

Міністерство освіти і науки, молоді та спорту України
Миколаївський національний університет імені В.О.Сухомлинського
Кафедра англійської мови і літератури

Методичні рекомендації до дисципліни
«Практичний курс основної мови» (1 курс)
Галузь знань 01 Освіта/Педагогіка

014 Середня освіта

Код та найменування спеціальності

014.02 Середня освіта. Мова і література (англійська та друга іноземна
мова)

Предметна спеціалізація

Англійська та друга іноземна мова

Освітня програма

Факультет іноземної філології

Рекомендовано до друку

Укладач:

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Методичні рекомендації до дисципліни «Практичний курс основної мови» (1 курс)/ укл. Рудичик О.М. – Миколаїв : МНУ ім. В.О. Сухомлинського, 2018. – 119 с.

«Методичні рекомендації до дисципліни «Практичний курс основної мови» передбачені для удосконалення вмінь студентів перших курсів, оскільки здобуті навички самостійної роботи у школі відрізняються від університетських вимог. До кожного кредиту пропонуються варіанти для самостійного вибору тем. Розроблені рекомендації складаються з двох частин: теоретичної та довідкової. Теоретична частина складається з пояснювальної записки, тематичного плану занять, завдань для самостійного виконання, переліку методичного забезпечення, критеріїв оцінювання завдань. Довідкова частина містить інформацію щодо вимог до виконання робіт, які винесені для самостійної роботи студентів (есе, його різновиди та вимоги до виконання, мультимедійна презентація, її види та вимоги до виконання).

Пояснювальна записка

Методичні рекомендації до виконання самостійної роботи студентів укладено з метою удосконалення умінь студентів виконувати самостійні та індивідуальні завдання, такі як написання есе, підготовка мультимедійних презентацій, проектних робіт. Розроблені рекомендації є першою частиною і пропонують ряд завдань для самостійного виконання, таких як теми для творів, мультимедійні презентації, постери-відкуки для дисципліни, яка вивчається.

Розроблені «Методичні рекомендації до дисципліни «Практичний курс основної мови» передбачені для адаптації студентів перших курсів, оскільки здобуті навички самостійної роботи у школі відрізняються від університетських вимог. До кожного кредиту пропонуються варіанти для самостійного опрацювання за обраною темою. Засоби діагностики успішності навчання передбачають наступні види роботи створення мультимедійної презентації, написання есе, переказ тексту, переклад текстів.

Важливо привчити студентів початкових курсів до свідомого користування інформаційними ресурсами, поваги до інтелектуальної праці та її коректного використання. Тому одним з розділів методичних рекомендацій є ознайомлення студентів з плагіатом, його видами та коректними методами його уникнення.

Укладений рукопис складається з двох частин: теоретичної та довідкової. Теоретична частина складається з пояснювальної записки, тематичного плану занять, завдань для самостійного виконання, переліку методичного забезпечення, критеріїв оцінювання завдань. Довідкова частина містить інформацію щодо вимог до виконання робіт, які винесені для самостійної роботи студентів (есе, його різновиди та вимоги до виконання, мультимедійна презентація, її види та вимоги до виконання).

В кінці роботи представлений глосарій важливих темінів, відповідно до послідовності їх вживання в довідковій частині та за алфавітом.

Мета та завдання навчальної дисципліни: формувати у студентів комунікативну, лінгвістичну і соціокультурну компетенції; когнітивну компетенцію у взаємозв'язку з іншими видами компетенцій формувати у студентів позитивне ставлення до оволодіння як мовою, так і культурою англomовного світу; розвивати у студентів здатність до самооцінки і самовдосконалення, що допоможе їм успішно завершити курс вищої освіти і стане передумовою їх наступного професійного росту; формувати у студентів професійну компетенцію шляхом ознайомлення їх з різними методами і прийомами навчання іноземної мови та залучення до виконання професійно орієнтованих завдань; виховувати і розвивати у студентів почуття самосвідомості; формувати вміння міжособистісного спілкування, необхідні для повноцінного функціонування як у навчальному середовищі, так і за його межами.

Завдання курсу: забезпечити формування стійких мовленнєвих навичок та вмінь, необхідних для свідомого професійного володіння англійською мовою; надати студентам можливість оволодіти основними видами комунікативної діяльності (діалогічним та монологічним мовленням, читанням та розумінням англomовних текстів, письмом) та сформувати початкові практичні навички обробки тексту при перекладі з англійської мови на українську та з української на англійську.

Інформаційний обсяг навчальної дисципліни

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|----------------------------------------------------------------------------------------|
| Кредит 1. Перекладачі та переклад у сучасній культурі. Займенник. |
| Кредит 2. Я – першокурсник. Артикль. |
| Кредит 3. Вибір професії. |
| Кредит 4.Київський університет імені Т. Г. Шевченка. Типи речень. Підмет та присудок. |
| Кредит 5.Наша альма матер. Підмет та присудок. |
| Кредит 6. Англійська мова як глобальна мова. Вживання теперішніх часів. |
| Кредит 7. Міжнародна мова-англійська. |
| Кредит 8. Тарас Шевченко. Вживання минулих часів. |
| Кредит 9. Погода та клімат. Вживання майбутніх часів. |
| Кредит 10.Клімат у Великій Британії і Україні. |
| Кредит 11. Туризм в Україні. Модальні дієслова. |
| Кредит 12. Візит до Києва. Просте речення. Другорядні члени речення. |
| Кредит 13. Наше місто. Другорядні члени речення. |
| Кредит 14. Українські свята та фестивалі. Іменник. Розряди іменників. Число іменників. |
| Кредит 15. Вихід у місто. Ступіні порівняння прикметників. |
| Кредит 16. Розваги в Україні і у Великій Британії. |
| Кредит 17. Розваги вдома. Прислівник. |
| Кредит 18. Різдво у Великобританії. Числівник. |
| Кредит 19. Подорож Британією. Пасивний стан. |
| Кредит 20. Британська домівка. Інфінітив. |
| Кредит 21. Подорож в Україні. |
| Кредит 22. Британська родина. Герундій. |
| Кредит 23. Зроби це сам. Складні та складені речення. Узгодження часів. Непряма мова. |

Структура курсу відповідно до робочої програми

І семестр

Кредит 1. Перекладачі та переклад у сучасній культурі. Займенник.

Тема 1. Ознайомлення. Привітання. Мої спогади про літо. Складання діалогів за темою.

Тема 2. Текст «Перекладачі та переклад у сучасній культурі». Ознайомлення з новими лексичними одиницями.

Тема 3. Переклад у сучасній культурі. Аудіювання.

Тема 4. Закріплення нових лексичних одиниць. Тренування лексичного матеріалу з теми.

Тема 5. Домашнє читання. Джейн Остін. «Гордість і упередження». Глава 1.

Тема 6. Диктант-переклад. Письмо. Закріплення нових лексичних одиниць під час письма

Тема 7. Тренувальні вправи на вживання різних класів займенників. Розвиток діалогічного мовлення.

Тема 8. Розвиток монологічного мовлення.

Тема 9. Написання твору.

Кредит 2. Я – першокурсник. Артикуль.

Тема 1. Текст «Я – першокурсник.» Розвиток монологічного мовлення. Ознайомлення з новими лексичними одиницями.

Тема 2. Переказ тексту. Диктант – переклад. Закріплення та тренування лексики матеріалу з теми.

Тема 3. Я першокурсник. Розвиток монологічного мовлення з теми.

Тема 4. Домашнє читання. Джейн Остін. «Гордість і упередження». Глава 2.

Тема 5. Розвиток діалогічного мовлення з теми. Тренувальні вправи на вживання артиклів.

Кредит 3. Вибір професії.

Тема 6. Письмо. Закріплення нових лексичних одиниць під час письма.

Тема 7. Домашнє читання. Джейн Остін. «Гордість і упередження». Глава 3.

Тема 8. Тренувальні вправи на закріплення навичок вживання артиклів.

Тема 9. Написання твору.

Кредит 4. Київський університет імені Т.Г. Шевченка. Типи речень. Підмет та присудок.

Тема 1. Текст «Київський університет». Ознайомлення з новими лексичними одиницями.

Тема 2. Розвиток монологічного мовлення. Переказ тексту. Закріплення нових лексичних одиниць.

Тема 3. Вища освіта в Україні. Тренувальні вправи.

Тема 4. Видатні вчені України. Диктант-переклад. Закріплення та тренування лексичного матеріалу з теми.

Кредит 5. Наша альма матер.

Тема 5. Текст «Михайло Максимович». Робота з текстом. Тренування навичок перекладу.

Тема 6. Аудіювання. Типи речень. Підмет та присудок. Тренувальні вправи.

Тема 7. Домашнє читання. Джейн Остін. «Гордість і упередження». Глава 4-5.

Тема 8. Тренувальні вправи на закріплення лексики уроку та підготовка до контрольної роботи.

Тема 9. Написання твору.

Кредит 6. Англійська мова як глобальна мова. Вживання теперішніх часів.

Тема 1. Текст «Англійська мова як глобальна мова». Ознайомлення з новими лексичними одиницями.

Тема 2. Переказ тексту. Закріплення та тренування лексичного матеріалу з теми.

Тема 3. Диктант-переклад.

Тема 4. Іноземні мови для спілкування. Закріплення лексики уроку.

Тема 5. Розвиток монологічного мовлення.

Кредит 7. Міжнародна мова-англійська.

Тема 6. Письмо. Закріплення нових лексичних одиниць під час письма.

Тема 7. Вживання теперішніх часів. Тренувальні вправи на вживання теперішніх часів.

Тема 8. Домашнє читання. Джейн Остін. «Гордість і упередження». Глава 6-7.

Тема 9. Комп'ютерний переклад. Аудіювання. Тренувальні вправи на лексику та граматику урока.

Тема10. Написання твору.

Кредит 8. Тарас Шевченко. Вживання минулих часів.

Тема 1. Текст «Тарас Шевченко». Ознайомлення з новими лексичними одиницями.

Тема 2. Переказ тексту. Диктант-переклад. Закріплення нових лексичних одиниць.

Тема 3. Тарас Шевченко. Закріплення нових лексичних одиниць. Тренувальні вправи. Аудіювання.

Тема 4. Письмо. Закріплення нових лексичних одиниць під час письма.

Тема 5. Тренувальні вправи на вживання минулих часів.

Тема 6. Закріплення нових лексичних одиниць під час письма та діалогічного мовлення.

Тема 7. Домашнє читання. Джейн Остін. «Гордість і упередження». Глава 8.

Тема 8. Аудіювання. Тренувальні вправи на лексику та граматику урока.

Тема 9. Написання твору.

Кредит 9. Погода та клімат. Вживання майбутніх часів.

Тема 1. Текст «Британська погода та клімат». Ознайомлення з новими лексичними одиницями.

Тема 2. Переказ тексту. Розвиток монологічного мовлення. Диктант-переклад. Закріплення нових лексичних одиниць. Тренувальні вправи.

Тема3. Погода та клімат в Україні. Закріплення нових лексичних одиниць під час письма та діалогічного мовлення.

Кредит 10. Клімат у Великій Британії і Україні.

Тема 4. Домашнє читання. Джейн Остін. «Гордість і упередження». Глава 9-10.

Тема 5. Вживання майбутніх часів. Тренувальні вправи на вживання майбутніх часів.

Тема 6. Письмо. Закріплення нових лексичних одиниць під час письма.

Тема 7. Розвиток монологічного мовлення.

Тема 8. Написання твору.

Кредит 11. Туризм в Україні. Модальні дієслова.

Тема 1. Текст «Туризм в Україні». Ознайомлення з новими лексичними одиницями з теми.

Тема 2. Переказ тексту. Розвиток монологічного мовлення. Диктант-переклад. Закріплення та тренування лексичного матеріалу з теми.

Тема 3. Туризм в Україні. Тренувальні вправи на закріплення лексики уроку. Розвиток монологічного мовлення.

Тема 4. Аудіювання. Тренувальні вправи на вживання нової лексики уроку.

Тема 5. Домашнє читання. Джейн Остін. «Гордість і упередження». Глава 11-12.

Написання контрольної письмової роботи № 1.

Тема 6. Визначні місця України. Письмо. Тренувальні вправи на вживання модальних дієслів.

Тема 7. Туризм в Україні. Тренувальні вправи на закріплення лексичних одиниць.

Тема 8. Написання твору

II семестр

Кредит 12. Візит до Києва. Просте речення. Другорядні члени речення.

Тема 1. Текст «Візит до Києва». Введення нових лексичних одиниць з теми.

Тема 2. Переказ тексту. Диктант-переклад. Закріплення та тренування лексичного матеріалу з теми.

Тема 3. Визначні місця Києва. Закріплення нових лексичних одиниць на письмі та в монологічному мовленні.

Кредит 13. Наше місто. Другорядні члени речення.

Тема 4. Аудіювання. Визначні місця Києва. Розвиток діалогічного мовлення з теми.

Тема 5. Домашнє читання. Знайомство з Америкою 20х років ХХ століття. Відомі вчені, письменники, громадські діячі у цей період.

Тема 6. Письмо. Просте речення. Другорядні члени речення.

Тема 7. Написання твору.

Кредит 14. Українські свята та фестивалі. Іменник. Розряди іменників. Число іменників.

Тема 1. Текст «Українські свята та торжества». Робота над текстом. Введення нових лексичних одиниць.

Тема 2. Переказ тексту. Розвиток монологічного мовлення. Диктант-переклад. Закріплення та тренування лексичного матеріалу з теми.

Тема 3. Робота над діалогами «Розуміння різних календарів», «Співання різдвяних щедрівок», «Пасхальні яйця». Закріплення нових лексичних одиниць на письмі та в монологічному мовленні. Свята у Великобританії. Закріплення нових лексичних одиниць у різноманітних тренувальних вправах на письмі та в монологічному мовленні.

Тема 4. Домашнє читання. Творча спадщина Джин Уебстер. Історія створення роману «Довгоногий дядечко».

Тема 5. Розвиток діалогічного мовлення з теми. Тренувальні вправи на вживання нової лексики уроку.

Тема 6. Письмо. Іменник. Розряди іменників. Число іменників. Тренувальні вправи.

Тема 7. Написання твору

Кредит 15. Вихід у місто. Ступіні порівняння прикметників.

Тема 1. Робота з текстом «Вихід у місто».

Тема 2. Переказ тексту. Закріплення нової лексики уроку.

Тема 3. Робота з діалогами «Похід до театру», «На футбольному матчі», «Замок Уорік на свята». Виконання лексичних вправ.

Тема 4. Текст Warwick Castle“. Робота з текстом. Аудіювання.

Тема 5. Ступіні порівняння прикметників. Тренувальні вправи.

Тема 6. Домашнє читання. Джин Уебстер «Довгоногий дядечко» Глава

Тема 7. Написання твору.

Кредит 16. Розваги вдома. Прислівник.

Тема 1. Робота над текстом «Розваги вдома».

Тема 2. Переказ тексту. Диктант-переклад. Тренувальні вправи на закріплення лексики уроку.

Тема 3. Робота з діалогами 1 – 2. Розвиток навичок читання та перекладу. Розвиток діалогічного мовлення.

Кредит 17. Розваги в Україні і у Великій Британії

Тема 4. Аудіювання. Розвиток навичок монологічного мовлення. Тренувальні вправи на закріплення лексики уроку.

Тема 5. Домашнє читання. Джин Уебстер «Довгоногий дядечко» Глава

Тема 6. Ступіні порівняння прислівників. Тренувальні вправи.

Тема 7. Написання твору.

Кредит 18. Різдво у Великобританії. Числівник.

Тема 1. Дискусія. Святкування Різдва в Україні та Великобританії. Робота з текстом «Різдво у Великобританії». Введення нових лексичних одиниць.

Тема 2. Переказ тексту. Тренувальні вправи на закріплення лексики уроку.

Тема 3. Робота з діалогами «Різдвяні покупки», «Прикрашаючи ялинку».

Тема 4. Домашнє читання. Джин Уебстер «Довгоногий дядечко» Глава 3

Тема 5. Числівник. Кількісні та порядкові числівники. Тренувальні вправи.

Тема 6. Тренувальні вправи на розвиток навичок письма і перекладу.

Тема 7. Написання твору.

Кредит 19. Подорож Британією. Пасивний стан.

Тема 1. Текст «Подорож по Великобританії». Робота з текстом. Ознайомлення з новою лексикою уроку.

Тема 2. Переказ тексту. Тренувальні вправи на закріплення нової лексики уроку.

Тема 3. Опрацювання тексту «Візит до Нотінгему». Закріплення нових лексичних одиниць.

Тема 4. Домашнє читання. Джин Уебстер «Довгоногий дядечко» Глава

Тема 5. Опрацювання діалогів « Подорож до Лондону» 1, 2, 3. Розвиток навичок читання і перекладу.

Тема 6. Письмо. Пасивний стан дієслова. Тренувальні вправи на вживання пасивного стану дієслова.

Тема 7. Написання твору.

Кредит 20. Британська домівка. Британська родина. Інфінітив. Герундій.

Тема 1. Текст «Британська домівка». Ознайомлення з новими лексичними одиницями.

Тема 2. Переказ тексту. Тренувальні вправи на закріплення нової лексики уроку.

Тема 3. Опрацювання діалогів «В очікуванні вантажників», «Мийка авто», «Обладнання кухні».

Тема 4. Розвиток навичок діалогічного мовлення. Тренувальні вправи на закріплення лексики уроку.

Тема 5. Домашнє читання. Джин Уебстер «Довгоногий дядечко» Глава 5.

Кредит 21. Подорож в Україні.

Тема 6. Рольва гра «Купівля житла».

Тема 7. Аудіювання. Розвиток навичок монологічного мовлення.

Тема 8. Письмо. Інфінітив.

Тема 9. Написання твору.

Кредит 22. Британська родина. Герундій.

Тема 1. Текст «Британська родина». Ознайомлення з новими лексичними одиницями.

Тема 2. Переказ тексту. Тренувальні вправи на закріплення лексики уроку.

Тема 3. Робота з текстом «Типічний сім'янин у Південній Британії».

Тема 4. Опрацювання діалогів «Різдвяний обід», «У відпустці», «Весільний прийом».

Тема 5. Домашнє читання. Джин Уебстер «Довгоногий дядечко» Глава

Тема 6. Письмо. Герундій.

Тема 7. Вживання інфінітиву та герундію на письмі. Тренувальні вправи.

Тема 8. Написання твору.

Кредит 23. Зроби це сам. Складні та складені речення. Узгодження часів. Непряма мова.

Тема 1. Робота з текстом «Зроби це сам». Введення нових лексичних одиниць.

Тема 2. Переказ тексту. Розвиток навичок монологічного мовлення.

Тема 3. Робота з діалогами «У магазині зроби це сам», «У садовому центрі», «В палаті швидкої допомоги». Введення нових лексичних одиниць.

Тема 4. Домашнє читання. Джин Уебстер «Довгоногий дядечко» Глава 7-8

Тема 5. Аудіювання. Тренувальні вправи. Розвиток навичок перекладу.

Тема 6. Складні та складені речення. Тренувальні вправи.

Тема 7. Узгодження часів. Тренувальні вправи. Непряма мова. Тренувальні вправи.

Тема 8. Написання твору

Самостійна робота до кредиту 1

1. Напишіть есе на одну з запропонованих тем.

“Not everyone who knows how to write can be a writer. Not everyone who knows two languages can be a translator.” Nataly Kelly

“As long as human beings speak different languages, the need for translation will continue.” Nataly Kelly, Found in Translation: How Language Shapes Our Lives and Transforms the World

“Poetry translation is like playing a piano sonata on a trombone.” Nataly Kelly, Found in Translation: How Language Shapes Our Lives and Transforms the World

“Translators have to prove to themselves as to others that they are in control of what they do; that they do not just translate well because they have a “flair” for translation, but rather because, like other professionals, they have made a conscious effort to understand various aspects of their work”. Mona Baker

“There are few efforts more conducive to humility than that of the translator trying to communicate an incommunicable beauty. Yet, unless we do try, something unique and never surpassed will cease to exist except in the libraries of a few inquisitive book” Edith Hamilton

2. Підготуйте мультимедійну презентацію на одну з запропонованих тем.

Good interpreters must know many things, and the best interpreters even more.

- *I Want to be an Interpreter*
- *Interpreters and Translators*
- *Interpreting research: Progress, problems and prospects*
- *Poetry is what is lost in translation*
- *Translation is at best an echo*
- *Translator, traitor.*

3. Підготуйте постер повідомлення на одну з запропонованих тем

- *Good interpreters must know many things, and the best interpreters even more.*
- *I Want to be an Interpreter*
- *Interpreters and Translators*
- *interpreting research: Progress, problems and prospects*
- *Poetry is what is lost in translation*
- *Translation is at best an echo*
- *Translator, traitor.*

Самостійна робота до кредиту 2

1. Напишіть есе на одну з запропонованих тем.

“Education is the most powerful weapon which you can use to change the world”.
Nelson Mandela

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today”. Malcolm X

“Develop a passion for learning. If you do, you will never cease to grow”.
Anthony J. D'Angelo

“An investment in knowledge pays the best interest”. Benjamin Franklin

“Education is not preparation for life; education is life itself”. John Dewey
“The roots of education are bitter, but the fruit is sweet”. Aristotle

“Education is what remains after one has forgotten what one has learned in school”. Albert Einstein

“Change is the end result of all true learning”. Leo Buscaglia

“I have no special talent. I am only passionately curious”. Albert Einstein

“Education is not just about going to school and getting a degree. It's about widening your knowledge and absorbing the truth about life”. Shakuntala Devi

2. Підготуйте мультимедійну презентацію на одну з запропонованих тем.

- *Education in the USA*
- *Education in the UK*
- *Education in Ukraine*
- *Top worlds' universities*

- *Oxford*
- *Cambridge*
- *The Ivy League*
- *Brown University*
- *Harvard University*
- *Dartmouth College*
- *Yale University*
- *Columbia University*
- *Cornell University*
- *University of Pennsylvania*
- *Princeton University*

Підготуйте постер повідомлення на одну з запропонованих тем

- *Education in the USA*
- *Education in the UK*
- *Education in Ukraine*
- *Top worlds' universities*
- *Oxford*
- *Cambridge*
- *The Ivy League*
- *Brown University*
- *Harvard University*
- *Dartmouth College*
- *Yale University*
- *Columbia University*
- *Cornell University*
- *University of Pennsylvania*
- *Princeton University*

Самостійна робота до кредиту 3

1. Напишіть есе на одну з запропонованих тем.

“Choose a job you love, and you will never have to work a day in your life.” (Confucius)

“It’s not what you achieve, it’s what you overcome. That’s what defines your career.” (Carlton Fisk)

“Work to become, not to acquire.” (Elbert Hubbard)

“Find out what you like doing best and get someone to pay you for doing it.” (Katherine Whitehorn)

“I’ve missed more than 9,000 shots in my career. I’ve lost almost 300 games. 26 times, I’ve been trusted to take the game winning shot and missed. I’ve failed over and over and over again in my life. And that is why I succeed.” (Michael Jordan)

“Failure doesn’t mean you are a failure it just means you haven’t succeeded yet.” (Robert H. Schuller)

“The best way to predict the future is to create it.” (Abraham Lincoln)

“Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time.” (Thomas A. Edison)

“I think everyone should experience defeat at least once during their career. You learn a lot from it.” (Lou Holtz)

“I want to look back on my career and be proud of the work, and be proud that I tried everything.” (Jon Stewart)

2. Підготуйте мультимедійну презентацію на одну з запропонованих тем.

- *“Dreams are extremely important. You can’t do it unless you imagine it.” (George Lucas)*

- *“If you can DREAM it, you can DO it.” (Walt Disney)*

- *“Desire! That’s the one secret of every man’s career. Not education. Not being born with hidden talents. Desire.” (Johnny Carson)*

- *“I can not do everything, but I can do something. I must not fail to do the something that I can do.” (Helen Keller)*

- *“A mind troubled by doubt cannot focus on the course to victory.” (Arthur Golden)*
- *“It’s not the days in your life, but the life in your days that counts.” (Brian White)*

3. Підготуйте постер повідомлення на одну з запропонованих тем

- *“Success is how high you bounce when you hit bottom.” (General George Patton)*
- *“Anyone who has never made a mistake has never tried anything new.” (Albert Einstein)*
- *“Do not be too timid and squeamish about your actions. All life is an experiment.” (Ralph Waldo Emerson)*
- *“All you need in this life is ignorance and confidence, and then success is sure.” (Mark Twain)*
- *“You can’t build a reputation on what you’re going to do.” (Confucius)*

Самостійна робота до кредиту 4

1. Напишіть есе на одну з запропонованих тем.

“If only we were all better educated. If then, higher education would at last be a journey for skill and knowledge rather than for power and status.” Criss Jami, Healology

“Freedom of Speech doesn't justify online bullying. Words have power, be careful how you use them.” Germany Kent

“If you are in a position where you can reach people, then use your platform to stand up for a cause. HINT: social media is a platform.” Germany Kent

“Graduation is not the terminus of your experience; it is the terminal of your success.” Christian J. Dolores

“This is the generation that thinks of itself as global citizens but knows little about the world and acts locally. It is the most diverse generation in collegiate history with the strongest relationships between races but they have limited

interest in talking about race or reaching across political or generational divides.” Arthur Levine

“Many contemporary critics of higher education similarly posit a Golden Age; but no one knows when it was supposed to exist.” Mark C. Carnes, Minds on Fire: How Role-Immersion Games Transform College

2. Підготуйте мультимедійну презентацію на одну з запропонованих тем.

- *Best Ukrainian universities*
- *Education in Ukraine*
- *Primary education in Ukraine*
- *School education in Ukraine*
- *Higher education in Ukraine*
- *Education reformation in Ukraine*

3. Підготуйте постер повідомлення на одну з запропонованих тем

- *Best Ukrainian universities*
- *Education in Ukraine*
- *Primary education in Ukraine*
- *School education in Ukraine*
- *Higher education in Ukraine*
- *Education reformation in Ukraine*

Самостійна робота до кредиту 5

1. Напишіть есе на одну з запропонованих тем.

“Do not give them a candle to light the way, teach them how to make fire instead. That is the meaning of enlightenment.” Kamand Kojouri

“Here beneath the towering pines, by the river blue Farragut will ever stand, alma mater true” Bruce A. Sarte, Towering Pines Volume One: Room 509

“Wherever you go and whatever ends you pursue, you must always fulfill the trust reposed in you by your nation, your parents and your alma mater” Samar Mubarakmand

“The Internet will save higher education, but it may kill your alma mater.” John Katzman

“There is nothing so useful to man in general, nor so beneficial to particular societies and individuals, as trade. This is that alma mater, at whose plentiful breast all mankind are nourished.” Henry Fielding

“An English writer telephoned me from London, asking questions. One was, ‘What’s your alma mater?’ I told him, ‘Books.’” Malcolm X

2. Підготуйте мультимедійну презентацію на одну з запропонованих тем.

- *Sukhomlynskyi National University*
- *History of Sukhomlynskyi National University*
- *Foreign Philology Department*
- *History of Foreign Philology Department*
- *Mykolaive universities*
- *My alma matter*
- *I have chosen my university because*
- *The strength and weaknesses of my “uni”*

3. Підготуйте постер повідомлення на одну з запропонованих тем

- *Sukhomlynskyi National University*
- *History of Sukhomlynskyi National University*
- *Foreign Philology Department*
- *History of Foreign Philology Department*
- *Mykolaive universities*
- *My alma matter*
- *I have chosen my university because*
- *The strength and weaknesses of my “uni”*

Самостійна робота до кредиту 6

1. Напишіть есе на одну з запропонованих тем.

“If you want to be a fluent speaker of English in the future, you need to make it happen.”

“Many people say it’s easier to learn a language when you are young but there are advantages to learning a language when you are older.”

“Enjoy living in the moment but remember that learning English will prepare you for the future.”

“If you want to master English, get involved and practise as much as possible.”

“Learning any language is hard work so prepare well, put in the hours and you will achieve your goals.”

“Starting early with your learning will mean that you have time to deal with things in small steps. Even a large goal is more approachable if you break it down into smaller ones and just get started.”

“Reading is not just important for acquiring knowledge, it will help you build your vocabulary and range in English, too.”

“In a world where everyone else is learning, if you don’t take your learning seriously you will fall behind.”

“Like the Lao Tzu quote earlier, this one is a great way to help you stop procrastinating. Anything you can do right away will help you get ahead with your goal of leaning a language.”

“Walt Disney was well known as a man who made dreams come true, and you can, too. It just takes plenty of hard work.”

2. Підготуйте мультимедійну презентацію на одну з запропонованих тем.

- *Learning a skill such as a new language can take a long time.*
- *Planning is important when you are learning a language so don’t be afraid to put some time into it.*
- *Making mistakes is a natural part of the language learning process. The key is to learn from these mistakes.*
- *Remember, it is possible to communicate big ideas with relatively limited language. Don’t feel like you need perfect English before you can go out and have interesting conversations with other people.*

- *Using your English skills is fun. Make time just to enjoy speaking English.*
- *Reading will also help you improve your English writing by introducing you to new, interesting sentence structures.*
- *Learning a new language gives you the chance to be a different person if you want to. Make the most of that chance.*

3. Підготуйте постер повідомлення на одну з запропонованих тем

- *Learning a skill such as a new language can take a long time.*
- *Planning is important when you are learning a language so don't be afraid to put some time into it.*
- *Making mistakes is a natural part of the language learning process. The key is to learn from these mistakes.*
- *Remember, it is possible to communicate big ideas with relatively limited language. Don't feel like you need perfect English before you can go out and have interesting conversations with other people.*
- *Using your English skills is fun. Make time just to enjoy speaking English.*
- *Reading will also help you improve your English writing by introducing you to new, interesting sentence structures.*
- *Learning a new language gives you the chance to be a different person if you want to. Make the most of that chance.*

Самостійна робота до кредиту 7

1. Напишіть есе на одну з запропонованих тем.

“There is some self interest behind every friendship. There is no friendship without self interests. This is a bitter Truth” — Chanakya

“When diplomacy ends, War begins.” — Adolf Hitler

“It might be a good idea if the various countries of the world would occasionally swap history books, just to see what other people are doing with the same set of facts.” — Bill Vaughan, journalist

“If it's wrong when they do it, it's wrong when we do it.” — Noam Chomsky

“...foreign policy is a matter of costs and benefits, not theology.”

— Fareed Zakaria

“He who wishes to serve his country must have not only the power to think, but the will to act” — Plato

“International politics, like all politics, is a struggle for power” — Hans J. Morgenthau

“War made the state, and the state made war” — Charles Tilly

“The “complete diplomat” of the future should remain cognizant of realism’s emphasis on the inescapable role of power, keep liberalism’s awareness of domestic forces in mind, and occasionally reflect on constructivism’s vision of change.” — Stephen M. Walt

“A great deal of world politics is a fundamental struggle, but it is also a struggle that has to be waged intelligently.” — Zbigniew Brzezinski

“Even as individuals become families and families become communities, and communities become nations, so eventually must the nations draw together in peace.” — Marjorie Watts

“We have not eternal allies and we have not perpetual enemies. Our interests are eternal and perpetual and those interests it is our duty to follow.”

— Lord Palmerston, British Prime Minister

2. Підготуйте мультимедійну презентацію на одну з запропонованих тем.

- *“International politics, like all politics, is a struggle for power” — Hans J. Morgenthau, Politics Among Nations*
- *“...foreign policy is a matter of costs and benefits, not theology.” — Fareed Zakaria, The Post-American World*
- *“War made the state, and the state made war” — Charles Tilly*
- *“A great deal of world politics is a fundamental struggle, but it is also a struggle that has to be waged intelligently.” — Zbigniew Brzezinski*

- *“God is the Lord of human history and of the personal history of every member of His redeemed family.” — Margaret Clarkson, Grace Grows Best in Winter*

3. Підготуйте постер повідомлення на одну з запропонованих тем

4. *“International politics, like all politics, is a struggle for power” — Hans J. Morgenthau, Politics Among Nations*

5. *“...foreign policy is a matter of costs and benefits, not theology.” — Fareed Zakaria, The Post-American World*

6. *“War made the state, and the state made war” — Charles Tilly*

7. *“A great deal of world politics is a fundamental struggle, but it is also a struggle that has to be waged intelligently.” — Zbigniew Brzezinski*

8. *“God is the Lord of human history and of the personal history of every member of His redeemed family.” — Margaret Clarkson, Grace Grows Best in Winter*

Самостійна робота до кредиту 8

1. Напишіть есе на одну з запропонованих тем.

“All has gone to rest, and I don't know whether I'm alive or will live or whether I'm rushing like this through the world for I'm not longer weeping or laughing” Taras Shevchenko

*“It's terrible to lie in chains,
To rot in dungeon deep,
But it's still worse, when you are free
To sleep, and sleep, and sleep.” Taras Shevchenko*

*“Everything moves, everything passes, and there is no end.
Where did it all disappear? From where did it all come?” Taras Shevchenko*

“Both the fool and the wise man know nothing.

The days pass, the nights pass,

As does summer.” Taras Shevchenko

*“Thoughts of mine, thoughts of mine,
You are all that is left for me, “ Taras Shevchenko*

2. Підготуйте мультимедійну презентацію на одну з запропонованих тем.

- *Taras Shevchenko is our famous countryman.*
- *Shevchenko Scientific Society*
- *Outstanding Ukrainians*
- *Taras Shevchenko*
- *Ivan Franko*
- *Lesia Ukrainka*
- *Ivan Kotliarevskii*
- *Bohdan Khmelnytskii*
- *Ivan Mazepa*
- *Lina Kostenko*

3. Підготуйте постер повідомлення на одну з запропонованих тем

- a. *Taras Shevchenko is our famous countryman.*
- b. *Shevchenko Scientific Society*
- c. *Outstanding Ukrainians*

4. *Taras Shevchenko*

5. *Ivan Franko*

6. *Lesia Ukrainka*

7. *Ivan Kotliarevskii*

8. *Bohdan Khmelnytskii*

9. *Ivan Mazepa*

10. *Lina Kostenko*

Самостійна робота до кредиту 9

1. Напишіть есе на одну з запропонованих тем.

"Clear moon, frost soon."

"A year of snow, a year of plenty."

"Halo around the sun or moon, rain or snow soon."

"Rainbow in the morning gives you fair warning."

"When the stars begin to huddle, the earth will soon become a puddle."

"Rain before seven, fine before eleven."

"If there were no clouds, we should not enjoy the sun."

"Sow the wind and reap the whirlwind."

"Vows made in storm are forgotten in calms."

"When it rains it rains on all alike."

"Don't have thy cloak to make when it begins to rain."

2. Підготуйте мультимедійну презентацію на одну з запропонованих тем.

- *Small rain lays great dust.*
- *After a storm comes a calm.*
- *After rain comes fair weather.*
- *While it is fine weather, mend your sail.*
- *A foul morn may turn to a fair day.*
- *A quiet conscience sleeps in thunder.*
- *A storm in a teacup.*
- *«Rainbows apologize for angry skies.» Sylvia Voirol*

3. Підготуйте постер повідомлення на одну з запропонованих тем

- *Small rain lays great dust.*
- *After a storm comes a calm.*
- *After rain comes fair weather.*
- *While it is fine weather, mend your sail.*
- *A foul morn may turn to a fair day.*
- *A quiet conscience sleeps in thunder.*
- *A storm in a teacup.*
- *«Rainbows apologize for angry skies.» Sylvia Voirol*
- *A storm in a teacup.*

- «*Rainbows apologize for angry skies.*» Sylvia Voirol

Самостійна робота до кредиту 10

1. Напишіть есе на одну з запропонованих тем.

“Just for the record, the weather today is calm and sunny, but the air is full of bullshit.” — Chuck Palahniuk, Diary

“April is the cruelest month, breeding lilacs out of the dead land, mixing memory and desire, stirring dull roots with spring rain.” — T.S. Eliot, The Waste Land

“The storm starts, when the drops start dropping When the drops stop dropping then the storm starts stopping.” — Dr. Seuss

“A lot of people like snow. I find it to be an unnecessary freezing of water.” — Carl Reiner

“When all is said and done, the weather and love are the two elements about which one can never be sure.” — Alice Hoffman, Here on Earth

“The sun did not shine. It was too wet to play. So we sat in the house. All that cold, cold, wet day.” — Dr. Seuss, The Cat in the Hat

“Tut, Tut, looks like rain” — A.A. Milne

“Too much sun after a Syracuse winter does strange things to your head, makes you feel strong, even if you aren't.” — Laurie Halse Anderson, Speak

“Summer in the deep South is not only a season, a climate, it's a dimension. Floating in it, one must be either proud or submerged.” — Eugene Walter, The Untidy Pilgrim

2. Підготуйте мультимедійну презентацію на одну з запропонованих тем.

- *A lot of people like snow. I find it to be an unnecessary freezing of water. ~Carl Reiner*
- *Let the rain kiss you. Let the rain beat upon your head with silver liquid drops. Let the rain sing you a lullaby. ~Langston Hughes*
- *Rainbows apologize for angry skies. ~Sylvia Voirol*

- *The trouble with weather forecasting is that it's right too often for us to ignore it and wrong too often for us to rely on it. ~Patrick Young*
- *To be interested in the changing seasons is a happier state of mind than to be hopelessly in love with spring. ~George Santayana*
- *The best thing one can do when it's raining is to let it rain. ~Henry Wadsworth Longfellow*
- *Weather forecast for tonight: dark. ~George Carlin*
- *Don't knock the weather; nine-tenths of the people couldn't start a conversation if it didn't change once in a while. ~Kin Hubbard*
- *I played as much golf as I could in North Dakota, but summer up there is pretty short. It usually falls on Tuesday. ~Mike Morley*
- *Anyone who says sunshine brings happiness has never danced in the rain. ~Author unknown*
- *Some people feel the rain — others just get wet. ~Roger Miller, also sometimes quoted as "Some people walk in the rain, others just get wet."*
- *No one but Night, with tears on her dark face, Watches beside me in this windy place. ~Edna St. Vincent Millay*
- *When snow falls, nature listens. ~Antoinette van Kleeff*
- *Many a man curses the rain that falls upon his head, and knows not that it brings abundance to drive away the hunger. ~Saint Basil*
- *A rainy day is the perfect time for a walk in the woods. ~Rachel Carson*

3. Підготуйте постер повідомлення на одну з запропонованих тем

- *A lot of people like snow. I find it to be an unnecessary freezing of water. ~Carl Reiner*
- *Let the rain kiss you. Let the rain beat upon your head with silver liquid drops. Let the rain sing you a lullaby. ~Langston Hughes*
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- *A rainy day is the perfect time for a walk in the woods. ~Rachel Carson*

Самостійна робота до кредиту 11

1. Напишіть есе на одну з запропонованих тем.

“Travel isn't always pretty. It isn't always comfortable. Sometimes it hurts, it even breaks your heart. But that's okay. The journey changes you; it should change you. It leaves marks on your memory, on your consciousness, on your heart, and on your body. You take something with you. Hopefully, you leave something good behind.” – Anthony Bourdain

“Oh Darling, Let’s Be Adventurers.”

“Man cannot discover new oceans unless he has the courage to lose sight of the shore.” – Andre Gide

“Remember that happiness is a way of travel – not a destination.” -Roy M. Goodman

“It is not down in any map; true places never are.” – Herman Melville

“Life is either a daring adventure or nothing at all.” – Helen Kelle

“Better to see something once than hear about it a thousand times”

“Adventure may hurt you but monotony will kill you.”

“Dare to live the life you’ve always wanted.”

“The journey not the arrival matters.” – T.S. Eliot

2. Підготуйте мультимедійну презентацію на одну з запропонованих тем.

- *“Wanderlust: a strong desire for or impulse to wander or travel and explore the world”*
- *“Because in the end, you won’t remember the time you spent working in the office or mowing your lawn. Climb that goddamn mountain.” – Jack Kerouac*
- *“All you need to know is that it’s possible.” – Wolf, an Appalachian Trail Hiker*
- *“The most beautiful in the world is, of course, the world itself.” – Wallace Stevens*
“Jobs fill your pocket, but adventures fill your soul.” – Jamie Lyn Beatty
- *“Remember that happiness is a way of travel – not a destination.” – Roy M. Goodman*
- *“Twenty years from now you will be more disappointed by the things that you didn’t do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover.”— Mark Twain*

- *“It feels good to be lost in the right direction”*
- *“To Travel is to Live” – Hans Christian Andersen*
- *“The life you have led doesn’t need to be the only life you have.” – Anna Quindlen*

3. Підготуйте постер повідомлення на одну з запропонованих тем

- *“Wanderlust: a strong desire for or impulse to wander or travel and explore the world”*
- *“Because in the end, you won’t remember the time you spent working in the office or mowing your lawn. Climb that goddamn mountain.” – Jack Kerouac*
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Самостійна робота до кредиту 12

1. Напишіть есе на одну з запропонованих тем.

“And then there is the most dangerous risk of all — the risk of spending your life not doing what you want on the bet you can buy yourself the freedom to do it later.” – Randy Komisar

“If you’re twenty-two, physically fit, hungry to learn and be better, I urge you to travel – as far and as widely as possible. Sleep on floors if you have to. Find out how other people live and eat and cook. Learn from them – wherever you go.” – Anthony Bourdain

“Blessed are the curious for they shall have adventures.” – Lovelle Drachman

“Travel makes one modest. You see what a tiny place you occupy in the world.” – Gustav Flaubert

“I’m in love with cities I’ve never been to and people I’ve never met.” – John Green

“Don’t listen to what they say. Go see.”

“Take only memories, leave only footprints.” – Chief Seattle

“Traveling – it leaves you speechless, then turns you into a storyteller.” – Ibn Battuta

“The world is a book and those who do not travel read only one page.” – Augustine of Hippo

“Travel is the only thing you buy that makes you richer”

2. Підготуйте мультимедійну презентацію на одну з запропонованих тем.

- *“If you think adventures are dangerous, try routine: It’s Lethal.” – Paul Coelho*
- *“Live your life by a compass not a clock.” – Stephen Covey*
- *“Not all those who wander are lost.” – J.R.R. Tolkien*
- *“Live life with no excuses, travel with no regret” – Oscar Wilde*
- *“Once a year, go someplace you’ve never been before.” – Dalai Lama*
- *“Oh the places you’ll go.” -Dr. Seuss*
- *Adventure is worthwhile.” – Aesop*

- *“A ship in a harbor is safe, but it not what ships are built for.” -John A. Shedd*

3. Підготуйте постер повідомлення на одну з запропонованих тем

- *“If you think adventures are dangerous, try routine: It’s Lethal.” – Paul Coelho*
- *“Live your life by a compass not a clock.” – Stephen Covey*
- *“Not all those who wander are lost.” – J.R.R. Tolkien*
- *“Live life with no excuses, travel with no regret” – Oscar Wilde*
- *“Once a year, go someplace you’ve never been before.” – Dalai Lama*
- *“Oh the places you’ll go.” -Dr. Seuss*
- *Adventure is worthwhile.” – Aesop*
- *“A ship in a harbor is safe, but it not what ships are built for.” -John A. Shedd*

Самостійна робота до кредиту 13

1. Напишіть есе на одну з запропонованих тем.

“Have a sense of pride in your motherland. Just as your mother has given birth to you, so too the land has given birth to you.” Sathya Sai Baba
“We are for peace, but we accept the challenge of the enemy. We will protect our motherland.” Petro Poroshenko

“If yet your blood does not rage, then it is water that flows in your veins. For what is the flush of youth, if it is not of service to the motherland.” Chandra Shekhar Azad

“There's no bigger task than protecting the homeland of our country.” George W. Bush

“Ask not what your country can do for you.. ask what you can do for your country...” John F. Kennedy

2. Підготуйте мультимедійну презентацію на одну з запропонованих тем.

- *My favourite place in Ukraine*
- *My favourite place in Mykolaiv*

- *My native city*

3. Підготуйте постер повідомлення на одну з запропонованих тем

- *My favourite place in Ukraine*
- *My favourite place in Mykolaiv*
- *My native city*

Самостійна робота до кредиту 14

1. Напишіть есе на одну з запропонованих тем.

New Year

Christmas

Epiphany

Saint Valentine's Day

International Women's Day

April fools

Easter

Holy Trinity Day

Constitution Day

Kupala Night (or Midsummer)

Independence Day of Ukraine

Day of Knowledge

Teacher's Day

St. Nicholas Day

2. Підготуйте мультимедійну презентацію на одну з запропонованих тем.

- *New Year*
- *Christmas*
- *Epiphany*
- *Saint Valentine's Day*
- *International Women's Day*
- *April fools*

- *Easter*
- *Holy Trinity Day*
- *Constitution Day*
- *Kupala Night (or Midsummer)*
- *Independence Day of Ukraine*
- *Day of Knowledge*
- *Teacher's Day*
- *St. Nicholas Day*

3. Підготуйте постер повідомлення на одну з запропонованих тем

- *New Year*
- *Christmas*
- *Epiphany*
- *Saint Valentine's Day*
- *International Women's Day*
- *April fools*
- *Easter*
- *Holy Trinity Day*
- *Constitution Day*
- *Kupala Night (or Midsummer)*
- *Independence Day of Ukraine*
- *Day of Knowledge*
- *Teacher's Day*
- *St. Nicholas Day*

Самостійна робота до кредиту 15

1. Напишіть есе на одну з запропонованих тем.

"Life is all about having a good time." Miley Cyrus

"I don't want to miss out on the chance of having a good time". Victor Webster

“I like to go out if there's a party or go to the movies, but I just like hanging out with my buddies and having a good time.” Jean-Luc Bilodeau

“If you're not having a good time, find something else that gives you some joy in life.” Penny Marsha

“If I'm ever having a good time, I'll write about it so I'll remember it.” Brantley Gilbert

“The clubs are good fun-having a laugh, really having a good time.” Chris Low

“Being funny is one of my greatest strengths. I can make girls smile when they're down, and when they're having a good time, I can carry on the joke.” John Krasinski

“If I'm not complaining, I'm not having a good time, hah hah!” Martin Scorsese

“I'm having a good time. Managing my things takes a lot of time.” Gabriela Sabatini

2. Підготуйте мультимедійну презентацію на одну з запропонованих тем.

- *I am having a good time doing nothing. Phylicia Rashad*
- *People want to rap about having a good time. Juicy J*
- *In 'To Kill a Mockingbird,' I was just playing and having a good time. Mary Badham*
- *I've calmed down, certainly, from the days of being 18, but I'm still having a good time. Christian Slater*
- *Well, I'm having a good time. Which makes me feel guilty too. How very English. David Attenborough*
- *The most valuable live thing for me is when people look like they're having a good time. Grimes*
- *What you don't do is as important as what you do. Christie Hefner*

3. Підготуйте постер повідомлення на одну з запропонованих тем

- *I am having a good time doing nothing. Phylicia Rashad*
- *People want to rap about having a good time. Juicy J*
- *In 'To Kill a Mockingbird,' I was just playing and having a good time. Mary Badham*
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- *The most valuable live thing for me is when people look like they're having a good time. Grimes*
- *What you don't do is as important as what you do. Christie Hefner*

Самостійна робота до кредиту 16

1. Напишіть есе на одну з запропонованих тем.

“Keep your best wishes, close to your heart and watch what happens”
— *Tony DeLiso, Legacy: The Power Within*

“When he worked, he really worked. But when he played, he really PLAYED.” — *Dr. Seuss*

“I know it is wet and the sun is not sunny, but we can have lots of good fun that is funny.” — *Dr. Seuss, The Cat in the Hat*

“When you are joyful, when you say yes to life and have fun and project positivity all around you, you become a sun in the center of every constellation, and people want to be near you.” — *Shannon L. Alder*

“Happiness is part of who we are. Joy is the feeling” — *Tony DeLiso, Legacy: The Power Within*

“Life is more fun if you play games.” — *Roald Dahl, My Uncle Oswald*

2. Підготуйте мультимедійну презентацію на одну з запропонованих тем.

INDOOR ACTIVITIES

- *Pencil-and-paper games*

- *Building*
- *Card games*
- *Puzzles*
- *Freeze!*
- *Board and family games*
- *Paper-bag skits*
- *Indoor hopscotch*
- *DIY balance beam*
- *Hide and Seek*
- *Treasure hunt*
- *Indoor bowling*
- *Hot Potato*
- *Picnic memory game*
- *The listening game*
- *Bubbles*
- *Simon Says*
- *Touch-and-feel box*
- *Indoor basketball*

3. Підготуйте постер повідомлення на одну з запропонованих тем

INDOOR ACTIVITIES

- *Pencil-and-paper games*
- *Building*
- *Card games*
- *Puzzles*
- *Freeze!*
- *Board and family games*
- *Paper-bag skits*
- *Indoor hopscotch*
- *DIY balance beam*

- *Hide and Seek*
- *Treasure hunt*
- *Indoor bowling*
- *Hot Potato*
- *Picnic memory game*
- *The listening game*
- *Bubbles*
- *Simon Says*
- *Touch-and-feel box*
- *Indoor basketball*

Самостійна робота до кредиту 17

1. Напишіть есе на одну з запропонованих тем.

New Year's Day

Hogmanay

Twelfth Night and Epiphany

Burns' Night

Candlemas Day

Valentine's Day

Purim (varies)

St. Patrick's Day

Pancake Day

Lent

Mothering Sunday

Easter

April Fool's Day

Harvest Festival

Halloween

Bonfire Night

Remembrance Day

St. Andrew's Day

Christmas

2. Підготуйте мультимедійну презентацію на одну з запропонованих тем.

- *New Year's Day*
- *Hogmanay*
- *Twelfth Night and Epiphany*
- *Burns' Night*
- *Candlemas Day*
- *Valentine's Day*
- *Purim (varies)*
- *St. Patrick's Day*
- *Pancake Day*
- *Lent*
- *Mothering Sunday*
- *Easter*
- *April Fool's Day*
- *Harvest Festival*
- *Halloween*
- *Bonfire Night*
- *Remembrance Day*
- *St. Andrew's Day*
- *Christmas*

3. Підготуйте постер повідомлення на одну з запропонованих тем

- *New Year's Day*
- *Hogmanay*
- *Twelfth Night and Epiphany*
- *Burns' Night*
- *Candlemas Day*
- *Valentine's Day*

- *Purim (varies)*
- *St. Patrick's Day*
- *Pancake Day*
- *Lent*
- *Mothering Sunday*
- *Easter*
- *April Fool's Day*
- *Harvest Festival*
- *Halloween*
- *Bonfire Night*
- *Remembrance Day*
- *St. Andrew's Day*
- *Christmas*

Самостійна робота до кредиту 18

- Напишіть есе на одну з запропонованих тем.

“Christmas doesn't come from a store, maybe Christmas perhaps means a little bit more.” – Dr. Seuss, How the Grinch Stole Christmas!

“One can never have enough socks. Another Christmas has come and gone and I didn't get a single pair. People will insist on giving me books.” – J.K. Rowling, Harry Potter and the Sorcerer's Stone

“Pray, dear madam, another glass; it is Christmas time, it will do you no harm”. – William Makepeace Thackeray, The Kickleburrys on the Rhine

“Christmas day is the children's, but the holidays are youth's dancing-time.” – Booth Tarkington, The Magnificent Ambersons

“At Christmas I no more desire a rose / Than wish a snow in May's new-fangled shows” – William Shakespeare, Love's Labour's Lost

“A lovely thing about Christmas is that it's compulsory, like a thunderstorm, and we all go through it together”. – Garrison Keillor, Leaving Home

“Always winter but never Christmas.” – C.S. Lewis, The Lion, the Witch and the Wardrobe

“Everyone wants a Christmas tree. If you had a Christmas tree Santa would bring you stuff! Like hair curlers and slut shoes.” – Janet Evanovich, Visions of Sugar Plums

“What kind of Christmas present would Jesus ask Santa for?” – Salman Rushdie, Fury

“Christmas is built upon a beautiful and intentional paradox; that the birth of the homeless should be celebrated in every home.” – G.K. Chesterton, Brave New Family

2. Підготуйте мультимедійну презентацію на одну з запропонованих тем.

- *Christmas in the UK*
- *Christmas in the USA*
- *Christmas in Canada*
- *Christmas round the world*
- *Cristman traditions*

3. Підготуйте постер повідомлення на одну з запропонованих тем

- *Christmas in the UK*
- *Christmas in the USA*
- *Christmas in Canada*
- *Christmas round the world*
- *Cristman traditions*

Самостійна робота до кредиту 19

1. Напишіть есе на одну з запропонованих тем.

“The maxim of the British people is “Business as usual.” Winston Churchill

“We have really everything in common with America nowadays except, of course, language”. – Oscar Wilde

“The English are not a very spiritual people, so they invented cricket to give them some idea of eternity”. – George Bernard Shaw

“When a man is tired of London, he is tired of life; for there is in London all that life can afford.” – Samuel Johnson

“I think it has something to do with being British. We don’t take ourselves as seriously as other countries do.” – Joan Collins

2. Підготуйте мультимедійну презентацію на одну з запропонованих тем.

- *Stonehenge*
- *Tower of London*
- *The Roman Baths and Georgian*
- *City of Bath*
- *British Museum*
- *York Minster and Historic Yorkshir*
- *Chester Zoo*
- *Lake District National Park*
- *Canterbury Cathedral*
- *Eden Project*
- *The Cotswolds*
- *National Gallery*
- *Warwick Castle*
- *Tate Modern*
- *Royal Museums Greenwich*

3. Підготуйте постер повідомлення на одну з запропонованих тем

- *Stonehenge*
- *Tower of London*
- *The Roman Baths and Georgian*
- *City of Bath*
- *British Museum*
- *York Minster and Historic Yorkshir*

- *Chester Zoo*
- *Lake District National Park*
- *Canterbury Cathedral*
- *Eden Project*
- *The Cotswolds*
- *National Gallery*
- *Warwick Castle*
- *Tate Modern*
- *Royal Museums Greenwich*

Самостійна робота до кредиту 20

1. Напишіть есе на одну з запропонованих тем.

“A house without books is like a room without windows.” — Horace Mann
“Nature is a haunted house--but Art--is a house that tries to be haunted.”
 — *Emily Dickinson, The Complete Poems of Emily Dickinson*

“I should say: the house shelters day-dreaming, the house protects the dreamer, the house allows one to dream in peace.” — Gaston Bachelard
, The Poetics of Space

“Everyone needs a house to live in, but a supportive family is what builds a home.” — Anthony Liccione

“It didn't matter how big our house was; it mattered that there was love in it.” — Peter Buffett, Life Is What You Make It: Find Your Own Path to Fulfillment

2. Підготуйте мультимедійну презентацію на одну з запропонованих тем.

- *My family*
- *Close-knit family*
- *Extended family*
- *Unbringing in a modern family*
- *A family as a cell of a society*

3. Підготуйте постер повідомлення на одну з запропонованих тем

4. *My family*

5. *Close-knit family*

6. *Extended family*

7. *Unbringing in a modern family*

8. *A family as a cell of a society*

1. Напишіть есе на одну з запропонованих тем.

My favourite Ukrainian city

Kyiv

Odesa

Lviv

Dnipro

Mykolaiv

Others

2. Підготуйте мультимедійну презентацію на одну з запропонованих тем.

- *My favourite Ukrainian city*

- *Kyiv*

- *Odesa*

- *Lviv*

- *Dnipro*

- *Mykolaiv*

- *Others*

3. Підготуйте постер повідомлення на одну з запропонованих тем

- *My favourite Ukrainian city*

- *Kyiv*

- *Odesa*

- Lviv
- Dnipro
- Mykolaiv
- Others

Самостійна робота до кредиту 22

1. Напишіть есе на одну з запропонованих тем.

“Tennis just a game, family is forever.” – Serena Williams

Work is work, but family is for life. That’s what really matters to me.” – Akshay Kumar

“My family is my life, and everything else comes second as far as what’s important to me.” – Michael Imperioli

“Seeing the family is a very important part of my weekend.” – Susannah York

“I think family is key, and if you have love for family, then you have love for others – and you have unity as a people.” – Marlon Wayans

“The most important thing in the world is family and love.” – John Wooden

“For me, family always comes first; I would do anything to protect them.” – Mark Wahlberg

2. Підготуйте мультимедійну презентацію на одну з запропонованих тем.

- *“Family and God – that is what’s important. Money, cars, those are things that come and go.” – Fabrice Muamba*
- *“What is important is family, friends, giving back to your community and finding meaning in life.” – Adrian Grenier*
- *“It’s very important to prioritize. I know, for me, my family comes first. That makes every decision very easy.” – Jada Pinkett Smith*
- *“My family was my guide to my reality.” – Haywood Nelson*
- *“I’m a minimalist. I don’t really need much to enjoy a good holiday – just my family and the bare essentials.” – Jean Reno*

- *“I am blessed to have so many great things in my life – family, friends and God. All will be in my thoughts daily.” – Lil’ Kim*
- *“My family comes first. Maybe that’s what makes me different from other guys.” – Bobby Darin*
- *“Family is the most important thing in the world.” – Princess Diana*

3. Підготуйте постер повідомлення на одну з запропонованих тем

- *“Family and God – that is what’s important. Money, cars, those are things that come and go.” – Fabrice Muamba*
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- *“My family comes first. Maybe that’s what makes me different from other guys.” – Bobby Darin*
- *“Family is the most important thing in the world.” – Princess Diana*

Самостійна робота до кредиту 23

1. Напишіть есе на одну з запропонованих тем.
- *Your limitation—it’s only your imagination.*
 - *Push yourself, because no one else is going to do it for you.*
 - *Sometimes later becomes never. Do it now.*
 - *Great things never come from comfort zones.*
 - *Dream it. Wish it. Do it.*
 - *Success doesn’t just find you. You have to go out and get it.*

- *The harder you work for something, the greater you'll feel when you achieve it.*
- *Dream bigger. Do bigger.*
- *Don't stop when you're tired. Stop when you're done.*
- *Wake up with determination. Go to bed with satisfaction.*

2. Підготуйте мультимедійну презентацію на одну з запропонованих тем.

- *Do something today that your future self will thank you for.*
- *Little things make big days.*
- *It's going to be hard, but hard does not mean impossible.*
- *Don't wait for opportunity. Create it.*
- *Sometimes we're tested not to show our weaknesses, but to discover our strengths.*
- *The key to success is to focus on goals, not obstacles.*
- *7. Dream it. Believe it. Build it.*

3. Підготуйте постер повідомлення на одну з запропонованих тем

- *Do something today that your future self will thank you for.*
- *Little things make big days.*
- *It's going to be hard, but hard does not mean impossible.*
- *Don't wait for opportunity. Create it.*
- *Sometimes we're tested not to show our weaknesses, but to discover our strengths.*
- *The key to success is to focus on goals, not obstacles.*
- *7. Dream it. Believe it. Build it*

Методи та критерії оцінювання

Оцінювання презентації

За наслідками створення презентації та її представлення (виступу) виставляється оцінка.

Оцінка "відмінно" виставляється при:

відповідності змісту презентації темі;

наявності правильного оформлення презентації;

якісно підготовленої практичної розробки;

дотриманні всіх вимог щодо технічного й естетичного оформлення роботи і орфографічного стандарту.

наявності електронного (на зовнішньому носіїві CD-RW або DVD-RW) та роздрукованого кольорового роздавального матеріалу презентації (екземпляр для кожного члена комісії).

Оцінка "добре" виставляється при наявності незначних недоліків у виконанні презентації та її оформленні.

Оцінка "задовільно" виставляється при наявності суттєвих недоліків у виконанні презентації, окремих недоліків у її оформленні.

Оцінка "незадовільно" виставляється при повній невідповідності вимогам щодо обсягу, оформлення та викладу змісту презентації.

Під час захисту презентацій можна використати критерії оцінювання комп'ютерних презентацій.

Оцінювання есе

Змістовність (широта й повнота викладання теми)

Формулювання проблеми в соціологічних термінах

Структурованість і відповідність заданій темі

Коректне використання соціологічного категоріального апарату

Наявність емпіричних матеріалів, що підтверджують точку зору автора

Аналітичні елементи в роботі

Наявність авторської позиції

Ясність, логічність письмового викладу матеріалу, відповідність стилю викладання даному жанру роботи

Уміння стисло, логічно й повно представити роботу, зацікавити аудиторію

Уміння точно й змістовно відповісти на питання

Підсумковий показник (у балах)

Методичне забезпечення

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3. В.В. Баркасі, І.В. Шевченко «Навчально-методичні рекомендації для самостійної роботи студентів за книгою Джин Вебстер “Довгоногий дядечко” (домашнє читання).
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12. William Henry Hudson. An Introduction to the Study of Literature. L , 1915.

11. Рекомендована література

Базова

1. Возна М.О., Гапонов А.Б., Акулова О.О., Хоменко Н.С., Гуль В.С. Англійська мова. 1 курс: Англійська мова для перекладачів та філологів. – Вінниця: Нова книга. – 2004. (126 примірників)
2. Мовленнєвий практикум. 1 курс: навч.-метод. посібник/ Р.В. Майборода, І.Ю. Рень. – Миколаїв: Іліон, 2011. – 164с. (6 примірників)
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Essay

(taken and adapted from <https://www.wikihow.com/Sample/Tess-of-the-d'Urbervilles-Essay>)

How to write an essay

Throughout your education and working in the educational sphere, you will often be asked to write essays. You may have to work on an assigned essay for class, enter an essay contest or write essays for college admissions. Here you can find a number of recommendations to improve your writing skills in both academic and literal areas.

Writing recommendations

1. **Narrow your topic.** Your topic may be given to you by your instructor, or you may get to choose it yourself. Either way, you need to have a topic in mind before you get started working on your essay. Otherwise, you won't know what to write about!
 - *If you're having trouble choosing a topic, try brainstorming to reveal a topic. Jot down your thoughts until something jumps out at you, or try making a mind map;*
 - *Determine what type of essay you're writing. Your essay may be a narrative, expository, or persuasive essay. You may also be writing a research paper. While these types of writing share similarities, they also have important differences. It's important to decide which type of writing you're preparing before you get started;*
 - *In many cases, the type of essay you're writing will be determined by an assignment. If this is the case, read the assignment sheet thoroughly. If you have any questions, talk to your instructor.*

2. **Research the topic.** This step is especially important if your paper is a research paper. Go online, head to the library, search an academic database, or read newspapers. You can also ask a reference librarian.

Know which sources are acceptable to your teacher. Does your teacher want a certain number of primary sources and secondary sources? Is your teacher picky about what's considered reliable sources? Can you use Wikipedia? Wikipedia is often a good starting point for learning about a topic, but many teachers won't let you cite it because they want you to find more authoritative sources. Even if your teacher does not allow Wikipedia, you can still use Wikipedia articles to get a general working knowledge of your topic and find search terms. The "Works Cited" or "Bibliography" section at the bottom of the page can also be a good starting point for finding reliable sources that can provide more reputable information. However, if your teacher forbids even that much, a normal encyclopedia can serve the same function.

3. **Take detailed notes, keeping track of your sources.** Record the facts and where you got them from. Write down your sources in the correct citation format so that you don't have to go back and look them up again later. Note cards are a great option for keeping track of information.

- If you don't want to use note cards, you could try a digital option! For example, you might try digital note cards for an easy solution, such as the site SuperNotecards. If you're more tech savvy, you could try a bibliographic software like Zotero. If you write a lot, you might try a writing project software, such as Scrivener
- Never ignore facts and claims that seem to disprove your original idea or claim. A good essay writer either includes the contrary evidence and shows why such evidence is not valid or alters his or her point of view in light of the evidence.

- Analyze well-written essays. In your research you'll probably come across really well-written (and not so well-written) arguments about your topic. If you're having trouble finding these examples, try searching on Google Scholar, JSTOR, or Ebsco. The bibliographies of the well-written essays can also provide you with good sources. Do some analysis to see what makes them work.

a. What claims does the author make?

- *Why do they sound good?* Is it the logic, the sources, the writing, the structure? Is it something else?

b. What evidence does the author present to you?

- *Why does the evidence sound credible?* How does the author present facts, and what is his/her approach to telling a story with facts?

c. Is the logic sound or faulty, and why?

- *Why is the logic sound?* Does the author back up his/her claims with examples that are easy to follow?

4. **Brainstorm your own ideas.** Sure, you can use the arguments of others to back up what you want to say. However, you need to come up with your original spin on the topic to make it uniquely yours.

- Make lists of ideas. You can also try mind mapping.
- Take your time. Walk in your neighborhood or local park and think about your topic. Be prepared for ideas to come to you when you least expect them.

5. **Write your thesis statement.** Look at the ideas that you generated. Choose one to three of your strongest ideas that support your topic. You should be able to support these ideas with evidence from your research.

- Write a thesis statement that summarizes the ideas that you plan to present. Essentially, let the reader know where you're going, why, and how you will get there.
- A thesis statement *should* have a narrow focus include both your topic and what you plan to present. For example, "Although Eli Whitney's cotton gin ushered in a new era of American prosperity, it also widened the gap in suffering for African-American slaves, who would soon be more in demand, and more exploited, than ever."
- A thesis statement *should not* ask a question, be written in first person ("I"), roam off-topic or be combative.

6. **Plan your essay.** Take the thoughts that you brainstormed and assemble them into an outline. Write a topic sentence for your main ideas. Then, underneath, make bullet points and list your supporting evidence. Generally, you want three arguments or pieces of evidence to support each main idea.

- a. Topic sentence: *"Eli Whitney's cotton gin made life harder on African American slaves."* - "The success of cotton made it harder for slaves to purchase their own freedom." - "Many northern slaves were in danger of being kidnapped and brought down south to work in the cotton fields." - "In 1790, before the cotton gin, slaves in America totaled about 700,000. In 1810, after the cotton gin had been adopted, slaves totaled about 1.2 million, a 70% increase."

7. **Write the body of your essay.** You do want to think about length here; don't write pages and pages if your teacher wants 5 paragraphs. However, you should free write to let your thoughts reveal themselves. You can always make them more concise later.

- a. Avoid statements such as "_____ is the most important problem facing the world today," can cause your reader to dismiss your position out of hand if he/she

disagrees with you. On the other hand, "_____ is a significant global problem" is more accurate.

- b. Don't use "I" statements such as "I think." Likewise, avoid the personal pronouns "you," "we," "my," "your" or "our". Simply stating your argument with supporting facts makes you sound much more authoritative. Instead of writing, "I found Frum to have a conservative bias," tell the reader why your statement is true: "Frum displays a conservative bias when he writes..."
- c. Keep your focus on the topic and your thesis. It's tempting to allow your thoughts to wander or to add additional information that seems interesting. However, this distracts from your purpose and undermines your essay. Make sure you stay on topic!

8. **Come up with a compelling title and introduction.** Your title and introduction make people want to read your essay. If your teacher is the audience, then of course your teacher will read the whole piece. However, if you're submitting to an essay contest or writing an essay for college admissions, your title and introduction have to hook the reader if you want to meet your objectives.

- a. Skip obvious expressions such as, "This essay is about," "The topic of this essay is" or "I will now show that".
- b. Try the inverted pyramid formula. Start off with a very broad description of your topic and gradually narrow it down to your specific thesis statement. Try to use no more than 3 to 5 sentences for short essays, and no more than 1 page for longer essays. Alternatively, you might open with an anecdote or quote that sets up the importance of your topic.
- c. Short essay example: *Every year, thousands of unwanted and abused animals end up in municipal shelters. Being caged in shelters not only causes animals to suffer but also drains local government budgets. Towns and cities could prevent both animal abuse and government waste by requiring prospective pet owners to go through mandatory education before allowing them to obtain a pet. Although*

residents may initially resist the requirement, they will soon see that the benefits of mandatory pet owner education far outweigh the costs."

9. **Conclude your essay.** Summarize your points and suggest ways in which your conclusion can be thought of in a larger sense.
 - a. Answer questions like, "What are the implications of your thesis statement being true?" "What's the next step?" "What questions remain unanswered?"
 - b. Your arguments should draw your reader to a natural, logical conclusion. In a sense, you are repackaging your thesis statement in your concluding paragraph by helping the reader to remember the journey through your essay.
 - c. Nail the last sentence. If your title and first paragraph make the reader want to read your essay, then your last sentence makes the reader remember you. If a gymnast does a great balance beam routine but falls on the landing, then people forget the routine. Gymnasts need to "stick the landing," and so do essay writers.

Revising your Essay

1. **Wait a day or so and re-read your essay.** Get your essay done a couple of days before the due date so that you have time to go back and revise it to make it polished. Avoid turning in a first draft that you haven't double-checked for errors.
2. **Correct errors related to grammar, punctuation and spelling.** Consult a style book if you are unsure how to properly use quotation marks, colons, semicolons, apostrophes or commas. Avoid using exclamation points.
3. **Check your statements.** Look for mistakes involving than/then, your/you're, its/it's, etc. Make sure you know how to use apostrophes correctly. Look for mistakes involving general punctuation. Check for run-on sentences, commas and periods inside quotation marks, as well as sparsely-used dashes, colons, and semi-colons.
4. **Remove any repetitive or unnecessary words.** Vary your language with the help of a thesaurus. Also, consult a dictionary to make sure that you're using unfamiliar words correctly.

At the same time, try to keep your language short, sweet, and to the point. A thesaurus is a great tool, but don't just use big words to sound fancy. The best essays are clear, concise, and easily understood by a wide audience.

Focus on writing killer verbs for sentences. Verbs communicate the action in a sentence and drive the action. A great verb can be the difference between a bland sentence and a beautiful one.

Use adjectives lightly. Adjectives are great descriptive words, but when used indiscriminately, they can burden an essay and make it less readable. Try to let the verbs and nouns do most of the heavy lifting before you focus on adjectives.

5. **Avoid colloquial (informal) writing.** Do not use contractions or abbreviations (e.g., don't, can't, won't, shouldn't, could've, or haven't). Your essay should have a serious tone, even if it's written in a light or lyrical style.
6. **Analyze how your essay flows.** Does each sentence lead smoothly to the next? Does each paragraph flow logically to the next? Although you can analyze your essay by reading through it, it's helpful to make a reverse outline, working from your essay to outline your thoughts. Good connections will help your ideas to flow:
 - When events happen in sequence: *I first started to realize that I was in the minority when I was in middle school...My realization was confirmed when I proceeded to high school.*
 - If sentences elaborate on each other: *Plants need water to survive...A plant's ability to absorb water depends on the nutrition of the soil.*
 - When an idea contrasts with another idea: *Vegetarians argue that land is unnecessarily wasted by feeding animals to be eaten as food...Opponents argue that land being used for grazing would not be able to be used to create any other kind of food.*

- If you're relaying a cause and effect relationship: *I will be the first person in my family to graduate from college...I am inspired to continue my family's progress through the generations.*
 - When connecting similar ideas: *Organic food is thought to be better for the environment . . . local food is believed to achieve the same goals.*
7. **Cut information that's not specifically related to your topic.** You don't want your essay to ramble off-topic. Any information that doesn't directly or indirectly support your thesis should be cut out.
 8. **Have someone read your paper aloud to you.** Your ears are sometimes better than your eyes at picking up mistakes in language. The essay should sound like it has a good flow and understandable words.
 9. **Rewrite any problematic body passages.** If needed, rearrange sentences and paragraphs into a different order. Make sure that both your conclusion and introduction match the changes that you make to the body.

Writing a Persuasive Essay

1. **Compose your essay with a clear purpose.** A persuasive essay is designed to sway the reader to adopt your point of view about a topic. This means it's important that your views are expressed in a clear, concise manner, which allows the reader to understand your argument. These are good examples of persuasive essay topics you might write about:
 - Whether governments should or should not fund embryonic stem cell research.
 - Whether love is a virtue or a vice.
 - Why *Citizen Kane* is the best movie of the 20th century.

- Why American citizens should be forced to vote.
2. **Write your essay as though you are conducting a debate.** When you speak in a debate, you introduce your topic, list your evidence and draw a conclusion for the people who are listening. A persuasive essay has a similar structure.
 3. **Collect facts from good sources to justify your opinions.** Support your argument with reasoned facts. A well-written essay is great, but a well-argued essay is undeniable.

(In addition to doing research, you can perform empirical experiments including taking surveys, doing interviews or conducting experiments. Survey results or interviews could be great pieces of information to start your essay with. Tell a story about the facts. Don't just list the facts; tell a story! For example: "Since the death penalty has been reinstated, more than 140 inmates on death row have been released after evidence proved them innocent. Ask yourself: How would *you* like to be one of those 140 wrongfully-convicted inmates?")

4. **Discuss conflicting opinions.** Present the other side of your argument and use logic and facts to show why the other side's opinion is either inaccurate or not up-to-date. This process is often called a concession or rebuttal. You're showing the reader you are unbiased and considered the other arguments, but you concluded that your argument is the best.

For example: *"Some people argue that the death penalty acts as a deterrent to crime. Time after time, evidence has disproved this theory. The death penalty, in fact, does not act as a deterrent to crime: The South accounts for 80% of US executions and has the highest regional murder rate."*

5. **Tie all your ideas together in a gripping conclusion.** Be sure to stress your thesis, or what you are arguing for or against, one last time. Use some of the information you have discussed, or a story you've saved, to color your conclusion a little bit.

Writing an Expository Essay

1. **Choose a subject for your essay.** You'll be investigating a topic and presenting your viewpoint about the topic based on evidence. Research papers usually fall under this category of writing.

For example, you could write an expository essay arguing that embryonic stem cell research can lead to cures for spinal cord injuries and illnesses like Parkinson's or diabetes. Expository essays differ from persuasive essays because you aren't stating an opinion. You're stating facts that you can back up with research.

2. **Select your strategy and structure.** Some common strategies and structures for expository writing include:
 - Definitions. Definition essays explain the meaning of terms or concepts.
 - Classification. Classification essays organize a topic into groups starting with the most general group and narrowing down to more specific groups.
 - Compare and contrast. In this type of essay, you'll describe either the similarities and differences (or both) between ideas or concepts.
 - Cause and effect. These essays explain how topics affect each other and how they are interdependent.
 - How-to. How-to essays explain the steps required for completing a task or a procedure with the goal of instructing the reader.

3. **Keep your views unbiased.** Expository essays aren't about opinions. They are about drawing a conclusion based on verifiable evidence. This means keeping your perspective balanced and focusing on what the facts tell you. You might even find that, with new information, you'll have to revise your essay. If you started out writing about the scarcity of information regarding global warming, but came across a bunch of scientific evidence supporting global warming, you at least have to consider revising what your essay is about.

4. **Use the facts to tell the story.** The facts will tell the story itself if you let them. Think like a journalist when writing an expository essay. If you put down all the facts like a reporter, the story should tell itself.
 - Don't mess with structure in expository essays. In narrative essays, you can twist and turn the structure to make the essay more interesting. Be sure that your structure in expository essays is very linear, making it easier to connect the dots.

Writing a Narrative Essay

1. **Tell your story vividly and accurately.** A narrative essay recounts an incident that either you or others have experienced. In a narrative essay, you could describe a personal experience in which embryonic stem cell research could have helped you or someone you love conquer a debilitating condition.
2. **Include all of the elements of good storytelling.** You'll need an introduction, setting, plot, characters, climax and conclusion.

Introduction: The beginning. How are you going to set the story up? Is there something useful or important here that gets mentioned later on?

Setting: Where the action takes place. What does it look like? Which words can you use to make the reader feel like they are there when they read it?

Plot: What happens. The essential action. Why is the story worth telling?

Characters: Who's in the story. What does the story tell us about the characters?

What do the characters tell us about the story?

Climax: The suspenseful bit before anything is resolved. Are we left hanging on the edges of our seat? Do we need to know what happens next?

Conclusion: How everything resolves. What does the story mean in the end? How have things, people, ideas changed now that the end is revealed?

3. **Have a clear point of view.** Most narrative essays are written from the author's point of view, but you can also consider other perspectives as long as your point of view is consistent.

- Utilize the pronoun "I" if you are the narrator. In a narrative essay, you can use first person. However, make sure that you don't overdo it. In all essays, you sound more authoritative if you state facts or opinions in third person.

4. **Make a point.** You're telling a story, but the purpose of the story is to make a specific point. Introduce your main idea in your thesis statement, and make sure that all of your story elements tie back to your thesis statement.

- *What did you learn?* How is your essay an exploration of the things that you learned?
- *How have you changed?* How is the "you" that started the essay different from the "you" now? Related to, but different from, the "what did you learn?" question.

5. **Choose your language carefully.** You will use words to evoke emotions in your reader, so choose your words deliberately.

Essay Temple:

TITLE

Introduction Paragraph:

- Hook
- Thesis
- Transition

Body Paragraph 1:

- Strongest point
- Introduction
- Examples
- Explanation
- Conclusion that ties to thesis
- Transition

Body Paragraph 2:

- Weakest point
- Introduction
- Examples
- Explanation
- Conclusion that ties to thesis
- Transition

Body Paragraph 3:

- Second-strongest point
- Introduction
- Examples
- Explanation
- Conclusion that ties to thesis
- Transition

Conclusion Paragraph:

- Restated thesis
- Concise summary of the body and how it ties to thesis
- Signal for the end of essay

Sample Informative Essay

Every writer experiences that moment: she walks into a bookstore, looks at the nearest display of whatever book is the “hot seller” that week, and wonders, “How can someone write something *that bad* and get published, but I can’t?” The publishing industry is known for being hyper-competitive and almost as fickle as the field of fashion design. With thousands of talented, unknown writers vying to get discovered, sometimes it seems like the answer to the question of “who gets a publishing deal this week” is as random, and as risky, as a game of Russian roulette. Writers seeking to take control of their careers and their lives need to re-evaluate the typical publishing cycle and consider whether or not self-publishing is a viable option. Self-publishing is an accessible means of pursuing the business of authorship, allows a writer to exercise more control over her intellectual property, and gives a writer the flexibility to promote her writing in a way that she finds acceptable and effective.

The opportunities to self-publish a novel, novella, short story, article, or any other preferred format of writing have never been more prevalent. Self-publishing platforms such as Amazon, Lulu, and Smashwords offer abundant options in a variety of mediums, from physical trade paperbacks to the ever-growing eBook sector. Writers can select from a wide variety of packages, including editing and proofreading services, cover design options, and formatting services. Multi-talented writers can even take on all of these lofty tasks themselves and just pay a nominal fee for offering their works through the plethora of online distributors. With big online retailers such as Amazon investing significant resources into offering self-publishing tools for budding authors, writers with a finished manuscript can find plenty of opportunities to create and stage their final products.

Naysayers claim that those who self-publish should beware releasing a book that hasn’t received the blessing of big publishing houses because once something is published, it can never be un-published. The collective response from those familiar with intellectual property rights has been a resounding, “So what?”

Writers who self-publish have a distinct advantage over those who sign contracts: self-publishers retain the intellectual property rights for their work, which means they can keep their work, or sell it whenever they want. Traditionally published authors simply can't; the publishing house gets all of the rights, while the author only remains entitled to future royalties, however stingy. Having control over a copyright can be a powerful bargaining chip, giving self-published authors who prove themselves their choice of publishers if they later decide to go the traditional route.

Publishing houses have the resources necessary to launch an effective marketing campaign for a newly published author. However, many authors lament the lack of backing they get from their publishers once their book goes to print, or may even disagree with a particular public relations angle for moral or strategic reasons. When self-publishing, the writer is the one who maintains control. The writer selects the venues, content, and target demographic, and decides what strategies will be most effective for reaching the readers she wants to reach. From blog entries to Twitter feeds, print ads, submissions, and book reviewers, writers can find new readers just about anywhere with a little time and some social media savvy.

The accessibility of self-publishing tools, advantages in intellectual property rights, and opportunities for unique self-directed promotional campaigns all make self-publishing a more viable option for writers looking to share their work without having to wait for a big publishing contract. Any writer who is tired of rejected query letters, returned manuscripts, and unfavorable publishing contracts should explore this rapidly growing venue. Writers are uniquely positioned to take control of their professional lives and their industry by developing a supportive readership before getting drawn into a less-than-desirable book deal. Self-publishing is truly the way of the future for any writer with a little time, a little talent, and a lot of ambition.

Sample Othello Essay

“Heaven Is My Judge”: Literary Devices in *Othello*

William Shakespeare's classic drama *Othello* centers around the two conflicting characters of scheming, manipulative Iago and the honorable, but often times faithless Othello. Despite the fact that these men are completely opposite in character, Iago commands such persuasive powers that he literally starts to affect Othello's thinking, altering the figures of speech he uses and his perceptions of those close to him. Both Othello and Iago use many of the same literary devices and much of the same figurative language to express not only their opinions of those around them, but also their general conceptions of the workings of the universe on a more spiritual level.

Act I of *Othello* closes with Iago giving a soliloquy introducing his plan to make Othello lose faith in his wife. This speech reveals Iago to have an incredibly materialistic and conceited nature, as he reduces everyone mentioned to an object easily capable of manipulation. Roderigo becomes Iago's purse, Cassio is simply a handsome, noble man who can be used to make Othello jealous, and Othello himself is “As tenderly [led] by the nose/ As asses are” (1163). Even Iago's own wife, Emilia, is referred to as Iago's “office,” an item that he has earned, rather than a woman he has vowed to love. He concludes this speech by saying “Hell and night/ Must bring this monstrous birth to the world's light,” comparing Othello and Desdemona's marriage to a “monster birth,” while equating himself and his deceptions to Satan. Iago continuously makes comments about how hell is superior to heaven. In a later soliloquy near the end of Act II, Iago continues to relate the people he is manipulating to objects, this time also comparing the entire scenario to a game in which he plays the villain and Othello is a prize to be won. Iago mocks himself and his feigned innocence in this speech, exclaiming “Divinity of hell!/ When devils will the blackest sins put on/ They do suggest at first with heavenly shows,/ As I do now” (1180). Iago hates that he must play an innocent underling in his own plot, but at the same time he realizes that the easiest method to achieve his goals is to hide his true intentions under a cloak of innocence.

Othello's soliloquy in Act V, before he kills Desdemona, bears many parallels to the speeches made by Iago throughout the play. Othello, like Iago, objectifies Desdemona several times, first refusing to spill her blood, for fear of ruining her “smooth as monumental alabaster” skin. He then says “Put out the light, and then put out the light” (1124), trying to give himself the resolve to literally extinguish the room's light before figuratively extinguishing Desdemona's life. This comparison of Desdemona to an extinguishable candle, rather than granting conviction, serves to stay further action briefly while he fully considers the

analogy. He muses that if he extinguishes a candle, he can always light it again, while if he “extinguishes” his wife, here compared to some object of intricate design, nothing can bring her life back. When Othello finishes the candle analogy, he repeats the same idea, this time comparing Desdemona to a rose that, once plucked, can never grow again. This speech is concluded with the very Iago-like statement “this sorrow's heavenly,/ It strikes where it doth love” (1125). Othello believes he is doing the right thing by killing his wife because according to his Christian beliefs, his God tests those He loves. This is not exactly what Iago was referring to when he mentioned devils putting on “heavenly shows,” but it greatly increases the audience's sense of dramatic irony to know that Othello believes himself to be doing the right thing, even at this late point in the play.

While Othello uses much of Iago’s own figurative language by the end of the play, he does so to achieve different results. Iago degrades every other character by comparing them to objects that can easily be manipulated, while Othello, when he dehumanizes people, somehow makes them out to be more than human. Likewise, when Iago makes reference to heaven and hell, he always describes how hell comes out on top. Othello, on the other hand, knows that heaven represents all that is good and right on Earth and so eventually throws himself at the mercy of his God, making him the tragic hero of the play.

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Sample Ozymandias Essay

Mighty Despair: Power and Irony in “Ozymandias”

“Ozymandias,” Shelley’s famous poem, reveals the impermanence of human achievement. The poem describes a crumbling statue, a “colossal wreck” in the form of a long-lost king. The reader of the poem is thrice-removed from Ozymandias, as the speaker relates a story he heard from a traveller who encountered the statue in the desert. A plate beneath the statue reads “Look on my works, ye Mighty, and despair!” Though Ozymandias presumably means that other mighty kings should despair at their inability to match his strength, the statement ironically evokes despair in the readers of the poem by reminding them of the impermanence of human works.

The traveller describes the shattered statue, abandoned to sink in the desert. He begins building the image of the statue by emphasizing its size, referring to it as “colossal” and “vast.” Early in the poem, this description serves to create a sense of the grandness of the statue and the story, but later it will create the sense that even incredible achievements will be lost to time. While the statue’s face still conveys something of Ozymandias’s nature, it, too, ultimately reinforces the impermanence of human works. By describing the sculptor’s skill (“its sculptor well that passion read”), the speaker begins to build the “despair” central to the poem. Neither the might of a king (Ozymandias) nor the skill of an artist (the sculptor) allows the monument to survive the test of time.

The poem separates the reader from Ozymandias: it does not describe the king himself, but the speaker hearing a traveller tell of a statue he saw in the desert. This separation is central to the sense of impermanence in the poem. If the poem exposed the reader to Ozymandias’s mightiness, it might lend a sense of meaning to Ozymandias’s works. Instead, the poem reveals the ephemeral nature of power and artistry by separating the reader from both the king and his monument. Even though Ozymandias was seemingly powerful enough to build the statue, the speaker only hears of him through happenstance. If the speaker had never met the traveler, the traveler had never found the statue, or Ozymandias had never

commissioned the statue, the speaker might have never heard of Ozymandias, let alone experienced a sense of his might. This discovery of Ozymandias by chance, coupled with the separation of the speaker from the king, create the sense of loss around Ozymandias's works.

Beneath the statue, on the pedestal, a placard reads "My name is Ozymandias, king of kings:/ Look on my works, ye Mighty, and despair!" When dictating this placard, Ozymandias surely intended to proclaim his might to anyone drawing near the statue. The phrase "king of kings" demonstrates that he was very powerful, perhaps more akin to an emperor than the prince of a nation-state. While the command to "despair!" once implored his subjects and enemies to dread his power, it now implores the reader to despair at the fleeting nature of humanity. Through decay, time inverts this statement to imply that no matter how powerful you are, or how great your works, you will eventually fade into obscurity.

A sense of the impermanence of human achievement permeates this poem. The poem's focus on vastness helps evoke a sense of Ozymandias' might, heightening the reader's "despair" at the statue's "decay." By distancing the reader from Ozymandias's power through layers of storytellers (the sculptor, the traveller, and the speaker), and the ironic statement engraved on the statue's pedestal, the poem reveals time's dominance over all human works, including words. The poem describes the futility of amassing skill and power, leaving the reader to contemplate the ephemeral nature of human life.

Was any part of this sample helpful to you?

Sample Tess of the d'Urbervilles Essay

"Sensitive as Gossamer": Unstable Characterizations in *Tess of the D'Urbervilles*

When *Tess of the D'Urbervilles*, by Thomas Hardy, was first published in 1891, it was released in serial version for *The Graphic* magazine and was heavily edited to provide for the Victorian sense of modesty and decency. Many important parts of the novel were omitted, moved, or simply altered, destroying some of the novel's literary and symbolic meaning. Some of these differences between the original and edited versions completely altered the storyline of the novel, making it hard for readers to identify with characters and understand the motivation behind their actions. The edits made to Hardy's original version alter vital sections of the novel, de-emphasizing themes and character development in the process.

Phase The First of the serial version of the novel was released with drastic alterations that made it practically a different story. The first omission of the novel is the last two paragraphs of the 9th chapter and the entirety of the 10th and 11th chapters. At the end of the 9th chapter, Tess is whistling to Mrs. D'Urberville's finches and discovers that someone is in the room spying on her from behind the curtains. When Tess catches Alec hiding behind the curtains, she becomes even more distrustful of him, checking the curtains every day thereafter. This scene emphasizes Alec's sneaky and devious nature and makes the reader wonder if his seemingly unplanned run-in with Tess later in the novel is really as coincidental as it seems.

The main reason the 10th chapter of the novel is omitted is simply because it leads into the 11th chapter, in which Tess is raped. The 10th chapter reveals a vital aspect of Tess's character: when she seems to hit rock bottom, she will allow Alec to bail her out. When the Queen of Spades attempts to fight Tess and it seems that there is no escape for her, Alec appears out of nowhere to rescue her and Tess, in desperation, accepts his help. This is important to know about Tess's character because she eventually becomes desperate enough to accept Alec's help again, when it seems to her that Angel has left her for good. Tess's habit of allowing Alec

to bail her out when she becomes desperate enough is a continuous theme throughout the novel until he finally pushes her too far and she kills him. Not knowing this about Tess leaves the reader feeling less sympathetic toward her when she meets her inevitable fate.

The 11th chapter takes place after Alec spirits Tess away from the Queen of Spades when the two of them are alone walking through the woods. It is the most offensive—and possibly the most important—chapter in the book. In the serial version of the novel, this entire chapter and all references to the baby Tess becomes pregnant with are omitted. Later in this edited version, Tess explains to her mother that Alec convinces her to marry him, only to reveal to her a few weeks later that the marriage was fake. These alterations significantly alter the emotional context of the novel. In Hardy's original version, Tess has no say at all in the rape that makes her pregnant; in the edited version, however, she willingly agrees to marry Alec only to find out later that she was deceived. This makes the reader feel more for Angel and less for Tess after they both make their confessions to each other and he refuses to forgive her. This edit also interferes with the theme of fate versus free will, which is a constant focus in much of Hardy's work. If Tess is raped by Alec, it could be argued that this is another incidence of fate conspiring against her. If she agrees to marry Alec and is tricked, however, this is an act of free will that could have easily been prevented had she simply made a different choice. The idea of fate controlling Tess's life appears many times in the novel but is a far less powerful motif in the serial version.

The omission of all references of Tess's rape and the child born from it means that the publisher must make other changes to remain consistent. One of the changes they are forced to make is the removal of the text-painter scene immediately after Tess decides to leave the D'Urberville's estate. In this episode, Tess comes across a man who paints scripture across the countryside, and the reader learns even more about her character. She feels so guilty when she sees the man in the process of painting “Thou shalt not commit adultery” that she actually

says “I don't believe God said such things,” illustrating her largest character flaw: an overabundance of pride.

Tess is so full of pride throughout the novel, that she consistently stubbornly denies any help she is offered until she hits absolute rock bottom. Whether raped or tricked into a fake marriage, Tess is clearly victimized by Alec, but she still feels that the incident is her fault and that she must suffer for it. Any time Tess starts to feel a large amount of guilt, her pride takes over, causing her to make sacrifices that she knows go against her best interests. When Angel leaves Tess to go to Brazil, she knows that she can still live an easy life using his family's resources, but instead she chooses to go back to performing physical labor until she finally makes the even greater sacrifice of accepting Alec's help once again. The text-painter episode is the first scene in the novel to effectively illustrate Tess's stubborn pride.

In Phase The Third of Hardy's original version, Tess, Marian, Izz, and Retty are on their way to church when they find that the path they normally take has been flooded. Angel Clare, on his way to check if the floods had done any damage to the hay, notices the girls' predicament and decides to go out of his way to help them by carrying them one-by-one across. In the serial version, however, Angel appears with a wheelbarrow to ferry them across the water, an act which takes considerably less effort on Angel's part. He first carries Marian, then Izz, then Retty, before finally coming to Tess, showing that he is also willing to make sacrifices to achieve his goals. Hardy writes “Angel Clare, to whom three-quarters of this performance was a commonplace act of kindness,” (113) meaning that while Angel's main goal was simply to shepherd Tess across, he was willing to carry the other three across also for his chance at close contact with her. He even makes a point of letting Tess know that all of his effort is for her by saying “Three Leahs to get one Rachel,” (113) which is ironic because after all of their hard work throughout the novel, Angel, like the biblical Jacob he alludes to, ends up with Tess's sister. Editing this scene to have Angel carry the girls across in wheelbarrow

emphasizes his kind and chivalrous nature but does not emphasize his willingness to work hard and make sacrifices for Tess.

The addition of Tess's reference to Thomas Huxley's *Essays upon Some Controverted Questions* in Phase The Fourth was made in 1895, after Huxley's death. This reference is made when Tess is explaining to Alec some of the things Angel believed in. This is the first revision to Hardy's original version of the novel that actually helps reveal character, of both Angel and Tess. Angel, unlike the rest of his family, trusts in science, logic, and reason rather than believing in Christianity and the teachings of the Church. When Alec asks Tess how she remembers these theories she replies, "I wanted to believe what he believed, though he didn't wish me to" (253). Though she does not quite understand these ideas, Tess tries to replace her own Christian upbringing with them because she knows that they are what Angel believes in. Alec is entirely correct when he says to Tess "Whatever your dear husband believed you accept, and whatever he rejected you reject, without the least inquiry or reasoning on your own part" (252). Tess has always taken pride in the fact that she is more educated than most of the people she comes into contact with, so it would normally make sense that she places her trust in these scientific theories, but the fact that she does not fully comprehend them shows that rather than believing the logic behind the theories, she trusts them because Angel truly believes in them and she trusts him in everything.

The edits made to Hardy's original version of *Tess of the D'Urbervilles* severely alter the novel's impact on the reader. These edits serve no purpose other than to preserve some Victorian sense of modesty. In this case, censorship of what was thought to be a small amount of indecent material has led to the alteration of the entirety of the story. The censorship of this classic not only negates character development and the emotional impact on the reader, but also destroys many of the themes Hardy worked so hard to create.

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Presentation

(Taken and adopted from <https://www.skillsyouneed.com/present/presentation-questions.html>)

A good presentation is a well-prepared presentation

Show your Passion and Connect with your Audience

It's hard to be relaxed and be yourself when you're nervous. But time and again, the great presenters say that the most important thing is to connect with your audience, and the best way to do that is to let your passion for the subject shine through. Be honest with the audience about what is important to you and why it matters.

Be enthusiastic and honest, and the audience will respond.

Focus on your Audience's Needs

Your presentation needs to be built around what your audience is going to get out of the presentation.

As you prepare the presentation, you always need to bear in mind what the audience needs and wants to know, not what you can tell them.

While you're giving the presentation, you also need to remain focused on your audience's response, and react to that.

You need to make it easy for your audience to understand and respond.

Keep it Simple: Concentrate on your Core Message

When planning your presentation, you should always keep in mind the question:

What is the key message (or three key points) for my audience to take away?

You should be able to communicate that key message very briefly.

Some experts recommend a 30-second 'elevator summary', others that you can write it on the back of a business card, or say it in no more than 15 words.

Whichever rule you choose, the important thing is to keep your core message focused and brief.

And if what you are planning to say doesn't contribute to that core message, don't say it.

Smile and Make Eye Contact with your Audience

This sounds very easy, but a surprisingly large number of presenters fail to do it.

If you smile and make eye contact, you are building rapport, which helps the audience to connect with you and your subject. It also helps you to feel less nervous, because you are talking to individuals, not to a great mass of unknown people.

To help you with this, make sure that you don't turn down all the lights so that only the slide screen is visible. Your audience needs to see you as well as your slides.

Start Strongly

The beginning of your presentation is crucial. You need to grab your audience's attention and hold it.

They will give you a few minutes' grace in which to entertain them, before they start to switch off if you're dull. So don't waste that on explaining who you are. Start by entertaining them.

Try a story, or an attention-grabbing (but useful) image on a slide.

Remember the 10-20-30 Rule for Slideshows

This is a tip from Guy Kawasaki of Apple. He suggests that slideshows should:

Contain no more than 10 slides;

Last no more than 20 minutes; and

Use a font size of no less than 30 point.

This last is particularly important as it stops you trying to put too much information on any one slide. This whole approach avoids the dreaded 'Death by PowerPoint'.

As a general rule, slides should be the sideshow to you, the presenter. A good set of slides should be no use without the presenter, and they should definitely contain less, rather than more, information, expressed simply.

If you need to provide more information, create a bespoke handout and give it out after your presentation.

Tell Stories

Human beings are programmed to respond to stories.

Stories help us to pay attention, and also to remember things. If you can use stories in your presentation, your audience is more likely to engage and to remember your points afterwards. It is a good idea to start with a story, but there is a wider point too: you need your presentation to act like a story.

Think about what story you are trying to tell your audience, and create your presentation to tell it.

Use your Voice Effectively

The spoken word is actually a pretty inefficient means of communication, because it uses only one of your audience's five senses. That's why presenters tend to use visual aids, too. But you can help to make the spoken word better by using your voice effectively.

Varying the speed at which you talk, and emphasising changes in pitch and tone all help to make your voice more interesting and hold your audience's attention.

Use your Body

It has been estimated that more than three quarters of communication is non-verbal.

That means that as well as your tone of voice, your body language is crucial to getting your message across. Make sure that you are giving the right messages: body language to avoid includes crossed arms, hands held behind your back or in your pockets, and pacing the stage.

Make your gestures open and confident, and move naturally around the stage, and among the audience too, if possible.

Relax, Breathe and Enjoy

If you find presenting difficult, it can be hard to be calm and relaxed about doing it.

One option is to start by concentrating on your breathing. Slow it down, and make sure that you're breathing fully. Make sure that you continue to pause for breath occasionally during your presentation too.

For more ideas, see our page on Coping with Presentation Nerves.

If you can bring yourself to relax, you will almost certainly present better. If you can actually start to enjoy yourself, your audience will respond to that, and engage better. Your presentations will improve exponentially, and so will your confidence. It's well worth a try.

The Key Elements of a Presentation

Context

Ask yourself the following questions to develop a full understanding of the context of the presentation.

When and where will you deliver your presentation?

There is a world of difference between a small room with natural light and an informal setting, and a huge lecture room, lit with stage lights. The two require quite different presentations, and different techniques.

Will it be in a setting you are familiar with, or somewhere new?

If somewhere new, it would be worth trying to visit it in advance, or at least arriving early, to familiarise yourself with the room.

Will the presentation be within a formal or less formal setting?

A work setting will, more or less by definition, be more formal, but there are also various degrees of formality within that.

Will the presentation be to a small group or a large crowd?

Are you already familiar with the audience?

*With a new audience, you will have to **build rapport** quickly and effectively, to get them on your side.*

What equipment and technology will be available to you, and what will you be expected to use?

In particular, you will need to ask about microphones and whether you will be expected to stand in one place, or move around.

What is the audience expecting to learn from you and your presentation?

Check how you will be 'billed' to give you clues as to what information needs to be included in your presentation.

Presenter

The role of the presenter is to communicate with the audience and control the presentation.

Remember, though, that this may also include handing over the control to your audience, especially if you want some kind of interaction.

You may wish to have a look at our page on Facilitation Skills for more.

Audience

The audience receives the presenter's message(s).

However, this reception will be filtered through and affected by such things as the listener's own experience, knowledge and personal sense of values.

Message

The message or messages are delivered by the presenter to the audience.

The message is delivered not just by the spoken word (verbal communication) but can be augmented by techniques such as voice projection, body language, gestures, eye contact (non-verbal communication), and visual aids.

The message will also be affected by the audience's expectations. For example, if you have been billed as speaking on one particular topic, and you choose to speak on another, the audience is unlikely to take your message on board *even if you present very well*. They will judge your presentation a failure, because you have not met their expectations.

Reaction

The audience's reaction and therefore the success of the presentation will largely depend upon whether you, as presenter, effectively communicated your message, and whether it met their expectations.

As a presenter, you don't control the audience's expectations. What you can do is find out what they have been told about you by the conference organisers, and what they are expecting to hear. Only if you know that can you be confident of delivering something that will meet expectations.

Method

How will the presentation be delivered?

Presentations are usually delivered direct to an audience. However, there may be occasions where they are delivered from a distance over the Internet using video conferencing systems, such as Skype.

It is also important to remember that if your talk is recorded and posted on the internet, then people may be able to access it for several years. This will mean that your contemporaneous references should be kept to a minimum.

Impediments

Many factors can influence the effectiveness of how your message is communicated to the audience.

For example background noise or other distractions, an overly warm or cool room, or the time of day and state of audience alertness can all influence your audience's level of concentration.

As presenter, you have to be prepared to cope with any such problems and try to keep your audience focussed on your message.

The Objective

You have been asked to speak to a group of people. First, ask yourself 'why?' What is the purpose of the presentation, what is the objective, what outcome(s) do you and the audience expect?

It is useful to write down the reason you have been asked to present so you can use this as a constant reminder while you prepare the presentation. There are many reasons for giving a presentation or talk, but never lose sight of your objective as determined when you were asked and accepted the invitation.

The Subject

The subject of what you are going to talk about comes from the objective but they are not necessarily one and the same thing.

For example:

The subject may be given to you by an inviting organisation.

You may be knowledgeable in particular field.

The subject may be entirely your choice within certain limitations.

The Audience

Before preparing material for a presentation, it is worth considering your prospective audience.

Tailoring your talk to the audience is important and the following points should be considered:

The size of the group or audience expected.

The age range - a talk aimed at retired people will be quite different from one aimed at teenagers.

Gender - will the audience be predominantly male or female?

Is it a captive audience or will they be there out interest?

Will you be speaking in their work or leisure time?

Do they know something about your subject already or will it be totally new to them? Is the subject part of their work?

Are you there to inform, teach, stimulate, or provoke?

Can you use humour and if so what would be considered appropriate?

The Place

It is important to have as much advance information as possible about the place where you are going to speak.

Ideally, try to arrange to see the venue before the speaking event, as it can be of great benefit to be familiar with the surroundings. It does much to quell fear if you can visualise the place while you are preparing your talk. Additionally, it would also give you the opportunity to try out your voice. If at all possible, you need to know:

The size of the room.

The seating arrangements and if they can be altered.

The availability of equipment, e.g., microphone, overhead projector, flip chart, computer equipment.

The availability of power points and if an extension lead is required for any equipment you intend to use.

If the room has curtains or blinds. This is relevant if you intend to use visual aids, and so that you can ensure the correct ambiance for your presentation.

The position of the light switches. Check if you need someone to help if you are using audio/visual equipment and need to turn off the lights.

The likelihood of outside distractions, e.g., noise from another room.

The availability of parking facilities so you do not have a long walk carrying any equipment you might need to take.

The Time

Often there will be no flexibility in the time of day that a presentation is made.

Length of Talk

Always find out how long you have to talk and check if this includes or excludes time for questions.

Find out if there are other speakers and, if so, where you are placed in the running order. Never elect to go last. Beware of over-running, as this could be disastrous if there are other speakers following you.

It is important to remember that people find it difficult to maintain concentration for long periods of time, and this is a good reason for making a presentation succinct, well-structured and interesting. Aim for 45 minutes as a maximum single-session presentation.

Some Different Methods of Presentation

| | Very formal | Formal |
|--------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------|
| Suitable occasion | Large conference | Smaller conference or group where you don't know the audience |
| Purpose | Provide information to a large number of people | Provide information, but also get reaction |
| Stand or sit? | Stand | Stand |
| Present from where? | A lectern | The front of the room. |
| Visual aids | Yes, slides controlled from the lectern. Can also use video or other multimedia. | Yes, slides, but kept fairly simple. |
| Sound systems/ microphone | Yes | Yes |
| Type of room | Large conference hall | Conference room or meeting room |
| What will you have to provide in advance? | Copy of your slides | Copy of your slides |
| Audience interaction | A formal question session afterwards is usual | Copy of your slides |

<https://www.skillsyouneed.com/present/presentation-questions.html>

How to avoid Plagiarism

(Taken and adopted from <http://www.uefap.com/writing/exercise/plagiar/plagex2an.htm>)

Knowing how to avoid plagiarism is essential, whether it's writing an academic paper or a blog post. Copying-and-pasting text from the internet can be precarious, but if you know how to correctly navigate three specific areas, you will reduce the risk of being involved with unintentional plagiarism.

Ways to Avoid Plagiarism - Summary, Paraphrase and Quote

Summary. This is one students are pretty familiar with, but that doesn't mean it's so clear cut.

A summary is a condensed version of the original text that highlights the main or key ideas in your own words. So if you were going to summarize a chapter, it might be a page. If you were going to summarize a paragraph, it might be a couple of lines.

The second way to avoid plagiarism is with a paraphrase. A paraphrase is typically the same length as the original text but written in your own words, like a summary. So a paraphrase of a page would be about a page; a paraphrase of a paragraph would be roughly the same length as the original paragraph. The real trick to paraphrasing is making sure you use your own words and not using the words from the original source.

A quote seems so easy because you merely take the original text, put it in quotation marks and put it into your paper. Well, not so fast.

Students tend to think that they should quote the most in the paper. And why not? It's the easiest, and tends to make the paper longer, but by quoting someone, you are saying something about the text.

You are saying that the way the person wrote the text him or herself is so powerful and so impactful that if you were to rewrite it in any way, it would lose its impact and value. If that is not the case, you should summarize or paraphrase it. You should actually quote the least.

That means that if you put “” marks around text, it better be really powerful language.

So with summary, paraphrase and quote, for which of these do you need a citation?

This is a trick question; they all need a citation. If you borrow any ideas or language from someone or a text (or a Youtube video), you must include a citation.

A good rule of thumb for summary, paraphrase and quote, is to 1. Introduce the ethos of the author or original text, 2. include the summary, paraphrase or quote, 3. Cite the original source and 4. Discuss the borrowed material and how it relates to the remainder of your point/paragraph or paper.

Writing with summary, paraphrase and quote is a skill that requires practice and care to get it right, but remember, there are only these three ways to borrow outside sources and each needs a citation.

<http://en.writecheck.com/blog/2013/10/16/3-ways-to-avoid-plagiarism-summary-paraphrase-and-quote-video>

Types of Plagiarism

Hamp-Lyons & Courter (1984, pp. 161-166) distinguish between four types of plagiarism:

outright copying

paraphrase plagiarism

patchwork plagiarism

stealing an apt term

1. Outright copying

| | |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Original Text | You have to tread quite a fine line between being accused, on the one hand, of <i>not making enough</i> use of the writers you have been reading on the course, and, on the other, of <i>having followed them too slavishly</i> , to the point of plagiarising them. One of your early tasks as a student is to get a feel for how to strike the right balance. |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | (Northedge, 1990, p. 190) |
| lent's text | You have to tread quite a fine line between being accused, on the one hand, of <i>not making enough</i> use of the writers you have been reading on the course, and, on the other, of <i>having followed them too slavishly</i> , to the point of plagiarising them. One of your early tasks as a student is to get a feel for how to strike the right balance. |

2.

Paraphrase plagiarism is changing some of the words and grammar but leaving most of the original text

the same.

| | |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Original Text | <p>You have to tread quite a fine line between being accused, on the one hand, of <i>not making enough</i> use of the writers you have been reading on the course, and, on the other, of <i>having followed them too slavishly</i>, to the point of plagiarising them. One of your early tasks as a student is to get a feel for how to strike the right balance.</p> <p>(Northedge, 1990, p. 190)</p> |
| Student's text | <p>You must be careful of being blamed for not using the information you have read on your course, and, in contrast, of having used the information too much so that it looks like you have plagiarised. One of your first jobs as a student is to learn how to balance these two extremes</p> |

3. Patchwork plagiarism is when parts of the original author's words are used and connected together in a different way.

| | |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Original Text | <p>You have to tread quite a fine line between being accused, on the one hand, of <i>not making enough</i> use of the writers you have been reading on the course, and, on the other, of <i>having followed them too slavishly</i>, to the point of plagiarising them. One of your early tasks as a student is to get a feel for how to strike the right balance.</p> <p>(Northedge, 1990, p. 190)</p> |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student's text | <p>When you are writing you need to be careful to use the information you have read well. At one extreme you may be blamed for not making enough use of the writers you have been reading on the course. While at the other extreme, you may be accused of having followed them too slavishly, to the point of plagiarising them. Early on as a student you need to balance these two extremes.</p> |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

4. Stealing an apt term is when a short phrase from the original text has been used in the students work, possibly because it is so good.

| | |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Original Text | <p>You have to tread quite a fine line between being accused, on the one hand, of <i>not making enough</i> use of the writers you have been reading on the course, and, on the other, of <i>having followed then too slavishly</i>, to the point of plagiarising them. One of your early tasks as a student is to get a feel for how to strike the right balance.</p> <p>(Northedge, 1990, p. 190)</p> |
| Student's text | <p>When you are writing you need to be careful to use the information you have read well. However, there is a difficult area here because, as a student, when you are doing assignments, you need to use what you have read or been taught in your lectures. It is important, however, not to make too much use of this information or you may be accused of having followed them too slavishly. Early on in your life as a student, you need to balance these two extremes.</p> |

<http://www.uefap.com/writing/exercise/plagiar/plagex2an.htm>

Glossary of useful Terms

Essay - a short piece of writing on a particular subject, especially one done by students as part of the work for a course;

a short piece of writing on a particular subject, often expressing personal views;

in a school test, an essay is a written answer that includes information and discussion, usually to test how well the student understands the subject.

Academic essay- is merely a specific writing genre—as is the love letter, newspaper editorial, or pop-fiction. As a genre, it functions within a set of norms, rules, and conventions.

Literal essay - is an academic assignment that examines and evaluates a work of literature or a given aspect of a specific literary piece. It tells about the big idea or theme of a book you've read. The literary essay may be about any book or any literary topic imaginable.

Topic - a subject that is discussed, written about, or studied.

Narration - the act of telling a story;

a spoken description of events given during a film or television programme.

Assignment - a piece of work given to someone, typically as part of their studies or job;

a job that someone is sent somewhere to do;

the process of giving a particular job or piece of work to someone, or of sending someone to a chosen place to do a job;

a task or a piece of work that is given to someone to do, often for a limited period of time.

Research - a detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding;

a detailed study of a subject in order to discover information or achieve a new understanding of it.

Reference - a mention of something;

a writer or a book, article, etc. that is mentioned in a piece of writing, showing you where particular information was found;

a quick look at a book, piece of paper, etc. in order to find information and help

the act of mentioning someone or something in speech or writing;

a written statement describing your character and abilities, or the person who writes this statement.

Link - a connection between documents on the internet;

a word or image on a website that can take you to another document or website;

a way of travelling or communicating between two places or systems.

Citation - a word or piece of writing taken from a written work

an official request for someone to appear in a law court;

official praise for a person in the armed forces for brave actions.

Course - a set of classes or a plan of study on a particular subject, usually leading to an exam or qualification;

an area of land or water used for a sports event;

the often gradual development of something, or the way something happens, or a way of doing something.

Bibliography - a list of the books and articles that have been used by someone when writing a particular book or article.

Encyclopedia - a book or set of books containing many articles arranged in alphabetical order that deal either with the whole of human knowledge or with a particular part of it, or a similar set of articles on the internet;

a large collection of information about one or many subjects, often arranged alphabetically in articles in a book or set of books, or available through a computer.

Notes - a short piece of writing;

a short explanation or an extra piece of information that is given at the bottom of a page, at the back of a book, etc.

Argument - a disagreement, or the process of disagreeing; a reason or reasons why you support or oppose an idea or suggestion, or the process of explaining these reasons.

Subject - matter of a written work and the development of the ideas in it; an argument is also a brief summary of a written work; the reasons for your opinion about the truth of something or an explanation of why you believe something should be done.

Author - the writer of a book, article, play, etc; a person who begins or creates something.

Structure - the way in which the parts of a system or object are arranged or organized, or a system arranged in this way;

something that has been made or built from parts, especially a large building;

to plan, organize, or arrange the parts of something; the arrangement or organization of parts in a system.

Evidence - one or more reasons for believing that something is or is not true anything that helps to prove that something is or is not true; objects, documents, official statements, etc. that are used to prove something is true or not true, especially for legal or insurance purposes.

Claims - to say that something is true or is a fact, although you can not prove it and other people might not believe it;

a statement that something is true or is a fact, although other people might not believe it;

a written request asking an organization to pay you an amount of money that you believe they owe you;

a right to have something or get something from someone a Brainstorm.

List of ideas - a thought or suggestion as to a possible course of action.

Thesis - a long piece of writing on a particular subject, especially one that is done for a higher college or university degree;

the main idea, opinion, or theory of a person, group, piece of writing, or speech.

Statement - something that someone says or writes officially, or an action done to express an opinion;

something that is said, esp. formally and officially;

a statement is also an act or object that expresses an idea or opinion;

a statement is also a piece of paper that lists financial details.

Summarize - to express the most important facts or ideas about something or someone in a short and clear form;

to provide a clear statement of the important points;

to state in a few words the main ideas or facts in a report, discussion, etc.

Narrow focus

Question - a sentence or phrase used to find out information in an exam, a problem that tests a person's knowledge or ability;

any matter that needs to be dealt with or considered doubt or confusion.

Plan - a set of decisions about how to do something in the future;

a type of arrangement for financial investment;

a drawing of a building, town, area, vehicle, machine, etc. that only shows its shape from above, its size, and the position of important details;

to think about and decide what you are going to do or how you are going to do something.

Sentence - a group of words, usually containing a verb, that expresses a thought in the form of a statement, question, instruction, or exclamation and starts with a capital letter when written.

Paragraph - a short part of a text, consisting of at least one sentence and beginning on a new line. It usually deals with a single event, description, idea, etc;

a short part of a text that begins on a new line and consists of one or more sentences dealing with a single idea.

Information - facts about a situation, person, event, etc;

facts or details about a person, company, product, etc.

Title - the name of a film, book, painting, piece of music, etc;

the information given at the end or beginning of a film or television programme, stating the names of the people who acted in it or were involved in its production.

Introduction - an occasion when something is put into use or brought to a place for the first time;

the action of telling someone another person's name the first time that they meet;

Audience the group of people together in one place to watch or listen to a play, film, someone speaking, etc.;

the (number of) people watching or listening to a particular television or radio programme, reading a particular book, or visiting a particular website;

Object - a thing that you can see or touch but that is not usually a living animal, plant, or person;

a reason for doing something, or the result you wish to achieve by doing it.

Conclusion - the final part of something;

the opinion you have after considering all the information about something;

Reader - someone who reads for pleasure, especially a person who reads a lot;

someone who reads a particular newspaper or magazine;

a person whose job is to advise a publishing company if a particular book should be published;

Revising - to look at or consider again an idea, piece of writing, etc;

in order to correct or improve it;

review to study again something you have already learned, in preparation for an exam;

Grammar - (the study or use of) the rules about how words change their form and combine with other words to make sentences;

the study or use of the rules about how words change their form and combine with other words to express meaning;

Punctuation - (the use of) special symbols that you add to writing to separate phrases and sentences to show that something is a question, etc.;

Spelling - forming words with the correct letters in the correct order, or the ability to do this;

the way a particular word is spelled;

Marks - a small area on the surface of something that is damaged, dirty, or different in some way;

a typical feature or one that allows you to recognize someone or something;

grade a judgment, expressed as a number or letter, about the quality of a piece of work done at school, college, or university;

an action that is understood to represent or show a characteristic of a person or thing or feeling.

Colons - the lower and bigger half of the bowels in which water is removed from solid waste.

Semicolons - the symbol ; used in writing between two parts of a sentence, usually when each of the two parts could form grammatical sentences on their own. A semicolon can also separate the things in a list.

Apostrophe - the symbol ' used in writing to show when a letter or a number has been left out, as in *I'm* (= I am) or '85 (= 1985), or that is used before or after *s* to show possession, as in *Helen's house* or *babies' hands*;

sometimes used before *s* to show the plural of a number or a letter;

Comma - the symbol , used in writing to separate parts of a sentence showing a slight pause, or to separate the single things in a list

Repetitive words - Something that is repetitive involves doing the same thing over and over again. If you get bored running on a treadmill daily, you might try something less repetitive, like playing soccer outdoors. Anything you do

repeatedly, especially when it's boring, can be described using the adjective repetitive.

Bland sentence - something that is lacking in flavor.

Verb - a word or phrase that describes an action, condition, or experience.

Noun - a word that refers to a person, place, thing, event, substance, or quality.

Adjective - a word that describes a noun or pronoun.

Colloquial writing - refer to types of speech or to usages not on a formal level. Colloquial is often mistakenly used with a connotation of disapproval, as if it meant “vulgar” or “bad” or “incorrect” usage, whereas it is merely a familiar style used in speaking and writing.

Informal writing – is the linguistic equivalent of wearing jeans and a t-shirt, with a relaxed tone and simple words. In an informal football club, you don't pay dues to anyone, you just show up at the park and play with whoever is there. Definitions of informal.

Contractions - the fact of something becoming smaller or shorter; the fact of becoming less in amount or quantity.

Abbreviations - a short form of a word or phrase.

Outline - the main shape or edge of something, without any details; a description of the main facts about something; to give the main facts about something; to draw the main shape or edge of something.

Effect - the result of a particular influence.

Relationship - the way in which two things are connected; the way in which two or more people feel and behave towards each other;

Off-topic - (of a comment) not relevant to the subject under discussion.

Purpose - why you do something or why something exists; determination or a feeling of having a reason for what you do.

Goal - an area on a playing field, that usually has two posts with a net fixed behind them,

where players try to send the ball in order to score in sports such as football and hockey;

an aim or purpose.

Aim - a result that your plans or actions are intended to achieve;

the act of pointing a weapon towards something;

to intend;

to point or direct a weapon towards someone or something that you want to hit.

Manner - the way in which something is done;

the usual way in which you behave towards other people, or the way you behave on a particular occasion.

Debate - (a) serious discussion of a subject in which many people take part;

to discuss a subject in a formal way;

to try to make a decision about something.

Discourse - communication in speech or writing;

a speech or piece of writing about a particular, usually serious, subject.

Opinions - a thought or belief about something or someone;

the thoughts or beliefs that a group of people have;

a judgment about someone or something;

a judgment made by an expert.

Survey - an examination of opinions, behaviour, etc., made by asking people questions;

the measuring and recording of the details of an area of land;

to look at or examine all of something, especially carefully.

Discussion - the activity in which people talk about something and tell each other their ideas or opinions;

the act of talking about something with other people and telling them your ideas or opinions.

Stress - great worry caused by a difficult situation, or something that causes this condition;

the way that a word or syllable is pronounced with greater force than other words in the same sentence or other syllables in the same word.

Research paper - A substantial piece of academic writing, usually done as a requirement for a class, in which the author does independent research into a topic and writes a description of the findings of that research.

Category of writing - Writing in which author's purpose is to inform or explain the subject to the reader. Persuasive – Writing that states the opinion of the writer and attempts to influence the reader. Narrative – Writing in which the author tells a story. The story could be fact or fiction.

There are four main types of writing: expository, persuasive, narrative, and descriptive.

- Expository – Writing in which author's purpose is to inform or explain the subject to the reader.
- Persuasive – Writing that states the opinion of the writer and attempts to influence the reader.
- Narrative – Writing in which the author tells a story. The story could be fact or fiction.
- Descriptive – A type of expository writing that uses the five senses to paint a picture for the reader. This writing incorporates imagery and specific details.

Definition - a statement that explains the meaning of a word or phrase;
a description of the features and limits of something;
how clear an image or sound is.

Structure - the way in which the parts of a system or object are arranged or organized, or a system arranged in this way;

something that has been made or built from parts, especially a large building;

an organ in the body, or part of an organ, that does a particular job.

Similarity - the fact that people or things look or are the same;

the state of being almost the same, or a particular way in which something is almost the same.

Difference - the way in which two or more things which you are comparing are not the same;

to say that something is unusual, and more interesting or better than other things of the same type;

the amount by which one thing is different from another.

How-to essay - is writing that explains what a term means. Some terms have definite, concrete meanings, such as glass, book, or tree. Terms such as honesty, honor, or love are abstract and depend more on a person's point of view.

Expository essay - is a genre of writing which tends to explain, illustrate, clarify, or explicate something in a way that it becomes clear for readers. Therefore, it could be an investigation, evaluation, or even argumentation about an idea for clarification.

Journal - a serious magazine or newspaper that is published regularly about a particular subject;

a written record of what you have done each day, sometimes including your private thoughts and feelings;

a magazine or newspaper, esp. one that deals with a particular subject;

a record of what you have done, or of descriptions or thoughts, written each day or frequently over a long period; a diary.

Narrative essay - is a type of essay that has a single motif, or a central point, around which the whole narrative revolves. All incidents, happenings, and characters revolve around a single motif presented in the narrative. A narrative essay is similar to a simple five-paragraph essay, in that it has the same format.

Setting - the position of a house or other building;

the time and the place in which the action of a book, film, play, etc. happens;

a position on the controls of a piece of equipment;

a position of the controls on a machine or instrument;

Plot - the story of a book, film, play, etc;

a secret plan made by several people to do something that is wrong, harmful, or not legal, especially to do damage to a person or a government;

a small piece of land that has been marked or measured for a particular purpose.

Characters - the particular combination of qualities in a person or place that makes them different from others;

qualities that are interesting and unusual;

the quality of being determined and able to deal with difficult situations.

Climax - the most important or exciting point in a story or situation, especially when this happens near the end;

to reach the most important or exciting part.

Temple - a building used for the worship of a god or gods in some religions;

the flat area on each side of your head in front of the top of your ear.

Hook - a curved device used for catching or holding things, especially one attached to a surface for hanging things on;

a way of hitting in boxing, cricket, or golf;

a repeated part of a song or piece of music that is particularly pleasing and easy to remember.

Transition - a change from one form or type to another, or the process by which this happens;

a change in which someone starts living their life as a person of a different gender.

Explanation - the details or reasons that someone gives to make something clear or easy to understand;

the details or other information that someone gives to make something clear or easy to understand;

an explanation is also a reason or an excuse for doing something;

Examples - something that is typical of the group of things that it is a member of;

a way of helping someone to understand something by showing them how it is used;

a person or a way of behaving that is considered suitable to be copied.

Summary - a short, clear description that gives the main facts or ideas about something;

done suddenly, without discussion or a legal process.

Presentation - a talk giving information about something;

an occasion when prizes, qualifications, etc. are formally given to those who have won or achieved them;

the way something looks when it is shown to other people, or the way someone looks.

Needs - the things you must have for a satisfactory life;

Core message;

Elevator summary;

Message - a short piece of information that you give to a person when you cannot speak to them directly;

the most important idea in a book, film, or play, or an idea that you want to tell people about;

to send someone a short message using a mobile phone or computer.

Contribution - something that you contribute or do to help produce or achieve something together with other people, or to help make something successful;

money, support, or other help.

Slideshow - an occasion when you use a machine to show photographs on a wall;

an occasion when a computer shows several different photographs one after another on a screen.

Approach - to come near or nearer to something or someone in space, time, quality, or amount;

to deal with something.

Method - a particular way of doing something.

Tool - a piece of equipment that you use with your hands to make or repair something;

something that helps you to do a particular activity;

something that helps you in a particular activity.

Hand-out - to give something to each person in a group or place.

Speed - how fast something moves.

Pace - the speed at which someone or something moves, or with which something happens or changes;

the ability of a football player or team to move quickly with the ball.

Verbal communication - is a type of oral communication wherein the message is transmitted through the spoken words. Here the sender gives words to his feelings, thoughts, ideas and opinions and expresses them in the form of speeches, discussions, presentations, and conversations.

Non-verbal communication - Behavior and elements of speech aside from the words themselves that transmit meaning.

Gesture - a movement of the hands, arms, or head, etc.; to express an idea or feeling:

an action that expresses your feelings or intentions, although it might have little practical effect;

to use a gesture to express or emphasize something.

Pause - a short period in which something such as a sound or an activity is stopped before starting again.

Context - the situation within which something exists or happens, and that can help explain it;

the text or speech that comes immediately before and after a particular phrase or piece of text and helps to explain its meaning;

Technique - a way of doing an activity that needs skill;

a way of performing a skillful activity, or the skill needed to do it;

A technique is also a way of doing anything that involves planning;

a way of doing something that needs skill or thought.

Equipment - the set of necessary tools, clothing, etc. for a particular purpose;

the act of equipping a person or place.

Expectations - the feeling that good things are going to happen in the future:

the feeling of expecting something to happen.

Presenter - someone who introduces a television or radio show.

Interaction - an occasion when two or more people or things communicate with or react to each other.

Visual aids.

Reaction - behaviour, a feeling or an action that is a direct result of something else;

a type of behaviour or opinion that is produced or held with the intention of being different from something else;

an occasion when two or more substances react with and change each other.

Conference - an event, sometimes lasting a few days, at which there is a group of talks on a particular subject, or a meeting in which especially business matters are discussed formally;

a large, formal meeting at which there are groups of talks on a particular subject, or a small, private meeting for discussion of a particular matter.

Impediments - something that makes progress, movement, or achieving something difficult or impossible.

Objective - something that you plan to do or achieve.

Subject - the thing that is being discussed, considered, or studied;

an area of knowledge that is studied in school, college, or university;

a person, thing, or situation that is written about in a book, article, etc. or shown in a picture, etc..

Size how large or small something or someone is;

one of the standard measures according to which goods are made or sold.

Age - the period of time someone has been alive or something has existed;
a particular period in time.

Gender the physical and/or social condition of being male or female.

Humour - the ability to find things funny, the way in which people see that
some things are funny, or the quality of being funny.

Place - an area, town, building, etc.;;
a suitable area, building, situation, or occasion.

Microphone - a piece of equipment that you speak into to
make your voice louder, or to record your voice or other sounds.

Projector - a device for showing films or images on a screen or
other surface.

Plagiarism - the process or practice of using another
person's ideas or work and pretending that it is your own.

Paraphrase - to repeat something written or spoken using different words,
often in a humorous form or in a simpler and shorter form that makes the original
meaning clearer.

Quote - to repeat the words that someone else has said or written;

If you quote a fact or example, you refer to it in order to add emphasis to
what you are saying.

Chapter- a period that is part of a larger amount of time during which
something happens;

a local division of a larger organization.

Page - a side of one of the pieces of paper in a book, newspaper,
or magazine, usually with a number printed on it;

A

Academic essay- is merely a specific writing genre—as is the love letter,
newspaper editorial, or pop-fiction. As a genre, it functions within a set of norms,
rules, and conventions.

Approach - to come near or nearer to something or someone in space, time, quality, or amount;

to deal with something.

Assignment - a piece of work given to someone, typically as part of their studies or job;

a job that someone is sent somewhere to do;

the process of giving a particular job or piece of work to someone, or of sending someone to a chosen place to do a job;

a task or a piece of work that is given to someone to do, often for a limited period of time.

Argument - a disagreement, or the process of disagreeing;

a reason or reasons why you support or oppose an idea or suggestion, or the process of explaining these reasons.

Subject - matter of a written work and the development of the ideas in it;

an argument is also a brief summary of a written work;

the reasons for your opinion about the truth of something or an explanation of why you believe something should be done.

Author - the writer of a book, article, play, etc.;

a person who begins or creates something.

Audience the group of people together in one place to watch or listen to a play, film, someone speaking, etc.;

the (number of) people watching or listening to a particular television or radio programme, reading a particular book, or visiting a particular website;

Apostrophe - the symbol ' used in writing to show when a letter or a number has been left out, as in *I'm* (= I am) or *'85* (= 1985), or that is used before or after *s* to show possession, as in *Helen's house* or *babies' hands*;

sometimes used before *s* to show the plural of a number or a letter;

Adjective - a word that describes a noun or pronoun.

Abbreviations - a short form of a word or phrase.

Aim - a result that your plans or actions are intended to achieve;
the act of pointing a weapon towards something;
to intend;
to point or direct a weapon towards someone or something that you want to hit.

Age - the period of time someone has been alive or something has existed;
a particular period in time.

B

Bibliography - a list of the books and articles that have been used by someone when writing a particular book or article.

Bland sentence - something that is lacking in flavor.

C

Citation - a word or piece of writing taken from a written work
an official request for someone to appear in a law court;
official praise for a person in the armed forces for brave actions.

Course - a set of classes or a plan of study on a particular subject, usually leading to an exam or qualification;
an area of land or water used for a sports event;
the often gradual development of something, or the way something happens, or a way of doing something.

Claims - to say that something is true or is a fact, although you can not prove it and other people might not believe it;

a statement that something is true or is a fact, although other people might not believe it;

a written request asking an organization to pay you an amount of money that you believe they owe you;

a right to have something or get something from someone a Brainstorm.

Conclusion - the final part of something;

the opinion you have after considering all the information about something;

Colons - the lower and bigger half of the bowels in which water is removed from solid waste.

Comma - the symbol , used in writing to separate parts of a sentence showing a slight pause, or to separate the single things in a list

Colloquial writing - refer to types of speech or to usages not on a formal level. Colloquial is often mistakenly used with a connotation of disapproval, as if it meant “vulgar” or “bad” or “incorrect” usage, whereas it is merely a familiar style used in speaking and writing.

Contractions - the fact of something becoming smaller or shorter; the fact of becoming less in amount or quantity.

Category of writing - Writing in which author's purpose is to inform or explain the subject to the reader. Persuasive – Writing that states the opinion of the writer and attempts to influence the reader. Narrative – Writing in which the author tells a story. The story could be fact or fiction.

There are four main types of writing: expository, persuasive, narrative, and descriptive.

- Expository – Writing in which author’s purpose is to inform or explain the subject to the reader.
- Persuasive – Writing that states the opinion of the writer and attempts to influence the reader.
- Narrative – Writing in which the author tells a story. The story could be fact or fiction.
- Descriptive – A type of expository writing that uses the five senses to paint a picture for the reader. This writing incorporates imagery and specific details.
- **Characters** - the particular combination of qualities in a person or place that makes them different from others;
- qualities that are interesting and unusual;
- the quality of being determined and able to deal with difficult situations.

Climax - the most important or exciting point in a story or situation, especially when this happens near the end;
to reach the most important or exciting part.

Contribution - something that you contribute or do to help produce or achieve something together with other people, or to help make something successful;
money, support, or other help.

Context - the situation within which something exists or happens, and that can help explain it;
the text or speech that comes immediately before and after a particular phrase or piece of text and helps to explain its meaning;

Conference - an event, sometimes lasting a few days, at which there is a group of talks on a particular subject, or a meeting in which especially business matters are discussed formally;

a large, formal meeting at which there are groups of talks on a particular subject, or a small, private meeting for discussion of a particular matter.

Chapter - a period that is a part of a larger amount of time during which something happens;
a local division of a larger organization.

D

Debate - (a) serious discussion of a subject in which many people take part;
to discuss a subject in a formal way;
to try to make a decision about something.

Discourse - communication in speech or writing;

a speech or piece of writing about a particular, usually serious, subject.

Discussion - the activity in which people talk about something and tell each other their ideas or opinions;
the act of talking about something with other people and telling them your ideas or opinions.

Definition - a statement that explains the meaning of a word or phrase;

a description of the features and limits of something;

how clear an image or sound is.

Difference - the way in which two or more things which you are comparing are not the same;

to say that something is unusual, and more interesting or better than other things of the same type;

the amount by which one thing is different from another.

E

Essay - a short piece of writing on a particular subject, especially one done by students as part of the work for a course;

a short piece of writing on a particular subject, often expressing personal views;

in a school test, an essay is a written answer that includes information and discussion, usually to test how well the student understands the subject.

Encyclopedia - a book or set of books containing many articles arranged in alphabetical order that deal either with the whole of human knowledge or with a particular part of it, or a similar set of articles on the internet;

a large collection of information about one or many subjects, often arranged alphabetically in articles in a book or set of books, or available through a computer.

Evidence - one or more reasons for believing that something is or is not true
anything that helps to prove that something is or is not true;
objects, documents, official statements, etc. that are used to prove something is true or not true, especially for legal or insurance purposes.

Effect - the result of a particular influence.

Expository essay - is a genre of writing which tends to explain, illustrate, clarify, or explicate something in a way that it becomes clear for readers. Therefore, it could be an investigation, evaluation, or even argumentation about an idea for clarification.

Explanation - the details or reasons that someone gives to make something clear or easy to understand;

the details or other information that someone gives to make something clear or easy to understand;

an explanation is also a reason or an excuse for doing something;

Examples - something that is typical of the group of things that it is a member of;

a way of helping someone to understand something by showing them how it is used;

a person or a way of behaving that is considered suitable to be copied.

Equipment - the set of necessary tools, clothing, etc. for a particular purpose;

the act of equipping a person or place.

Expectations - the feeling that good things are going to happen in the future:

the feeling of expecting something to happen.

G

Grammar - (the study or use of) the rules about how words change their form and combine with other words to make sentences;

the study or use of the rules about how words change their form and combine with other words to express meaning;

Goal - an area on a playing field, that usually has two posts with a net fixed behind them, where players try to send the ball in order to score in sports such as football and hockey;

an aim or purpose.

Gesture - a movement of the hands, arms, or head, etc.; to express an idea or feeling:

an action that expresses your feelings or intentions, although it might have little practical effect;

to use a gesture to express or emphasize something.

Gender the physical and/or social condition of being male or female.

H

How-to essay - is writing that explains what a term means. Some terms have definite, concrete meanings, such as glass, book, or tree. Terms such as honesty, honor, or love are abstract and depend more on a person's point of view.

Hook - a curved device used for catching or holding things, especially one attached to a surface for hanging things on;

a way of hitting in boxing, cricket, or golf;

a repeated part of a song or piece of music that is particularly pleasing and easy to remember.

Tool - a piece of equipment that you use with your hands to make or repair something;

something that helps you to do a particular activity;

something that helps you in a particular activity.

Humour - the ability to find things funny, the way in which people see that some things are funny, or the quality of being funny.

I

Information - facts about a situation, person, event, etc;

facts or details about a person, company, product, etc.

Introduction - an occasion when something is put into use or brought to a place for the first time;

the action of telling someone another person's name the first time that they meet;

Informal writing – is the linguistic equivalent of wearing jeans and a t-shirt, with a relaxed tone and simple words. In an informal football club, you don't pay dues to anyone, you just show up at the park and play with whoever is there. Definitions of informal.

Interaction - an occasion when two or more people or things communicate with or react to each other.

Visual aids.

Impediments - something that makes progress, movement, or achieving something difficult or impossible.

J

Journal - a serious magazine or newspaper that is published regularly about a particular subject;

a written record of what you have done each day, sometimes including your private thoughts and feelings;

a magazine or newspaper, esp. one that deals with a particular subject;

a record of what you have done, or of descriptions or thoughts, written each day or frequently over a long period; a diary.

L

Literal essay - is an academic assignment that examines and evaluates a work of literature or a given aspect of a specific literary piece. It tells about the big idea or theme of a book you've read. The literary essay may be about any book or any literary topic imaginable.

Link - a connection between documents on the internet;

a word or image on a website that can take you to another document or website;

a way of travelling or communicating between two places or systems.

List of ideas - a thought or suggestion as to a possible course of action.

M

Marks - a small area on the surface of something that is damaged, dirty, or different in some way;

a typical feature or one that allows you to recognize someone or something;
grade a judgment, expressed as a number or letter, about the quality of a piece of work done at school, college, or university;

an action that is understood to represent or show a characteristic of a person or thing or feeling.

Manner - the way in which something is done;

the usual way in which you behave towards other people, or the way you behave on a particular occasion.

Message - a short piece of information that you give to a person when you cannot speak to them directly;

the most important idea in a book, film, or play, or an idea that you want to tell people about;

to send someone a short message using a mobile phone or computer.

Method - a particular way of doing something.

Microphone - a piece of equipment that you speak into to make your voice louder, or to record your voice or other sounds.

N

Narration - the act of telling a story;

a spoken description of events given during a film or television programme.

Notes - a short piece of writing;

a short explanation or an extra piece of information that is given at the bottom of a page, at the back of a book, etc.

Noun - a word that refers to a person, place, thing, event, substance, or quality.

Narrative essay - is a type of essay that has a single motif, or a central point, around which the whole narrative revolves. All incidents, happenings, and characters revolve around a single motif presented in the narrative. A narrative essay is similar to a simple five-paragraph essay, in that it has the same format.

Needs - the things you must have for a satisfactory life;

Core message;

Elevator summary;

Non-verbal communication - Behavior and elements of speech aside from the words themselves that transmit meaning.

O

Object - a thing that you can see or touch but that is not usually a living animal, plant, or person;

a reason for doing something, or the result you wish to achieve by doing it.

Outline - the main shape or edge of something, without any details;

a description of the main facts about something;

to give the main facts about something;

to draw the main shape or edge of something.

Off-topic - (of a comment) not relevant to the subject under discussion.

Opinions - a thought or belief about something or someone;

the thoughts or beliefs that a group of people have;

a judgment about someone or something;

a judgment made by an expert.

Objective - something that you plan to do or achieve

P

Plan - a set of decisions about how to do something in the future;

a type of arrangement for financial investment;

a drawing of a building, town, area, vehicle, machine, etc. that only shows its shape from above, its size, and the position of important details;

to think about and decide what you are going to do or how you are going to do something.

Paragraph - a short part of a text, consisting of at least one sentence and beginning on a new line. It usually deals with a single event, description, idea, etc;

a short part of a text that begins on a new line and consists of one or more sentences dealing with a single idea.

Punctuation - (the use of) special symbols that you add to writing to separate phrases and sentences to show that something is a question, etc.;

Purpose - why you do something or why something exists;

determination or a feeling of having a reason for what you do.

Plot - the story of a book, film, play, etc;

a secret plan made by several people to do something that is wrong, harmful, or not legal, especially to do damage to a person or a government;

a small piece of land that has been marked or measured for a particular purpose.

Presentation - a talk giving information about something;

an occasion when prizes, qualifications, etc. are formally given to those who have won or achieved them;

the way something looks when it is shown to other people, or the way someone looks.

Pace - the speed at which someone or something moves, or with which something happens or changes;

the ability of a football player or team to move quickly with the ball.

Pause - a short period in which something such as a sound or an activity is stopped before starting again.

Presenter - someone who introduces a television or radio show.

Place - an area, town, building, etc.;

a suitable area, building, situation, or occasion.

Projector - a device for showing films or images on a screen or other surface.

Plagiarism - the process or practice of using another person's ideas or work and pretending that it is your own.

Paraphrase - to repeat something written or spoken using different words, often in a humorous form or in a simpler and shorter form that makes the original meaning clearer.

Page - a side of one of the pieces of paper in a book, newspaper, or magazine, usually with a number printed on it;

Q

Question - a sentence or phrase used to find out information in an exam, a problem that tests a person's knowledge or ability;

any matter that needs to be dealt with or considered doubt or confusion.

Quote - to repeat the words that someone else has said or written;

If you quote a fact or example, you refer to it in order to add emphasis to what you are saying.

R
Research - a detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding;

a detailed study of a subject in order to discover information or achieve a new understanding of it.

Reference - a mention of something; a writer or a book, article, etc. that is mentioned in a piece of writing, showing you where particular information was found;

a quick look at a book, piece of paper, etc. in order to find information and help

the act of mentioning someone or something in speech or writing;

a written statement describing your character and abilities, or the person who writes this statement.

Reader - someone who reads for pleasure, especially a person who reads a lot;

someone who reads a particular newspaper or magazine;

a person whose job is to advise a publishing company if a particular book should be published;

Revising - to look at or consider again an idea, piece of writing, etc;

in order to correct or improve it;

review to study again something you have already learned, in preparation for an exam;

Repetitive words - Something that is repetitive involves doing the same thing over and over again. If you get bored running on a treadmill daily, you might try something less repetitive, like playing soccer outdoors. Anything you do repeatedly, especially when it's boring, can be described using the adjective repetitive.

Relationship - the way in which two things are connected;

the way in which two or more people feel and behave towards each other;

Research paper - A substantial piece of academic writing, usually done as a requirement for a class, in which the author does independent research into a topic and writes a description of the findings of that research.

Reaction - behaviour, a feeling or an action that is a direct result of something else;

a type of behaviour or opinion that is produced or held with the intention of being different from something else;

an occasion when two or more substances react with and change each other.

S

Summary - a short, clear description that gives the main facts or ideas about something;

done suddenly, without discussion or a legal process.

Slideshow - an occasion when you use a machine to show photographs on a wall;

an occasion when a computer shows several different photographs one after another on a screen.

Subject - the thing that is being discussed, considered, or studied;

an area of knowledge that is studied in school, college, or university;

a person, thing, or situation that is written about in a book, article, etc. or shown in a picture, etc..

Size how large or small something or someone is;

one of the standard measures according to which goods are made or sold.

Structure - the way in which the parts of a system or object are arranged or organized, or a system arranged in this way;

something that has been made or built from parts, especially a large building;

to plan, organize, or arrange the parts of something;
the arrangement or organization of parts in a system.

Statement - something that someone says or writes officially, or an action done to express an opinion;

something that is said, esp. formally and officially;

a statement is also an act or object that expresses an idea or opinion;

a statement is also a piece of paper that lists financial details.

Summarize - to express the most important facts or ideas about something or someone in a short and clear form;

to provide a clear statement of the important points;

to state in a few words the main ideas or facts in a report, discussion, etc.

Narrow focus

Sentence - a group of words, usually containing a verb, that expresses a thought in the form of a statement, question, instruction, or exclamation and starts with a capital letter when written.

Spelling - forming words with the correct letters in the correct order, or the ability to do this;

the way a particular word is spelled;

Semicolons - the symbol ; used in writing between two parts of a sentence, usually when each of the two parts could form grammatical sentences on their own. A semicolon can also separate the things in a list.

Survey - an examination of opinions, behaviour, etc., made by asking people questions;

the measuring and recording of the details of an area of land;

to look at or examine all of something, especially carefully.

Stress - great worry caused by a difficult situation, or something that causes this condition;

the way that a word or syllable is pronounced with greater force than other words in the same sentence or other syllables in the same word.

Similarity - the fact that people or things look or are the same;

the state of being almost the same, or a particular way in which something is almost the same.

Setting - the position of a house or other building;

the time and the place in which the action of a book, film, play, etc. happens;

a position on the controls of a piece of equipment;

a position of the controls on a machine or instrument;

Speed - how fast something moves.

T

Topic - a subject that is discussed, written about, or studied.

Thesis - a long piece of writing on a particular subject, especially one that is done for a higher college or university degree;

the main idea, opinion, or theory of a person, group, piece of writing, or speech.

Title - the name of a film, book, painting, piece of music, etc;

the information given at the end or beginning of a film or television programme, stating the names of the people who acted in it or were involved in its production.

Temple - a building used for the worship of a god or gods in some religions;

the flat area on each side of your head in front of the top of your ear.

Transition - a change from one form or type to another, or the process by which this happens;

a change in which someone starts living their life as a person of a different gender.

Tool - a piece of equipment that you use with your hands to make or repair something;

something that helps you to do a particular activity;

something that helps you in a particular activity.

Technique - a way of doing an activity that needs skill;

a way of performing a skillful activity, or the skill needed to do it;

A technique is also a way of doing anything that involves planning;

a way of doing something that needs skill or thought.

V

Verb - a word or phrase that describes an action, condition, or experience.

Verbal communication - is a type of oral communication wherein the message is transmitted through the spoken words. Here the sender gives words to his feelings, thoughts, ideas and opinions and expresses them in the form of speeches, discussions, presentations, and conversations.