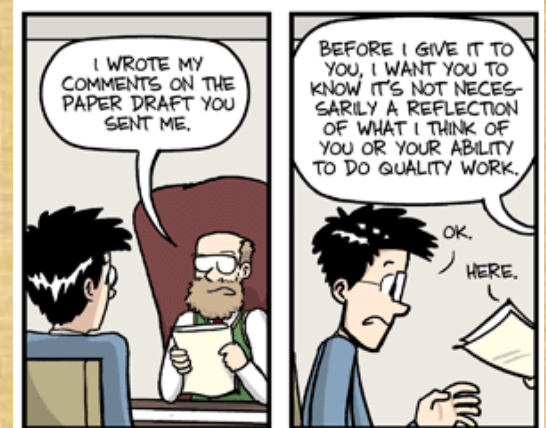
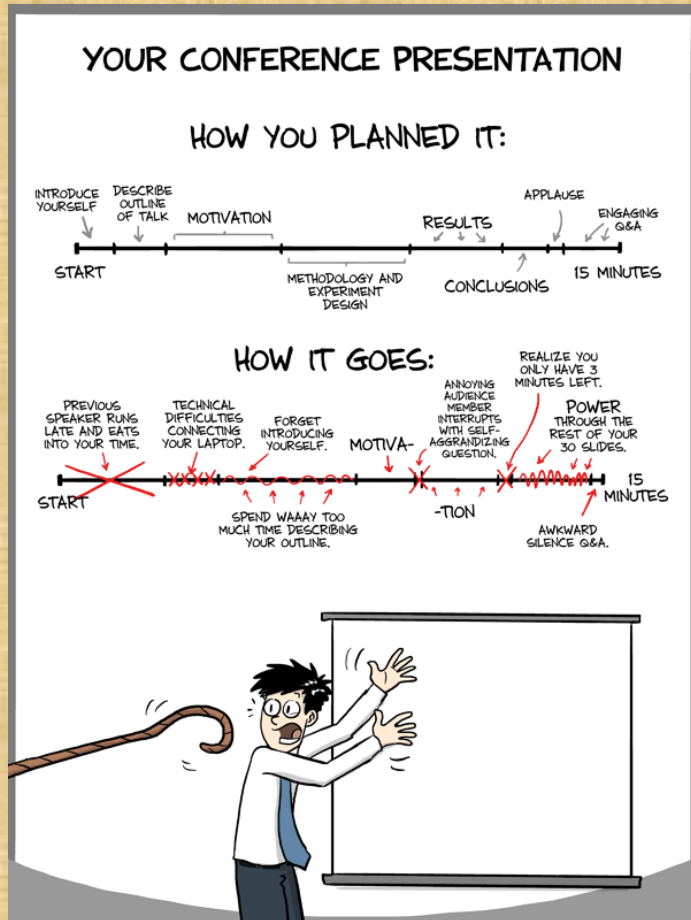


Collect Homework 2 & return
Homework 1

Introduction to English for Scientific Communication

Lesson 3



Homework 1 Review

2. Synchronous activity in **** brain seems to be generated and maintained by **** interactions among **** neurons.

Homework 1 Review

2. Synchronous activity in the brain seems to be generated and maintained by **** interactions among **** neurons.

We are not talking of a specific brain, but of an ideal brain (a brain that possess all the things a brain should). Therefore, it is not 'a brain' (it is not one of many), but 'the brain'

Homework 1 Review

2. Synchronous activity in the brain seems to be generated and maintained by [none]/(the) interactions among **** neurons.

This is plural, so 'a' is not possible. [none] is most likely because there are many possible interactions, and we are only interested in the subset involved in synchronous activity

Homework 1 Review

2. Synchronous activity in the brain seems to be generated and maintained by [none]/(the) interactions among [none] neurons.

You cannot define 'which neurons?' because at any given time only some of the neurons will be involved in the required interactions.

Homework 1 Review

9. The shading of **** circle positioned at the centre of each cell indicates the population of that cell

Homework 1 Review

9. The shading of the circle positioned at the centre of each cell indicates the population of that cell

You cannot use 'a'! You could say:

There is **a** circle positioned at the centre of each cell

However, using 'a' in the top sentence implies there is more than one circle in the centre at the cell indicating its population (but no information is given about which circle has the shading). Therefore, we can only understand the sentence with 'the'.

Homework 1 Review

14. We choose [none] $\hbar\omega_D$ as *** energy unit.

Homework 1 Review

14. We choose [none] $\hbar\omega_D$ as the energy unit.

You can only choose one energy unit in a study, as all other energy units are naturally only a linear multiplications of the unit we chose.

If you use 'an energy unit' it implies that we are nominating $\hbar\omega_D$ as an energy unit, which is something we do not have the power to do. It is naturally useable as such.

Review - Preserve

Example: The question of why this symmetry is **preserved** has not been answered.

The main thing to remember about **preserve** is that it is used with **regard to existence only**. Also, note that no agent is needed to cause the preservation.

Review - Maintain

Example: A constant flux is **maintained** during the operation by appropriately altering the driving force.

The verb *maintain* expresses the **idea of preventing change**. It also implies that some agent actively carries out this process. Further, it is usually used with regard to a state or process.

Review - Retain

Example: This new form of the theory **retains** several features of the original form.

The main idea of *retain* is one of **continued possession**. In fact, in most situations, *retain* can be replaced by *continue to possess* with no change of meaning. Also note that **no agent is needed** for this purpose, but in some cases, such an agent may exist.

Review - Conserve

Example: In this case, the energy of the system is **conserved**.

Conserve is similar to *maintain* in that it expresses the idea that some thing is unchanged. However, it differs in two important ways. First, the action expressed by *conserve* **does not require an agent**. Second, while *maintain* generally is used with regard to a process or state, ***conserve* is usually used with regard to a quantity.**

Review 'By'

Most common type of mistake:

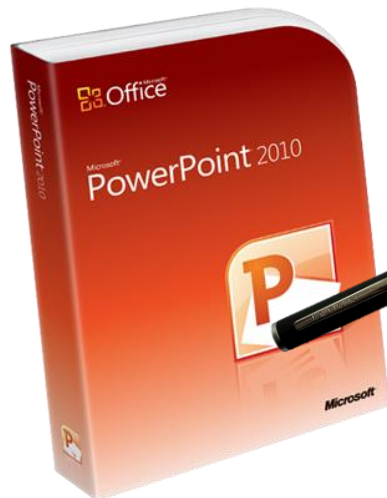
Use of by in passive sentences to introduce a “tool” used for some purpose.

Review 'By'

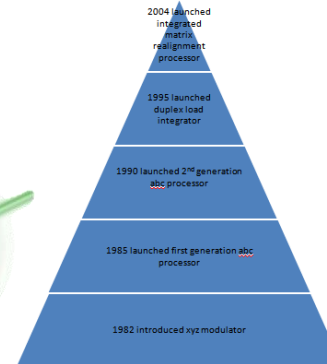
“The talk was presented by powerpoint.”

Meaning:

Powerpoint presented the talk.



Yet another gobbledygook slide



Cross compatible with all earlier models whilst allowing enhanced accuracy and processing speed

Multiple source measurement integration and signal processing

Allowed tandem measurement of flux density and capacitance transition rates

Enhanced auto calibration and reduced power consumption

Improved measurement of flux capacitance density in human tissue

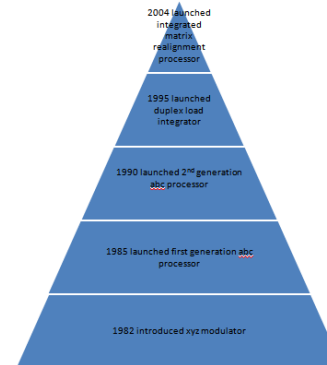
Review 'By'

Revised

“The talk was presented (by me) using powerpoint.”



Yet another gobbledygook slide



Cross compatible with all earlier models whilst allowing enhanced accuracy and processing speed

Multiple source measurement integration and signal processing

Allowed tandem measurement of flux density and capacitance transition rates

Enhanced auto calibration and reduced power consumption

Improved measurement of flux capacitance density in human tissue



Review - The structure of a paragraph

The paragraph has the following structure:

1. The topic sentence

2. Supporting points

a. Supporting point 1 (+ Supporting detail)

b. Supporting point 2 (+ Supporting detail)

c. Supporting point 3 (+ Supporting detail)

3. Concluding Remark

WRITING PROSE

From 1 paragraph to many

- Last week we learned about writing a paragraph
- Next, it is necessary to learn about writing a collection of paragraphs (a short essay.)
- We will study the how to write a collection of paragraphs together to make an interesting text (these rules also hold for presentations).

Let's go to the Zoo

CAMERON PARK ZOO MAP

1. Entrance
2. Gift Shop
3. Plaza Cafe
4. Gibbons
5. Nature Trail
6. Meadows
7. Bald Eagles
8. Macaws
9. Galapagos Tortoises
10. Grammy Nells
11. South America
12. Brazos River Country Entrance
13. Marine Aquarium
14. Aviary
15. Alligators
16. Mountain Lions
17. Otters
18. Black Bears
19. Fresh Water Aquarium
20. Butterfly Garden
21. Jaguars
22. Brazos at Night
23. Herpetarium
24. African Birds
25. Tree Tops Cafe & Village
26. African Savanna
27. Rhinos
28. Flamingos
29. Elephants
30. Meerkats
31. African Lions
32. Asian Forest Entrance
33. Sumatran Tigers
34. Orangutans
35. Komodo Dragon
36. Asian Forest Playground
37. Lemurs



Let's go to the Zoo: Rules

- 1) You are taking a young child with you. Always hold their hand!
(Otherwise they will run wild.)



Let's go to the Zoo: Rules

- 1) You are taking a young child with you. Always hold their hand! (Otherwise they will run wild.)
- 2) You want to teach them about Lion's teeth.



Let's go to the Zoo: Rules

- 1) You are taking a young child with you. Always hold their hand!
(Otherwise they will run wild.)
- 2) You want to teach them about Lion's teeth.
- 3) They like cats



Let's go to the Zoo: Rules

- 1) You are taking a young child with you. Always hold their hand!
(Otherwise they will run wild.)
- 2) You want to teach them about Lion's teeth.
- 3) They like cats
- 4) You only have 20 minutes for the tour



Where should we visit?

CAMERON PARK ZOO MAP

1. Entrance
2. Gift Shop
3. Plaza Cafe
4. Gibbons
5. Nature Trail
6. Meadows
7. Bald Eagles
8. Macaws
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Where should we visit: All Animals?

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Far too many!

Where should we visit: African Animals?

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Not enough cats!

Where should we visit: Big Cats?

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Not enough time!

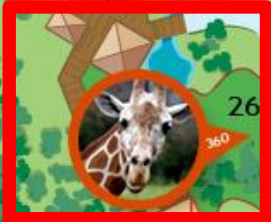
Where should we visit: Big cats & their food?

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Seems good to me



Let's go to the Zoo: Meaning

1) You are taking a young child with you. Always hold their hand! (Otherwise they will run wild.)

Young child = Reader / Listener

You know much more than them (about your research), don't assume too much knowledge and always be sure to take them with you => Use simple language



Let's go to the Zoo: Meaning

4) You only have 20 minutes for the tour

People only have a limited ability to focus, and a limited capacity to take in new information, so giving too much information will make a bad paper where no one will understand your important point



Let's go to the Zoo: Meaning

2) You want to teach them about Lion's teeth.

Though you have important things to tell people, remember that they are very specific



Let's go to the Zoo: Meaning

3) They like cats

The audience interests are very important for to be considered when deciding the content of any paper or talk



Where should we visit: Big cats & their food?

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Where should we visit: Big cats & their food?

What order should they go in?

(a)



(b)



(c)



Where should we visit: Big cats & their food?



Use the tiger to introduce big cats and the general characteristics of their teeth



Introduce the lion and his wonderful teeth

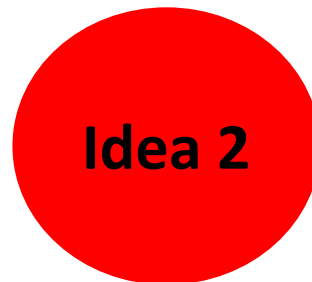
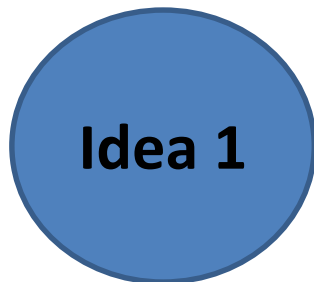


Use the giraffe to explain how the lion uses its teeth

How this applies to paper writing

- 1) First you have to decide the theme/title that fits the audience and decide the **three** key points you want to talk about

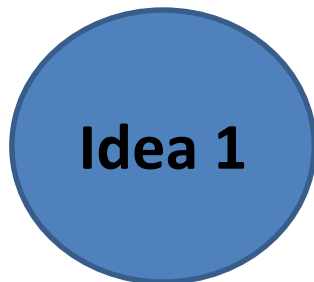
Main theme?



How this applies to paper writing

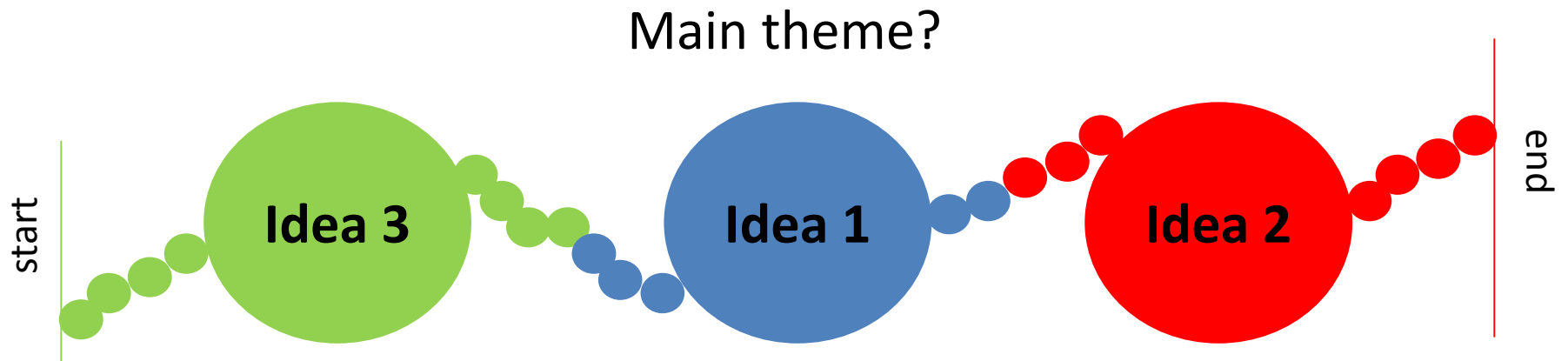
- 1) First you have to decide the theme/title that fits the audience and decide the three key points you want to talk about
- 2) Put your ideas in order

Main theme?



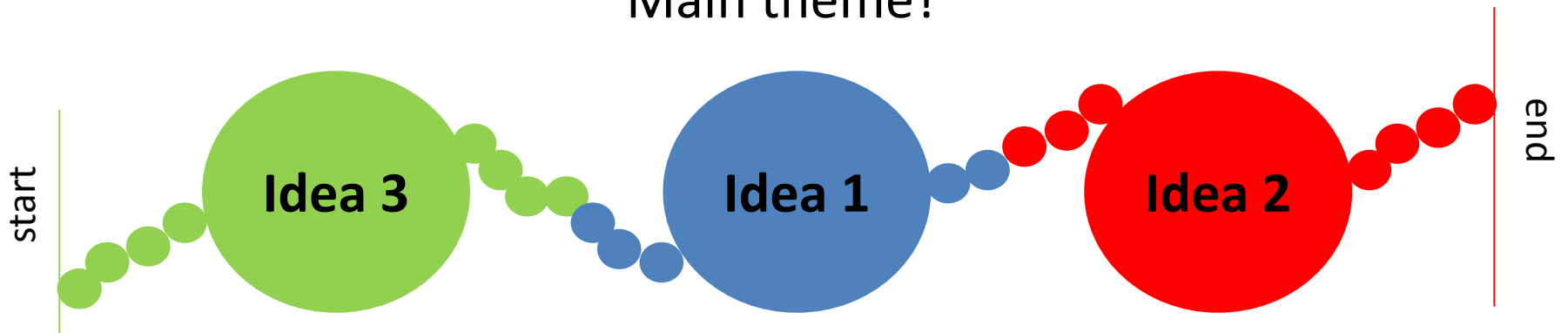
How this applies to paper writing

- 1) First you have to decide the theme/title that fits the audience and decide the three key points you want to talk about
- 2) Put your ideas in order
- 3) Think of what topics you need to discuss to connect between the ideas

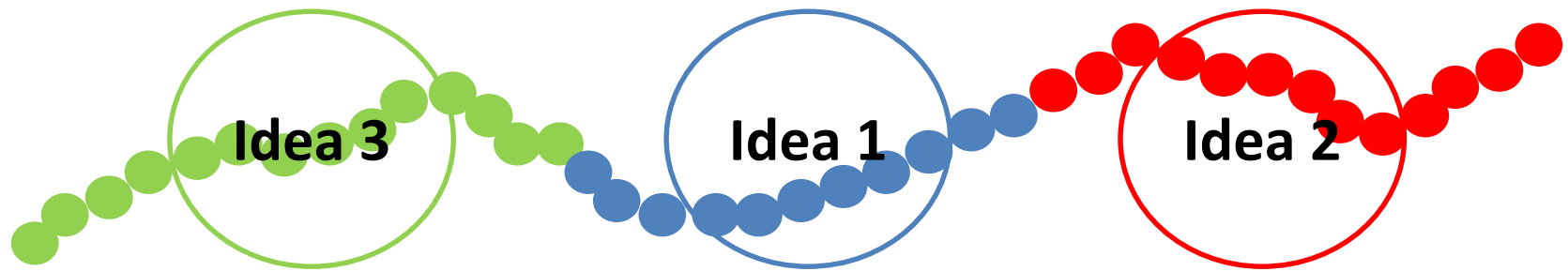


How this applies to paper writing

- 1) First you have to decide the theme/title that fits the audience and decide the three key points you want to talk about
- 2) Put your ideas in order
- 3) Think of what topics you need to discuss to connect between the ideas
- 4) Review to make sure all the topics follow on
Main theme?



What are the basic building blocks of a paper?



- The small circles represent individual topics.
- Therefore, each circle represents a paragraph!

Remember the following

- Start big and work small as this means you know your start and end point.
- Always check at each stage to make sure that the ideas are well structured and have a sensible order

Now it's your turn.

Distribution of sheet

Any Questions?

Hand out homework 3 – this is due on Tuesday
12th May