Report also confirms that in Western Australia, the massive decline in cycling began around 1991 when the helmet law was enacted.
The Bureau of Statistics figures released in November 2006 show the proportion of West Australians either cycling or walking to work fell from 6.4% in 1996 to 3.8% in 2006. The BS

figures show the proportion of people cycling to work or study in Western Australia has fallen from 1.9% to 1.1% in the decade to 2006.

Government surveys suggest that from 1998 to 2007 there was a 159% increase in public usage of the 750 kilometre Perth Bicycle Network, which incorporates shared paths, bike lanes and cycle-friendly streets to provide an interconnected grid throughout the metropolitan area. On the other hand, a majority of the additional cyclists are riding without a helmet. Police enforcement of the helmet law has not been apparent in Perth since about 2000, although this is not uniform and some officers are still apprehending bare-head cyclist. (Scribeworks, 2011)

Task 3
Read the text below and then decide whether the expressions a-h are true (T) or false (F).

The space between anarchy and society was in the first instance opened in consequence of the Age of Discovery – an epoch that both Adam Smith and Karl Marx agreed marked a turning point in human history (Smith, 1981, Marx, 1978). When the first European explorers set out for the New World, and when they circumnavigated the Cape of Good Hope to reach the shores of India and the islands of Pacific, they came into contact with people who were different in every way imaginable. Pizzaro, Cortes, de Gama, and those who followed, encountered people who held radically different beliefs about government, economy, morality, and all that is related to the organisation of public life. They understood notions of obligation, responsibility, right, and good in wholly different terms. They had their own standards of courage, beauty, honour, and prudence. And they approached questions of religion, community, marriage, and family in ways that repelled or frightened most Europeans. But instead of accepting the legitimacy of these practices, that is, granting them recognition as being fully rational and fully moral in spite of their difference, most Europeans responded to the difference of others with the monist ethics of superior civilization. The European explorer, trader, missionary, soldier, and administrator was not prepared to accept that what may be pleasing to a man in Lisbon, London, or Paris may be anything but desirable to a man in Angola, Bihar, or Senegal. Thus, relations based on reciprocal recognition and mutual consent were impossible so long as some people were convinced of the superiority of their God, their science, and their virtue, and possessed the power to impose them on others. (Bain, 2003: 14-15)

a) The Age of Discovery caused anarchy in our society.   T/F
b) Smith and Marx thought the Age of Discovery significantly changed human history.   T/F
c) First European explorers found similar cultures in America and elsewhere.   T/F
d) Pizzaro, Cortes, and de Gama met people with familiar ideas of public life.   T/F
e) Most Europeans widely appreciated dissimilar morals and ways of thinking.   T/F
f) Most Europeans felt they were above the others and did not acknowledge any diversity.
        T/F
g) Europeans did not want to see that others had different needs and wishes.   T/F
h) Europeans thought their ideas were better than those of the others
   and had the potential to force the others to respect them.   T/F

IV.3 S*kimming*

Task 4
Přečtěte si následující odstavce a vyberte názvy, který nejlépe charakterizují hlavní myšlenku.
Read the texts below and decide which titles are the most appropriate.

a) The array of internet sources can be baffling. Apart from the obvious e-journals which are available on university sites and library databases (which are often divided into subjects by librarians), there are many other sources. However, some types of information are more useful to certain subjects. For example, newspapers will give up-to-date editorial information for Politics students; and Social Studies, Education, History and Environmental Studies students can benefit from government statistical data. There are also downloadable, video-streamed interview of professionals´ case study findings for Education students on www.techers.tv. (Price, Maier, 2007: 259)

1. Types of information on the Internet
2. Internet source in libraries and at home
3. The Internet and its use for different subjects
4. The internet as a leading source of information

b) Occasionally, problems occur in a supervisor-supervisee relationship. This may be the result of a clash of personalities, a major disagreement over the direction the research is taking, dissatisfaction with the amount and / or quality of support the supervisee is receiving or even a fundamental and irreconcilable difference of perspective over a theoretical question or issue. Whatever the reason, supervisees are always at liberty to request a change of supervisor and should not hesitate to take up this option if they no longer feel comfortable with the relationship. After all, it is their time, research and money that are at stake, and if they are not happy this may be reflected in the time taken to complete their research, the enjoyment they derive from doing it, and the quality of the final product. (Murray, Beglar, 2009: 25)

1. Determining the best supervisor for a supervisee
2. Advantages and disadvantages of a high-profile supervisor
3. Supervisees and their basic rights
4. What can go wrong in a supervisor-supervisee relationship

c) An important anthropologist, Edward T. Hall, observed that different cultures had particular preferences when structuring their time. Cultures that see time as linear tend to emphasise the usage of time in discrete slots and complete tasks in a linear manner. Those cultures that see time as more fluid and less exact tend to carry out their tasks in a more non-linear manner and do lots of things at the same time. Work has continued in this field and these characteristics are also observed in individuals and particular jobs.

Different jobs have different time cultures where different time personalities can thrive. Those working with disaster teams, transport crews and surgical teams need people who can estimate time accurately and know what has to be done, when it has to be done, and do it. Those working in more creative fields may find such colleagues stifling. The academic time culture is deadline driven and many institutions will penalise you if your work is not handed in on time. If working to deadlines is not your preferred style then it is important to acknowledge that first and devise ways of coping.

With regard to individuals, those preferring to do one task at a time are seen as ´linear taskers´ while those happy to juggle lots of tasks at the same time are seen as ´multi-taskers´. If you see time as being discrete then you are able to identify slots in which to work and control your time. If, on the other hand, you see time as fluid and continuous you may not see much of a separation between work and social life and you carry out tasks when the mood takes you

rather than working to rigid time plans. How you think of time therefore can influence your tendency to multi-task or not. (Price, Maier, 2007: 59)

1. Time perception and multitasking
2. The comfort of multitasking
3. A comparison of multitaskers and linear taskers in the workplace
4. How to cope with being a non-multitasker

Task 5
Read the texts below and in a few words describe the main idea of each of them.

a) Emotive language uses words, phrases and examples that intend to provoke an emotional response. Some subjects such as children, parents, national pride, religion, crime and security are emotive. Using these unnecessarily as arguments can influence the audience´s emotions. People tend to trust their own emotional response. Strong emotions are usually signal to the body to act quickly rather than to slow down and use reasoning. If an author can elicit an emotional response, then the audience is likely to be less critical of the reasoning. Where subjects are emotive, it is particularly important to check the underlying reasoning carefully. (Cottrell, 2005:117)

b) Technopoly is a state of culture. It is also a state of mind. It consists in the deification of technology, which means that the culture seeks its authorization in technology, finds its satisfactions in technology, and takes its orders from technology. This requires the development of a new kind of social order, and of necessity leads to the rapid dissolution of much that is associated with traditional beliefs. Those who feel most comfortable in Technopoly are those who are convinced that technical progress is humanity's superhuman achievement and the instrument by which our most profound dilemmas may be solved. They also believe that information is an unmixed blessing, which through its continued and controlled production and dissemination offers increased freedom, creativity, and peace of mind. The fact that information does none of these things -- but quite the opposite -- seems to change few opinions, for unwavering beliefs are an inevitable product of the structure of Technopoly. In particular, Technopoly flourishes when the defences against information break down. (Postman, 1992: 71-72.)

c) Authors can attempt to persuade their audience through using comparisons. In creative writing such as poetry and fiction, it is legitimate to compare two items that seem at first to be dissimilar in order to produce a literary effect such as surprise, humour or an unexpected perspective. In creative writing, it may be possible to say ´it is raining wellington boots´, or ´the moon is a goddess riding her chariots of clouds´. Literary critics have to decide whether such comparisons work to create the desired effect on the audience. For most types of critical thinking, however, comparisons must be valid, and add to our understanding of the situation. In scientific terms, for example, it does not help to think of the moon as a goddess or clouds as chariots. Comparisons draw attention to those aspects which are similar. As two things are never identical, it takes critical evaluation and judgement to decide whether a comparison is valid for the context. If the comparison helps to give a more accurate understanding, then it is likely to be valid. (Cottrell, 2005: 112)

IV.4. *Main ideas vs developing points*

Task 6

Read the text below and decide which is the main idea and which are developing arguments.

a) There is a tradition in social science which holds that it is quite wrong to suppose that the social sciences have failed; what they have done, in the author's view, is borrowed the wrong picture of success. If the social sciences were compared with archaeology, they would not look at all like failures – quite bad sociologists can produce more reliable information about living habits in Hackney than very good archaeologists can produce about living habits in Knossos. It is only in the light of the achievements of some of the natural sciences that charges of failure can get off the ground; but it is also worth recalling that the aim of emulating the natural sciences is not one which was thrust on social scientists by philosophers anxious to discredit them. If nobody has ever been claimed to be the Newton of the social sciences, Marx for one was praised as their Darwin. (Potter, 1987: 11)

b) It is not unusual for people to suspend critical thinking when reading and making notes. For example, they often assume it is acceptable to read and make notes in a non-selective or non-critical way, amass a pile of notes, and then apply critical thinking to the notes that have been made. Whilst this is not an unacceptable strategy, it is not effective in terms of time management. Using such methods, students are more likely to read and take notes on material they will not use, and then repeat their reading of such unnecessary material in order to select what is needed. (Cottrell, 2005: 164)

c) An antelope grazing in Africa hears a sound in the grass. Immediately all the neuronal clusters concerned with danger are activated so that the lion is recognized as soon as it emerges from the grass, and the antelope is able to escape. Such sensitization is a key part of how the brain works and why it is so efficient. (Bono, 1999: 1)

d) A Times Higher Education UK survey (March 2006) found that one in six students admitted to copying from friends, one in ten to looking for essays online and four in ten said they knew someone who had passed off work of someone else as their own. This is now recognised as an international problem and universities across the world are starting to tackle it. The main problem with academic cheating, particularly if it escalates, is that it is unfair to those students who do not cheat and eventually will undermine the value of degree awards, as its standard cannot be guaranteed. Would you like to be treated by a doctor or a nurse who you knew cheated throughout their degree? Would you like to walk over a bridge where structural calculations were checked by the structural engineer who cheated through his/her degree? I am sure the answer is a resounding ´no´. (Price, Maier, 2007: 12)

e) This article needs considerable work before publication. Not least, the author needs to reflect on why this subject has importance, and what it can tell us about Czechoslovak foreign policy and the security-insecurity issues of 1921 in Central Europe. The detail in the text often needs to be cut, while certain issues need far more analysis, and far more historical framework. The source base could also be expanded to provide more depth and nuance throughout. At present, I am not convinced that this article tells us much that we do not already know. The author, therefore, needs to be alert to his article's potential significance. (Blair, 2006)

f) In literature, a wide variety of meaning is attached to the terms "comparison" and "comparative method". The comparative method is defined here as one of the basic methods – the others being the experimental, statistical, and a case study methods – of establishing general empirical propositions. It is in the first place, definitely *a method*, not just "a

convenient term vaguely symbolizing the focus of one's research interests."(Kalleberg, 1966: 72). Nor is it a special set of substantive concerns in the sense of Samuel N. Eisenstadt´s definition of comparative approach in social research; he states that the term does not "properly designate a specific method …, but rather a special focus on cross-societal, institutional, or macrosocietal aspects of societies and social analysis".

Second, the comparative method is here defined as *one* of the basic scientific methods, not *the* scientific method. It is, therefore, narrower in scope than what Harold D. Lasswell has in mind when he argues that "for anyone with a scientific approach to political phenomena the idea of independent comparative method seems redundant", because the scientific approach is "unavoidably comparative". Likewise, the definition used here differs from the very similar broad interpretation given by Gabriel A. Almond, who also equates the comparative with the scientific method: "It makes no sense to speak of a comparative politics in political science since if it is a science, it goes without saying that it is comparative in its approach".

Third, the comparative method is here regarded as *a method of discovering empirical relationships among variables*, not a method of measurement. These two kinds of methods should be clearly distinguished. It is the latter that Kalleberg has in mind when he discusses the "logic of comparison". He defines the comparative method as "a form of measurement"; comparative means "nonmetrical ordering", or in other words, ordinal measurement. Similarly, Sartori is thinking in terms of measurement on nominal, ordinal (or comparative), and cardinal scales when he describes the conscious thinker as "the man that realizes the limitations of not having a thermometer and still manages to say a great deal simply by saying hot and cold, warmer and cooler". This important step of measuring variables is logically prior to the step of finding relationships among them. It is the second of these steps to which the term "comparative method" refers in this paper.

Finally, a clear distinction should be made between *method* and *technique*. The comparative method is a broad-gauge, general method, not a narrow, specialized technique. In this vein, Gunnar Heckscher cautiously refers to "the method (or at least the *procedure*) of comparison" and Walter Goldschmidt prefers the term comparative *approach*, because "it lacks the preciseness to call it a method". The comparative method may also be thought of as a basic research *strategy*, in contrast with a mere tactical aid to research. (Lijphart, 1971: 682-683)

IV.5. *Reading between the lines*

Task 7
Read the following texts and from the four options below choose the one you think best explains the author's belief. Only one option is correct.

a) Research cloning presents a difficult choice for the many people who in general support medical research, including embryo research, but who are concerned about the dangers of human reproductive cloning and eugenic engineering. A moratorium on research cloning would provide the opportunity to put in place prohibitions on reproductive cloning and inheritable genetic modification, without impeding research on the therapeutic uses of embryonic stem cells. It would also allow time for more extensive public debate and for the establishment of regulatory structures to prevent the gross abuse of any research cloning procedures that society might decide to allow. (CGS, 2006)

The author believes that research cloning:
1. is a universally beneficial activity and the moratorium on research cloning would bring positive limitations to medical research.

2. has many supporters who are against the moratorium on research cloning.
3. is dangerous because of possible consequences in some research areas and therefore a moratorium on research cloning may be useful.
4. is difficult to judge but the moratorium on research cloning would prohibit those research areas which should not be allowed.

b) All too often, and despite having invested months or years in bringing their dissertations or theses to fruition, students leave them in their bookcases to gather dust. Particularly in the case of theses, this is often because, with having dominated their lives for such a long time, they are simply tired of it; they want a break and feel unable to countenance any further activity directly associated with it. They have reached a kind of saturation point and frequently want to move on to other things, things they may have shelved while completing their degrees and which have been beckoning. This, of course, is perfectly understandable and most students need and deserve a break – a moment to bask in their success and enjoy life without their research hanging over their heads. However, the danger is always that the longer the rest continues the more distant you become from your research and the more difficult it is to re-engage with it, either because you have lost the motivation, lost touch with the research itself and the thinking underlying it, or because developments in the field have overtaken it. For many, such re-engagement never happens. Particularly for those pursuing or intending academic careers, this is a lost opportunity. (Murray, Beglar, 2009:197)

The author believes that many students leave their theses and dissertations and never come back to them:
1. which is perfectly understandable and fine.
2. which is not good in cases of those who want to continue in scientific work.
3. which is clear because they need a life and enjoyment.
4. which is dangerous as a true re-engagement never happens.

c) Although an important objective of university education is to nurture individuals who are able to think critically about ideas rather than simply take them at face value, it is nevertheless true that much of what students actually do during the course of their university careers consist of locating, reading, selecting and making notes on information obtained from journals, books and lectures, often with a view to writing an essay or perhaps presenting a summary of that information. While there may be some critiquing of the content, this is often minimal and the process of writing becomes, in reality, little more than a process of regurgitation, or showcasing what they have read and learned. Although, on occasions, this may be precisely what they have been instructed to do, more often than not it is the result of a lack of self-confidence and also an aversion to what is seen as risk taking, when the stakes can be unacceptably high. The thinking is that it is better to do a rather tame assignment and get a moderate mark than to stick your neck out and risk a poor one because your ideas are naïve, misguided or misinformed. Furthermore, students often feel that they do not have the authority to question or take issue with respected and prolific scholars whose names grace the covers of books and journals. As a researcher embarking on a dissertation or thesis project students simply cannot afford to approach ideas in this way. (Murray, Beglar, 2009: 5-6)

The author believes that students starting their dissertation and thesis projects:
1. must be critical in their approach to new ideas.
2. cannot critique ideas of famous scholars.
3. are very good at obtaining information from various sources for their essays.
4. should act as they are instructed to do.

d) As classrooms change and become highly developed, multi media setting extends teachers and students' ability to communicate and collaborate in an interactive classroom environment. But often teachers are traumatised by the idea of going into an electronic environment and teaching a class of busy students, especially in Higher Education. To use the equipment in a multi media suite, teachers do not need to become technical experts, but a brief overview and an understanding of the pedagogical rationale for using the technology can suffice to produce sound teaching practice. Some trainers believe a thorough understanding of the technology needs to be harnessed to ensure that good quality learning takes place, but we believe that with a little help from technicians, teachers and students can quickly take control of the electronics to be comfortable teaching in the environment to give well thought out appropriate lessons. (deHaaff, 2008:1)

The authors believe that teaching in a multimedia environment:
1. is impossible without a thorough understanding of the underlying technology.
2. can be considered impossible because teachers are afraid of using technologies in class.
3. can be effective after some initial technical assistance is provided.
4. is possible only when teachers become technical experts.

e) The history of interministerial coordination in the field of tourism hardly inspires excitement, either in the UK or elsewhere. For example, Michaud (1995, pp.38-9), while accepting that the need for such coordination was generally acknowledged in France, also noted that ´curiously´ the Interministerial Committee for Tourism – presided over by the Prime Minister – had not met since 1983.

The author believes that:
1. historically, tourism was successful when coordinated by diverse ministries.
2. tourism has not been effectively coordinated among ministries in many countries.
3. interministerial tourism has been overlooked by the French Prime Minister for many years.
4. UK tourist coordination among ministries has set a valuable example to France.

f) Sometime in the Age of Thatcher, Reagan and Mulroney, English speaking readers became ignorant. First, translation into English was practically stopped: today, less than 0.1% of everything published in English is a translation, and that includes Japanese computer manuals. Having once been the keen discoverers of Kafka, Camus, Sartre, Unamuno, Neruda, Dürrenmatt (in the first half of the twentieth century, for instance,) English-speaking readers locked themselves into something worse than an imperial mentality, since the Empire forced them at least to look outside England: into a state of stolid contentment.
Readers and writers in English today know practically nothing of what is taking place in the cultures of the rest of the world. Step into a bookstore in Bogotá or Rotterdam, Lyon or Bremen, and you can see what the writers from other countries are doing. Ask in Liverpool, Vancouver or Los Angeles who Antonio Lobo Antunes or Cees Nooteboom are (two of the greatest living authors, the first Portuguese, the second Dutch) and you will be met with a blank stare. But such a question would probably not be asked, because English-speaking readers have became prisoners of their own language, living off whatever the publishing industry chooses to feed them.
Even the literature written in English has become, by and large, watered down to canteen fare. Of course there are many exceptions, and great writers are writing superb literature all the while, but they work in an atmosphere of intellectual numbness. And, while it has always been true that a new author has difficulty in finding a publisher, now even authors with

notable careers are having trouble finding a home for their books. In the English-language publishing world of today there is no middle ground for literature: formulaic fiction and bland non-fiction occupy the shelf previously destined for literary works, which have moved either to small "experimental" publishers (as they used to be called) or to university presses. Doris Lessing's English publishers told her a few years ago, after her eightieth birthday, that she wrote "too much" and that they found it difficult to continue publishing her work; her American publishers first turned down her novel *The Cleft* on the advice of their marketing department and then reluctantly accepted to bring it out "as a kindness." Bloomsbury, the publishers who once dared publish Nadine Gordimer and Margaret Atwood (authors who've become now "safe" modern classics and therefore still published by them,) now bring out Jane Austen and Charles Dickens in editions for an illiterate audience with cute introductions by best-selling "chick-lit" novelists such as Meg Cabot, of *The Princess Diaries* fame. In her introduction to *Pride and Prejudice*, Ms Cabot writes: "OK, so I'll admit it: I saw the movie first ... But, as I had discovered from reading Peter Benchley's book Jaws, sometimes there are scenes in the book that aren't in the movie ... The movies always leave something out. Which is what makes *Pride and Prejudice* such a joy to read over and over. Because you can make up your own movie about it -- in your head." The Bloomsbury edition also includes spoof interviews with the dead author: "My first book to make it into print was *Sense and Sensibility* ..." and so on. Random House's Vintage imprint now publishes its novels with a how-to guide at the back, visibly intended for book clubs. These guides are demeaning catechisms that tell the reader what to think. I've had a fair experience with book clubs, and its participants are usually not idiots who need artificial guides to literary conversation. (Manguel, 2008:2)

The author believes that:
1. English literature is not as good as it used to be. For example in the 1920s it had to compete with the world´s literature.
2. English readers are locked within an English speaking world dominated by a deteriorating quality of literature dictated by the publishing industry needs.
3. English readers and writers face an unprecedented situation when they ignore quality literature.
4. English literature returns to classics because new writers are not supported by the publishing industry.

Task 8
There are many types of fallacies. Here are some of them. Match the types of fallacy to their examples.

Types of Fallacies

a) Authority
b) General Opinion
c) Tradition
d) Hasty Conclusion
e) Over-Generalisation
f) Example
g) Analogy

Argument Examples

1. The success of mass poverty combating policies based on economic growth of China, India and Brazil clearly illustrates why macroeconomic stability is the key factor in poverty reduction.

2. Peter Cowen believes that university education should not be free because people do not usually put a high value on what they get for free. Because Peter works hard and can afford higher tuition fees at university, he is certain that anyone can earn enough to be able to pay their tuition fee.

3. President Václav Klaus argues that current environmentalism is the biggest threat to freedom and prosperity. This is why environmental movements should not be supported by democratic governments.

4. The smoking ban resulted in 9 per cent fewer people being admitted to hospital with heart attacks in the first year of enforcement. The number of smokers has not decreased, therefore the fall in admissions is the result of the declining exposure to second-hand smoke.

5. More than 60 percent of Czechs support the death penalty; polls show. The Parliament should, therefore, re-establish this form of punishment into the Czech law system.

6. Parents have employed spanking as a disciplinary method for thousands of years and therefore see there is no reason to view this as child abuse.

7. The national budget deficit acts like a metastasizing cancer. The danger is it can destroy the country´s economy from within. But similarly with cancer, an effective means for the national debt treatment is very limited.

Task 9
Read the texts below and explain, what the authors want us to believe and how we, if we were non-critical readers, could be confused.

a) There are clear disparities between the treatment of white and other non-white drug users in the USA. A recent survey of the US Public Health Service estimated that 75% of illegal drug-users in the US were white, 13% Afro-American, and 9% Hispanic. Yet, in New York State, 93% of all drug-possession offenders sent to prison were Afro-American and Hispanic; in California, it was 72%.

b) Technology is an important aspect of being human. It is a natural concept because it forms part of human evolution. Technology uses scientific knowledge to solve practical problems of human life, especially in the area of transport, industry, medicine or communication. The oldest technology is probably the use of fire, followed then by many others from the wheel invention thousands of years ago to the print or steam engine centuries later and to the internet, social networks or online games nowadays.

c) If an author really wants to make sure that the reader loses interest I recommend that he/she does not introduce the ideas and main findings straightaway, but instead hides them at the end of a lengthy narrative. The techniques can be refined by putting the same emphasis on what is unimportant or marginally important to what is really important to make certain that the writing creates the proper hypnotic effect which will put the reader to sleep. (Snad-Jensen, 2007: 2)

d) Europe is above all a community of values. The aim of European unification is to realise, test, develop and safeguard these values. They are rooted in common legal principles acknowledging the freedom of the individual and social responsibility. Fundamental European values are based on tolerance, humanity and fraternity. Building on its historical roots in classical antiquity and Christianity, Europe further developed these values during the course of the Renaissance, the Humanist movement, and the Enlightenment, which led in turn to the development of democracy, the recognition of fundamental and human rights and the rule of law. The great currents of culture and art, scientific discoveries and their application for the general good, and the critical analysis of accepted views and perceptions have all had the effect that we can now live and work together in peace, liberty and freedom from want. Europe has spread these values throughout the world. Thus our Continent became the mother of revolutions in the modern world. Europeans have worked to establish freedom, justice and democracy as the principles of international relations, thereby opening the way to a free and peaceful future. (Buamgart, 2003)

e) The fact is that the world is divided between users of the Macintosh computer and users of MS-DOS compatible computers. I am firmly of the opinion that the Macintosh is Catholic and that DOS is Protestant. Indeed, the Macintosh is counter-reformist and has been influenced by the *ratio studiorum* of the Jesuits. It is cheerful, friendly, conciliatory; it tells the faithful how they must proceed step by step to reach -- if not the kingdom of Heaven -- the moment in which their document is printed. It is catechistic: The essence of revelation is dealt with via simple formulae and sumptuous icons. Everyone has a right to salvation.
DOS is Protestant, or even Calvinistic. It allows free interpretation of scripture, demands difficult personal decisions, imposes a subtle hermeneutics upon the user, and takes for granted the idea that not all can achieve salvation. To make the system work you need to interpret the program yourself: Far away from the baroque community of revelers, the user is closed within the loneliness of his own inner torment.
You may object that, with the passage to Windows, the DOS universe has come to resemble more closely the counter-reformist tolerance of the Macintosh. It's true: Windows represents an Anglican-style schism, big ceremonies in the cathedral, but there is always the possibility of a return to DOS to change things in accordance with bizarre decisions: When it comes down to it, you can decide to ordain women and gays if you want to. (Eco, 1994)

V. *Listening*

V.1. *Before listening*

Can I listen?
Task 1

Write down ten habits you have that distract you from listening and ten that help you to concentrate when listening.

Task 2

Suggest how you might eliminate those distracting habits.

V.1.2. *Who will be speaking?*

Task 3

Below are short biographies of the speakers. What can you predict about their manner of presenting ideas (accent, speed, interactivity)? When you have a clear idea of what to expect, watch their videos (www.ted.com) and check to see how accurate your predictions were.

a) Chimamanda Ngozi Adichie is an internationally recognised novelist (Commonwealth Writers' Prize; O. Henry Prize). She was born in Nigeria, but today she divides her time between Nigeria and the United States. She holds a Masters degree in Creative Writing. In 2005-2006 she taught Introductory Fiction at Princeton University.

b) Stefano Mancuso is an Italian scientist and "founder of the study of plant neurobiology, which explores signalling and communication at all levels of biological organization, from genetics to molecules, cells and ecological communities."

c) Sir Ken Robinson is an international advisor on education to government, non-profit organisations, and educational or arts bodies interested in promoting creativity. He has influenced UK National Curricula as well as the whole system of education. His books *Out of Our Minds* and *The Element* have become international bestsellers and his public speeches are watched by millions on YouTube.

d) Kamal Meattle is an Indian scientist and environmental activist who "has spent a great deal of time in India and abroad convincing corporate leaders, diplomats, energy ministers, and other government officials that his ideas about sustainability, individual responsibility, and respect for the environment can ensure a healthier future for everyone."

e) Erin McKean is a US lexicographer. She is a founder of the online dictionary Wordnik and a former Principal Editor of The New Oxford American Dictionary, second edition. She has formulated ´McKean´s law´, a variation on Murphy´s law: "Any correction of the speech or writing of others will contain at least one grammatical, spelling, or typographical error."

Task 4

Choose someone speaking in English who you might be expected to listen to in the future, find as much information as you can about them and predict what you can expect and think how you might prepare.

V.1.3. *What am I going to be listening to, and why?*

Task 5
Look at the titles with their subheadings and determine the topic and type (lecture, presentation, discussion, etc.) of the talk.

a) Freshman Organic Chemistry: Force Laws, Lewis Structures and Resonance
b) Is An "Academic Blog" An Oxymoron? – Q&A
c) The Paradox of Choice
d) Academic Freedom in an Age of Industry Collaboration: A Panel
e) What ´us´ nonprofits can learn from Coca-Cola
f) European Civilization (1648-1945): Absolutism and the State

Task 6
Match the following titles with the abstracts below and then decide if there is any change in your expectations when you have the information from the title only or from both the title and abstract.

1) On Animal Movement: Biologically Inspired Design
2) How to start a movement
3) Connexions - Building Communities and Sharing Knowledge
4) Ideas, narratives and social change

a) This talk presents the initiative on the part of a team of young Pakistanis who started a counter-extremism social movement Khudi Foundation in 2009. Their aim is to promote a democratic culture in Pakistan. The team leader is a British Pakistani, a former member of the Islamic political group Hizb ut-Tahrir, and a co-founder and co-director of Quilliam, the world's first counter-extremist think tank.

b) This University of California Berkeley biologist studies the enormous variety of animals´ legs and feet adapted to different conditions and allowed for different types of movement. He uses his research to design the perfect robotic "distributed foot", adding spines, hairs and other parts to metal legs and creating versatile scampering machines.

c) A professional musician and one of the largest sellers of independent music on the web explains how movements really get started. With the help of an illustrating footage he presents the essential actors and phases necessary for a movement to develop.

d) This talk presents the reinvention of how textbooks are written, edited, published and used. This new "open access movement" is based on a set of assumptions shared by a remarkably wide part of the academic community. The ideas that knowledge should be shared, free and open to use and re-use; that collaboration should be easier, not harder; or that concepts and ideas are linked in unusual and surprising ways and not the simple linear forms that textbooks present, are discussed.

Task 7
Read the abstracts and short descriptions below and say how you would prepare for each session. What do you need to do, to know, to be ready for? Create a detailed list of how you would prepare. Check if it works. If not, analyse what went wrong – what you had not expected.

a) Justice: What's The Right Thing To Do? "The Moral Side of Murder"
Professor Michael Sandel

If you had to choose between (1) killing one person to save the lives of five others and (2) doing nothing even though you knew that five people would die right before your eyes if you did nothing – what would you do? What would be the right thing to do? That's the hypothetical scenario Professor Michael Sandel uses to launch his course on moral reasoning. After the majority of students vote for killing the one person in order to save the lives of five others Sandel presents three similar moral conundrums – each one artfully designed to make the decision more difficult. As students stand up to defend their conflicting choices, it becomes clear that the assumptions behind our moral reasoning are often contradictory, and the question of what is right and what is wrong is not always black and white.

b) Barnard Commencement Speaker 2010, Columbia University
Meryl Streep

Meryl Streep addresses her speech to a class of graduates at Barnard College, Columbia University Commencement 2010.

c) Foundations: This Is Your Brain - Introduction to Psychology
Professor Paul Bloom

This lecture introduces students to two broad theories of how the mind relates to the body. Dualism is the ubiquitous and intuitive feeling that our conscious mind is separate from our physical bodies, whereas Materialism is the idea that all of our mental states are caused by physical states of the brain. This lecture reviews arguments explaining why materialism has become the predominant theory of mind in psychology. This discussion is followed by a basic overview of the neurophysiology of the brain.
ccccc

V.2. *While listening*

Task 8
There are some strategies related to listening skills. Choose which of these refer to effective active listening practices.

1. The subject is boring, dry and it does not relate to my interests. I don't have to listen to this.
2. When I do not understand some complex idea or key point, I should ask for clarification.
3. I can change my note-taking systems when I need to.
4. I write down only the important information.
5. I can make judgements really quickly; I do not have to understand all the presenter's arguments.
6. I will try to recognize organizational patterns of the talk.
7. I am going to take everything down in note form, and hope I will manage to write down almost all the words the speaker will say.
8. The talk will give me all the information I need, so I will not need to consult other sources later.
9. I will not need to make judgements about the content if I listen very carefully.
10. I should not form an opinion until it is explained properly so I can fully understand it.

11. The information on the slides is more important than anything that is said.

12. The topic is not my subject matter; therefore, I need to pay attention to find areas of interest.

13. The speaker makes so many mistakes in their delivery that I do not need to listen to it.

14. When I do not understand, I do not ask because I might make a fool of myself.

15. I may concentrate on the content only and ignore all those evident but irrelevant errors.

Task 9
Match the sign posting types with the groups of linking words below.

a) introducing a different or opposing idea
b) restating an idea using different words
c) listing or ordering ideas
d) adding emphasis to an important idea
e) stating a cause-and-effect relationship
f) summarizing or completing an idea
g) showing examples
h) introducing unimportant ideas

1) *for example, that is, for instance, namely, to illustrate this by ..., let´s take the case of ...*
2) *then, secondly, finally, ultimately, the next point is*
3) *in brief, in conclusion, for these reasons, so to sum up*
4) *in other words, let me put that another way, what I have been saying is, to recapitulate*
5) *by the way, which reminds me of a story, incidentally*
6) *accordingly, because, consequently, therefore, if ... then, as a result, resulting in, leading to, therefore*
7) *specifically, most importantly, especially, and this is crucial*
8) *conversely, however, but, despite, on the other hand*

Task 10
This is a transcript of a part of a seminar – that part which the listener managed to understand. Read the transcription and answer the questions related to what the listener was thinking during the session. Each question is related to the paragraph preceding the given number.

This afternoon is about listening and the processes of listening, and the mysterious things we do when listening. I would like to suggest you that when we are listening in a normal kind of way, not for an examination, not in other specialised situations, when we are listening just to ordinary conversations, we do five different things, we do them in different proportions but we do five things. **(1) What was the main idea of this part?**

One of the first things we do is to delete. We wrap stuff out, if I was to talk to you for a moment about my journey from Cambridge to this building, there would be a lot of details about how I got lost between, and maybe you won´t believe me, but between Kings Cross and here. The number of people whom I asked and the number of people who didn´t want to tell me, and the number of people who didn´t know, and in all that plethora of detail and the general mess you get that I am pretty unhappy and pretty bad at geography. But you would certainly or almost certainly delete many of the little bits that I´ve just told you. You just got the overall picture of this poor guy getting lost. **(2) Why was the speaker´s journey to the seminar place mentioned? Is it important?**

You also have the phenomenon of distortion. When we listen we distort. Or we pull around and change our own schemata change what´s coming in. OK? Let me give you an example, I just want you to go back for a moment in my own life to the time when I was eleven, twelve, thirteen …………**(3)**…………… So, Lago Maggiore evokes a volcano lake and it evokes a lake in Algeria, and that´s perfectly normal in terms of everyday listening, while you listen to me talking about my lake, Lago Maggiore, you will go, some of you, to your own lake. Now, that means that the resultant stuff that you put into midterm memory is going to be a mixture of what you added and what I gave. **(3) I missed some part of the speech. What was it about?**

And for me, the active listening, which could be a metaphor, which would be the Mississippi flow of internal stuff in the listener comes down to meet the ocean coming in, so the other person talking to me is the ocean coming in and I with my own schemata am the river coming down and the act of listening is actually the mixing of those two waters, is the mixing of the river water and the ocean water … and what we store in midterm memory is the mixture. Certainly not only ocean water, very unusual. **(4) Is the Mississipi metaphor helpful for me? Is the deletion clearer now?** So we delete, we get rid of things that don't strike us as important. And why do we do that? We do it because we can´t hold all the details. It´s too much, for the conscious mind. We distort. We modify. We change. So Lago Maggiore becomes the Algerian lake or whichever. OK?

We generalise. If I give you a whole lot of detail about some things, you will almost certainly, to retain it, you will go to an upper level, you will chunk, so if I was to tell you that one of the results of the Pinochet …… **(5)**………. you generalise the details up to the level of fruit and veg in order to remember, because you don´t need to remember every example I gave you. And this is not the same as deletion. Which is cutting out. This is bringing the details up to a higher level so that you can remember them as one chunk. OK? **(5) I missed the point about Pinochet and Chile. Is it a problem? Yes / no-Why?**

And then finally you do elaboration. **(6) I am confused. Why?** People are always elaborating. People will create pictures in their minds. People will take something smaller and make it bigger. And most of the talk this afternoon is going to be about this area of elaboration. OK?

One other thing that you do when it´s a conversational listening is begin to prepare for taking the conversation over for your own turn. You begin to mentally prepare what you are going to say. OK? So, that´s the fifth thing we often do in conversational listening. **(7) I am not confused any longer. Why?** ….

And I want to bring you back to normal listening. To the kind of listening that happens in a normal way. And most of that happens on an unconscious or semiconscious level. I mean, when you´re listening to someone, you don´t say HA! That´s unimportant: Delete! The unconscious mind deletes. It doesn´t ask the conscious mind, it does it, automatically. **(8) Here, I did not understand the words "conscious" / "unconscious". Is it a problem or do I understand this anyway?**

What I am going to do now, is to show you how elaboration works by bringing what is normally an unconscious process into consciousness. What I am going to do … is going to start at the word level. And I want to give you some words. **(9) I have changed my listening strategy. Why and How?** I am going to launch the word at you and then I want you to wait for about six or seven seconds, until I say "please, report", and then you turn to your partner, somebody sitting near you and you´ll report what was going on in that extraordinary box called your head. OK? Don´t do anything special with it. Just let it happen. Let your reaction come. And then you turn to your partner and tell them what happened in those five or six seconds. Normally, this happens at lightening speed unconsciously. OK? Are you ready for the first one? OK. So when you hear the word, let it simmer for a moment and then I will ask

you to report to your partner. **(10) The "OK?" helped me a lot with the orientation in the speech. What did that signal?** (Rinvolucri, 2009)
ccccc

V.5. *Note taking*

Why do I take notes?
How do I take notes?

Task 11
Match the abbreviations and symbols used in English texts below with their meanings.

(A)

(a) incl	(g) cf.	(m) no.
(b) 20c	(h) min.	(n) dept.
(c) e.g.	(i) viz.	(o) p./pp.
(d) i.e.	(j) &	(p) excl.
(e) govt.	(k) N.B.	(q) max.
(f) etc.	(l) Q.	

1) for example	7) that is	13) minimum
2) government	8) compare	14) and
3) namely	9) 20th century	15) etcetera, and so on
4) note	10) page/pages	16) maximum
5) excluding	11) number	17) question
6) department	12) include	

(B)

(a) $<$	(f) $\rightarrow$
(b) $=$	(g) $\uparrow$
(c) $>$	(h) $\downarrow$
(d) $\sim$	(i) $\leftrightarrow$
(e) $\times$	(j) $\neq$

1) mutual interference	6) more than
2) more or less	7) contradiction
3) not the same as	8) rise
4) equals, the same as	9) less than
5) decrease	10) consequently

VI. *Speaking*

VI.1. *Spoken production*

VI.1.1 *Preparation*
Task 1
Which of these purpose statements could serve as the foundation for a fifteen-minute presentation prepared for an expert conference in the given field?

a) I hope to convince my supervisor that the topic 'My Family' is the best and most scientific of all topics, so that I can get credits for a conference presentation.
b) I plan to illustrate to the audience the impact of the Greek Euro 2010 crisis on the EU, so that they get better insight into the Eurozone financial policy.
c) I am going to introduce the audience to differing concepts of feminism in Great Britain, the USA, France, Italy, and Spain, and then compare these to Czech feminism, so that they understand the situation of women in this country.
d) I will communicate the greatness of the Romanticism Movement, so that the audience can admire and love it as much as I do.
e) I hope to clarify the importance of space research with examples of space technology that has changed our everyday lives, so that the audience understands why money invested in this area is not wasted.

Task 2
Read the following extracts from the same topic and decide which group (a,b, or c) each is being delivered to:

a) school children
b) general public
c) experts

1. Now, let´s see what is essential for us to know about the European Union. There are some common values, like tolerance and humanity. They are also closely related to democracy, human rights and the rule of law. These fundamental values make the free exchange of persons and ideas possible. But the real driving force has always been economic cooperation, of course. And now, let's move to its political institutions. There are basically four. First, the European Commission serves more or less as the EU government. Then, clearly, we have the European Parliament. Third, there´s the Council of the European Union – which is something like an upper house of any parliament. And last, there is the Court of Justice.

2. Well, I am going to counter argument the nation state approach. The EU can be seen as a structure of multi-level governance that links horizontally and vertically sub state, state and non-governmental actors. In my opinion, the decision-making competences are shared by actors at different levels rather than monopolized by state executives. States are only one among a variety of factors. And actually, they are somewhere in the middle.

3. OK, I am sure you know the European Union is a very complicated system. So is the human body. And you've talked about the human body in your biology lessons, I am sure. So we can talk about the EU in the same way. We have a lot of organs in our bodies. We have the

heart and the lungs, and we have bones to support us as well as muscles, and the tiniest parts of all are cells. And all these big and little things work together. This is what our Union is about. Every person is like a cell and every company or country is like an organ. So now let's have a look at how this European organism works, OK?

Task 3
Carry out an audience analysis for the following situations.

a) As a member of an experimental project team, you are going to present a new project in your field to the Dean's Project Committee (5 people) at the Dean's Office. (15 minutes)

b) As a student or young researcher, you are going to present your branch of studies at the Night of Science. (30 minutes)

VI.1.2. *Introduction*
Task 4
Read the introduction sentences below and decide what the function of each is.

a) Over the next five minutes my intention is to transform your relationship with sound.
b) I am John Mareen and I work for the Open University as a web designer.
c) The subject of my speech is nanotechnologies, more concretely the impact of nanotechnologies on sustainable development.
d) Good morning everyone, we are very impressed that you are here this early and on such a rainy day.
e) Please interrupt me, if there's anything which needs clarifying. Otherwise, there'll be time for questions at the end.

Task 5
Complete this introduction with words (a-j) from the list.

a) questions   f) go along
b) act as   g) hear
c) talk about   h) brief
d) look at   i) finally
e) points of view   j) thank you

Good morning and (1) .... for being here today. My name's Andrew Tilly and I'm responsible for the Writing for Publishing Programme at the PhD Centre here. What I'd like to do today is (2) .... some useful strategies when dealing with reviewer´s feedback. This (3) .... talk will hopefully (4) .... a springboard for discussion. I'm going to (5) .... the strategies from three (6) ....: firstly, types of feedback will be presented; secondly, we will discuss what we can learn from destructive feedback or hostile reviews; and (7) ...., you will get some tips on how to respond to different types of feedback from editors and reviewers. If you have any (8) ...., just interrupt me as I (9) .... If you have any personal experience or would like to know more, we'd like to (10) .... from you.

Task 6
Use one of the following expressions to replace each of the expressions in bold in this introduction.

a) don't hesitate   f) divide
b) a chance   g) go through
c) I take care   h) in more depth
d) I'm delighted   i) My purpose is
e) sections   j) finally

Hello, everyone. May I have your attention, please? OK. Thank you for coming. (1) **It's a pleasure** to be with you today. My name is Sheila Turner and (2) **I'm in charge** of the Study Skills Support here, at the Learning Centre. (3) **We are here today** to (4) **review** some key principles and to give you information about managing your time here at university. So what I intend to do is to (5) **break down** this presentation into three (6) **parts**. First, we will identify how one´s relationship with time can effect a person´s time management; second, we´ll have a look at balancing one´s time, and (7) **third**, we´ll talk about efficient and effective time management strategies. If you have any questions, please, (8) **feel free** to interrupt me, but I should also say there'll be (9) **an opportunity** to discuss everything (10) **at greater length** after my talk.

Task 7
Read the introduction and answer the questions according to the text below.

Good afternoon everyone and welcome to the Introduction to Social Sciences seminar. I know I've met some of you, but just for the benefit of those I haven't, my name's Sarah Groves and I study Social Communication here at this Faculty. The title of my talk today is, as you can see behind me on the screen: „Can the study of society be considered Science?" which means that I would like to discuss a very important methodological question - whether social sciences are science at all. Perhaps, I should outline the main points of my talk now. I will start by giving you an overview of the orthodox views on goals and tactics of natural sciences. Then, I will be taking a look at the ´laws and technology´ in social sciences. Finally, I'll go on to present the notion of the cumulative growth of knowledge. All this should last only ten minutes or so. If you have any questions you'd like to ask, I'll be happy to answer them at the end but feel free to interrupt me if there's anything you don't understand.

a) What is the topic of her presentation?
b) What is the purpose of the presentation?
c) How many main points will it have?
d) How long will she talk?
e) What type of visuals will she use?

Task 8
Choose three different topics from different areas of your academic or professional interest. Prepare an introduction that will include all the structural points from above. Talk about the introduction for 50 seconds. If your speech takes longer, reformulate, change or leave some ideas out and try again.

VI.1.3. *Body*
Task 9
Read the paragraphs below and decide which are in an appropriate style for an effective presentation.

a) The move from a structuralist account in which capital is understood to structure social relations in relatively homologous ways to a view of hegemony in which power relations are subject to repetition, convergence, and rearticulation brought the question of temporality into the thinking of structure, and marked a shift from a form of Althusserian theory that takes structural totalities as theoretical objects to one in which the insights into the contingent possibility of structure inaugurate a renewed conception of hegemony as bound up with the contingent sites and strategies of the rearticulation of power. (Buttler, 1997 v Myers,1999:36)

b) The wonderful thing about doing a synthetic science is that you get to create whatever you imagine. Artificial intelligence is inspired by creating machines that can think and feel. Where, of course, biological systems are the ultimate inspiration. Take, for example, imitation. People can learn a lot just by watching others and imitating them. It is something no machine can do. We have to programme them. (Me and Issac Newton, 1999)

c) String theory is sometimes called the ultimate theory as its ambition is to describe the universe. It is a model of fundamental physics and its building blocks are one-dimensional extended objects, the strings. It is not based on zero-dimensional points, I mean particles, like some other theories. The basic idea is that the fundamental constituents of reality are strings of energy. They vibrate at resonant specific frequencies. And the universe is nothing but all those strings vibrating in unity.

d) Well, you know, then, there is this group dynamics. People get some stuff, you know, to work on, or, you know what I mean, then they have to deal with the, you know, the problems or the task, and they have to, you know, talk about it, and just, and do, whatever, and simply, do something to get something out of it. And sometimes, like in the States, they have these tests where they simply, well, get the group into a room or something and lock them in – crazy, isn´t it? And then they see, you know, how they react and stuff like that.

Task 10
Go back to the Tasks 2-6 in the Chapter IV. Read each paragraph a few times and say what it is about in your own words. Do not read the text. Record yourself. Play your recorded version and compare it with the written text. You should find that your sentences are shorter and you use more verbs than nouns than in the original. If you find some fillers you use too often, try to eliminate them in the rest of the task.

Task 11
Use the words below to complete the paragraphs on types of a main body structure.

A) Separate points structure

(a) equal   (b) necessarily   (c) enables   (d) assume   (e) sequence

Particular points are presented separately in a (1) .... that suits the particular subject. They do not (2) .... flow into each other and individual ideas can be given (3) .... weight. This (4) .... the speaker to add a brief introduction or summary to each section. Sometimes, an audience may (5) .... that the first point has greater significance. (Hindle, 1998: 22)

B) Emphasizing one point

(a) accordance   (b) issue   (c) grasp   (d) evidence   (e) contrasts   (f) significance   (g) suitable

If one point has greater (1) .... than the others it must be given more time. The speaker can start with the most important (2) .... to develop fully the argument and then going on to support it or complement it with (3) .... or secondary points; or they can finish with the most important section in (4) .... with the idea that the more important it is, the later it appears. In the latter case, usually, the first points are only preparing ground for the last one. This structure is (5) .... for a well informed audience which can (6) .... a high level of detail or for comparisons and (7) .... (Hindle, 1998: 22)

C) Overlapping points

(a) encourage   (b) cope with   (c) familiar   (d) referred   (e) earlier   (f) extent   (g)complex

The most common structure is the one in which each point overlaps and depends to some (1) .... upon the others. Each subsequent point can be (2) .... back to or reintroduced for emphasis in relation to the (3) .... points, linking all the main points together. Such a structure is most suitable for talks given to an audience (4) .... with the topic which can (5) .... a relatively (6) .... presentation. Overlapping points (7) .... debate and audience intervention as different ideas present themselves. (Hindle, 1998: 22)

Task 12
Match the following phrases with their functions.

1. Preparation for what the audience is going to see.
2. Explanation of what visuals show in general.
3. Explanation of what visuals show in particular.
4. Suggested implications of what visuals have shown.

a)
I´d like us to focus our attention on one particularly important feature. It´s on the second page of your handouts.
The upper part of the slide gives us some information about why those developments are so surprising.
If you look at it more closely, you´ll notice a couple of apparent anomalies.

b)
I´m sure the conclusions to be drawn from this are ...
The lesson to be learned from this, I am sure, is clear to all of us.
Message here may not be evident at the first sight.

c)
Referring to the diagram, let me show you how interdependent they are.
If you look at the screen, you´ll see how it has changed in the past ten years.
From the Table 1 we may conclude that their position is surprisingly stable.

d)
Now, let's look at a short video.
Let me now show you some slides with pictures illustrating the situation.
Let's move on and look at the figures for the Czech Republic.

Task 13

Choose a visual presentation from your field of study. Open individual slides and comment on their content with your own words in such a way that the visual information is complementary to the verbal one.

VI.1.4. *In Closing*

Task 14

A) *The sentences a-g are found at the end of a presentation. Here, they are in the wrong order. Read all seven first and put them into the best order.*

(a) First, by the power of erosion, second by the power of transport, and third by the power of deposition.
(b) Thank you for your attention.
(c) Let me just emphasise the main points again.
(d) In short, running water is one of the strongest and most effective agents in shaping our scenery. Rivers change the countryside by three powers.
(e) And now, if anyone has any questions, I'll do my best to answer them.
(f) Let me end by saying that despite the apparent tranquillity and sense of permanence the scenery of our country is constantly changing and our task is not to prevent the change as nature will always find its way but to learn how to live with constant natural changes in harmony.
(g) That completes my presentation.

<div align="right">(Clarke, Jackman, Mercer, 1986: 20-23)</div>

B) *After you have completed the previous task match a-g with the following structural parts used at the end of a presentation.*

1) signal to end
2) summary
3) conclusion
4) thanks
5) invitation for questions

Task 15
Complete the following concluding section with words from the list.

a) comments	e) insight	i) that's all
b) To sum up	f) considered	j) namely
c) tasks	g) On the whole	k) therefore
d) listening	h) papers	l) points

Well, (1) .... I wanted to tell you today. I hope that has given you a reasonable (2) .... into the area of language competence needs. (3) .... the most important (4) .... First we looked at the (5) .... and genres identified for the academic sphere, such as lectures, team work, presentations, or academic (6) .... Then we (7) .... activities and genres identified for the professional sphere, (8) .... interviews, negotiations, reports, social events, emails and commercial documents. (9) ...., I'd like to emphasise that despite the theoretical distance between the academic and professional worlds, the language

competencies people need in both spheres are more or less the same and (10) .... there is no reason why students good at communication in foreign languages at university should not be excellent communicators in their professional careers. Thanks for (11) .... and if you have any questions or (12) ...., I'll be happy to answer them.

Task 16
Use one of the following expressions to replace each of the expressions in bold in the following concluding section.

(a) I'd be glad   (b) talk   (c) then   (d) main   (e) lastly
(f) reliable   (g) now   (h) idea   (i) covers everything in   (j) As you can see
(k) it seems to me that   (l) listening   (m) sum up   (n) to put it simply

That (1) **brings me to the end of** my (2) **presentation**. Let me just (3) **run over** the (4) **key** points again. Very briefly, there are three. First, water-related problems continue to affect millions of people and, contrary to what most people believe, future water supplies will not last for ever. (5) **Second**, the growing number of projects trying to provide ever-increasing supplies of water indicate that a growing number of countries are aware of the present problems and of those to come. (6) **Third**, current solutions are mostly highly expensive, not very practical and also very time-consuming. (7) **From what you have heard**, there are some (8) **very good** reasons to believe that the eventual solution would definitely be to conserve water worldwide and control pollution. (9) **In other words**, we need to respect our most valuable natural resource much more than we do.
(10) **At this point**, I'd like to leave you with the following (11) **thought**: it is certainly true that the twentieth century gave us some advantages by, for example, making us richer, healthier and freer to enjoy our lives. However, (12) **in my opinion**, it did not make us wiser. The twentieth century also made our earth dirtier, our people less humane, and our spiritual lives poorer. We should, of course, continue to enjoy the benefits of technological advancements because they free us to pursue our interests and goals. However, we must make a concerted effort to preserve our natural environment for future generations. Thank you for (13) **your attention** and now, if you have any questions, (14) **I'd be pleased** to answer them. (Me and Issac Newton, 1999)

Task 17
Read the following paragraph which ends a presentation and answer the questions below.

This brings me to the end of my presentation. In short, I have shared this information not merely ´to expose´ the folly of current writing but to let you know the terror under which many graduate students live. In the current academic or scientific competition, the need to publish is perhaps greater than any time before. Yet to publish in most journals means flinging about the jargon, to publish in most journals means toeing the official line, which is often close to nonsense, and to publish in most journals means quoting the usual certainties. In conclusion, I have to confess that I'm often appalled at my own writing, but since jargon, rather than substance, gains a publication, I succumb to verbiage. Now, thank you for your attention and I'd be glad to answer any questions and comments you have. (Myers, 1999:36-39)

a) What was the aim of the presentation?
b) Presumably, how many main points did the presentation consist of?
c) What is the conclusion of the presentation?

VI.1.5. *Rehearsal*

Task 18
A) *Read the sentence aloud stressing each word in bold.*

a) **I** said you should contemplate buying a new bicycle.
b) I **said** you should contemplate buying a new bicycle.
c) I said **you** should contemplate buying a new bicycle.
d) I said you **should** contemplate buying a new bicycle.
e) I said you should **contemplate** buying a new bicycle.
f) I said you should contemplate **buying** a new bicycle.
g) I said you should contemplate buying a **new** bicycle.
h) I said you should contemplate buying a new **bicycle**.

B) *When you have read the sentence aloud a few times, match the sentence version to the meaning below.*

1) You should not think about anything else but a bicycle.
2) It is my idea.
3) This is a possibility.
4) You should not buy a used one.
5) The bicycle should not be bought by anybody else.
6) Think about it. It is a good idea.
7) And stop using mine.
8) Do you understand me?

Task 19
Choose five sentences in English from any source. Read each one aloud stressing a different word each time and focus on how each stressed word changes the meaning of the sentence.

Task 20
Look at the following vocal and visual parts of a presentation and decide whether they tend to be irritating (I) for the audience or helpful (H).

a) lack of eye contact   I/H
b) turning your back on the audience   I/H
c) write first, then read what you have written   I/H
d) fiddling with pointers, markers, pens or glasses   I/H
e) eye contact with individual members of the audience   I/H
f) use of natural gestures   I/H
g) placing hands in pockets   I/H
h) adjusting hair or clothing   I/H
i) sticking to the allotted time   I/H
j) not being able to find the right slides or materials   I/H
k) looking only at a script or prompt cards   I/H
l) toying with coins or jewellery   I/H
m) standing perfectly still   I/H
n) standing in a place where everyone can see you   I/H
o) finger tapping   I/H
p) half turning away from your audience while you read from the PowerPoint   I/H

VI.2. *Spoken interaction*

Task 21
Match the senteces and converastion samples with the situations:

a) Interview (for media)
b) Small talk
c) University work discussion
d) Panel discussion
e) Job interview
f) Presentation Q&As

1.
A: Hi, how're you?
B: Back at yeh. Where are you up to in the book? That lecture was hmm … mind-numbing.
A: What did you think of that last bit about the CZ being a masculine culture? Don't know I buy into all that 'male attributes being positively reinforced' stuff.
B: Well, I don't know Prof Smith gave some good examples of - you know … ,
A: I'm sure I can get just as much convincing stuff for the other side.
B: Yeh, OK let's go and find the others and see what they think.
A: Well, I need to go to the library first and pick-up the books I put on order. Can I join you all later? Where are you all going?
B: Hmm, we were thinking of going to the pub on Bridge street, but text me when you're finished to find out where we've ended up.
A: OK see ya, Bye

2.
A: Hello, my name is Mike Campbell. I'm the CEO of Ajax Human Relations Industries. You must be Sally Thomas? Please come in. How are you?
B: Hello, I'm pleased to meet you.
A: Did you have a hard time finding us?
B: No, not really, though I did need to ask someone where 38b was.
A: Uh-huh, please sit here. Now, why don't you begin by telling me a little about yourself. You wrote in your application that you had just completed a Masters degree?
B: Yes. Well, I began my higher education at Open University in 2005 where I earned a Bachelors Degree in Social Work. I then went on to The London School of Economics to complete my MBA.
A: OK. Your social work degree is interesting because the position calls for someone with an understanding of our business community. But can you tell me why you feel you might be the best candidate for this post?
B: Yes, well, I'm interested in a career in corporate finance however I also want to be involved in the social side of business so I believe something in human resources, which is what you are advertising for, will suit both of these interests.

3.
A: My guest today has been called a rare commodity. He left prison in better shape than when he arrived. Welcome to the programme Wilbert Rideau.
B: Thank you –good to be here.
A: You have spent 44 years in a USA prison. Can you tell us a little about yourself and how you ended up on death row?

B: Yes, in 1961 I robbed a bank and subsequently killed one of the hostages I had taken with me as I escaped.

A: Are you sorry for what you have done?

B: Most certainly – I mean of course. If there is one moment, one thing – event in my life I could change it would be that –it is the most shameful thing …

A: I need to know how you dealt with the self-hate.

B: I had to get over that or else I would have been gone myself. I began to write it out …

A: But before we get into your writing I would like to explore how you live knowing how you are living while your victim had the most horrendous last minutes on earth.

B: I feel now I am living for two …

4.

A: The subject of your dissertation needs to be carefully thought out, you understand. Teaching and research are complementary in influencing what universities do: they're equally important and interdependent, so I think your idea that learning and teaching should be considered analogous is correct in your paper but I suppose what I'm saying is make sure you give both equal weighting.

B: Well, if I need to add anything to balance the two sides I hope you'll be brutally honest, because I need this thesis to be elegant enough for me obtain a scholarship.

A: If you complete and reorganize your chapters according to what we've discussed I believe you'll stand a chance. Universities are looking hard at ways of recognising people who are very good contributors to the development of teaching. Though competition is fierce, university departments recognise not only good teachers but actually teachers who are innovative in their practices.

B: So, should I mention the new, innovative pedagogical approaches and add more student centred approaches in the student learning section?

A: By all means, yes. More and more universities are keen to recognise people who have flexibility in performance profiling to carve positions that fit the skills of individuals.

B: Have I covered enough in that part then?

A: Maybe you should add that universities are hugely motivated around their duty of care to students with all institutions now having in place student evaluation processes that are being taken very seriously.

B: But, Professor Larkins says those processes were set up gradually before the existence of a national learning and teaching body or a learning and teaching performance fund.

A: Let's deal with that in the next chapter. For now, conitinue editing what you have completed to date.

5.

A: So, are there any questions? Yes.

B: Could I ask? Did you actually study if athletes with high self-esteem were winners, who had already won something, or if those with high self-esteem tend to win more?

A: Thanks for that question. It would be great to compare those two things as well. I did not explain my methods fully today, I am sorry, but I focused on the second case, meaning whether or not high self-esteem helps you win. Yeah?

B: OK.

A: Anybody else? Yes.

C: You carried out the research in three different schools in three different towns. Could you explain why or how you chose those places?

A: Yes, that was interesting. Actually, there were more criteria but I went for those with the best results at international competitions.

D: Please correct me if I am wrong, but isn't it clear that people who are good at sport have high self-esteem?

A: Good point. I completely agree. Yes, that was a hypothesis which was confirmed. But also, what I was trying to find out was the exact relationship between performance and self-esteem.

6.

A: Overall your talk was well presented, especially your relationship with your audience and the visuals you chose. Some of the things you should pay attention to are the people who are engaged with activities other than listening. For example, some in the audience were practicing their own talks, and were not interacting with you. What do you think you could do about this?

B: I saw that and I think I should have given the people in the audience a task while watching to engage them more with the presentation.

A: That is a very good strategy, you can also question specific people in your audience. This puts all your audience on the alert that they may be called on to produce something.

B: I will remember this, thanks. Is there anything else I need to know?

A: Your timing was off because you had to repeat some of your delivery when your audience couldn't hear you because you turned away from them to read the text on your Power Point. I was getting ready to guillotine you when you concluded, but then you left no time for questions. Questions are the most important part of a talk as they give evidence of audience interest and understanding.

B: I understand but there were no hands up when I asked for questions.

A: That was because they were tuned out.

7.

A: Enjoying the party, are you?

B: Yes, it is a lovely place, great atmosphere. By the way, I really liked your colleague's speech this afternoon. Are you working together on that project?

A: In a way, yes, I've been actually living in the States. I have just moved back and I am going to join Miles in the project for the next stage, in two or three months We'll see how it goes.

B: Oh, so you've just come from the States. Which part of the States?

A: Boston.

B: Well, it must be quite a change – coming back here.

A: Well, yes, it is, but I'm glad to be back and seeing my friends again.

8.

A: There are really a lot of tough issues we face related to academic freedom. And we have to talk about them in much more detail and specificity. We have to make clear what the conflicting interests are, about how to weigh conflicting aspects of our mission.

B: OK, so to the point, as we move forward in talking about how to look at our mission and how we interact with industry. Jeremy, would you like to start?

C: Yes, of course we have some classic examples, like the Brenda Lo case. Not only did she sign the contract she shouldn't have signed, the company asked her to sign the contract they shouldn't have asked her to sign, and this University agreed to take that money while they shouldn't have. And of course, all those contracts and agreements were confidential.

B: David, do you wanna speak on that?

D: I do. Isn't there a difference between having confidential agreements - which I agree, are problems – and taking money in the first place? I mean, can someone do professionally

competent scientific work with funds, regardless of where they come from or how they were raised? Shouldn't it be evaluated traditionally, through peer review?

9.
A: Well, Sir Ken, can we talk today about the future of our education system?
B: Yes, of course. The kids starting school this year will be retiring roundabout 2070. I don't know anybody who has got the faintest idea of what the world will look like in three years, let alone 2070. Now, when I was growing up as a kid in England in the 50's and 60's, there was a reasonable expectation of what your working life might be like. That's why we had an education system that was shaped the way it was.
A: Predictable.
B: Yes, roughly predictable. By the way, about 80% of people in the industrial economy were doing manual work.
A: Do you think that was in retrospect? We think it was predictable but they had no idea what the future would bring, just as we have no idea today?
B: I think there was a reasonable expectation.
A: More so than today, you are saying.
B: Yes, for example, if you just look at the declining value of the university degree. In the 60s and the 70s, even into the 80s, a university degree was complete guarantee of a secure job, it isn't now. Kids are leaving college now, I think they are better off having a college degree, there is no question about it, but it doesn't guarantee them a job for life at all.

10.
A: You are going to make the speech next month and I am really struggling how to write about you in the little flier.
B: Well, what's the struggle?
A: Well, I saw you speak and I'm going to call you a researcher, I think, but I'm afraid if I call you a researcher no one will come.
B: Why wouldn't they come?
A: Because they'll think you're boring and irrelevant.
B: OK. Fair enough.
A: But the thing I liked about your talk is you're a storyteller. So, I think what I'll do is just call you a storyteller.
B: You are going to call me what?
A: A storyteller.
B: Let me think about it. OK, I'm a qualitative researcher, I collect stories, and maybe stories are just data with a soul, and maybe I am a storyteller. You know what, why don't you say I am a researcher-storyteller. (Brown,2010)

Task 22
A) *Read the three dialogues on the same topic given in different levels of formality. Decide which one is very formal, which casual and which quite informal.*

1)
A: Maybe you could say a little about what you're currently working on Brian.
B: Well, yes, my interest is in Artificial Intelligence – people working in this field abbreviate it to AI.
A: This sounds very interesting, Brian, tell us more.
B: Pleased to. The AI area is pretty large; in fact so huge it's divided into more than 100 mini-sectors. I work on the planning side of things.

A: That sounds a lot more boring than AI. Can we read anything you have written on this?
B: Well, hmm, my publications, I've not published anything for more than 20 years.
A: Really!
B: You might be surprised by this but I am now more interested in ' interdisciplinary socio-cognitive modeling' – ISCM for short.
A: That sounds intriguing. Continue.
B: I hope to publish something dealing with ISCM – it will be in the style of a mind map showing how people go about their daily lives. We plan to put tiny cameras into volunteers – a small operation to have them ingested. Then we can map out what they do every day.
A: Very intriguing, if not a little preposterous. Would you like to continue over a pint?

2)
A: Wow, it's you! How are you, and what're you up-to now?
B: Hi Brian, nice to see you. I'm still at the chalk face. You're no longer at 'uni' huh?
A: No. I got bogged down for a while with Astro-physics but now I work on stuff that – you know - relates to AI. That's Artificial Intelligence for the uninitiated.
B: Ouch, that hurts. But what part of AI are you working on right now?
A: It's kind of got something to do with planning, err, working things out so trials can take place and be written up.
B: This sounds great. Can I read some of your findings?
A: Well, I've done zip on the cutting edge for years -err about 20 years give or take a couple of decades, And anyway what I've put down on paper is dead old and you would be bored to death.
B: Well are you out of work, on welfare, or what?
A: Hell, no! Even though I've written nothing I'm still interested in yer know AI, only now there's other stuff that I like to work on. Right now I'm making models – mapping out what the average person does every day. We get the punters to swallow tiny cameras so we can follow their every move.
B: Sounds weird, got time for a coffee so you can fill me in?

3)
A: Welcome Brian Fitzpatrick. I am honoured you could spare the time to talk on this special occasion.
B: The pleasure is all mine.
A: Could you explain a little about your research?
B: Of course. My background is actually in Artificial Intelligence, specifically the sub-field of Planning.
A: I have heard that you are not as prolific in terms of written works as you once were. Could you reveal – what, if anything, have you published to date.
B: It is true I have published nothing on my subject since the 1980s, and what I have written previously is hopelessly dated but I am by no means retired or insolvent.
A: Hmm. Can we then assume you are retired from the cutting edge of AI then?
B: Not at all! I retain a fervent interest in AI – that is Artificial Intelligence, but I am currently more concerned with research relating to interdisciplinary socio-cognitive modeling.
A: I am sure your devotees will be relieved to hear you quash the negative rumors.

B) *Look at the three dialogues above again and identify some of the words which suggest formality or casual delivery (verbs, idiomatic phrases, nouns, contractions, pronouns).*

VI.2.1. *Q&As*

Task 23

Read the questions and answers below and decide what different functions the questions have.

a)
-Sorry, you said the research took how long to complete?
-Eleven, yes, it was eleven months.

b)
-Sorry, I didn't get what you meant by ´reciprocal´. Could you explain that, please?
- No problem. It means that something is done or given by someone because another person or institution did or gave something similar to them. In our context, it was a reciprocal agreement, meaning ´mutual´, among two parties.

c)
- Sorry, it probably is not directly related to your topic, it is more about synthetic intelligence. Could you tell me whether all machines are inspired by biological systems?
- Well, sorry, the synthetic intelligence and biological systems are a slightly different area which would raise a completely different range of issues. Maybe, we could discuss it some other time. Is that ok?

d)
- Can I just say that I thought your analysis of personal learning styles was simply excellent.
- Well, thank you very much. It's certainly an interesting area that is worth exploring.

e)
-I agree with you to a certain extent, but don't you think that the numbers are a bit exaggerated?
- Well, I believe that my information is correct, and our results support it but I can certainly recheck it. Have you got any other figures from different sources that we could compare?

f)
- Could I ask something. Actually, I've got four questions ...
- Sorry to interrupt, but could I take one question at a time? Thank you.

g)
- Sorry, but could I just come in here? What about fallacies of definition?
-Yes. You mean definitions that are too broad or narrow. I'll be coming to that, so if you don't mind I won't answer your question straightaway.

Task 24

Put this dialogue into the right order so that it makes sense. The "A" character begins.

B: My personal belief is that we could, but we need to explore the area in more depth before we move the facilities there. Does that answer your question at least partially?
A: Wouldn't it also be possible to use *in situ* measuring?
A: Yes, that is what I'd like to know.
A: Yes. Thanks.
B: ertainly, what would you like to know?
B: You mean whether we could obtain the data outside the laboratory?

A: Could we go back to what you were saying about the methods used?

Task 25
Read the discussions below. Decide which reactions (a-b) are more appropriate and effective for an academic discussion according to the rules above and which are not.

1.
a)
A: I am afraid I did not quite follow your point about the ´ghoti´ thing. Could you go over that again?
B: Well, in English the letters and sounds do not really agree, there is no clear system as in French, Spanish, German or Czech. Yes, in English, apparently, there are, for instance, ten ways to spell the sound "a" as in father, 32 ways to spell /i/ as in tree, 36 ways to spell /ai/ eye and 17 ways to spell /sh/ as in sheep. Some other questions?
A: Sorry, I am still not quite clear about that ghoti? Could you explain it once again?
B: First, that is not pronounced ´Ghoti´ but ´fish´. And take it as a joke. Just fun.
A:You mean a joke, joke?
B: Yes.

b)
A: I am afraid I did not quite follow your point about the ´ghoti´ thing. Could you go over that again?
B: Yes, of course. G.B. Shaw suggested that the letters and sounds in English do not agree and you can theoretically pronounce anything in the most improbable way. Is that OK?
A: Sorry, I am still not quite clear about it? Could you give me another example of what you mean?
B: OK, typically, in English you teach children the alphabet by saying ´C´ as in ´Cat´. You actually pronounce the sounds /k/ not /si:/. That is why Shaw claimed that he can pronounce a word spelled ´g-h-o-t-i´ as "fish". Do you know what I mean?

2.
a)
A: When you were talking about Cambridge University you quoted a particular professor. Could you tell us who he was?
B: Oh, good question. I'm sorry I am not sure but I have it somewhere. I´ll find out and let you know. Could you give me your email address when we finish?

b)
A: When you were talking about Cambridge University you quoted a particular professor. Could you tell us who he was?
B: Well, let me think. It must have been Chester.... . No, it was G.B.Shaw.
A: The G.B. Shaw who made that joke about ´ghoti – fish´
B: Well, yes, but, actually, no. It was David Cox who I was quoting. Yes. Cox.

3.
a)
A: I am not an expert in this, but I have read somewhere that more than 60 % of English words are derived from French?
B: Well, my numbers relate to the Oxford English Dictionary, so they cannot be totally wrong.

A:Yes, but does that mean if another dictionary states that 40 % of French words are used in ´normal everyday English´, it can also be right?

B: Well, that is an interesting question. Although I do not really understand what you mean by ´normal everyday English´ I can definitely check it and let you know.

b)
A: I am not an expert in this, but I have read somewhere that more than 60 % of English words that are derived from French?

B: Well, you are wrong. If it were over sixty, they would be speaking French almost exclusively. And they are not. These numbers come from the Oxford English Dictionary.

A: Yes, but does that mean that if another dictionary states it is 40 % in normal everyday English it cannot be different?

B: I wonder what you mean by ´normal everyday English´. No. It is correct. I know it.

4.
a)
A: I think what you were saying was very interesting but I am not quite sure about the Dutch influence. Do you want us to believe that printers simply made up new words and nobody noticed? Or that people understood those new expressions?

B: What you are saying is that you don't think they could do it, is that right?

A: Exactly.

B: Well, we are talking of the 15th century and at that time, spelling was not as fixed as it is today.

A: Well, it is somehow difficult to trust this.

B: Not convinced? So, you can imagine, for example, something similar to what is happening now with the ´text messaging´ spelling. It is new and different. And people accept it.

b)
A: I think what you were saying was very interesting but I am not quite sure about the Dutch influence. Do you want us to believe that printers simply made up new words and nobody noticed? Or that people understood those new expressions?

B: I'm not sure I understand your question.

A: I think they could not do it.

B: They couldn't? This is 15th century, OK? It's a different time! It is not your Internet age.

A: Well, it is somehow difficult to trust this.

B: If you do not believe me, I can give you plenty of books to study so you can find out on your own about the history of language. Do you know anything about 15th century life?

A: Not really, but ...

B: You see! Study more and next time it could be you standing here lecturing us!

5.
a)
A: If I understood you correctly, you said that 3 % of words cannot be pronounced properly.

B: No, we know how to pronounce 100% of words. And 84 % have some predictable spelling. That's for sure.

A: Yes, but I was asking about those 3 %.

B: Those are the unpredictable ones.

A: How unpredictable?

B: Simply we cannot predict it. That is all.

b)
A: If I understood you correctly, you said that 3 % of words cannot be pronounced properly.
B: No, perhaps, I didn't make myself clear. What I was trying to say was that pronunciation of 3 % of words is totally unpredictable.
A: How unpredictable? You mean we do not know how to pronounce it?
B: No, no, no. Don't get me wrong. We know how to pronounce it but there is no conformity between their spelling and pronunciation. Take, for instance, ´answer´, if nobody tells you, you'd probably like to pronounce it with the ´w´ in the middle.
(Wallwork, 2002: 24-26)
ccccc

VI.2.2. *Oral exams, interviews*

Task 26
A)
Read the examiner´s questions, prepare, and answer them adequately (from the formal and content points of view) to the situation of an oral exam in an academic setting.

Oral examination
a)
Examiner: OK, let's start with the area of listening. Are you ready?
You: ....
Examiner: So, could you explain what the basic difference is between listening and hearing?
You: ....
Examiner: OK, so, now we will concentrate on listening in an academic context. Could you define active listening for me?
You: ....
Examiner: Could you be a little more specific?
You: ....

b)
Examiner: Well, are you ready?
You: ....
Examiner: That´s good. Let´s have a look at different language styles in English. We are going to focus on speaking and writing skills. Which one do you prefer to start with?
You: ....
Examiner: OK, we will start with the writing one, then. But before I would like to know your opinion, why these two styles are different? What are the reasons?
You: ....
Examiner: Could you elaborate on that a little more?
You: ....
Examiner: Excellent. So, now we can turn our attention to the writing, that ´s the one you said you´d like to start with, am I right?
You: ....
Examiner: Good. What can you tell me about the use of contractions and personal pronouns in academic writing style?
You: ....
Examiner: OK. Now, which verb forms are typically used in the methodology sections of our writing?
You: ....

Examiner: Any reason why?
You: ....

c)
Examiner: OK, your specialisation is what?
You: ....
Examiner: Can you define the main focus of your branch?
You: ....
Examiner: Well, and your professional or studying interest in this branch?
You: ....
Examiner: Oh, sorry, I am not getting your point. Can you say re-phrase it?
You: ....
Examiner: Oh, that´s clearer now. And I am sure you have conducted some research – of whatever scale – already. I mean, it does not have to be any major investigation, but I presume you have been involved in some study, haven´t you?
You: ....
Examiner: And what was the topic?
You: ....
Examiner: Oh, that is interesting. Can you explain a little bit about what motivated your research?
You: ....
Examiner: OK. And, by the way, did you consider using a different approach or looking at it from a different perspective?
You: ....
Examiner: OK, but if you were to conduct this research again, how might you do it differently?
You: ....
Examiner: And do you have any plans to build on this research in the future or are you using it currently?
You: ....

B)
Read the reporter´s questions, prepare, and answer them adequately (from the formal and content points of view) to replicate a media interview for the general public.

Interview for media
a)
Reporter: Well, I've heard you're a listening specialist, is that true?
You: ....
Reporter: So, could you tell our audience what the basic difference is between listening and hearing?
You: ....
Reporter: Wow, I´ve never realised that. So, you are saying that at universities, students need different listening skills? You said something about active listening, that sound interesting – what is it?
You: ....
Reporter: Yes, the basic idea is clear, but could we have some examples?
You: ....

b)

Reporter: Are you ready? OK, we are on air.
You: ....
Reporter: Good evening and welcome to another edition on our ´Student-life Tips´. Today we are going to talk about different language styles with our guests. The first one is a Masaryk University student, Erik. Hello Erik.
You: ....
Reporter: Erik, we are going to talk about the speaking and writing styles that students use at universities. Which one would you like to start with?
You: ....
Reporter: OK, let´s start with the writing one, Erik. But before that, our viewers would like to know why we should talk about it? Are these styles so different? And if they are, why are they different? Are there any reasons?
You: ....
Reporter: Well, that makes sense. Could you tell us more?
You: ....
Reporter: Great! We said we would start with the writing style. And I have here some questions from our viewers. Let´s have a look at them, shall we?
You: ....
Reporter: OK. Here we go. Question number one from Sandra: "I always use a lot contractions in my English. Now, I´ve heard that contractions are not used in academic style. Is that true?" And Sandra has another one: "And I am also confused about the use of personal pronouns in academic writing style, can you help?" OK, Erik. Can you help?
You: ....
Reporter: Thank you. I am sure Sandra is happy now. And here is Tom. Tom would like to know if there is any verb form which is typically used in the methodology section of academic writing. Can you tell us whether there is a special verb form, Erik?
You: ....
Reporter: And why is that?
You: ....

c)
Reporter: Here we are at Masaryk University talking to students about their studies. This is Emma. Hi Emma.
You: ....
Reporter: Can you tell us what you are studying?
You: ....
Reporter: And what is your focus in this area?
You: ....
Reporter: That´s interesting. And why have you chosen this particular area?
You: ....
Reporter: So, you mean ….?
You: ....
Reporter: Of course. Now we are interested in how much our students are involved in practical academic work. So, have you conducted any research or have you been part of an investigative team, for example?
You: ....
Reporter: Yes, of course. And the topic was?
You: ....
Reporter: Oh, that's interesting. Can you tell us a little bit about what made you carry out such research?

You: ....
Reporter: And are you satisfied with your results or would you do anything differently?
You: ....
Reporter: No, I mean if you were to conduct this research again, would you do anything differently?
You: ....
Reporter: And one last question - do you have any plans with your research, can you use it in the future?
You: ....

C)
Read the Human Resources (HR) Manger´s questions, prepare, and answer them adequately (from the formal and content points of view) to replicate a job interview.

Job interview
a)
HR Manager: Well, first, may I ask you about your experience with listening skills testing?
You: ....
HR Manager: Yes, certainly, our company's activities cover listening and audibility skills testing. Could you tell me where you would see the most important difference between listening and hearing?
You: ....
HR Manager: Exactly. May I also ask why you would like to work in the section of active listening skills in an academic context?
You: ....
HR Manager: I see. Could you be more specific?
You: ....

b)
HR Manager: OK, before we start I must tell you that we are interested in your application for the position of ´Student Assistant´.
You: ....
HR Manager: First, I am sure you know our students usually need help in two different areas, speaking and writing styles. Could I ask which one you consider yourself stronger at?
You: ....
HR Manager: OK, we will begin with the writing one, then. But let me ask you first about our opinion on those two styles? Why do you think it is important students acquire the necessary skills in both styles?
You: ....
HR Manager: This is true. Are there some other reasons?
You: ....
HR Manager: Yes. By the way, that is exactly what our mission is here. Well, let us turn our attention to writing. You said it was your stronger area, am I right?
You: ....
HR Manager: Fine. May I ask you what you would suggest to students who have problems with the use of contractions and personal pronouns in academic writing style?
You: ....
HR Manager: OK. And if they did not know which verb forms they should use in the methodology sections of their writing?
You: ....

HR Manager: Thank you. As soon as we review all of our candidates, we will let you know our decision.
You: ....

c)
HR Manager: OK, let's begin with your resume. I can see that you have a significant academic experience. Could you tell me what you did or you have done in the past? What specialisation do you have?
You: ....
HR Manager: May I ask what you consider the main focus or priority of your branch at MU?
You: ....
HR Manager: I see. And could I ask what your professional or study-interests are in this branch?
You: ....
HR Manager: Excuse me, your resume says something slightly different, could you explain that?
You: ....
HR Manager: I see, it is clear now. May I also ask if there has been any research you carried out individually or in a team?
You: ....
HR Manager: Oh, that sounds like a wide range of research activities, that's good. Can I ask you some more questions?
You: ....
HR Manager: What was the topic of your research?
You: ....
HR Manager: Very impressive. Can you explain a little bit about what motivated your research?
You: ....
HR Manager: I see. That's very good. May I ask you, on the other hand, if you have ever considered using a different approach or methodology?
You: ....
HR Manager: Definitely, I understand. But I would like to know if you were to conduct this research again, how might you do it differently?
You: ....
HR Manager: May I also ask if you see any possibilities of using this research if you were to work for this company?
ccccc

VI.2.3. *Small talk*

Task 27
Read the dialogues below and decide which form of introducing would be appropriate for small talk in formal (F) or informal (I) situations.

1)
A: Oh, Doctor Fischer, have you met my colleague, Ms Carraro? Doctor Fisher is the Head of our Department. Ms Carraro is the Director of the Office of International Studies in Padova.
B: Hello, Ms Carraro, pleased to meet you.
C: Hello, Doctor Fischer, very nice to meet you too.

2)
A: Professor Colwell, there's someone I'd like you to meet, it's Mr Sanz. Mr Sanz is our National Contact Point in Spain. Professor Colwell is responsible for the UK section.
B: Hello, Mr Sanz, it's a pleasure to meet you.
C: The pleasure is mine.

3)
A: Hi, this is Garry. Garry, it´s Eva. Garry is the crazy guy I met in Morocco last year. Eva studies Law and is Mark's best friend.
B: Hi. How're you?
C: Hi.

4)
A: Anybody going to introduce me?
B: Sure. This is Andrea, my room mate. And here's Clara, Steve and Johann, we all met at Eramsus in Barcelona.
A: Hi guys!
C,S,J: Hi!

5)
A: Hello, excuse me … I'm sorry, I don't mean to interrupt … I just wanted to introduce myself, I'm Bob Font from the University Press.
B: Oh, hello, nice to meet you. I don't believe we've met before.
A: No, no we haven't. I saw your presentation this morning and I think it is great what you are doing and I just wanted to know if I could ask some questions.

6)
A: Good evening, Mr Siddall, isn't it?
B: That's right, yes, hello.
A: Hi, it's a very nice party you have put on here.
B: Oh, well, glad you're enjoying it!
A: I don't think we've actually met formally yet.
B: No, no I don't think we have.
A: My name's Linda Osborne and I work in our Research and Development Office.

7)
A: Sally, I think you´ve met Mr Lomell.
B: No, I haven´t actually.
A: OK, Mr Lomell is the colleague from Birmingham I told you about. They´ve been doing more or less the same as us, you know the OPAL Project. Sally is my colleague, Sally is responsible for the quality assurance management.
L: Hi, nice to meet you. And, call me Mark.
S: Hi, Mark. Nice to meet you.

Task 28
Choose five colleagues or friends of yours and think of a short sentence you could say about them when you would need to introduce them to strangers.

Task 29
Match the phrases with their turn taking functions.

1) Stating an opinion
2) Asking for an opinion
3) Agreeing with an argument
4) Offering an alternative
5) Clarifying
6) Requests to repeat
7) Finishing a discussion

a)
Sorry, I didn´t get that.
Pardon me, you were saying what?
What was that she said?

b)
Of course.
I agree completely.
You're absolutely right.

c)
Personally I think it is obvious.
In my experience, this has never been easy.
Well, speaking for myself, I would not do it.

d)
Sorry, I am afraid, we should be going now as the sessions are about to start.
Oh, we could have something to eat now.
Excuse me for a sec, there´s a colleague of mine I need to talk to and I do not want to miss him.

e)
Well? What do you think?
Isn´t that true?
How would you react?

f)
No, no, what I said was just the opposite.
Well, I am afraid I have been misunderstood.
Yes, but I was only referring to that particular case.

g)
On the other hand, it does not have to be that straightforward.
OK, but when I come to think of it, there could be some different solutions, too.
Actually, now that I've thought about it more, I wouldn´t say it is the only way they could proceed.

Task 30
Put yourself in a small talk situation (watch a movie or listen to English people in small-talk places) and try to identify what kind of signals current ´floor holders´ give to the rest of the group in terms of turn taking.

Task 31

How would you react to the sentences below so that the conversation could continue smoothly?

a) I don't like coffee it's too bitter for me. How do you find it?

b) A friend of mine is now in Slovenia doing some paragliding. I couldn't do such a thing. I would be too scared. How do you get on with extreme sports?

c) No, public transport is terrible in this place. It's almost non-existent so everybody needs to have a car. I presume it must be better where you come from?

d) We had a terrible winter last year, loads of snow and -17°C for a few weeks. It was really unusual. Was it similar in … sorry, where, did you say, you come from?

e) Oh, I love it. Half my family lives in the country and I love visiting them. Do you often get out of the city?

f) We are planning to go to Barcelona. We were there four years ago and we really enjoyed it. Have you ever been?

g) The key note speech was really excellent. I loved the part about English as lingua franca. What do you think of their suggestions about future development?

h) Yes, the film Avatar was a great success, but I think it is mostly thanks to the technology. Do you like 3D movies?

i) We've seen some real changes recently. You know, the crisis and government cuts, but the pressure on project work is still the same. I think it is the same everywhere, isn't it?

j) I am going to give my talk tomorrow; actually I am the very last speaker of all. Any advice?

VII. *Academic writing*

VII.1. *Style*

Task 1
Look at the sentences (a-d) and identify the academic style. Justify your choice.

a) It rained cats and dogs yesterday, didn´t it?
b) What a downpour last night!
c) The UK Meteorology Office monitored a heavy rainfall with the rate of precipitation reading 46 millimetres per hour on 24th March 2011 in North Cumbria.
d) She was standing there in the storm waiting for deafening thunder to come, feeling the water cooling the air and thinking of how heavy the drops of water must be so that they could fall down from the dark clouds and make her feel refreshed and so light that she could fly, and make her full of energy, make her appreciate the eternal life it delivers, when finally she realised this precipitation was indeed a friend, her only true friend. (McEwan, 2007)

Task 2
Read the following short texts and rewrite them in an academic style.

a) I don´t think you can trust his results. Just look at the studies he did before. The arguments were complete rubbish.
b) A lot of us criticise those ideas that intelligence is IQ. We think, there are many more people who criticize this idea now. We know of other theories, and they often say that IQ simply cannot measure everything, that intelligence is much more than that.
c) Well, I read in this Effective Study Skills book by Price and Maier, that a reference list is something else than bibliography. They said that in the reference list you have to write all the books, articles and simply everything you use and quote and cite in your writing, and that in bibliography you simply include everything what you have used and read and, simply everything than even influenced your ideas and thinking – but you did not have to quote that in the text. I think, it should be ok, to choose this approach as the book is not old, it is from 2007.
d) There is no such thing as general studies. General studies is a waste of time. Knowledge is not general, it is specific. And nothing to do with getting on. But remember, open quotation marks, All knowledge is precious whether or not it serves the slightest human use, close quotation marks. This was A.E. Housman, by the way. (The History Boys, 2007)
e) And my neighbour said: "I came into the room and saw my cousin´s best friend kissing a total stranger. I was shocked!"

Task 3
In the following examples, the same message is expressed in six different styles, from an extremely formal written style to the very informal spoken one. Match the sentences with their appropriate styles.

a) Idiomatic, very formal style
b) Specific purpose formal writing
c) Reported language for the general public
d) Academic spoken style
e) Everyday language

f) Colloquial informal language

1. As the value of Pollock's masterpieces increased monetarily compared to other American painters, Sotheby's was forced to take measures to head off a rapid increase in counterfeits spurred on by ease of duplication.

2. And you see, Pollock's paintings got more and more pricey, so, as a result, those at Sotheby's had to go round checking each painting out to make sure it was 'real'. They needed to stop everyone going out and splashing out thinking they were buying a real one, spending all their money on cheap imported fakes.

3. Consequent to the appreciation in the monetary value of Jackson Pollock's work against other 20c American Artists, necessary anti-counterfeit measures were introduced by Sotheby's in order to reduce the likelihood of a consumer spending surge on imported forgeries.

4. As Pollock's paintings went up in value, Sotheby's had to put a stop to consumers splashing out on imported forgeries.

5. As Jackson Pollock painting's international value went up, Sotheby's had to take measures to head off a buying boom spurred on by expensive, imported counterfeits.

6. After the international value of Jackson Pollock's paintings rose, Sotheby's was obliged to take expert detection measures to reduce the likelihood of a surge in counterfeiting leading to people being duped by forged imports.

Task 4
Examine the following texts and identify any significant features. Where would you find these kinds of texts and how does the language differ among them.

a)
"Ladies and gentlemen …" the hostess had announced to a full house of American University in Paris, "Our guest tonight needs no introduction. He is the author of numerous books: *The Symbology of Secret Sects, The Art of the Illuminati, The Lost Language of Ideograms*, and when I say he wrote the book on *Religious Iconology*, I mean that quite literally. Many of you use his textbooks in class"
The students in the crowd nodded enthusiastically.
"I had planned to introduce him tonight by sharing his impressive curriculum vitae. However, ..." She glanced playfully at Langdon, who was seated onstage. "An audience member has just handed me a far more, shall we say …*intriguing* introduction."

b)
Jim Lewis and Jim Springer first met February 9, 1979, after 39 years of being separated. This fact made them perfect candidates for behavioural research, as did their only short acquaintance with one another before they were inducted into a study of reunited twins. The parallels were only the first in a series of similarities which would go to the heart of the influence of heredity and environment on human behaviour. Dr. Thomas Bouchard of University of Minnesota, who studied the personalities and attitudes of the twin Jims, said "the resulting similarities were again astonishing". The research involved diverse tests and "in one test which measured personality variables (tolerance, conformity, flexibility), the twins'

scores were so close that they approximated an average of the totals of one person taking the test twice. Brain wave tests produced skyline-like graphs similar to 2 views of the same city," Dr. Bouchard explained.

c)
So, publications, awards … Look for every kind of possibility you can get for any kind of award. Because these things tend to be cumulative. As soon as you win one you´ve got a better chance of winning the next. You know, I mean, it´s … , it´s a brutal truth but the students with awards tend to, kind of, stock up all the awards, and part of it is that the previous awards make them look good, for the next prize. So, you know, it´s not a waste of time, even if it´s largely symbolic, even if it´s not a lot of money, you know, attached to it or something, awards can matter and they´re useful, aren't they. They´re icing on the cake, they aren´t going to get you a job, unless they are something really spectacular, but the are good things to have.

d)
Relationship occurs through dialogue (Smith, 2000, p. 6; Buber, 1947, p. 24) a primary means by which authentic responses are constituted (de Feijter, 2007, p. 55). Put another way, dialogue supports the establishment of 'genuine relationships' (Kramer, 2001, p.65), offering possibilities transcending agreement and enabling greater understanding (Ibid., p.66, quoting Eck, 1993, p.19). As such, dialogue is a key component of Christian fellowship: we cannot give up talking (Astley, 2004, p.14). How might we begin talking, though? Does technology have a role in supporting and encouraging dialogue activities among church-goers? This investigation seeks to offer one insightful response through investigating experiences of supporting dialogue by means of certain available technologies.
Participation flows from a culture which encourages engagement in beneficial educational, cultural and political opportunities, engagement which emerging communication technologies have been noted potentially to resource (Jenkins, 2006, p. 3). The contrary view that participation is governed by technology rather than culture is not adopted in this investigation which seeks to discover some influences of technology on continuing cultural practices of participating through dialogue about issues of faith.

e)
Research can be defined as the search for <u>knowledge</u>, or as any systematic investigation, with an open mind, to establish novel facts, usually using a <u>scientific method</u>. The primary purpose for <u>applied research</u> (as opposed to <u>basic research</u>) is <u>discovering</u>, <u>interpreting</u>, and the <u>development</u> of methods and systems for the advancement of human <u>knowledge</u> on a wide variety of <u>scientific matters</u> of our world and the universe.
Scientific research relies on the application of the scientific method, a harnessing of <u>curiosity</u>. This research provides <u>scientific</u> information and theories for the explanation of the <u>nature</u> and the properties of the world around us. It makes practical applications possible. Scientific research is funded by public authorities, by charitable organizations and by private groups, including many companies. Scientific research can be subdivided into different classifications according to their academic and application disciplines.

Task 5
Read the texts and identify the type of academic writing in each text.

a) students essay
b) academic book

c) project proposal
d) manual
e) peer review

1) When you use slides, please ensure that they are first and foremost **legible** at a distance. Given the overall topic of the conference and participants' backgrounds, it is embarrassing if people cannot read your slides.
Some rules of thumb are:
- Use your slides to **illustrate** your words, showing a chart, a picture, or just one word or sentence.
- Use **font size 40** or larger and use **legible fonts** such as Tahoma or Arial Unicode.
- Establish your topic in the first one or two slides, present examples in the middle part and share outcomes, ideas and lessons learned in the final part. Try to stick to an average of **12 slides** in total.
- Less can certainly be more when presenting; your slides serve to support and visualise your story.
We also suggest you take a few minutes to watch the presentation by Don McMillan entitled "Life after Death by PowerPoint" which not only will make you smile but will also highlight some of the typical mistakes people make when using presentation software; the clip is available on YouTube. (OEB, 2009)

2) The aim is to develop transferable communication skills in English through an interactive learning infrastructure. It will link academic and non-academic worlds, provide opportunities for training and retraining and reflect the needs of practice.
The programme objectives will be achieved by setting up and running virtual transnational (between Wales, Czech Republic, Spain, Bosnia and Turkey) and transversal (between academic and professional) study circles:
- by developing training and learning materials for academic and professional purposes;
- by making effective use of advanced technological resources for authentic communication tasks (videoconferencing, internet);
- by creating an internationally accessible virtual learning environment (through development and use of an open subject village web site) and by matching the academic outcomes with the needs of prospective employees.
This project makes an original contribution to intercultural communication in English.

3) The main limitation of your paper is that of novelty: a number of similar studies have appeared in the last few years and it is not clear how this paper differs or adds to the existing literature. The main contribution of the paper seems to be the detailed analysis of the ´Wikiline´ programme. While it is of course quite interesting to understand the technical workings of a programme, the paper would be more solid if it also provided results that either are unique to this type of programme or that can be applied more generally to the wiki programmes problem.
Given that the mechanisms employed by "Wikiline" are rather conventional and have been discussed before, you could try to leverage the relatively unusual targets (embedded devices) to address this problem.

4) There is no doubt that media especially the Internet and magazines are the main reasons that Earth has become a small village (globalization). Moreover, nowadays both the Internet and magazines are considered as a window for requirements of daily life from learning to travelling. The media has changed many roles in my country, which is Saudi Arabia.

However, as a coin has two sides, it is also the same for the media, which has both its advantages and disadvantages and difference between female and male. So I will discuss that in this paper.

5) In times of uncertainty, times when it seems as if our institutions, practices, moralities, and modes of knowledge are unable to cope with the realities of everyday life, the conditions of this choice are not as obvious as they might be in times of quiet satisfaction. At times, when our ideas no longer furnish meaningful answers, when the course we normally travel appears to be blocked, we tend to subject the ways of our lives to cutting scrutiny. We tend to ask questions about prevailing notions of obligation, authority, and justice, as well as the conditions of peace, order, and security, all in the hope that we might say something meaningful about how human beings should live their lives and how they should treat their neighbours. (Bain, 2003: 3)

Task 6
Good academic style should not be too formal which can result in incomprehensible 'jargon', nor should it be too informally close to the spoken language. In the following exercise, read the four texts and choose which of them are written in an appropriate, reader-friendly, high-quality academic style.

a)
Total presence breaks on the univocal predication of the exterior absolute the absolute existent (of which it is not possible to univocally predicate an outside, while the equivocal predication of the outside of the absolute exterior is possible of that of which the reality so predicated is not the reality, viz., of the dark/of the self, the identity of which is not outside the absolute identity of the outside, which is to say that the equivocal predication of identity is possible of the self-identity which is not identity, while identity is univocally predicated of the limit to the darkness, of the limit of the reality of the self). This is the real exteriority of the absolute outside: the reality of the absolutely unconditioned absolute outside univocally predicated of the dark: the light univocally predicated of the darkness: the shining of the light univocally predicated of the limit of the darkness: actuality univocally predicated of the other of self-identity: existence univocally predicated of the absolutely unconditioned other of the self. (Leahy, 1996)

b)
The problem is that discussions vary considerably, depending on a number of factors. Despite some recent research on discussions (especially Lewin et al.2001), not all these factors are understood. Obviously there is disciplinary variation. For example, some scientists, perhaps especially those in life sciences, believe that a long discussion implies weak methods and results, while social scientists and humanists may well believe the opposite. Another important set of factors concerns the kind of research question that a study attempts to answer, and how successful was the quest. A final factor that leads to variation in the position of the discussion section is the research paper. By the time readers reach the discussion, authors can assume a fair amount of shared knowledge. They can assume (not always correctly) that the reader has understood the purpose of the study, obtained a sense of methodology, and followed along with the results. Authors can use this understanding to pick and choose what to concentrate on in the discussion. As a result, they typically have greater freedom than in the introduction. (Swales, Feak, 2009: 268-269)

c)

Much has been learned from efforts to achieve the goals of the World Summit and the Jomtien Declaration in the past decade. Despite the sometimes disappointing numbers and achievements, much more is known about what works in education than was the case a decade ago. What were once innovative ideas and promising pilot projects have become desired reforms and national programmers, successful approaches to particular problems-such in girls, education and schooling for children in remote-areas-have been developed, documented and disseminated. These include e.g. specific ways to get more children into schoul; specific efforts to ensure that girls have full and equal access to basic education and are able to reach the same levels of achievement as boys; or comprehensive policies and programmes that enhance educational quilt and promote gender sensitivity. Finally there are a lot as these or different kinds of benefits we can get it from education, but it depend on the nature of environments (school, family, community). (Al-Ali, 2002)

d)
Almost every discussion of technical or scientific style mentions the passive voice, usually as a stylistic evil to avoid. While I doubt that many of us would endorse such extreme prescriptions as "*Always* use the active voice," or "A writer will almost automatically improve his style when he shifts from passive to active constructions," we may be more ready to accept Freedman's position in "The Seven Sins of Technical Writing." His Sin 6 is "the *Deadly Passive*, or, better, deadening passive; it takes the life out of writing, making everything impersonal, eternal, remote and dead," but he adds that "frequently, of course, the passive is not a sin and not deadly, for there simply is no active agent and the material must be put impersonally." (Rodman, 2006)

VII.1.1. *Tentative language / hedging*

Task 7
Identify the level of certainty in the language, focussing on hedging, in the following sentences.

a) There is little difficulty explaining how a sanguine or ebullient disposition contributes to a long and contented life; difficulties could arise when gathering and analysing substantive data.
b) For example, it is possible to determine that in January 2010 the Manchester Galleries saw more visitors through their turn styles than any art exhibition in the Greater London area.
c) It may have been necessary for the climber to leave the branch on which he was perched, climb up the cliff face, and shimmy out along another protuberance.
d) A hacking cough, when found in conjunction with vomiting, often indicates an infection caused by bacteria that gain entrance via the respiratory and gastrointestinal tracts.
e) There is experimental work on the effects of stress in the workplace to show that a week or ten days may not be long enough and a fortnight to three weeks is probably the best theoretical period for time needed to de-stress.
f) Although Scientology is conceivably the fastest growing religion of 21st century, it is certainly the most negatively discussed by the media. (Hillard, 2004:19)
g) Hall provides an important caveat to his overall conclusion by noting that the aversion event itself is likely to be more complex than credited and that certain aspects of that event are susceptible to blocking while others are susceptible to habituation.
h) Looking at the post-modern period, it is useful to distinguish two kinds of audience reaction to instillation works, according to whether reaction releases ennui or requires participation.
i) In management organisational settings, unlike the political science and sociological

literature, there appears to be little disagreement over the locus of charismatic leadership; a relational basis for charismatic leadership is widely understood in business.

VII.1.2. *Personal involvement*

Task 8
Rewrite the following text omitting any unnecessary pronouns.

You might have heard the generic term 'depression' referred to as: Gloom and doom; sadness and madness; melancholy; doldrums; languor; or sorrowfulness, because depression has many names. Often described as the common cold of psychiatry, depression is a widespread problem and, indeed, you are a rarity if you have never felt depressed at some time. There are many different types of depression, with widely differing symptoms. You can have unipolar (medical language for ´simple´) or bipolar depression (BP). You could be diagnosed with manic depressive psychosis which is the same as BP. You could also have SADS, or Seasonal Affective Disorders Syndrome which means you are affected negatively when you are deprived of sunshine. If you are a female who has just given birth you may suffer from PPD (post-partum depression) meaning you feel depressed due to erratic hormones. Reactive depression means you are depressed because you react to common phenomenon by becoming gloomy.

VII.1.3. *Passive*

Task 9
Which of the sentences below can be appropriate for academic writing in your field or which do you prefer personally and why?

a)
1. The growth of bacteria was studied. Bacteria were grown in the presence of varying concentrations of was learned that bacterial growth is inhibited by penicillin.
2. We wanted to understand how penicillin affects growth of bacteria. To do this, we grew bacteria in the presence of varying concentrations of penicillin. We learned that penicillin inhibits growth of bacteria.

b)
1. One sample was dissolved prior to thermal treatment. At 30 min. intervals, samples were withdrawn and dissolved in carrier solutions, and the temperature of the bath was increased by approx. 5°C.
2. We dissolved one sample prior to thermal treatment. At 30 min. intervals, we withdrew samples and dissolved them in carrier solutions, and we increased the temperature of the bath by approx. 5°C.

c)
1. It has been shown numerous times that seagrasses are very important to coastal productivity (Stohl, 1987, Rodel, 2004). It was decided to examine whether this was also the case in the Bay of Biscay.
2. Numerous studies have shown that seagrasses are very important to coastal productivity (Stohl, 1987, Rodel, 2004). We decided to examine whether this was also the case in the Bay of Biscay.

d)
1. Modal auxiliary verbs were chosen because they are integral to academic prose (in the sense that it is difficult to think of an academic text *without* modal auxiliary verbs), and because they can be used to perform a wide range of functions. By examining the range of functions that writers use modal auxiliaries to perform, it was hoped that a better understanding of the rhetorical functions common to thesis writing could be achieved.
2. We chose modal auxiliary verbs because they are integral to academic prose (in the sense that it is difficult to think of an academic text *without* modal auxiliary verbs), and because we can use them for a wide range of functions. We hoped that by examining the range of functions that modal auxiliaries perform when writers use them, we could achieve a better understanding of the rhetorical functions common to thesis writing.

Task 10
Read the following paragraphs and rewrite them respecting academic writing style principles. (For example, you can think of tentative language, personal involvement, verb forms, nominalisation, length and complexity of sentences, referencing, etc.)

a)
What is bio energy? Bio energy isn´t ethanol. Bio energy isn´t global worming. Bio energy is something which seems counterintuitive. Bio energy is oil. It´s gas. It´s coal. And part of building that bridge to the future, to the point where we can actually see the oceans in a rational way, or put up these geo-spatial orbits that will twirl or do microwaves and stuff, is gonna depend on how we understand bio energy and manage it. And to do that, you really have to look first at agriculture. So we´ve been planting stuff for 11,000 years. And in the measure of that we plant staff, what we learn from agriculture is you´ve got to deal with pests, you´ve got to deal with all types of awful things, you´ve got to cultivate stuff. In the measure that you learn how to use water to cultivate, then you´re gonna be able to spread beyond the Nile. You´re gonna be able to power stuff, so irrigation makes a difference. (Enriquez, 2007)

b) I specialize in human behavioural research, and applying what we learn to think about the future in different ways, and to design for that future. And you know, to be honest, I´ve been doing this for seven years, and I haven´t got a clue what the future is going to be like. But I´ve got a pretty good idea how people will behave when they get there. My office is not in the lab, it´s in the streets, out there, it´s increasingly in places like India, China, Brazil, Africa. We live in a planet – 6.3 billion people. About three billion people, by the end of this year, will have cellular connectivity. And it´ll take about another two years to connect the next billion after that. And I mention this because if we want to design for that future, we need to figure out what those people are about. (Chipchase, 2007)

VII.2. *Organization*

VII.2.1. *Title*

Task 11
a) *Read the following titles and decide which of them would be acceptable for an academic text. Justify your opinion.*

1) The Legality of Directives: Policy, Rules and Exceptions
2) Statistics for FCED in DS, LS and AS

3) Popular beliefs about reasons of poverty in the Czech Republic between 1991 and 2008[2]
4) A Study of the Impact of Blogging on Daily News

b) *Read the following titles and decide which of them are informative for a particular audience.*

1) Political liberalism in multinational democracies: the legitimacy of plural and asymmetrical federalism
2) Pretty Feet Hit the Street
3) An Investigation in General Problems and Fundamental Issues: What is More Important?
4) The Impact of Herbivory on Plants in Different Resource Conditions: A Meta-Analysis

c) *Match the titles with the text type. Some titles could be used in more than one response. One is not a title.*

1) journal article
2) book
3) dissertation
4) presentation
5) newspaper headline

a) Wiki Learners in Wikiland
b) Morphometric and molecular characterization of *Multicaecum heterotis* (Nematoda: Heterocheilidae) from *Heterotis niloticus* (Osteoglossiformes) with determination key of *Multicaecum* and *Brevimulticaecum* species
c) Welfare Threat and Exclusionism of Immigrants: Perception of Immigrants in Different European Welfare States
d) From Giotto to Cézanne – A Concise History of Painting
e) The adaptiveness of trauma attributions as a function of ethnicity
f) Death in the desert
g) The impact of culture on employee benefits in retaining and motivating employees across Standard European Corporations
h) Egyptian government agree to concessions
i) Animals in the field, please close the gate.
j) Intercultural awareness strategies

Task 12
Read the following titles. Although the content of all four will overlap, there will be significant differences. Match the titles with the fours sentences that comment on how the title influences the content.

a) Justification for western involvement in China's economic growth since the early 70s
b) Evaluation of western involvement in China's economic changes made since 1970
c) A diagnosis of western involvement in China's economy since 1970
d) An outline of western involvement in China's economic changes since 1970

The text will:
1) provide arguments and evidence for and against the situation.

---

[2] Psaní velkých a malých písmen se vždy řídí tradicemi oboru. Většinou platí, že všechna slova kromě předložek a spojek jsou psána velkým prvním písmenem, ale některé obory či odborné časopisy mají jiné zvyklosti.

2) presuppose changes or the causes of changes and will seek to discover if we have a clear understanding of what occurred, and in particular, the causes and effects of different events.
3) include evidence which supports the situation described.
4) provide reasons, causes and the evidence of a good grasp of what actually happened, and why.

Task 13
Choose a topic from a branch of your studies or one you are interested in. Write a title for such a topic on the following situations:

a) academic presentation at a conference
b) newspaper headline
c) academic journal article
d) essay

VII.2.2. *Paragraph*

Task 14
Decide what the function of each sentence (e.g. topic sentence, development of the main idea, evidence, support or example, or closing sentence) is in the paragraph below.

(1) As a medium for social life, an existing time constrains the choices of individuals and groups. **(2)** If other people use certain sequences as major points of reference in their own lives, a person wanting to enter those lives must take the sequences into account, or even adopt them as reference points. **(3)** G. William Skinner showed, for example, that in China the market schedules of adjacent centres dovetailed in a way that permitted merchants to make the rounds over regular cycles. **(4)** Market areas thus delineated became effective units for marriage, social mobility, and regional politics as well (Skinner, 1964; 1985). **(5)** In Europe before the metric system, measures of cultivated land area usually referred either to the amount of seed it required or the amount of time it took to plough; thus, people made the organization of time, space, property, and labour intersect (Kula, 1986; Ruiz, 1992). **(6)** In company towns, schools, military bases, monasteries, and other loci ordered by a single dominant time, activities such as gossip, flirtation, drinking, personal care, and fighting unintentionally but almost inevitably take their own sequences from those of the dominant time; they take place in the interstices offered by that time. **(7)** In all these regards and more, established times constrain social action. (Tilly, 1994: 3)

Task 15
Choose the best among the four topic sentences given for each paragraph below.

a)
1) There are three major differences between a thesis and a dissertation.
2) Although originality and significance provide some basis for distinguishing a thesis from a dissertation, other qualities need to be considered.
3) Despite having different names, a thesis and a dissertation are, in fact, very similar in most respects.
4) It is reasonable to expect that various types of texts, namely essays, theses, and dissertations, share a wide range of common features.

a) .... First, both are expected to follow principles of sound research design and implementation. Both also follow the same principles of good academic writing style and are written up in much the same way, sharing as they do similar structure, organisation and formatting conventions. Finally, both require you, as a researcher, to produce a piece of work that is original and adds to the body of knowledge in the field with which your research is associated. (Murray, Beglar, 2009:3)

b)
1) The supervisor-supervisee relationship may not be properly understood.
2) Supervisees expect their tutors to fulfil a wide range of different roles.
3) There are more agents involved in the supervision of students´ research.
4) The role of the supervisor is essentially positive in nature.

b) .... They are there to stimulate students, to keep them on the straight and narrow, and to provide encouragement during difficult periods when they may face various challenges. Their role is not lead their supervisees but to advance their own thinking by challenging their ideas, suggesting other avenues of enquiry or argument, and provoking them into thinking about things in alternative ways. Supervisors can also be a valuable repository of information and well positioned to direct students to relevant literature as well as potentially helpful professional connections – both individual and institutional. (Murray, Beglar, 2009:20)

Task 16
Choose the best among the closing sentences for each paragraph below.

a) It is misleading to think that the natural must be good, or that it must be unavoidable. Everything that happens is natural, and much that happens is avoidable. Not all human biological adaptations are good. Man´s bellicosity was noted long before Darwin, and it may involve biological adaptations. Warfare might even have been a prime force in the exploration of proto-human intelligence: for small human beings to hunt big game in a group take intelligence, but not enough might be enough: the game do not get smarter as the hunters do. In war, over the millennia, both you and your enemy will become as smart as each other: he is of your species. Military and diplomatic guile both could become objects of a genetic arm race. .... (Goodin, Petit, 2001: 603)

1) This is why warfare is in the centre of studies that seek to identify what type of adaptation features may lead to violent behaviour.
2) Still, if men are adapted, given certain cues, to killing, looting, destruction and rapine, it should not be assumed such things are good.
3) However, when people interact, and each is equipped to select others as models for adaptation, the emergent social effects on the notion of good can be remarkable.
4) Thus, natural phenomena would be too simplistic even in the context of Darwinist theories.

b) People desire to communicate with one another. In ancient communities they did it orally; in a more complex society they tried to do it by printing. Most of the books which are displayed in a bookstore could be defined as products of the vanity presses, even if they are published by a university press. As Landow suggests we are entering a new ´samizdat´ era, where people can communicate directly without the intermediation of publishing houses. .... (Eco, 1997)

1) A great many people do not want to publish; they simply want to communicate with each other.

2) Moreover, there are too many books and our contemporary culture is not specifically book oriented.

3) One is entitled to speculate about that old debate every time one meets a new communication tool which pretends or seems to substitute for books.

4) We understand perfectly the whole of human and academic ordeals revealed by the lines published by university press.

Task 17
Read the paragraph and fill in the gaps with cohesive devices listed below.

a) however   b) What   c) According to   d) because of   e) which   f) Yet

(1) .... Jaspersen, human language originated while humans were actually enjoying themselves (2) .... is one of the more endearing speculations concerning the origins of language. It remains, (3) ...., a speculation. We simply do not know how language originated. (4) .... we do know is that spoken language developed well before written language. (5) ...., when we uncover traces of human life on earth dating back a million years, we never find any direct evidence relating to the speech of our distant ancestors. Perhaps, (6) .... this absence of direct physical evidence, there has been no shortage of speculation about the origins of human speech. (Yule, 1996: 1)

Task 18
Look at the two following paragraphs and decide which of them has a better overall plan. Support your opinion with evidence.

a) Conferences can be excellent places to get connected with others in your field, and particularly those interested in areas related to the focus of your research. There may be things you are mulling over or considering incorporating into your research, and a conference audience can be a very valuable sounding board. It can be a source of inspiration and new directions you may not have previously considered. In fact, it is at professional conferences that many people first get the seed of an idea which they eventually grow into a fully-fledged thesis or dissertation. They are also places where you can share ideas, either informally through casual interactions with others, or more formally via presentations.

b) Conferences can be excellent places to get connected with others in your field, and particularly those interested in areas related to the focus of your research. They are also places where you can share ideas, either informally through casual interactions with others, or more formally via presentations. Those ideas may be things you are mulling over or considering incorporating into your research, and a conference audience can be a very valuable sounding board and a source of inspiration and new directions you may not have previously considered. In fact, it is at professional conferences that many people first get the seed of an idea which they eventually grow into a fully-fledged thesis or dissertation.

Task 19
The following paragraph lacks cohesion and coherence. Rewrite the paragraph in order to improve its lacking qualities. It is necessary not only to restructure the sentences but also change the cohesive devices, pronouns and nouns in some to make for clear and easy reading.

Learning to speak is one of the most miraculous achievements in a child´s life. Parents could not possibly teach language because spoken language is too complex, too subtle, and too full of variations for anyone to teach it formally to a child. So, let us consider, for instance, how we learn language. No one teaches language to us – certainly not our parents. Language learning happens for the most of us within our first few years. Of course, parents and others guide and correct young children as they learn to speak and they may encourage and applaud them. We are all born with a deep, instinctive capacity for language, which is activated almost as soon as we draw breath. We learn by imitation and inference. Babies do not learn to speak by instruction.

Task 20
Read these paragraphs and decide which are appropriate for academic writing and why.

a) To make the argument that unconstrained freedom leads to paralysis and becomes a kind of self-defeating tyranny while self-determination within significant constraints – within rules of some sort – leads to well-being and optimal functioning, I will begin by considering a few aspects of rational-choice theory in some detail, more concretely by considering problems of rational-choice theory related to an empirical description of how people choose, and problems that are a reflection of important constraints on freedom of choice that the theory of rational choice leaves out and that a positive theory of self-determination must include. (Schwartz, 2000)

b) Academic writers need to be sure that what they create is written in the appropriate style. They face increasing challenges when describing an academic writing style. One difficulty in using the appropriate style is knowing what is considered academic and what is not. Deciding what is academic and what is not is complicated by the fact that academic style differs if terms of what is acceptable from area of study to another. Academic style is not used in all academic settings. (Swales, Feak, 2009: 16-17)

c) The goals and objectives of a dissertation are quite different from the goals and objectives of a journal article. Dissertations, similar to memoirs, contain a great deal of "process" information in addition to the research "content". The process information allows the dissertation committee to see all the roads we investigated when selecting and defining the research problem, including all the plans considered before selecting the final methodology, and many other details that would be considered extraneous in a journal article. Dissertations are lengthy for the same reason that legal trials often are lengthy, in that both the writer and lawyer are providing reams of evidence, i.e., meticulously building a case to back up the ultimate conclusions that are offered. Such laborious justification regarding what was or was not done, or considered, in a research project – leaving no conceptual stone unturned – is not expected nor appropriate to journal manuscripts. (Pollard, 2005)

Task 21
Divide the following text into paragraphs. (Remember that each paragraph should develop a particular theme.)

What is the difference between an expert and a novice writer?
Researchers Bereiter and Scardamalia have spent the last thirty years exploring what makes an expert writer. They have examined how school-children and academic writers go about the process. One of the interesting findings is that expert writers undertake the writing process differently from the novice writers (Bereiter and Scardamalia, 1987). Novice writers adopt a

linear approach to their writing and tend to take each of the writing process elements in turn. The reason they do this is because they are not at the stage of managing and controlling more than one element at a time. Consequently, they gather information for an essay without giving thought to how they are going to use the information at a later stage in the writing process. On the other hand, expert writers keep a mental map of the finished product or essay in mind while they are gathering information and during the drafting process. Consequently, they keep moving backwards and forwards through the various elements of the process which they accomplish with ease and skill. Thus, if anyone wishes to become an expert writer, it is vital to take firm control of the different elements. To improve results, it is essential to begin considering whether they are good time managers. Most students have to write assignments within tight deadlines – either self-imposed or externally imposed by tutors. Therefore, they need to be effective and efficient in their control of the whole process. (Price, Maier, 2007: 282)

Task 22
There are eleven topic sentences below. Write an academic paragraph for each of those topic sentences respecting the qualities of academic writing. The length of each paragraph should be 50-300 words.

a) Researchers must always be objective.
b) Research is an act of discovery.
c) Writing in the first person – as ´I´ – in an academic text is always a bad idea.
d) When I write a dissertation, I have to say something original.
e) Research mostly involves going to the library, collecting information from books and magazines, and putting it in a paper.
f) I am supposed to express my own opinions in a dissertation.
g) There is a big difference between facts and opinions.
h) Pretty much everything you read in textbooks is true.
i) There is a big difference between a fact in science and a fact in humanities.
j) When two experts disagree, one of them has to be wrong.
k) A story that does not have an ending is not a very good story.

VII.2.3. *Abstract*

Task 23
Read the abstract and identify its parts.

(1) The present study was conducted to determine the prevalence of *Listeria monocytogenes* in smoked fish in Sokoto, Nigeria. **(2)** A total of 115 different species of smoked fish from the various retail outlets and market places within the metropolis were analysed for the presence of *L. monocytogenes* using ISO culture method. **(3)** Out of the 115 samples analysed, 29 (25%) were positive for *L. monocytogenes*. **(4)** Other Listeria species isolated in this study are *L. grayi* 13 (11%), *L. innocua* 10 (9%) and *L. ivanovi* 15 (13%). **(5)** The remaining 48 (42%) of the sample were negative for Listeria species. **(6)** The study shows that *L. monocytogenes* and other *Listeria* species are common contaminant of smoked fish, and this may pose serious public health implications. (Salihu et al., 2008)

Task 24
Read the four paragraphs below and decide whether which of them follow the necessary conventions of an abstract.

a) Let us first explain that interest in the relationship between health behaviours and academic achievement has recently intensifyed in the face of an epidemic of childhood and adolescent obesity and converging school reforms in the United States and other nations with advanced economies, such UK, France, Germany, Canada, Italy or Australia. Epidemiologic research has demonstrated that poor diet and luck of adequate physical activity place childrens at risk for being overwaight and obese and thus influence future health status. Additional research has also shown that childrens and adolescents whose diets are nutritious and whose participation in physical activity is high tend to perform better on various measures of cognitive performance and academic achievement. We tried to analyse cross-sectional survey data from some 5000 or 6000 Icelandic school childrens. Our idea and finally the goal of the research was to explore the relationship between selected health behaviours and academic achievement. Body mass index, diet and physical activity explained up to 24% of the variance in academic achievement when controlling for gender, parental education, family structure, absenteeism and some other things. If we added depressed mood and self-esteem to the model, variance explained might increase to 27%, but we are not really sure about the role of physical activity. Although not really excellent, these findings are consistent with some previous work and affirm the complexity of the relationship of health to academic achievement.

b) Let α be such that $0 < \alpha < \frac{1}{2}$. In this note we use the Mittag-Leffler partial fractions expansion for $F_\alpha(\theta) = \Gamma(1-\alpha-\theta/\pi)\,\Gamma(\alpha)/\,\Gamma(\alpha-\theta/\pi)\,\Gamma(1-\alpha)$ to obtain a solution of a Wiener-Hopf integral equation. (Henry, 1974)

c) What binds the Western Balkans to the Caucasus is, among other issues, certainly an extremely challenging legacy of the past. Dissolution of two respective multinational states – the Soviet Union and Socialist Yugoslavia in the beginning of 1990s – introduced ethno-nationalist conflicts on a large scale. While the Yugoslav crisis ended in 1999 after FRY was bombed by NATO during its Kosovo campaign, the Caucasus still remains a conflict-ridden region where Russian and Western influences keep colliding. In that respect, the point of this article is to present an analytical comparison of the three respective regional conflicts - Kosovo, Abkhazia and South Ossetia – by enumerating and analyzing similarities and differences among them as this proves to be one of the current and more intriguing issues of the contemporary international political scene. In that respect, this article is aimed at providing answers to two different issues: Did Kosovo's independence influence the establishment of a specific political pattern applicable to other disputed regions, and, on the other hand, to what degree are the cases in question comparable to each other? (Dordevic, 2010)

d) This publication examines how Western publishing houses have entered the Chinese magazine market. Based on the industrial economics approach, the aim is to identify a successful market entry strategy into an emerging media market regarding entry timing, entry mode, entry process, and product choice. Applying a qualitative, exploratory approach, comparative case studies are used as primary research method and the market entries of four Western publishing houses are analyzed. Findings reveal that an early entry with cooperative entry modes and choosing a successful cooperation partner are important factors in the entry strategy. Further, an incremental expansion process and choosing a global brand that has already been successful world-wide facilitates the market entry. Obtaining general experience in internationalization and near-market experience could be identified as crucial issues for entering an emerging media market. (Strube, 2010)

Task 25

Choose two academic texts you have written and one academic presentation you have prepared and write an abstract for each of them (max. 250 words).

VII.2.4. *Structure*

Task 26

Match the following parts of an academic text (a-i) with the paragraphs that comment on their characteristics.

a) title
b) acknowledgements
c) abstract
d) introduction
e) methods
f) results
g) discussion
h) conclusion
i) bibliography

1) They are the final part of each text. They should summarise the text and answer all the main questions set in the introduction. The overall value of the work should be stated and recommendations for future research could be indentified if necessary. Special attention should be paid to the last sentence which often contains a profound idea that neatly envelops the whole topic in a single statement. (Morgan, 2006)

2) It contains a complete, accurate and consistent alphabetically organised list of all the books, articles, Internet information and other materials used in the process of formulating our thoughts about the subject. Not all of the items in this list are related to citations within the text. In this it differs from a references section that lists all the citations that can be found in the text. The key information of each entry regardless of its style will include: the author(s) surname(s) and initial(s), the full title of the work, the relevant chapter(s) and page number(s), the date and place of publication and the name of the publisher.

3) This part could be seen as a display of necessary politeness but it can also provide an opportunity to show that we are a member of a community and have benefitted from that membership. It allows us to repay our debts. At the same time, however, it allows us to highlight that we are also "intellectually responsible" for the content of the publication. (Swales, Feak, 2009: 284-5)

4) It is an independent piece of text which provides the gist of an original work. Its structure may vary but usually it includes: (1) the purpose or main aims or hypothesis, and possibly some background information; (2) methods where methodology, procedure and the scope of the study are described; (3) results; (4) conclusions where results and the overall value of the work are interpreted. Stylistically, it is written in well-informed dense sentences that avoid negatives, abbreviations, jargon, redundancies and other language shortcuts which may lead to confusion. (Bhatia, 1993: 78)

5) These sections have a very specific position. They should be more than summaries (theoretical, abstract and general) and should go beyond results (more integrated with the field, more connected to the real world and, ideally, more concerned with implications and applications). In this part it is important to step back and take a broad look at the findings and the study as a whole. (Swales, Feak, 2009: 269)

6) Traditionally, this section simply reports the data that has been collected. It should focus exclusively on a clear description of what has been found and highlight key findings from the data. Stylistically, it is mostly associated with simple past tense.

7) These sections vary across disciplines. In some fields, it is common to have subsections that might deal with materials, the apparatus used, definitions employed, the subjects or participants in the study, or the statistical procedures used. They also vary according to how much information and explanation they contain. At one extreme, they may be very condensed; at the other, elaborately extended. Stylistically, they are mostly associated with passive structures and highly impersonal tone. (Swales, Feak, 2009: 225)

8) Although they come first, they are often written last. They should indicate the topic and scope of the study and it should be self-explanatory to their target audience. In some areas, such as the life sciences, they are can be longer and look more like full sentences, in others, the style prefers short groups of words that contain mostly nouns and prepositions. In some areas, all key words are capitalised. (Swales, Feak, 2009: 278)

9) Although it forms usually less than 10 % of the text, it is usually one of the most difficult parts to write. It may consist of four main subsections, namely the background, the issue, the aims, and the structure of the work. The background information can be further divided into generalisations, informed statements and reviews of research; while the issue section usually focuses on one clear perspective, e.g. a counter-argument, indication of a gap, general inquiry or research tradition.

Task 27
Match the sample texts with the sub-headings below.

a) acknowledgements
b) abstract
c) introduction
d) methods
e) results
f) discussion

1) It is helpful to commence with the general thesis that theories may be under-determined by data: that is, that theories may be incompatible with each other and yet be compatible with all possible data. Theories may conflict yet be empirically equivalent, that is compatible with all the observations that could be made. In this article, I suggest some reasons why the under-determination of theories by data may be more acute in social than in natural sciences, and I shall seek to support this suggestion by citing examples of conflicting theories. (Potter, 1987: 396)

2) Action research may provide such an opportunity for ongoing improvement, therefore, this chapter first describes a research style which enables investigation to be informed and

resources to be developed following reflection on earlier experience. Thereafter approaches to data analyses are discussed in terms of ability to answer a research question. This in turn informs the types of data to be gathered, guiding the development of appropriate research instruments and resources, described in section 3.3. (Barcly, 2009: 115)

3) Our results demonstrate evolutionarily accessible paths where major functional leaps are produced by domain combination followed by interface optimization. They imply that distinct and sophisticated functions can emerge from combinations of a limited number of primordial domains. (Baker, 2008)

4) The strongest exclusionism of immigrants is found in Austria with the mean value of 2.64 on the four point scale. United Kingdom follows with the mean value of 2.58, Germany and Denmark are somewhere in the middle, and Sweden has the lowest score on the scale of exclusionism of immigrants from all countries (1.95). The analysis of variance shows that the differences among countries are statistically significant (F = 270.9; df =4,9224; p < 0.001) (Klvaňová, 2005)

5) The guidance and support of those who supervised this research was invaluable to me. I am grateful to Dr. Michael O'Donoghue without whose encouragement and challenge I would not have commenced this work. I particularly appreciate the supervision of Dr. Julie-Ann Sime whose experience, insight, constructive criticism and practical advice not only guided this work from its earliest thoughts to this stage but has enabled me to develop confidence and ability to participate in academic investigation and discourse. (Barcly, 2009)

6) A great deal of the literature on the relationship between anxiety and performance has come from a cognitive-behavioural perspective. This paper examines the relationship between the two constructs from a psychodynamic perspective. The discussion includes winning and the anxiety of separation from an object relations perspective, the dread of success, self psychology, Freudian instinct theory, and the secondary gain that is found in defeat. (Walter, 2010)

Task 28
Match the words and phrases in 1-5 with the sub-headings they have been taken from.

a) acknowledgements
b) introduction
c) methods
d) results
e) discussion

1)
The questionnaire was administered to the participants…
…was used to measure …
The same subjects were retested at a two-week interval …
Data collection techniques associated with assessing performance have been used…

2)
…exhibited a significantly lower binding potential relative to …
In general, the experimental samples resisted …
Two apparently opposing experiences are related by a common theme of non-participation …

The results of the study were inconclusive ....

3.
I am (most / very) grateful to ...
I wish to (warmly) thank the following ...
This paper could not have been written without the invaluable help of ...
I acknowledge my gratitude to ...

4)
However, the findings do not imply…
The objective of the survey was to quantify the number of ...
From this data, it is clear ...
As has been proved, the theory may have practical importance for ...

5)
We have organized the rest of this paper in the following way…
The main purpose of the experiment reported here was to ...
Recently there has been considerable interested in ...
The aim of this appear is to give ...
ccccc

VII.3. *Academic integrity*

Task 29
Read the Swales and Feak paragraph below and decide which of the texts a-c have adequately referenced the original text.

Original: Plagiarism is best defined as a deliberate activity, as the conscious copying from the work of others. The concept of plagiarism has become an integral part of North American and Western European countries. It is based on a number of assumptions that may not hold true in all cultures. One is a rather romantic assumption that the writer is an original, individual, creative artist. Another is that original ideas and expressions are the acknowledged property of their creators (as in the case with a patent for an invention). Yet another is that it is a sign of disrespect, rather than respect, to copy without acknowledgement from the works of published authors. (Swales, Feak, 2008: 172)

a) Plagiarising can be defined as deliberate copying from someone else´s work. Swales and Feak (2008) state that it has become an integral part of North American and Western European countries. They claim that the idea of plagiarism is based on notions that are not necessarily accepted by all cultures. Such notions include considering writers as original, individual, and creative artists, viewing ideas and expressions as the acknowledged property of their creators or copying without acknowledgement from the works of published authors a sign of disrespect, rather than respect.

b) Plagiarism can be defined in different ways, Swales and Feak (2008) claim it is "a deliberate activity … the conscious copying from the work of others" (p.172). They explain that the North American and Western European notion of plagiarism has its foundations in conjecture, not necessarily acknowledged by all cultures, such as "the assumption that the

writer is an original, individual, creative artist" (p.172), that ideas are a type of property or that avoiding acknowledgment of used ideas from others "is a sign of disrespect" (p.172).

c) We can define plagiarism as a deliberate activity or the conscious copying from the work of others. This concept comes from North American and Western Europe but may not be accepted in other cultures. It is based on assumptions, such as a romantic assumption that the writer is an original, individual, creative artist; that original ideas and expressions are the acknowledged property of their creators; or that to copy without acknowledgement from the works of published authors is a sign of disrespect.

Task 30
Read the sentences below and say whether they need to be referenced or not.

a) Some scholars document the importance of music in old people´s institutions. "We propose the development of a new branch of diagnosis and therapy offering music as a replacement for lost language, and using music to assess type and depth of loss, the progression of loss in disease, and as a prognostic indicator following injury".
b) The Czech Republic is divided into 14 regions.
c) The analogy between the philosophical method of Socrates (irony, aporia) and the practical skills of the trickster in Indian mythology are substantial.
d) To every action there is an equal and opposite reaction, as Newton found out, but so many writers forget this and it is so critical and basic to any story.
e) The immortal line "Something is rotten in the state of Denmark" can be used as an example of corruption or an egregious situation in a country.
f) Although the majority of children who were born pre-term are nowadays free of major handicap (i.e. cerebral palsy or mental retardation) 25 % to 50 % of these infants exhibit milder neuromotor, sensory, cognitive or behavioural deficits.

Task 31
Read the next section taken from an ironic text "How to write consistently boring scientific literature" by Kaj Send-Jensen. Write four paragraphs, each one should use a-d to adapt the given text:

a) quotation / citation
b) paraphrase
c) summary
d) note

When all else is lost, and one´s scientific paper is beginning to make too much sense, read too clearly, and display too much insight and enthusiasm, I have one last recommendation that can help the author to maintain the essential boring tone. My advice is to make sure that all written assignments, even trivial ones, must be supported by one or more references. It does not matter that these statements are self-evident or that they comply with well-established knowledge, add a reference, or preferable 3-5 for gravitas.
Excessive quotation can be developed to perfection such that the meaning of whole paragraphs is veiled in the limited space between references. This technique maintains the boring quality of scientific publications by slowing down the reader, hiding any interesting information, and taking up valuable space. When authors are unsure of which paper to cite, they should always resort to citing their own work regardless of its relevance. (Sand-Jensen, 2007: 4)

VII.4. *Biography and CV*

VII.4.1. *Biography*

Task 32
Read the short biographies and decide which audience a-c each is prepared for.

a) academic
b) business
c) general public

1. Jay Cross is a champion of informal learning, Web 2.0, and thinking systems. His calling is to help business people improve their performance on the job. He has challenged conventional wisdom about how adults learn since designing the first business degree program offered by the world's largest institute of higher education, the University of Phoenix.
Now in its eleventh year, Internet Time Group LLC has provided advice and guidance to Cisco, IBM, Sun, Genentech, Merck, Novartis, HP, the CIA, and numerous others. He is a free-thinking early adapter with a keen sense of the future. People began reading his blogs before the turn of the century. Jay is a graduate of Princeton University and Harvard Business School. He and his wife Uta live in the hills of Berkeley, California.

2. Simon Mawer, born in 1948, is a British author who currently lives in Italy. Educated at Millfield School in Somerset and at Brasenose College, Oxford, Mawer took a degree in Zoology and has worked as a biology teacher for most of his life. He published his first novel, *Chimera*, at the comparatively late age of thirty-nine. It won the McKitterick Prize for first novels. *Mendel's Dwarf* followed three works of modest success and established him as a writer of note on both sides of the Atlantic. In 2009, he published *The Glass Room*, a novel about a modernist villa built in a Czech city inspired by the Tugendhat Villa designed by architect Ludwig Mies van den Rohe and built in Brno in 1928-30. The novel was nominated for the 2009 Man Booker Prize.

3. Dr Gráinne Conole is Professor of E-Learning in the Institute of Educational Technology at the Open University in the UK. Her research interests include the use, integration and evaluation of Information and Communication Technologies and e-learning. Two of her current areas of interest are how learning design can help in creating more engaging learning activities and on Open Educational Resources research. She serves on and chairs a number of national and international advisory boards, steering groups, committees and international conference programmes. She has published and presented over 300 conference proceedings, workshops and articles, including over 100 publications on a range of topics, including the use and evaluation of learning technologies.

Task 33
The following short biography was sent for a conference on Cyberliterature in Berlin. The maximum length for the conference biographies was 200 words. Read it and list all the mistakes.

Antonio Reis born 1978, holds a magister degree in Psychology from the University of Heidelberg. Prior to this, he earned his bachelor's degree in International Business from

Reims Management School (France) and ICADE (Madrid). He speaks French, English and Spanish fluently. As a student, he was editor of ´The Ripple´ the student newspaper for the University of Heidelberg. In June 2006, he was re-elected with a landslide majority as the Vice-President (Higher Education) for the National Union of Students (NUS) to serve a second term. In this post, he was responsible for leading representation and campaigns for students in German higher education. He actually made a presentation during the previous edition of this conference and he also made a presentation for the e-Learning Awards in London in the category of the Most innovative new learning product or tool of 2009. Fields of interest include among others project management; test & questionnaire construction and validation; workshop, seminar and curriculum development; blended learning approaches. At the moment he is mainly working at topics concerning leadership potential, cross cultural teaching and learning and quality in higher education. He is also a co-founder of the Centro de Estudios sobre Texto Informático e Ciberliteratura (Centre for Computer-produced Texts and Cyberliterature Studies) where he is currently developing a Post-Doctoral Research Project on E-Learning. His publications include "Psicologia e Informática" (Psychology and Informatics) 2009.

Task 34
Match the various versions of Aaron Graves' biographies with the various events (a-e) he wrote them for.

a) project proposal on technologies in languages
b) summer school in International Politics field
c) job questionnaire information
d) course in creative writing participants forum profile
e) conference on technologies in language teaching

1. Aaron Graves is Assistant Professor in French, and Manager of the Multimedia and Information Centre at the Birmingham University Language Unit.

2. Hi, I'm Aaron and I´ve been teaching creative writing for six years. Apart from French, I studied History and my PhD dealt with international politics. I am interested in technologies, languages, theatre and mountain climbing. I spend my time between the city and the country – I cannot decide which place I prefer.

3. Aaron Graves (Developer/Tutor). He is an FAP/FSP practitioner and Head of the Multimedia and Information Centre. He has previous experience from Leonardo da Vinci project and other national projects. He is a certified NET-TRAINER, experienced conference presenter and course developer (Creative Writing Course). He successfully incorporates ICT technology in his courses (mainly videoconferencing) and runs e-learning and blended learning courses. Samples of his conference presentations can be found at http://www.bham.lc.edu.uk/AaronGraves.

4. Aaron Graves is Assistant Professor in French and Manager of the Multimedia and Information Centre at the Birmingham University Language Centre (http://www. bham.lc.edu.uk/AaronGraves), specializing in Web 2.0 learning strategies and intercultural communication.
His interdisciplinary and creative approach to language learning is based on his formal academic background (Masters in French Literature; World History; PhD in International Politics); informal drama education (BYTW Drama Ensemble – actor; The Birgo Theatre

Workshop - director of; the San Remo Global Educational Festival 2006 Special Committee Award Winner) and later intensive training in online learning activities (EU Net-Trainer Certification).

Apart of his international teaching and lecturing activities (e.g. U. of Nancy, U. of Montreal, Free University of Berlin, UNED, Spain), he is also an author of the book "*L'Atelier d'écriture créative*"; and an active researcher and team member in projects AICS, LINGUA+, and PRIMEA.

5. Aaron Graves is Assistant Professor in French and Manager of the Multimedia and Information Centre at the Birmingham University Language Centre. He earned his PhD degree in International Politics by the title: "*Trusteeship as an Institution of International Society*". Since 2006 he has combined the two qualifications - giving lectures (at University of Montreal; Univ. of Nancy) and publishing articles (*Trusteeship and obligations of power*, Journal of World Affairs, 2008) on trusteeship issues.

Task 35
Write your own short biography.

a) Erasmus study exchange (max. 100 words)
b) expert conference in your field (max.200 words)
c) volunteering in an area of your interest (max. 150 words)
d) job (max.50 words)

VII.4.2. *CV, résumé*

Task 36
Here is some information related to our personal, academic and professional history. Read individual items and decide whether they must (M), can (C) or should never (N) be included in a traditional CV.

1. name and address
2. E-mail address
3. occupation of parents, number of brothers and sisters
4. ethnic background and religion
5. institutions where you have studied
6. primary school achievements and minor school qualifications
7. affiliations and memberships in clubs, societies, and career related associations
8. terms that refer to UK / US equivalents, e.g. "high school diploma" or "A-level" for "maturita"
9. hobbies
10. job titles and company names with your responsibilities and achievements
11. volunteer experience with performed duties and gained skills
12. copies of certificates and diplomas
13. your employment history in reverse chronological order, with your most recent job first
14. 3-5 employment, academic, and / or personal references
15. marital status
16. degrees, diplomas, professional certification, scholarships or awards
17. age / date of birth
18. specific skills (languages, computer, soft skills)
19. training and workshops or conferences attended

20. your signature

Task 37
Look at the following VC and change or delete all the information that reduces its appropriacy.

CV

Name: **Alena Sudá**
Address: Čápkova 27, 625 00, Brno, Czech Republic
Telephone: 772 541 088
E-mail: modroocko@seznam.cz

Education
2008-2011 Masaryk University, Faculty of Social Studies, Dept. of Psychology:
          BA
2004-2008 Gymnasium Holdova, 26, 625 00, Brno,
          A-levels: 1-1-2-2; Czech Olympic Games in Science -14th place
1995-2004 Basic school Hollarova 12, 625 00, Brno
Sept.- Dec. 2009 Erasmus in Tampere
4th-22nd June 2009 Cognitive Psychology Summer School in Vilnius

Employment Experience/Related Experience
2007-2011 waitress in Bnro Café, Brno
2006-2007 Children Gymnastics Coach, Sokol Brno
2005-2006 Window Cleaning Service

Volunteer Experience or Community Involvement
2004-2011 Children Gymnastics Coach Assistant, Sokol Brno
2009 – Voluntary Work at Veveří Castle

Language Skills
English – B2
French – excellent speaking and listening skills, writing skills worse
Arabic – basic tourist related skills
German – passive

Computer Skills
Word, Excel, email, Skype

Hobbies:
Gymnastics, meeting friends, going to cinema, playing the violin

References Available Upon Request

Task 38
Search the Internet and find samples of CVs from four different regions (EU – Europass, UK, USA, and India) and compare the information within each. Then, write four versions of your own CV respecting cultural differences of those regions.

VII.5. *Letters, e-mails*

Task 39
Decide which of the following phrases would be best used in the following writing genres.

a) language for texting
b) Email language
c) Letter to a friend
d) Business letter

1) Hi Sue, how did it go on Saturday? Did you finish your essay and when will you hand it in? See you on Monday, sharp. Yours, Jackie.

2) Dear Sir, Please accept my remittance for £300 for the leather writing case. Yours Faithfully, G. Smithe

3) RU there? BTW, did you know Dave is going to be presenting first for a change LOL. 10Q for ur help. C U tomrw

4) Hello Both, Thanks for your essay. Can we meet to discuss editing changes next week - where do you suggest? Best regards, Harry

Task 40
Choose which phrases are very formal (VF), which formal (F), which informal (I) and which very informal (VI).

A)

a) Dear Mr Cottrell   g) Dear Mark
b) Hi Mark   h) Hello all
c) Dear Professor Cottrell   i) Dear Mark (if I may)
d) Hello Mark   j) Mark,
e) Hey there   k) Hey Mark
f) Dear Sir / Madam   l) To Whom It May Concern

B)
a) Kind regards,   i) Regards,
b) C ya,   j) Bye for now,
c) Yours sincerely,   k) Best regards,
d) All the best,   l) All the very best,
e) Love,   m) Looking forward to hearing from you,
f) Best wishes,   n) LOL
g) Cheers,   o) Yours,
h) See you,   p) Best to the family,

C)

a) I am actually thinking of organizing two events, one to coincide with Library Week (13-19 April) and another to be held in our new library facilities, which open in July. If Masaryk University (MU) is not open during July then that event can be held when MU resumes.

b) If u r ok with this, consider it done.

c) I find this response utterly inadequate and I will be making a formal complaint to the conference committee.

d) I hope you´ll be able to provide this information in good time for the conference. May I suggest the end of March, to ensure that the information is ready in good time?

e) The committee has now responded to your submission for the conference and although submission has been approved, it was felt some revision is needed.

f) We would like to inform you that the invoice in connection with your participation at the OEB conference is still marked as unpaid in our books. We kindly ask you to settle payment before September 18th, 2011. Should payment for your participation be covered by an institution we will take this into consideration, but we kindly ask you to check whether the payment process has been initiated.

g) Great. Thanks for the bookings. We´re still working on the enormous dilemma of whether to spend a weekend in Prague, Vienna or in and around Brno. If only such decisions were easy!

h) I want to thank you again for a truly memorable experience. If you want to write back, I would like that though I can´t promise I will write on a regular basis.

i) Oi u cheeky git ...

Task 41
Read the letter and identify all phrases expressing politeness.

Dear Mr. Stola,

Thank you for your interest in the Department of International Politics. I am terribly sorry that I was unable to meet with you when you visited the Department: I´m afraid that I was not in the office that day. However, I am very keen to explore possibilities of collaboration and cooperation between our departments. I was hoping that you might be able to tell me a little more about what you had in mind. For our part, we are especially keen on seeing the traffic of students between our two countries increase in a number of ways, including perhaps a joint masters programme. We have found that such programmes, whereby students end up with degrees from both institutions after two years of study, are especially attractive to both students and employers. Of course, there are other possibilities as well that we might discuss. I shall very much look forward to hearing from you with a view to pushing this process forward and perhaps to scheduling a meeting at some point in the future (there is a possibility that I could travel to the Czech Republic) in the event that we are able to work out a mutually beneficial arrangement. I do look forward to hearing from you.

With very best wishes,

Richard Jordan

Task 42
Make a scale of the following emails from the most formal to the least formal one – and show which words or structures show the level of formality.

a)

Dear Peter, (if I may)

Thanks for your message and for putting me in touch with Eva Kodi, who has already contacted me. I have spoken with my head of department and he is keen to explore possibilities for cooperation. I have proposed a visit to your university sometime this summer, where I will be able to get a sense of the place and we will be able to discuss various ideas with Eva, should she be available to visit. Perhaps you might keep in touch with her so that we can coordinate a potential visit with a view to gaining as much as possible from a face-to-face meeting.

Kind regards,

Elizabeth Dawar

b)
Hey there,

great about this, Eva, she´s already contacted me. Our head said we should give it a try. Are you around in July or August? I´d prefer to come in summer so let´s see what we can do together. BTW, we can all meet with Eva if you like, what do you think?

Cheers,
E.

c)
Dear Professor Andres,

Thank you for your kind message and for introducing me to Dr. Kodi, who has already contacted me. According to the opinion of the Head of Department, Dr. Heyworth, there seems to be clear potential in the offer and it would seem reasonable to explore possibilities for cooperation. Dr. Kodi has been informed that I should be able to visit Masaryk University in July this year (I am afraid I am unable to specify the exact dates at the moment), where areas of mutual interest could be discussed. If it were at all possible, would you be able to arrange the visit with Dr. Kodi in order to enlarge future potential cooperation of the two Departments? I would indeed be indebted.

Very best wishes,

Elizabeth Dawar

VII.5.2. *Cover letter*

Task 43
Read the following introductory parts of the cover letters of one person and match them with the event / institution they have been prepared for.

This person is applying:
a) to attend summer school
b) to study abroad for a short time at Bachelors Degree level
c) for a PhD scholarship
d) to publish
e) to volunteer
f) for a job

1) I believe that interculturality and interdisciplinarity are key added value factors in university education. To be a librarian and Interactive Media student at Masaryk University (MU) means being part of an association which has an insight into large scale scientific areas, which shares a passion for research and investigation, and which is able to help and advise learners and colleagues in their search for high quality materials and sources in their academic lives.
I am applying for the Experimental Media Research Institute Programme with the aim to gain a deeper understanding of different roles of new media and a better insight into their impact on information distribution. I anticipate being able to share the knowledge, to introduce possible changes into the MU library system and to improve existing materials for students at MU.

2) I am a second year student of Interactive Media at Masaryk University. I am writing to respond to the online advertisement for the scholarship at the University of Toronto for the next Autumn term.
In my studies, I have been concentrating on the relationship between new media and information distribution. Given the opportunity, I would like to devote my programme at the University of Toronto to the three following fields, which are: participation in the university courses and seminars, self study at the university libraries, and finally, consultations with specialists.

3) I would like to apply for the *Snowflake Effect and Metadata Course* held in July in Barcelona for several reasons: specifically, to gain new knowledge in the field of an individual approach to working with information and also in the area of metadata processing; to deepen my experience with an interdisciplinary approach to research and studying, and, if possible, to use the newly gained information in my studies and future research.

4) I would like to present a text "Winter Libraries: The Revolution of Snowflake Effect in University Studies". Please, find my recent publications enclosed in the attachment. They include the article *Computer, Electrical and Systems Science in Spain* which was evaluated by the Press Attaché of the Embassy of Spain in Prague as "an excellent analysis of the situation"; and a series of articles on Technologies in Libraries published in the weekly *Respekt* which provoked a stimulating discussion on the given topics and were immediately reacted upon.

5) I am writing concerning the opportunity to spend a year in the U.K. as a Library Assistant and I would like to apply for the *LAWI Project*.

My name is Petr Sloda, I am a Librarian at Masaryk University in Brno, and also a student of a Postgraduate Course in Interactive Media at Masaryk University in Brno, with a research topic *Impact of Social Media on Academic Libraries: A Case Study of Masaryk University Brno.*

I would like to take part in this project for several reasons, namely, to get an insight into the British Academic Library System as well as the British way of life, to experience a different method of running a Library Service, to improve my practical skills in English, and to use such experience in my future career. I hope that my post as a Library Assistant in a British Library would be useful and beneficial for me as well as for the library where I would be able to use my experience and enthusiasm.

6)

I am responding to the advertisement for the Library Assistant position that was recently posted on the Masaryk University ´Jobs Needed´ database. Currently, I am a final year student of Masaryk University, majoring in Library and Interactive Media Studies with an anticipated graduation date of May this year.

There are many reasons for believing I would make a very successful library assistant. My deep interest in literature, information, libraries and media, have influenced my studies even before I entered University. Having worked for the Liberec City Library (LCL), I have been exposed to a number of aspects of the library service and consider myself a ´people´ person. My experience as library assistant at LCL demonstrates my capability of working in huge library institutions and of being responsible for specific services. Also, my education in Interactive Media has provided me with excellent computer skills that would ideally suit all your needs for a library assistant.

Key

Kapitola II. Slovní zásoba

Task 1: a) 3, b) 1, c) 4, d) 2, e) 2

Task 2: a) *leasing, largest; countries* b) *different; luck* c) *champion; won* d) *oven; comes* e) *exit, entry, entrance; recycle*

Task 3: a) *usefully, useless, usage, abuser, usable* b) *modernise, modernity, modernist, modernism, modernisation* c) *systematic, systematically, systematise, systemic, systematised*

Task 4: *applicant, botanist, cameraman, correspondent, dramatist, employer, employee, politician, physicist* (Pozor: výraz *physician* znamená doktor, lékař), *presenter, translator*

Task 5: 35: *... goes **from** the main ... station **to** the campus. It stops **at** a bus stop **alongside** the train ... goes **through** a tunnel (first **into**, then **out of** the tunnel), **towards** Bohunice, **away from** the city ... cars **ahead** and **behind** the bus. ... walking **along** the pavements, **past** the shops ... buildings **across** the road. ... policemen **among** the people, ... jog **around** the ponds, sit **next to** each ... benches **close** to the ponds, ... swims **beneath** the surface ... lean **against** the tree, ... you **beyond** the hills and stops **in front of** the main ... room **in** the building. ... students **inside** the self ... waiting **outside**. You ... go **up** the stairs. ... coming **down** the stairs. ... sit **at** a desk ... screen **on** the desk ... is **underneath** the desk. ... photograph **above** the desk. ... stay **within** the self ... used **off** the desk ... them **onto** the shelves.*

Task 6: 1.d, 2.f, 3.a, 4.e, 5.b, 6.c, 7.j, 8.g, 9.h, 10.i

Task 7: a) ***a bit***: *slightly, somewhat, a little* b) ***stuff***: *problem, subject, area, option, matter* c) ***run away***: *emigrated, disappeared* d) ***pretty good***: *favourable, adequate, positive* e) ***terribly***: *extremely, exceedingly* f) ***get worse***: *deteriorate, worsen* g) ***'cause***: *because* h) ***get***: *receive* i) ***are***: *range* j) ***kind of***: *quite*

Task 8: a. II, b.V, c. III, d. I, e. IV

Task 9: *classify, arrange, consist, characteristic, criteria, basis, feature, category, classes, group, type, kinds, sort, species, breed, order, division, family, member, form*

Task 10: a) *tone* b) *plasma* c) *hedge* d) *cleavage* e) *solution* f) *meter* g) *string*

Task 11: a) *procrastination* b) *behavioural geography* c) *titan dioxide* d) *cytoplasmic membrane* e) *area studies* f) *epistemology* g) *madrigal* h) *electromagnetic spectrum* i) *gender audit* j) *nanotribology*

Task 12: a) *disadvantage* b) *disagree* c) *miscalculate, recalculate* d) *mischarge, discharge, recharge, undercharge* e) *reconsider* f) *underestimation* g) *underline, reline* h) *misprint, reprint* i) *disregard* j) *misunderstand* – Ověřte ve slovníku, že rozumíte významu všech těchto slov.

Task 13: a) *into* b) *among* c) *on* d) *towards / on* e) *on*

Task 14: a) složka, prvek, část; b) dopad, vliv, následky; c) podobně, rovněž; d) odpovídající e) hlavní, zásadní, klíčový, základní

Task 15: 1c, 2e, 3b, 4g, 5a, 6f, 7d

Task 16: -

Task 17: 1) *previous* 2) *proposal* 3) *online* 4) *comprise* 5) *under* 6) *While* 7) *analysed* 8) *run* 9) *still* 10) *members*

Task18: 1. *Central European History* 2. *Masaryk* nebo *The University of xxx* 3. *Brno* 4. *2nd largest* 5. *9* 6. *Faculty of Arts, Law, Medicine, Science, Education, Economics and Administration, Informatics, Sports Studies, and School of Social Studies*, 7. *institutes, departments* 8. *Central-European Technology Institute* 9. *Arts* 10. *History* 11.*to study roots of Central European historical and cultural identity* 12. *2* 13. *a grant* 14. *food* 15. *travel expenses* 16. *studying materials* 17. *Bachelor's* 18. *an undergraduate* 19. *Arts* 20. *3* 21.

lectures 22. *seminars* 23. *practicals* 24. *fieldwork* 25. *transfer* 26. *dissertation:* Pozor na rozdíl mezi anglickými výrazy *dissertation* a *thesis.* Zatímco v češtině označuje slovo „disertace, disertační práce" práci doktorskou, tedy vyšší úroveň prací ročníkových, bakalářských či diplomových, v angličtině označuje „*a long piece of writing on a particular subject that you do as part of a university degree*" neboli jakoukoli písemnou práci, která je podmínkou k ukončení některého ze studijních programů na univerzitě. Naopak ekvivalentem disertační práce v angličtině je právě slovo thesis často ve spojení *doctoral thesis*. 27. *exams* 28. *a degree* 29. *postgraduate* 30. *doctoral* 31. *3* 32. *research* 33. *a thesis*

Task 19: a) *job* - pracovní místo, počitatelné podstatné jméno b) *permit* - povolení, fyzický předmět (certifikát, doklad, potvrzení, list papíru), počitatelné podstatné jméno c) *expecting, awaiting* – očekávám v myšlenkách d) *trip* – ustálené spojení

Task 20: a) *verb* (sloveso) b) *adjective* (přídavné jméno) 3. *adverb* (příslovce) 4. *abbreviation* (zkratka) 5. *following* (následující) 6. *literally* (doslovně) 7. *colloquialism* (hovorový výraz) 8. *informal* (neformální výraz) 9. *slang* 10. *euphemistic* (jemnější vyjádření nepříjemného / drsného výrazu) 11. *dialect* 12. *past participle* (příčestí minulé) 13. *Verb followed by an object is usually but not always used in passive.* (Sloveso, po kterém následuje předmět se většinou, ale ne vždy, užívá v trpném rodě.) 14. *The adverb is used following a verb.* (Příslovce stojí za slovesem.) 15. *The adverb normally accurs in company with a verb.* (Příslovce se obvykle vyskytuje se slovesem.)

Task 21: Skutečný design i celkový obsah včetně zvukové podoby lze najít v následujících zdrojích: a) Google b) Collins Cobuild English Language Dictionary, 1992 c) Hais, 1991 d) Longman Dictionary of Contemporaray English, 1990 e) Seznam f) Wikipedia g) Answers.com h) YourDictionary.com, Thesaurus i) YourDictionary.com, j) Skálová, 2002

Kapitola III. Mluvnice

Task 1: -
Task 2: a) Hais, 1991:39-40 b) Learn English Network, c) Dušková, 2009 d) Hunter College Reading / Writing Center f) Perfect Your English
Task 3: a) bez členu, pravidlo A: *rising star* naznačuje, že osobu budou všichni znát b) bez členu: prav. E c) A,the,-, The,a,The, the, the: prav. A, B,fráze bez členu, A, A, A,A,C d) The, -,- , -: prav. B, D, D, D e) -, - , -: prav. A, D, D f) The: prav. C g) The, the, the: prav. F,C,F h) the, - , a: prav. F, G, B i) an, The, a: prav. B, H, B (J) The, - ,–: prav. F, G, G
Task 4: a) U b) C c) C d) C e) U – damages znamená kompenzace f) U g) C h) U i) U i C j) U k) U l) U m) C n) U o) U p) C q) C r) C
Task 5: 1. *apparatuses* 2. *genera* 3. *data* (dnes již výraz *data* používá v angličtině pro jednotné i množné číslo současně) 4. *analyses* 5. *oases* 6. *surveys* 7. *memoranda* 8. *media* (používá se pro jednotné i množné číslo; na termín *medium* lze narazit jako na přídavné jméno v restauraci u „středně propečeného steaku") 9. *criteria/criterions* 10. *bacteria* 11. *statistic(s)* číselné výsledky výzkumu vs. vědecká disciplína 12. *bases* 13. *phenomena* (*phenomenons* je přípustné pro lepší srozumitelnost a společenskou ohleduplnost při hovorech mimo akademickou obec) 14. *strategies* 15. *nuclei* 16. *crises* 17. *radii* 18. *formulas / formulae* 19. *appendices / appendixes* 20. *species* 21. *people* (při počtu dva až tři je lze užít pravidelné množné číslo *persons*) 22. *series* 23. *hypotheses* 24. *theses* 25. *gymnasiums* (Pozor! Znamená „tělocvična" nikoli gymnázium) 26. *indices / indexes* 27. *hierarchies*
Task 6: a) *increase* b) *occurrence* c) *development* d) *category / categorization* e) *exclusion* f) *assessment* g) *injury* h) *definition* i) *assumption* j) *deletion*
Task 7: a) *There is no change in the plural of certain animals' names (e.g. fish).* **b)** *A walk for charity raises money for breast cancer foundations.* **c)** *There is public opposition to genetically modified food in this country.* **d)** *The growth of population in the country means*

greater unemployment. **e)** *The University appreciates the use of special software for plagiarism identification in assignments used by lecturers.* **f)** *An abnormally low temperature body state requires hospitalisation.* **g)** *The topic of her essay was the protection of civilians by the army in the region.* **h)** *The importance of euthanasia is its concern with human rights.* **i)** *His hatred of women is the cause of his reluctance to marry.* **j)** *Flight is essential for birds´ survival.* **k)** *Finding that that none of their reading list titles were available was frustrating.* **l)** *Reading between the lines requires an interactive approach to texts.* **m)** *Germany's invasion of Poland in 1939 was the immediate cause of the outbreak of the Second World War.* **n)** *The analysis of the data revealed a number of different trends.* Na závěr tohoto cvičení je dobré porovnat nominalizovanou a nenominalizovanou verzi sdělení a ověřit si, že v mnoha případech je nominalizované sdělení přesnější a jasnější.

Task 8: a) *a useful big paperback learner's dictionary* b) *a big grey metal tool case* c) *an interesting old Latin manuscript* d) *important large scientific research* e) *a beautiful short old Russian fairytale* f) *lovely new red velvet curtains*

Task 9: a) *...as / so many credits as me.* b*)... more pages than I did / me.* c)*... less than I expected.* d)*... read as / so many books on philosophy as I used to.* e) *... English grammar as well as me / I do.* f) *… about the exam, the more worried I was getting.* g) *... a broken bottle as a weapon.* h) *... like living I prison.*

Task 10: a) A: *You – people* b) A: *One – one's* = člověk, jeho c) A: *We* = lidé d) A: *us* = lidem e) A: *speaker - they – they* = jeho f) G: *They – their* = oni-své g) A: *One* = člověk h) G: *you – your* = vy / ty-vaší / tvé i) G: *one* = jeden j) G: *We* = my, reálná skupina (ne obecné) k) A: *we* = lidé l) A: *a citizen – their* = jeho m) A: *you* = lidé n) G: *They – you - your* = oni, ty / vy, tvém / vašem o) A: *writer – their* =svůj

Task 11: a) *someone* b) *everything / something* c) *nothing* d) *somewhere* e) *anyone* f) *everywhere* g) *No one / Nobody* h) *anything / anyone* i) *nowhere*

Task 12: 123,950 *one hundred and twenty three thousand, nine hundred and fifty*; 34.765 *thirty four point seven six five* (číslovky za desetinnou čárkou se čtou vždy po jednotlivých číslicích); 325.78 *three hundred and twenty five point seven eight*; 764,762,098 *seven hundred and sixty four million, seven hundred and sixty two thousand and ninety eight*; 306,500 *three hundred and six thousand, five hundred*; 500,005 *five hundred thousand and five*; 5.904 *five point nine o four*; 1/10 one tenth; 4/5 *four fifths*; 2 ½ *two and a half*; 3/17 *three seventeenths*; 25/26 *twenty five twenty sixths* nebo *twenty five over twenty six*; 5 ¼ *five and a quarter*; 7/12 *seven twelfths*

Task 13: 1. *the first three* 2. *dozens* 3. *out of* 4. *once* 5. OK 6. *under eighteen* 7. *over / more than seventy* 8. *Zero* 9. *seven thousand workers* 10. *double those* 11. *six million inhabitants* 12. *an / per hour* 13. OK 14. *at a time* 15. *Millions of students*

Task 14: a) *collaborated* b) *have increased* c) *will introduce / create* d) *fluctuate* e) *eliminate / eradicate*

Task 15: a) *have indicated – recent* se obvykle pojí s předpřítomným časem / *indicate* b) *was indicating –* v danou chvíli v minulosti c) *indicates* d) *is indicating –* trvání děje v přítomnosti / *indicates* e) *indicated / had indicated – previous* může dávat předminulý kontext f) *is going to indicate –* plán jak bude věc probíhat g) *had indicated –* děj pře jiným minulým h) *has been indicating –* již nějakou dobu a zdá se, že bude i nadále i) *will indicate –* neutrální budoucnost j) *had been indicating –* děj probíhal po nějakou dobu v minulosti až do jiného děje v minulosti k) *will be indicating / will keep indicating –* bude probíhat nějakou dobu v budoucnosti

Task 16: 1) *was united* 2) *took* 3) *could be damaging* 4) *earns* 5) *have changed* 6) *support* 7) *have set / have been setting* 8) *have invested* 9) *see* 10) *has not changed* 11) *opposes* 12) *has not set* 13) *does not have* 14) *will be affected*

Task 17: a) *The growth of bacteria was studied.* b) *One sample was dissolved prior to thermal treatment.* c) *This conclusion should be rejected for two reasons.* d) *This book would never have been published without additional financial support from the Nansen Institute.* e) *Global pollution will be detected by a new satellite, which will be launched next month.* f) *To preserve originality of thinking, editing of all chapters has been kept to a minimum.* g) *A total of ten innovative papers were presented and discussed during the two-day workshop sessions.* h) *Climate change and a number of other environmental problems can be partly caused by human activities.* i) *It is said with a monotonous regularity that the collapse of the World Trade Centre´s twin towers changed the world.* j) *This is widely interpreted as an elaboration of Darwinism in which species are thought of as modifying the biosphere.* Zde je opět užitečné porovnat obě verze a posoudit, které jsou elegantnější či srozumitelnější.

Task 18: a) P50, GP b) P50 c) S, SO d) S e) SO f) SO g) S h) SO i) P30 j) P30 k) GP l) SO m) S n) P50 o) SO p) SO q) P30, P30, P50 r) P30 s) GP t) SO u) P50

Task 19: 1) b, c 2) a, d 3) b, c 4) b, d 5) a, d

Task 20: 1.e, 2.a, 3.d, 4.b, 5.f, 6.c

Task 21: a) *repair / have repaired* b) *pay* c) *would* d) *was* e) *would have received* f) *given* g) *had not*

Task 22: a) *... they would have been hunters.* b) ok: *I, he, she, it, there* se v podmínkových větách mohou pojit s tvarem *were.* Jde o starší formu slovesa (konjunktiv), která přežívá už jen v některých frázích, zejména u podmínek nereálných c) *If he is/was/were ...* d) ok e) *… would have had to reconsider...* f) ok g) *... is rejected, …* h) *If she had said …* i) ok j) *... were removed, ...* k) *If we had sent out ...* l) *If you are interested …*

Task 23: a) *...**he wanted** to talk about **his** experience ... **he** would like to express **his** thanks ..., whom **he had met** ... 15 years **before** ... and since then **they had had** a lot of ...* b) *...**When he was** a child, **he had that** very childish idea and **he thought** that foreigners **had** .... **He** thought, they first had to ... they had in mind. ... **that** poor guy, **had** to retranslate... . ...**he noticed** ...things **were** not ...who **speaks** ... **speaks** ...**he kept** in **his** mind ...**those** people **might say** ...* Některé věty mají obecnou platnost, a proto daná slovesa mohou zůstat v přítomném čase. Pokud jste věty v přítomném čase převáděli do minulého, není to chyba, jen jste změnili sdělení: z obecných tvrzení jste vytvořili tehdejší myšlenky autora. c) *...**he had thought** it **would have been** ... **their (listeners´)** attention to **those** differences and **he would proceed** ...**he would tell them** about **his** experience ... then **he was** going to say ... **he would** finish with .... **He** would like to show **them** ...they **were** ...the difference **were** not due to **their** ....*

Task 24: a) *fluently* b) *sideways* c) *childish manner* d) *in an unusual way* e) *completely* f) *serious* – některá slovesa, jako např. *look, feel, sound,* se v aj pojí ve významu našeho příslovce s přídavnými jmény g) *badly* h) *late* - některá příslovce mají oba tvary s odlišným významem *late:* pozdě, déle vs. *lately:* v poslední době i) *clockwise* j) *concurrently*

Task 25: a) *… have **yet** to be …* b) *… four years **ago**.* c) *… we are **usually** on time / **usually**, we are on time.* d) *I **often** visit / I visit ... **often**.* e) *… the text **carefully**.* f) *… you **ever** been …* g) *… experienced **relatively** few ...* h) *...**perfectly** fluent.* i) *…experienced **enough** to be …* j) *… frequency **usually** follow …* - srovnejte větu c) a j) – ve větě c) stojí *usually* za slovesem, protože se jedná o sloveso "být"; mezi podmět a sloveso "být" obvykle žádná příslovce nevstupují.

Task 26: 1) *to* 2) *at* 3) *into* 4) *at* 5) *out of / from* 6) *into* 7) *over / above* 8) *next to* 9) *in* 10) *close to* 11) *among / in* 12) *against*

Task 27: a) *over, under / above, below, between, over* – před číslem je obvykle *over* b) *at* c) *through* d) *to* e) *towards / to* f) *towards / to* g) *after, before* h) *at* i) *between*

Task 28: a) *While on maternity leave, I do not ...* **b)** *... report in by next Monday.* **c)** *The professor is on a sick leave until next Tuesday.* **d)** *While we were working on the statistic, the*

lights ... **e)** *I collected a lot of relevant data during one year in the Philippines.* **f)** *...comes, it rains for three days.* **g)** *The course runs between 23ʳᵈ and 29ᵗʰ June.* **h)** *The course runs from 23ʳᵈ June to 29ᵗʰ June.* **i)** *... holidays over Christmas.* **j)** *He has been holding the presidential office for two years.* (v roce 2011, v následujících letech je třeba připočítávat patřičný počet roků.)

Task 29: b,g,h,i,j

Task 30: d

Task 31: a,b,f

Task 32: b,c,d

Task 33: a) *The same subjects were retested at two-week intervals.* **b)** *Steel is critical for the construction of skyscrapers.* **c)** *The title should indicate the topic of the study.* **d)** *Do you think the theory may have practical importance?* **e)** *The plan of this paper is as follows:* **f)** *How long has she be writing her dissertation?* **g)** *The error may be due to improper installation of the programme.* **h)** *There are some practical applications for their findings.* **i)** *Bacteria found in meat can be killed by radiation.* **j)** *The results were comprehensive but disappointing.*

Kapitola IV. Čtení

Task 1: a) ne: slovo *aerial* poukazuje na jen jeden typ, navíc zřejmě ne pro humanitní obory. **b)** možná: Je zmíněn teoretický přístup; např. v části „metodologie" bychom mohli něco najít. **c)** ne: Slovní zásoba neodpovídá humanitním oborům. **d)** ano **e)** možná: část textu může být věnována obecné teorii. **f)** ne: viz. bod (c).

Task 2: A: 1) *survey research, quasi-experimental studies and true experiments* 2) *because of their aura of scientific rigour and clarity* 3) Nevíme, informace se v textu nevyskytuje. **B)** 1) Nevíme, informace se v textu nevyskytuje. 2) *to generate new theories or hypotheses, achieve a deep understanding of a particular issue, present detailed narratives to describe a person or process, and as one component of a mixed-methods study.* 3) *ethnographies, narratives, histories, biographies.* **C)** 1) Nevíme, informace se v textu nevyskytuje.2) *explanatory and exploratory designs* 3) *because they logically allow them to take advantage of the strengths of each approach while simultaneously overcoming their weaknesses to some degree.* **D)** 1) *states of the world* 2) Nevíme, informace se v textu nevyskytuje. 3) *A movement from one state to another which satisfies the Pareto criterion* 4) *3* 5) *moral responsibility of alternative states of the world is exhausted by the well-offness of persons: any ʹmoral goodnessʹ is moral goodness for someone.* **E)** 1) K Austrálii nemají žádný vztah. *They are numbers of regular cyclist in* **Western** *Australia in 1982 and 1989.* POZOR: U vyhledávání informací musíme být vždy opatrní na kontext!!! 2) 750 km 3) *no - majority of the additional cyclists are riding without a helmet* 4) *reported deaths (48%)* 5) *Bureau of Statistics (BS)* 6) 1991

Task 3: a) F: *opened space between anarchy and society* **b)** T **c)** F: *similar* x *different* **d)** F: *familiar* x *different* **e)** F: *widely appreciated* x *repelled or frightened* **f)** T **g)** T **h)** T

Task 4: a) 1 OK; 2: *at home* není zmíněno; 3: jen příklad druhé části odstavce; 4: *leading* není zmíněno; **b)** 1: nezmiňují se nejlepší kvality supervizora, ale problémy ve vztahu „s-s"; 2: nezmiňuje se; 3: jen polovina odstavce; 4: ok **c)** 1: ok 2: nezmíněno; 3: část textu; 4: část textu.

Task 5: a) *We should check carefully reasoning behind emotive language if it is used in arguments.* **b)** *Technopoly is a state of mind and thinking that is linked to the uncritical belief that technology can solve all problems.* **c)** *Critical comparisons differ from creative ones in being valid for a given context.*

Task 6: a) Hlavní myšlenka (HM): 1. věta, zbytek ji rozvíjí. **b)** HM: *Suspending critical thinking when reading and making notes is not an effective strategy in terms of time management.* Věty 2 a 4 jsou příklady strategií a jejich výsledků. **c)** HM: *key part of how the*

brain works and why it is so efficient is thanks to the immediate activation of neuronal clusters. Případ antilopy a lva je ilustrací HM. **d)** HM: *Cheating at universities is an international problem and they are starting to tackle it.* Věta 1 přináší důkaz, věty 3-6 HM rozvíjejí a konkretizují. **e)** HM je 1. věta. Zbytek popisuje možné příklady změn. **f)** HM: *The comparative method is defined here as one of the basic methods, one that discovers empirical relationships among variables – it is a method, not the only one; not a technique, not focused on measurement.* Vše ostatní jsou příklady a citace podporující HM.

Task 7: a) 3 b) 2 c) 1 d) 3 e) 2 f) 2

Task 8: a) 3 b) 5 c) 6 d) 4 e) 1 f) 2 g) 7

Task 9: a) Máme věřit, že ačkoli je většina nelegálních uživatelů drog „bílých", do vězení se dostanou většinou Afroameričané a Hispánci. Klamný argument tkví ve využití statistiky a srovnání nesrovnatelného: USA (celé země) a New Yorku s Kalifornií (jednotlivé státy). **b)** Autor příliš zevšeobecňuje: *„all technology" is here to solve some kind of problems*, ale začleňuje sem také sociální sítě nebo online hry. **c)** ironie – máme dosáhnout pravého opaku. **d)** Emocionální jazyk zaměřený jen na pozitiva, který ignoruje veškeré negativní epochy či myšlenkové proudy Evropy. **e)** Srovnávání nesrovnatelného s velkým nadhledem (vhodné pro kreativní oblast).

Kapitola V. Poslech

Task 1: -; Task 2: -; Task 3: -; Task 4: -

Task 5: a) přednáška základní úrovně (*freshman* = student 1. ročníku), na jmenovaná témata. **b)** Debata na téma blogování: *Q&A* = otázky a odpovědi **c)** přednáška, prezentace, zřejmě na kontroverzní téma (*paradox*) **d)** panelová diskuse (*panel*) na téma spolupráce univerzit a soukromého sektoru (*industry*) **e)** prezentace, zřejmě ne akademická (*´us´ nonprofits*) **f)** přednáška, zřejmě jedna ze série přednášek na téma absolutismu v Evropě; Promluvy lze shlédnout zde: a) http://www.youtube.com/user/YaleCourses#p/c/3F629F73640F831D/1/bz XnDn0i7-k; b) http://www.youtube.com/watch?v=zQI4npmXCEM&feature=channel; c) http://www.ted.com/talks/lang/eng/barry_schwartz_on_the_paradox_of_choice.html; d) http://www.youtube.com/watch?v=UjgE39CUlSw; e) http://www.ted.com/talks/melinda_french_gates_what_nonprofits_can_learn_from_coca_cola.html; f) http://www.youtube.com/user/YaleCourses#p/c/3A8E6CE294860A24/1/zeGaZf3vAM0;

Task 6: Kromě metody celkového porozumění, zde bylo možné použít tzv. *scanning* (viz. kapitola IV., část IV.2.) a zaměřit se na klíčová slova: 1. b: *biology*; 2. c: *movement, get started*; 3.d: *community, knowledge*; 4.a: *social*. Prezentace lze shlédnout zde:a) http://www.ted.com/talks/lang/eng/robert_full_on_animal_movement.html; b) http://www.ted.com/talks/derek_sivers_how_to_start_a_movement.html; c) http://video.google.ca/videoplay?docid=68522 87090518403675#; d) http://www.youtube.com/watch?v=FZ90zWa4RBw

Task 7: a) Hodina bude zřejmě interaktivní, intelektuálně značně náročná. Příprava bude muset být teoretická, abychom dokázali doložit a obhájit svá stanoviska, ale zaměřená také na aktivní využití jazyka, protože se možná bude „slovíčkařit". http://www.youtube.com/watch?v=kBdfcR-8hEY&feature=&p=72C62342291D5DAE& index=0&playnext=1

b) Jde o společenskou událost, není třeba se připravovat, ani soustředit. Při neporozumění se při nejhorším nebudeme bavit jako ostatní. http://www.youtube.com/watch?v=5-a8QXUAe2g
c) Půjde o náročnou přednášku plnou abstraktních pojmů a konceptů. Příprava bude zahrnovat studium literatury, abychom porozuměli obsahu, a odborné terminologie, která nám zajistí pochopení formy – tedy jazyka. Přednáška zřejmě nebude interaktivní, proto se musíme připravit na soustředěný dlouhodobý poslech a na zápis poznámek.
http://www.youtube.com/watch?v=vg01Q1BI4WM&feature=related

Task 8: 2; 3; 4; 6; 10; 12; 15

Task 9: a) 8 b) 4 c) 2 d) 7 e) 6 f) 3 g) 1 h) 5

Task 10: 1) *There are five different things we do while listening to ordinary conversations.* **2)** Příklad *deleting*. Pokud teorii rozumíme, není důležitý. **3)** Zřejmě ilustrace poslechu popisu konkrétních událostí, při kterém si každý představí něco mírně jiného. Příkladem bylo zřejmě jezero *Lago Maggiore*. **4)** Záleží na posluchači. Po příkladu bývá teorie srozumitelnější. **5)** Není to problém, pokud jsem pochopil princip *generalisation*, byl to jen další příklad. **6)** V úvodu zmínil pět bodů, a nyní u čtvrtého zaznělo *finally*, možná něco nepostihl. **7)** Byl zmíněn bod 5. **8)** Neměl by to být problém, protože situaci vysvětluje také synonymum *automatic*. **9)** Řečník bude něco diktovat. **10)** „OK" signalizovalo konec myšlenky a potvrzení, jestli posluchači rozumí.

Task 11: A) a) 12 b) 9 c) 1 d) 7 e) 2 f) 15 g) 8 h) 13 i) 3 j) 14 k) 4 l) 17 m) 11 n) 6 o) 10 p) 5 q) 16 **B)** a) 9 b) 4 c) 6 d) 2 e) 7 f) 10 g) 8 h) 5 i) 1 j) 3

Task 12: A) Stručný grafický zápis vhodný pro studenty s vizuální pamětí a představivostí; málo detailů může po nějakém čase ztratit srozumitelnost **B)** Zdánlivě komplexní, nicméně neefektivní. Neproběhlo rozlišení mezi důležitými a nedůležitými fakty, vynecháno je to, co autor nestihl zapsat. Některé věty jsou nesrozumitelné, jiné mohou dávat jiný význam, než jaký řečník zamýšlel. **C)** Stručné a jasné shrnutí toho nejdůležitějšího. Nevýhodou může být přílišná stručnost.

Kapitola VI. Mluvení

Task 1: a) ne: téma je příliš obecné, neakademické; zásadní chybou je soustředit přípravu na jednu osobu, nemůžeme podchytit ostatní **b)** ano: jasné, přesné téma, náročnost tématu je vyvážena nenáročným cílem **c)** ne: příliš mnoho bodů; dvě různá témata **d)** ne: příliš obecné téma, subjektivní a nerealistický cíl **e)** ano: jasný cíl i téma

Task 2: a) 3 b) 1 c) 2

Task 3: a) formální jazyk, využití technologií, vyrovnané užití odborné terminologie a obecného ak. jazyka (na všichni členové komise budou odborníky v našem oboru); příprava pouze prezentace, komise se může ptát kdykoli; cílem je vytvořit velmi originální prezentaci, aby se lišila od ostatních a zaujala komisi možných různých profesních zájmů **b)** neformální; cílem je pobavit; připravit si odpovědi na otázky odborníků, laiků, až po naivní otázky dětí; velikost skupin se bude podstatně lišit.

Task 4: a) *purpose of the talk* b) *introducing myself* c) *subject / topic* d) *greeting, positive comment* e) *questions*

Task 5: 1) j 2) c 3) h 4) b 5) d 6) e 7) i 8) a 9) f 10) g

Task 6: 1) d 2) c 3) i 4) g 5) f 6) e 7) j 8) a 9) b 10) h

Task 7: a) *Can the study of society be considered Science?* b) *To discuss whether social sciences are science at all.* c) *3* d) *about 10 minutes* e) *PowerPoint*

Task 8: -

Task 9: a) ne: příliš dlouhá, nesrozumitelná věta, v angličtině označovaná za *academese*; b) ano c) ano d) ne: příliš hovorové

Task 10: -

Task 11: A) 1) e 2) b 3) a 4) c 5) d **B)** 1) f 2) b 3) d 4) a 5) g 6) c 7) e **C)** 1) f 2) d 3) e 4) c 5) b 6) g 7) a

Task 12: 1) d 2) c 3) a 4) b

Task 13: -

Task 14: A) g, c, d, a, f, b, e **B)** 1) g 2) c, d, a 3) f 4) b 5) e

Task 15: 1) i 2) e 3) b 4) l 5) c 6) h 7) f 8) j 9) g 10) k 11) d 12) a

Task 16: 1) i 2) b 3) m 4) d 5) c 6) e 7) j 8) f 9) n 10) g 11) h 12) k 13) l 14) a

Task 17: a) *to inform about the folly of current writing and pressure on graduate students…* b) 3 c) *I have to confess that … to verbiage.*

Task 18: A) – B) a) 2 b) 8 c) 5 d) 3 e) 6 f) 7 g) 4 h) 1

Task 19: -

Task 20: I: a, b, d, g, h, j, k, l, m, o, p **H:** c, e, f, i, n.

Task 21: a) 3,9 b)1,7 c) 4,6,10 d) 8 e)2 f) 5

Task 22: A) 1) *casual* **2)** *quite informal* **3)** *very formal* **B) 1)** *A: Maybe; you're; working on; very interesting; tell us more; a lot; Really; Continue; if not a little preposterous; over a pint; B: interest; working in this field; Pleased to; pretty large; in fact; work on; side of things; hmm; I've; for short; I hope; dealing with; in the style of; go about; plan to; a small operation* **2)** *A: Wow, it's you! what're you up-to; got bogged down; stuff; you know; It's kind of got something to do with planning, err, working things out; I've; zip; give or take; I've put down; dead old; bored to death; Hell, no!; yer know; there's; punters; B: Hi Brian (*křestní jméno*), chalk face. 'uni'; huh, Ouch, that hurts; right now; out of work; or what?; Weird; got time; fill me in* **3)** *A: Welcome Brian Fitzpatrick (*příjmení*); I am honoured; occasion; explain; in terms of; if anything; to date; assume; devotees; B: The pleasure is all mine.; specifically; previously; hopelessly dated; by no means; insolvent; retain; fervent; currently; relating to*

Task 23: a) *repetition* b) *clarification* c) *irrelevant question* d) *compliment* e) *questioning the accuracy of speaker´s sources* f) *asking strings of questions* g) *interrupting*

Task 24: A: *Could we go …* B: *Certainly, …* A: *Wouldn't it …* B: *You mean …* A: *Yes, that is what …* B: *My personal belief …* A: *Yes. Thanks.*

Task 25: 1.b 2.a 3.a 4.a 5. b

Task 26: -

Task 27: F: 1, 2, 5, 6 I: 3, 4, 7

Task 28: -

Task 29: 1) c 2) e 3) b 4) g 5) f 6) a 7) d

Task 30: Např. přímá otázka viz. *Task 9*; výraznější změna intonace; změna tónu hlasu; pauza; ukončení vlastní věty výrazy *you know, um, don´t know,* nebo *kind of*; oční kontakt, gestikulace směrem k jedné osobě; atd.

Task 31: Např.: **a)** *I like coffee but do you want me to make tea?* **b)** *I love the adrenaline rush of bungee jumping. Why don't you start off with something not as 'extreme'.* **c)** *Are you kidding? You can wait for almost an hour for a bus – is your transport cheap?* **d)** *Wales, UK, and it was impossible to get out of the house over the Christmas holidays then. Fortunately I was not home during the worst of it.* **e)** *I wish! I've been so busy for the last six months, and anyway it costs a fortune to travel even locally these days.* **f)** *Only once when my flight to Uruguay was diverted. Did you get to see the Gaudi stuff?* **g)** *It always seems the future is bright when you're at a conference with an amazing raconteur. But, then I get back to the real world with a boss who would never put such forward thinking ideas into practice – money! It always hinges on cost.* **h)** *I love all this modern stuff and it's becoming more interactive than ever. Have you heard of 'aroma movies'?* **i)** *I am sure you're right. At my place they cut research grants when things get tough. Does the government fund universities in your country?* **j)** *Hmmm last speaker – that's the toughest slot. I would advertise your uniqueness in the coffee place beforehand. What do you think?*

Kapitola VII. Psaní

Task 1: a) ne: hovorový idiom; b) ne: není to celá věta, vykřičník se nepoužívá, protože jde o citové zabarvení c) ano: celá věta, přesná, s odkazy na zdroje d) ne: „nekonečná" věta, beletristický, emotivní styl

Task 2: a) *Based on the questionable quality of his previous studies and fallacious arguments his recent results must be considered unreliable.* **b)** *There have always been criticism of definitions of intelligence based only on IQ, and in recent years they have been gaining in number and strength. There is a range of alternative, sometimes competing theories that argue that intelligence takes in much more than IQ tests can ever hope to assess.* (Robinson, 2009:43) **c)** *The Effective Study Skills book by Price and Maier (2007), states that a reference list is unlike a bibliography. A reference list should contain all the books, articles, quotes and citations used within a written work. A bibliography conversely should include everything which has influenced the writer's ideas and opinions but does not have to be quoted or referenced within the text.* **d)** *A.E. Housman hypothesises that there is 'no such thing as general studies'. He adds that 'general knowledge is not general but specific' with a further addition that 'All knowledge is precious whether or not it serves the slightest human use ...' suggesting it has little connection with success.* **e)** *Michael Bueso, a person living on Welsh Street 15, confirmed a state of shock caused by witnessing an unknown female and his uncle's son engaged in behaviour normatively associated with courting, i.e., kissing, in the living room of the above mentioned house.*

Task 3: a) 3: odborná terminologie, časté užití nominalizace **b)** 6: formální ak. výrazy v kombinaci s běžnými frázemi (*rose vs likelyhood of a surge*) **c)** 1: slovní zásoba srozumitelná široké veřejnosti, přesto formální (*increased monetarily; take measures*) **d)** 5: větší využití frázových sloves, věta je výrazně kratší, stále ještě formální styl **e)** 4: základní slovní zásoba, stručné sdělení **f)** 2: výplňková slova, opisy situace

Task 4: a) *novelistic* (Brown, 2003: 8-9); **b)** *journalistic* (Kalabarians, 2011) **c)** *transcription of a spoken text* **d)** *academic* (Barcly, 2009:2) **e)** *web* (Wikipaedia, 2011)

Task 5: a) 4 **b)** 5 **c)** 2 **d)** 1 **e)** 3

Task 6: a) ne: příklad přehnaně formálního odborného až nesrozumitelného textu, který bývá v angličtině posměšně nazýván *academese*, neboť svoji odbornost předstírá nesrozumitelností, nadužíváním cizích výrazů, nesmyslnou délkou souvětí či značně komplikovanou větnou stavbu. **b)** ano **c)** ne: adekvátní kvalitě konceptu: špatná struktura, jazykové chyby, žádné citace, zřejmě z části plagiát **d)** ano: i když můžeme textu vytknout neformální až emotivní jazyk bližší žurnalistice

Task 7: a) *There is no difficulty; difficulties could arise* **b)** *it is possible* **c)** *It may have been necessary* **d)** *often* **e)** *may not be; probably* **f)** *conceivably; certainly, Hillard* **g)** *Hall provides an important caveat; it is likely to be; certain* **h)** *it is useful* **i)** *there appears to be; is widely understood in business*

Task 8: *The generic term 'depression' can be referred to as: Gloom and doom; sadness and madness; melancholy; doldrums; languor; or sorrowfulness, because depression has many names. Often described as the common cold of psychiatry, depression is a widespread problem and, indeed, it is a rare human being that does not feel depressed at some time. There are many different types of depression, with widely differing symptoms. Depression can be unipolar (medical language for 'simple') or bipolar. The latter is also known as manic depression and one variant of it is manic depressive psychosis. Then there is SADS, or Syndrome. There is also PPD (post-partum depression) and endogenous (from within) and reactive depression. This last means a person is depressed because that is how they react to something that has happened to them.* (Vayda, 1989: 47-50)

Task 9: a) Varianta (1) bude vhodná v mnoha oborech: trpný rod zde nebrání srozumitelnosti a jsou zde popisovány metody, trpný rod je proto vhodný. **b)** 1. viz. bod (a) **c)** Varianta (2) může být v některých oborech vhodnější díky lepší čtivosti. **d)** viz. bod c

Task 10: a) *Bio energy can be considered here, not as ethanol or global warming, which seem to be lexically emotive, but as oil, gas and coal. According to Enrique (2007), part of rationally spanning the future to determine ocean activity depends on how we understand bio*

energy and manage it. Enrique further claims that '… only after we completely understand bio energy can we begin erecting geo-spatial orbits or experiment with microwaves …'

He suggests researching bio energy through first particularising agriculture. He claims that because '… we've been planting for 11,000 years … and measuring what we plant …', researchers established how to deal with pests and cultivate land. In measuring lean and fruitful years early farmers learned how to use water to cultivate, which later spread beyond the Nile and showed how irrigation made a difference. From these early agricultural beginnings, Enriquez suggests, we should move forward (Enriquez, 2007).

b) Seasoned Human behavioural researchers with a specialisation in future behavioural learning and thought patterns, endeavouring to design for the future, acknowledge some ambiguity when positing what the future will resemble. The behavioural researchers, though, claim to have clear hypotheses about future human behaviour.

From Research undertaken in overpopulated environments such as China, Brazil, India and parts of Africa, it was calculated that of the six point three Billion people living on earth in 2007, three billion had cellular connectivity (mobile phones), with research estimates that a further billion would be connected by 2009. According to Chipchase (2007), the problem for behaviourist researchers seems to be not that more people are going to be able to communicate globally, but determining what will be worthy of discussion.

Task 11: a) 1.ok 2. ne: příliš mnoho zkratek 3.ok 4. ne: výraz *a study* je zde nadbytečný, protože není specifikovaný a nenese žádný význam, při specifikaci studie by opodstatnění měl **b)** 1. ano 2. ne: titulek pouze přitahující pozornost, obsah nelze odhadnout 3. ne: nenese žádný obsah 4. ano **c)** 1. b, c, e, g, j – články v odborných časopisech mohou mít obecnější i velmi konkrétní témata 2. c, d, f – široká, obecná témata 3. c, e, g – většinou širší témata než v odborných článcích, 4. a, e, j – mohou být obecnější, zaměřená na upoutání pozornosti 5. a, h – zaměřené jen na upoutání pozornosti; Položka (i) není název ani titulek, jde o veřejný nápis.

Task 12: a) 3 b) 1 c) 2 d) 4

Task 13: -

Task 14: 1. hlavní myšlenka 2. rozvíjející myšlenka 3.-6. příklady, doplňující informace 7. závěrečné shrnutí odstavce

Task 15: a) 3: odstavec porovnává podobnosti dvou druhů textů; věty 1 a 2 se zaměřují na rozdíly; věta 4 uvádí i jiné druhy textů. **b) 4**: odstavec se zaměřuje na pozitiva role vedoucího práce; věta 1 se soustředí na vztah mezi vedoucím a studentem, věta 2 na očekávání studenta a věta 3 na vlastní vedení práce.

Task 16: a) 2: potvrzuje téma hlavní myšlenky z první věty odstavce; 1.věta rozvíjí pouze téma válečnictví, tedy příkladu, 3. věta přináší zcela nové myšlenky a 4. věta shrnuje jen kontext Darwinových teorií. **b) 1**: opakuje hlavní myšlenku první věty; 2. věta přidává novou myšlenku, 3. věta se soustředí na náhradu knihy, ale odstavec se zabývá komunikací a 4. věta se vztahuje jen k myšlence akademického kontextu.

Task 17: 1.c 2e 3.a 4.b 5.f 6.d

Task 18: b; V odstavci **(a)** se počínaje druhou větou nesourodě kombinuje komentář k různým pojmům *topic*, *ideas*, *audience* a *sharing*.

Task 19: *Let us consider, for instance, how we learn language. Learning to speak is one of the most miraculous achievements in a child´s life. It happens for the most of us within our first few years. No one teaches language to us – certainly not our parents. They could not possibly do that because spoken language is too complex, too subtle, and too full of variations for anyone to teach it formally to a child. Of course, parents and others guide and correct young children as they learn to speak and they may encourage and applaud them. But babies do not learn to speak by instruction. They learn by imitation and inference. We are all born*

with a deep, instinctive capacity for language, which is activated almost as soon as we draw breath. (Robinson, 2009:199)

Task 20: a) Není to odstavec, ale jedna věta. **b)** Není to kvalitní odstavec opírající se o jednu hlavní myšlenku, jde o seznam hlavních myšlenek bez rozvíjejících a doplňujících bodů **c)** ok

Task 21: Začátky odstavců: 1. *Researchers Bereiter …* 2. *Novice writers …* 3.*On the other hand, …* 4. *Thus, …*

Task 22: -

Task 23: 1) *purpose* 2) *scope / methods* 3) *results* 4) *results* 5) *results* 6) *conclusion*

Task 24: a) nevhodný: vágní termíny: *some 5000 or 6000, some other things, some*; příliš mnoho vyjmenovaných příkladů: *UK, France, Germany, Canada, Italy or Australia*; gramatické a pravopisné chyby: *behaviour, intensified, children, such, luck, overweight*; nevhodné nadbytečné fráze: *Let us first explain, We tried to, Our idea and finally the goal of the research was, If we added depressed mood and self-esteem to the model, variance explained might increase to 27%*; hovorové komentáře: *not really excellent, we are not really sure about* **b)** Každý obor má svá specifika. Jde o příklad stručného a přesného matematického abstraktu, který obsahuje všechny strukturální prvky. **c)** Kvalitní abstrakt, který potřebuje drobné úpravy: dodržet akademickou slovní zásobu: *keep → continue to, point → purpose*; zkratku *FRY* je poprvé třeba uvést hned za *Socialist Yugoslavia (FRY)*; je lepší vyhýbat se pomlčkám, vyjádřit je slovy: např. *that is* **d)** ok

Task 25: -

Task 26: a) 8 b) 3 c) 4 d) 9 e) 7 f) 6 g) 5 h) 1 i) 2

Task 27: a) 5 b) 6 c) 1 d) 2 e) 4 f) 3

Task 28: a) 3 b) 5 c) 1 d) 2 e) 4

Task 29: a) nekvalitní: uvádí sice zdroj, ale používá doslovné části originálu bez označení uvozovkami a citace. **b)** ok **c)** plagiát: neuvádí autory.

Task 30: a) ano: citace (Balch, Báthory-Kitsz, 1992: 47) **b)** ne: obecná znalost **c)** Na úrovni studenta je citace nutná. Věta naznačuje hluboký vhled do problému podložený výzkumem a bádáním i vysokou kvalitu jazyka. V doktorském výzkumu by se už mohlo o původní myšlenku jednat. Ve skutečnosti jde o citaci (Blobel, 1998: 331). **d)** ne: obecná znalost **e)** ne: obecná znalost (pokud se nejedná o literární analýzu Hamleta) **f)** ano: bez citace není zřejmý zdroj dat.

Task 31: a) *Sand-Jensen (2007: 4), proposes that authors who want to be read and respected need to "maintain the essential boring tone. [His] advice is to make sure that all written assignments, even trivial ones, must be supported by one or more references." He further advises that "… it does not matter that these statements are self-evident or that they comply with well-established knowledge, add a reference, or preferable 3-5 for gravitas". This he posits while making comprehension difficult will "… [hide] any interesting information, and [take] up valuable space" and as a final caveat he advises writers to "… cite … their own work regardless of its relevance" (Sand-Jensen, 2007: 4).* **b)** *Irony is not usual in academic writing but it can occasionally be used as a learning device to demonstrate hyperbole, for example. Sand-Jensen (2007:4) suggests over-referencing, proposing that the more references the better. He also advises concealing pertinent information, leaving very few lines for the writer's own words and ultimately self-referencing as an important part of a strategy for boring people and thus sounding erudite. Thankfully, it is obvious from the writer's acerbic tone he does not want science students to follow his advice.* **c)** *Sand-Jensen, in his advice to science writers in 2007, is not seriously suggesting science writers should bore their readers by over-referencing, concealing relevant ideas, and self-aggrandisement by referencing their own works. He is intimating, with the help of ironic conceit, that such practices are a fact of science writer's repertoire.* **d)** *Successfully produced scientific papers include much more than excellent writing skills. Important advice for those wanting excellent results include*

organizing and outlining; following a dedicated work regime; collecting data; taking notes and referencing important pertinent research on the particular subject. There are several general rules concerning researching techniques, and after the research is completed the paper must go through the rigors of drafting and editing which are the essential tools to produce an excellent piece of writing. (To read more, see: Sand-Jensen (2007): „How to write consistently boring scientific literature")

Task 32: a) 3 b) 1 c) 2

Task 33: nevhodná délka, bez struktury, nedůležité informace *born 1978, speaks French, English and Spanish fluently, editor of 'The Ripple' the student newspaper, student Union positions*; neanglické termíny: *magister*; neformální výrazy: *actually*; příliš mnoho položek v „zájmech"; nepotřebné překlady.

Task 34: a) 3 b) 5 c) 1 d) 2 e) 4

Task 35: -

Task 36: 1. M 2. C (většinou M) 3. N 4. N 5. M 6. N 7. C 8. N 9. C (pokud se vztahují k tématu a nelze je zařadit pod bod 7) 10. M 11. C 12. C 13. M 14. C (někdy stačí 2-3) 15. N 16. M 17. C 18. C (jen když jsou kvalitní) 19. C 20. C

Task 37: a) telefon: je třeba uvést mezinárodní kód. **b)** E-mail: uvádí se jen adresa, která zní profesionálně. **c)** BA: chybí název práce. **d)** Nemění se české slovo gymnázium (*gymnasium* znamená tělocvična). **e)** Nemění se slovo „maturita", uvádí se předměty. Naopak u „olympiád" je třeba znát správný překlad; uvádí se pouze tehdy, když jsme se umístili na významných místech. **f)** Základní škola se nikdy neuvádí. **g)** Erasmus: je třeba konkretizovat studium. **h)** Zaměstnání uvádíme jen pokud je relevantní k situaci nebo alespoň vypíšeme činnosti, které by mohly být relevantní nebo které by ukazovaly na naše dobré stránky. **i)** U dobrovolnické práce je také třeba specifikovat druh činnosti. **j)** Jazykové dovednosti musí být všechny popsány stejným způsobem; navíc zmiňujeme pouze to, co umíme. **k)** Uvádíme pouze dovednosti, které ovládáme skvěle, vše je třeba specifikovat. **l)** Koníčky se uvádějí jen v případě, že výrazně podtrhují kvality naší osobnosti nebo mají nějaký vztah k dané situaci.

Task 38: -

Task 39: a) 3 b) 4 c) 1 d) 2

Task 40: A) a) F b) I c) F d) I e) VI f) VF g) F h) I i) F j) I k) VI l) VF **B)** a) F b) VI c) VF d) I e) VI f) I g) VI h) I i) F j) I k) F l) I m) F n) VI o) I p) I **C)** a) F b) I c) VF d) F e) VF f) VF g) I h) I i) VI

Task 41: *Thank you for; I am terribly sorry; I'm afraid that; I am very keen; I was hoping that you might be able to; perhaps; we might discuss; I shall very much look forward to hearing from you; mutually beneficial arrangement; I do look forward to hearing from you.*

Task 42: c, a, b

Task 43: a) 3 b) 2 c) 1 d) 4 e) 5 f) 6