**Лекція 1**

**ІНОМОВНИЙ НАУКОВИЙ ТЕКСТ**

**1. «Банк» ідей**

**2.Ідеї щодо вибору теми**

**3. Параграф.**

**THE WRITING PROCESS**

*… it is a fallacy to confuse the teaching of grammar with the teaching of writing.*

*Robert Kaplan*

People have many different experience with writing. Everyone who has gone to school has had experience writing in the language they learned as children (their first language). In their first language, people use writing not only to improve their ability to use the language but also to gain knowledge and skills in other subjects.

If they study another language (their second language), they usually use writing to help them learn it. They may use writing to learn new vocabulary or grammar rules. They may also use writing in a test to show how well they can use the new language. During their studies, people have many experiences writing in both their first and additional languages, and each person has experiences different from another's.

Outside school, people also have different experiences writing. In their first language, some write many personal letters. Some keep journals or diaries. Some may write a lot in their work. Others may write very little. Some people enjoy writing, while others strongly dislike writing and avoid situations that require them to write.

Writing is not an easy activity to describe. It is a very complicated process that involves thinking and language in which we try to put our ideas on paper, or on a computer screen, or on some other medium. Although writing is complicated, all writing involves certain basic operations.

**[Writing usually consists of five steps:**

1. Getting ideas

2. Organizing your ideas

3. Writing your first draft

4. Revising to improve content and organization

5. Editing for language errors]

First, a writer must **get ideas***.* Then these ideas must **be organized** into language-words, phrases, and sentences. This is often called inscribing or **drafting***.* Usually a writer decides to make changes to the written text, sometimes after a lot of drafting, or sometimes during the drafting. This is because once an idea is written down, it may cause the writer to think in a new way. Sometimes a new idea causes the writer to change something that is already written. The process of changing is called **revising**. Such changes often change the meaning or the effect of the text. Another important operation in the writing process is making sure that the forms of language are used correctly. This operation of checking spelling, grammar, punctuation, and vocabulary is called **editing**.This activity does not greatly change the effect or the meaning (Hall and Jung, 2000).

Additionally, according to research (Grabe and Kaplan, 1996), Russian, Japanese, Czech writing is considered to be more **reader-oriented**, meaning that readers need to work harder to get the meaning of the text than in **writer-oriented** writing such as English where the writer will help and guide the reader by saying in advance how the argument will be developed, and by alluding to what has been discussed. As Mauranen, (1993) noted, “… in a cultural context which is relatively homogeneous it is natural for writing conventions to remain relatively implicit, whereas in contexts which are culturally much more heterogeneous, like those in dominant English-speaking countries, it becomes imperative to develop writing habits which are more explicit and leave less room for personal interpretation.”

If we analyze Ukrainian writing we can assume that it is also a reader-oriented, tends to be more indirect and has different coherence conventions than English (e.g., it is possible for writers to leave unsaid things which are considered to be obvious, whereas English writers expect them as clarification).

**FOUR IMPORTANT ELEMENTS OF WRITING**

Before beginning to write, a good writer must consider several elements.

**TOPIC**

The topic is the **what** of a piece of writing. What is the writing about?

**PURPOSE**

Purpose refers to the **why**. Why are you writing this text? Perhaps you want to describe two places, to compare two things, to argue for a particular opinion.

**AUDIENCE**

The audience is the **who**, the reader. The intended audience can be the teacher (if you are in a class), workers, senior executives, staff managers etc.

**FORMAT**

Finally, the **how** of a piece of writing refers to its format, or how the information is presented. It could be a letter, a summary, an essay etc.

These four elements, the **what**, **why**, **who**, and **how** of writing, are necessary for all writing activities. Even before you begin to write, you need to consider these four elements because they will shape and guide your writing. (Hall and Jung, 2000).

**Note:** English writing is reader-oriented while Ukrainian writing is more writer-oriented. Consider your reader!

**CONTROLLING QUESTIONS (UNIT 1)**

1. What is writing?

2. When do people use writing in their first language?

3. Why do people use writing in their second language?

4. What does writing involve?

5. Which basic steps does writing usually involve?

6. Are some of these operations more important than others?

7. Do some of them happen before others?

8. Do some of these happen at the same time?

9. Are some of this operations more difficult for you than others?

10.What are the four important elements of writing?

11. What is reader-oriented/writer-oriented writing?

**2. Ідеї щодо вибору теми теми**

**GENERATING IDEAS**

*There are no stupid ideas. No idea is stupid.*

What do you need to begin your writing? Ideas! There are several ways to get ideas for writing:

1. Freewriting

2. Brainstorming

3. Clustering

4. Making a chart

**1. FREEWRITING** means writing whatever comes into your mind about a topic in order to get ideas. When you freewrite, you write without stopping. You don’t stop to correct your grammar or spelling; you let your ideas flow onto your page.

Freewriting is a wonderful way to let ideas pour onto paper without getting stuck by worrying about correctness or “good writing”. Sometimes freewriting produces nonsense, but often it provides interesting ideas for further thinking and writing.

|  |
| --- |
| **Note:** Don’t worry about whether the idea or word is good or not. You will decide this later. |

**Exercise 1.** *Freewrite for five or ten minutes about ways that a student can be successful. Think about the ways that a student can organize time, study, do homework,**prepare for tests and so on. Use your own experience to develop your ideas. When you finish:*

* *read what you have written;*
* *underline any words or lines you like – anything that strikes you as powerful, funny or important. If nothing strikes you, that’s okay;*
* *cross out the ideas that don’t fit your writing topic.*

**Example**:

*~~I have a hard time studying, but~~ I think a good student needs find time to study. ~~Sometimes my boss calls me and asks me to work until midnight. Then I have to go to school the next morning~~. I usually arrive early before class. That gives me time to study~~. I can’t study at home. I can’t concentrate. There’s always some housework to do. So I have to go to school~~. I study at a desk in the study lounge, the library, or a quite hallway. I try to study every morning. I should study about an hour or two every day for each class. It’s also important to go to class. I try to go to class every day…*

**Exercise 2.** *Try more freewritings at home, each one ten minutes long. Later, read your freewritings, underline any striking lines or ideas and cross out all unnecessary information.*

**2. BRAINSTORMING** or listingmeans discussing a topic with a group of people or thinking by yourself to get as many ideas as possible onto your paper. When you brainstorm your ideas, just write down everything that comes to mind about a topic – words and phrases, ideas, details, examples, little stories. Afterwards, read over your list, underlining any ideas you might want to develop.

|  |
| --- |
| **Note:** This technique, brainstorming to make an **Idea Bank**, is like putting money that you don’t need now in a bank so that you can use it later when you need it. |

Once you have brainstormed, think about the criteria for making the choice. A good way to brainstorm ideas about a choice is to make a list of “pros” (reasons in favor of something) and “cons” (reasons against something).

**Example**: Here’s a student’s brainstorming list (**Idea Bank**) on the topic *Tennis:*

**Pros Cons**

*Easy to learn Must have a partner*

*Good exercise Must find a tennis court*

*Doesn’t take much time Expensive*

**Exercise 3.** 1. *Choose one of the following topics that interests you, and write it at the top of the paper. Then brainstorm! Write anything that comes into your head about the topic.*

**Make your Idea Bank!**

1. Having several careers

2. Capital punishment

3. Launching a new business

5. Computers in our life

2. *After you fill a page with your list, read it over, underlining the most interesting ideas. Draw arrows to connect related ideas.*

**Group work**

**Exercise 4.** 1. *Choose one of the topics from the exercise 1 and brainstorm topic ideas with a group of your classmates.*

*2. Now make your own lists of pros and cons that you should consider in making your choice.*

*3. Compare your ideas with your classmates’ ones. Discuss your choices.*

**3. CLUSTERING** or mapping is a graphic organizer in which you write ideas about a topic in circles or boxes. To begin clustering, write one idea or topic – usually one word – in the center of your paper. Then let your mind make associations, and write these ideas down, branching out from the center, like this:

**Exercise 5.** *Read over the clustering map. If you were giving advice to the writer, which cluster do you think would make the most interesting paper?*

*Good images and information*

Save time and money

**Exercise 6.** *From the lists of topics choose one that interests you. Make a cluster map about it. In the center circle, write the topic. Write supporting ideas in the surrounding circles.*

1. Foreign languages

2. Sports

3. The city/village where I live

4. Economy of Ukraine

5. E-commerce

**Group work**

**Exercise 7.**  *Find a group of your classmates who chose the same topic. Share your cluster maps. Write down ideas on your own map that seem useful for your topic, as in the example below. If necessary, cross out ideas on your map that are not useful.*

**Exercise 8.** *Share your cluster map with your entire class. Present and explain your cluster topics.*

**4. MAKING A CHART** is anothereffective technique to generate ideas.

**Exercise 9.** 1. *Make a chart of situations in which you use the following English skills: listening, speaking, reading and writing. The chart below is an* ***example****:*

|  |  |  |  |
| --- | --- | --- | --- |
| **LISTENING** | **SPEAKING** | **READING** | **WRITING** |
| News on radio  TV programs | In English class  With native speakers | Journals  Instructions | E-mail to a friend  Resume |

2. *Put an* ***E*** *next to the situations in which using English is* ***easy****. Put* ***D*** *next to the situations in which using English is* ***difficult****.*

*3. Think about two situations (one easy and one difficult) in which you use an English skill, for example, writing. Make a chart of similarities and differences between the two situations, like this:*

**Example:**

|  |  |  |
| --- | --- | --- |
| **WRITING** | ***DIFFERENCES*** | ***SIMILARITIES*** |
| 1. E-mail to a friend (easy)  2. Resume (difficult) | Don’t worry about spelling, grammar Informal style  Spelling and grammar must be correct  Formal and polite style | Use new vocabulary  Type on the computer |

**Exercise 10.** *Choose a different English skill. Think about two situations (one easy and one difficult) in which you use that skill. Make another chart, like you have before, comparing the similarities and differences between the two situations.*

**5. ARRANGING IDEAS INTO A PLAN OR OUTLOOK**

Choose an order in which to arrange your ideas. You may arrange them by - - **time order** (chronologically), by **major points**, **logically** (starting from the most important) or just grouping together ideas that have something in **common**, that are related or **unlike** in some way. Then decide which ideas should come first, which second, and so on. You may also do it by numbering the ideas on the list.

Here is an example of *Selling Online* topic (Unit 2, Clustering) arranged **logically:**

1. Saves consumers time and money (to understand what the consumer’s wants is a key to selling online, that’s why this idea goes first).

2. Good website is needed (bright images and clear information are necessary to attract people’s attention).

3. Provides delivery options (being clear about what the delivery options are).

Another way to organize a paragraph is to explain the **major points** that support the idea. State all the points in the topic sentence. Then develop each point into a sentence.

**Example:**

**Topic sentence:**

Being a successful student **takes motivation, organization, and discipline.**

*Topic sentence + controlling idea*

**Major points:**

a. First, you must be motivated to learn and do well in your studies.

b. Secondly, you have to organize your time.

c. Finally, you must be disciplined to work hard.

These sentences show the outlook of ideas for a paragraph.

**Exercise 11.** *For each topic sentence write two supporting points to* ***logically develop*** *the main idea:*

**Example:** Students should develop the **following habits** that will help them succeed at university.

a). First, students should set priorities.

b). Second, they should schedule their time carefully.

c). Finally, they should attend all lectures.

1. There are **two main reasons** that I want a university degree.

2. Passing a test is easy if students use **these strategies**.

3. Before choosing a university, student should consider **two major factors**.

4. Studying in a group has **two important benefits**.

**Exercise 12.** *Now look back at your brainstorming notes and organize them*.

**CONTROLLING QUESTIONS (UNIT 2)**

1. Which techniques are used to generate ideas?

2. What is freewriting?

3. What is brainstorming?

4. What is clustering?

5. How to make a chart?

6. Which technique do you prefer? Why?

7. How to arrange ideas into a plan or outlook?

**3. Параграф. Абзац.**

**DEVELOPING EFFECTIVE PARAGRAPHS**

**1. DEFINING THE PARAGRAPH AND THE TOPIC SENTENCE**

Most writing in English is organized into paragraphs. A paragraph is a small unit of writing that contains information about one idea and may be short or long (usually from four to twelve sentences) according to the simplicity or complexity of the subject.

A good paragraph follows this pattern:

**TOPIC SENTENCE**

**SUPPORTING SENTENCES**

**CONCLUDING SENTENCE**

* **Topic sentence or controlling idea** introduces the topic and gives your opinion or idea about it. The topic sentence is often the first sentence of the paragraph.
* **Supporting sentences** develop the topic and contain facts, details, or examples.
* **Concluding sentence** repeats key words from the topic sentence.

**Example 1.** *Read the following paragraph and discuss the questions with the class.*

Global advertisers must also consider differences in laws and customs. For instance, certain countries will not allow TV advertisements on Sunday, and others will not allow TV advertisements for children’s products on any day of the week. In some parts of the world, it is forbidden to show dogs on television or certain types of clothing, such as jeans. The global advertiser who do not understand such laws and customs will have problems.

1. Where is the main idea? Circle it.

2. Where are the examples? Underline them.

3. How many examples are there?

4. What is the concluding sentence?

**Topic sentence:** Global advertisers must also consider differences in laws and customs.

**Example 2:** Certain countries will not allow TV advertisements on Sunday.

**Example 3:** Other countries never allow TV advertisements for children’s products.

**Example 4:** In some parts of the world, dogs and jeans cannot be shown on television.

**Concluding sentence:** The global advertiser who do not understand such laws and customs will have problems.

**Exercise 1.** *1. Identify each sentence below as follows:*

TS = Topic Sentence CS = Concluding Sentence

D1 = Detail 1 D2 = Detail 2

D3 = Detail 3

------- 1. The advertisements give the same message in different languages: “Time with family is priceless”.

------- 2. It is trying to appeal to a new market: the everyday person who values family.

------- 3. MasterCard knows that family values have an international appeal because it has done market research and proved it.

------- 4. MasterCard is changing its advertising campaign for the global market.

------- 5. As a result, this campaign is working successfully around the world.

*2. Now write the paragraph by putting the sentences in the correct order.*

**Exercise 2.** *Read the following sentences. Decide if each is* ***an effective topic sentence*** *for a paragraph. For each effective topic sentence underline the topic and circle the controlling idea. Rewrite the ineffective sentences to make them good topic sentences, adding or changing words as necessary.*

**Example 5:**

**Effective topic sentence:**

Many students attend university +

*topic controlling idea*

**Ineffective topic sentence:**

Many students attend university. (A simple fact, no controlling idea)

**Example 6:**

**Ineffective topic sentence:**

Two-year colleges give associate’s degrees. (No controlling idea)

**Effective topic sentence:**

Two-year colleges have

*topic controlling idea*

1. My life is very busy because of family, work, and school obligations.

2. Being a responsible student requires time, effort, and confidence.

3. Grants, loans, and scholarships are the three best ways to cut the cost of a university education.

4. Computer networking is a degree program at my university.

5. My friend is majoring in accounting.

6. Students have greater chances to succeed if they form study groups and use teachers and computers as resources.

7. The college computer lab has many computers with Internet access.

8. There are several advantages to having a job and taking classes at the same time.

**Exercise 3.** *Each group of sentences below can be arranged and written as a paragraph. Circle the letter of the sentence that would be* ***the best topic sentence****.*

**Example 7:**

a. Speed-walking three times a week is part of my routine.

b.

b. Staying healthy and fit is important for me.

c. Every night, I get at least seven hours of sleep.

d. I eat as many fresh fruits and vegetables as possible.

(Sentence *b* is more general than the other sentences; it would be the best topic sentence.)

1. a. My father looks handsome in his old-fashioned top hat and tails.

b. My mother is seating before him wearing a lacy gown.

c. I will always treasure this wedding picture of my parents.

d. In the background is the old arched gate of my grandparents’ garden.

2. a. In 1988, three students at a Philadelphia high school for the arts were singing in the men’s room.

b. Singing dates in Philadelphia clubs led to their first recording contracts.

c. A fourth student came by, added a bass note, and was asked to join the group, then called Unique Attraction.

d. The group Boyz II Men rose quickly from lunch-hour vocalizing to international fame.

e. Their first album, Coolie High Harmony, earned platinum.

f. Today the Boyz’ silky mix of doo-wop and gospel is loved all over the world.

3. a. Physical courage allows soldiers and athletes to endure bodily pain or danger.

b. Those with social courage dare to expose their deep feelings in order to build close relationships.

c. Those rare people who stand up for their beliefs despite public pressure possess moral courage.

d. Inventors and artists show creative courage when they break out of old ways of seeing and doing things.

e. Psychologist Rollo May believed that four different types of courage exist.

4. a. Many old toys and household objects are now collectors’ items.

b. A Barbie or Madame Alexander doll from the 1950s can bring more than $1,000.

c. Old baseball cards are worth money to collectors.

d. Fiesta china, made in the 1930s, has become popular again.

5. a. Horses are available for day trip.

b. There are many scenic hiking trails.

c. The Sierra Nevada mountains are a challenge to rock climbers.

d. Yosemite National Park offers a variety of activities to the visitors.

e. Those who like to fish can cast for trout in Yosemite’s lakes and rivers.

**Exercise 4.** *The paragraph in the exercise does not have a concluding sentence.* ***Read the following concluding sentences and choose the best one.*** *Make sure the sentence restates the main idea.*

a. Newspaper ads are the most effective way to advertise an Internet service like abuzz.com.

b. The ad for abuzz.com makes me want to visit the Website to find out more about it.

c. The new Internet service abuzz.com is very useful.

The newspaper ad for abuzz.com, a new Internet service, is very effective. It is a big ad with interesting photographs. The ad fills two full pages in the newspaper. Because of its size, the ad catches your attention. It is impossible to miss it when you look through the paper. The photograph takes up the left page. It shows the group of teenage boys standing together. The boys are wearing the latest teen fashions and carrying skateboards. One of the boys is looking directly at the viewer. The other two boys are looking at the first boy with respect, as if he were the leader of the group. On the opposite page, in big letters, you read the caption “Jared Knows”. The caption is rather mysterious. It makes you want to read the ad to find out what Jared knows.

……………………………………………………………………………………………………………………………………………………………………………….

**Exercise 5.** *Read the paragraph about a radio advertisement for Benton’s furniture, a furniture store.* ***Write a topic sentence and a concluding sentence*** *that give the writer’s opinion about the ad. In the topic sentence, include the name of the product, the type of ad (for example, newspaper), and the writer’s opinion of the ad. In the concluding sentence, restate the writer’s opinion.*

………………………………………………………………………………………………………………………………………………………………………………

The ad is very annoying for three reasons. First, it is too loud. When the ad comes on the radio, I have to turn the volume down because it hurts my ears. In addition, the announcer talks extremely fast. I can hardly understand what he says. I can understand a few words, but I really have no idea what the ad is about. Finally, the ad plays on the radio all the time. It seems as if I hear it about every ten minutes. I am so tired of hearing the ad that I started listening to a different radio station. I also decided that I will never stop at Benton’s Furniture because they have such annoying ads. In conclusion, ………………………………………………………..

**Exercise 6.** *Read the paragraph.* ***Underline the topic sentence****. Five sentences do not support the main idea in the topic sentence.* ***Cross out those sentences****.*

I recently saw very effective advertisement for Pepsi-Cola on television. First, the ad is surprising. You see an elderly women with gray hair. She looks like someone’s grandmother. In fact, mi friend’s grandmother looks just like the women in the ad. But the women is running down the street as if she were exercising. Then she jumps over a fence. She flips into the air and swings from a fire escape. It is amazing to see an elderly person doing these things. Second, the ad is mysterious. During most of the ad, you don’t know what the product is being advertised. Mysterious ads are not common on TV. The first time I saw the ad, I couldn’t understand what product is advertised. However, at the very end of the ad, the women stops running and takes a drink of Pepsi. Then you understand the message of the ad. Finally, the ad is not respectful for elderly people. Older people can’t move very well, so we think it is funny to watch the elderly person flip in the air. It is disrespectful. In conclusion, the add is effective because you keep watching it until the end and you remember it afterwards.

**Exercise 7.** *The sentences in the following paragraphs have been purposely placed in the wrong order.* ***Rearrange the sentences*** *and do the following tasks:*

*1. Find the controlling idea for this paragraph.*

*2. Find the tree supporting points.*

*3. Find the details for each supporting points.*

*4. Put letters A-P next to the sentences to show how to reorder them into a unified, coherent paragraph.*

\_\_\_\_ 1. For many gardeners, this activity also serves a very practical purpose.

\_\_\_\_ 2. Since gardening is usually an outdoor activity, people can enjoy this hobby because it gives them exercise, fresh air, and sunshine.

\_\_\_\_ 3. Most importantly, gardening is an activity that provides a highly variable and creative challenge.

\_\_\_\_ 4. Even in a small apartment, fresh herbs and salad greens can be grown all year in a window box or under a special light.

\_\_\_\_ 5. From the first bright flowers and new leaf buds of spring to the last brilliant red and golds of the falling autumn leaves, the beauty of the garden evolves.

\_\_\_\_\_ 6. Obviously, people who enjoy gardening take great pleasure in the work involved in surrounding themselves with beautiful plants and flowers.

\_\_\_\_ 7. At the same time it beautifies their home.

\_\_\_\_ 8.Gardening is a wonderful leisure activity.

\_\_\_\_ 9. Window boxes and special lights take up very little space.

\_\_\_\_ 10. In addition, growing your own food is more satisfying.

\_\_\_\_ 11. It allows them to produce their own fruits and vegetables.

\_\_\_\_ 12. Although indoor gardening doesn't provide the fresh air and exercise of a large outdoor garden, indoor gardeners can still enjoy the beauty that plants and flowers add to their lives.

\_\_\_\_ 13. A large outdoor garden provides a never-ending sequence of change.

\_\_\_\_ 14. As they develop, they take their place in the ever-evolving landscape.

\_\_\_\_ 15. These are much fresher than those bought in the grocery store.

\_\_\_\_ 16. In addition, over the years, a gardener takes pleasure in being part of the changing garden as young trees and shrubs mature.

**Exercise 8. *Rearrange the sentences*** *so that each paragraph moves smoothly and logically from one sentence to the next.*

1. (a).Nearly one third of Internet users from Ukraine use online stores or auction portals as a place for purchasing various goods. (b). As the popularity of different e-services continues to grow, it seems natural that more and more Internet users decide to do the shopping online. (c). Taking into account the attitudes towards e-commerce, this number will, most likely, increase in the nearest future.

2. (a). The State Tax Administration of Ukraine has proposed that certain amendments be made to the Draft Tax Code, which is being considered by the Parliament of Ukraine. (b). Existing Ukrainian legislation does not provide any special rules for the taxation of goods and services purchased over the Internet. (c). However, it is difficult to predict what kind of tax regime with respect to electronic transactions might be introduced in Ukraine with the adoption of a new Tax Code. (d). The Tax Administration maintains that a chapter dealing with electronic transactions, including the sale of goods and provision of services over the Internet, should be added to the code.

3. (a). As those products are generally rather expensive, it is essential for e-shoppers that they can buy cheaper via the Internet. (b). 35% of Internet users admitted that it takes less time than buying in traditional shops. (c). The most popular products bought in online shops are phones and accessories (49%) and among other things brown and white goods (27%) and computer hardware (26%). (d). All in all, the on-line shopping is associated with saving money and time.

**Exercise 9.** *Read this paragraph and complete the following tasks.*

Students at some American colleges are learning a lot from trash by study­ing "garbology." (2) Wearing rubber gloves, they might sift through the local dump, counting and collecting treasures that they examine back at the laboratory. (3) First, they learn to look closely and to interpret what they see, thus reading the stories that trash tells. (4) More important, they learn the truth about what Americans buy, what they eat, and how they live. (5) Students at the University of Arizona, for instance, were surprised to find that low-income families in certain areas buy more educational toys for their children than nearby middle-income families. (6) Most important, students say that garbology courses can motivate them to be better citizens of planet Earth. (7) One young woman, for example, after seeing from hard evidence in her town's landfill how many people really recycled their glass, cans, and newspapers and how many cheated, organized an annual recycling awareness day.

1. Write the number of the topic sentence in the paragraph.

2. What kind of order does this writer use?

3. Students learn three things in garbology courses. (a) Write the numbers of the sentences stating these. (b) Which two ideas are supported by examples?