

ENGLISH THROUGH HISTORY PROJECTS

Profession oriented coursebook for university students



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М.М. ЧАШКО, Т.В. ЗНАМЕНСКАЯ, А.П. КАШПЕРСКАЯ

АНГЛИЙСКИЙ ЯЗЫК В ПРОЕКТНОЙ ДЕЯТЕЛЬНОСТИ ИСТОРИЯ

*Учебник для изучения английского языка
как средства решения профессионально ориентированных проектных задач*

ENGLISH THROUGH HISTORY PROJECTS

*Teaching and Learning English as a Tool
for Solving Profession Oriented Project-based Tasks*

Рекомендовано
Экспертным советом УМО в системе ВО и СПО
в качестве **учебника**
для группы направлений бакалавриата
«История и археология»

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Предназначен для развития профессиональной межкультурной коммуникативной компетенции обучающихся, достигших уровня владения английским языком B1 и выше (CEFR). Разработан на основе профессионально ориентированного подхода и направлен на развитие у обучающихся умения использовать английский язык в качестве инструмента решения проблемных задач широкого контекста академической и будущей профессиональной деятельности историков. Погружение в работу над решением проектных задач, интегрированных в каждый модуль, развивает такие универсальные и общепрофессиональные умения проектно-аналитической деятельности, как поиск, анализ, оценка и интерпретация информационных источников различного типа – аутентичных текстовых, аудио- и видеоматериалов, обеспечивая развитие рецептивных и продуктивных видов речевой деятельности.

Особое место занимает развитие учебной автономии и способности обучающихся создавать собственные личностно значимые информационные продукты различных жанров и стилей, необходимых в академической и профессиональной деятельности историка, – мотивационное письмо, аннотация проекта, короткая статья, историографическое эссе, дебаты, интервью, подкаст и др.

Соответствует ФГОС ВО последнего поколения.

Для студентов бакалавриата, обучающихся по направлениям «История и археология».

Ключевые слова: английский язык для профессиональных целей, проектная деятельность, профессионально ориентированный подход.

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Project Team

The team of the project was headed by Marina Chashko, a lecturer at the School of Foreign Languages (HSE, Moscow) who designed the concept, initiated and managed the project; was responsible for conducting a survey that served as a foundation for the elaboration of the coursebook contents, work on the materials development, supervision and management of the team. The authors and main contributors to the coursebook material are Alexandra Kashperskaya, a senior lecturer at the School of Foreign Languages (HSE, Moscow) and Tatiana Znamenskaya, a lecturer at the Department of Foreign Languages (HSE, Saint-Petersburg). The history consultants for this project, who contributed to the design of the research, provided guidance and support in collection of the material and overall understanding of the context of academic and professional activities of historians are Irina Makhalova, a senior lecturer at the School of History (HSE, Moscow) and Alexander Voronovici, an associate professor at the School of History (HSE, Moscow). A member of the project who worked with students and study offices engaged in the survey, also assisted in analysis of the findings and collected ideas for the coursebook materials is Nina Solodukhina, a student at the Faculty of Humanities, History BA programme (HSE, Moscow).

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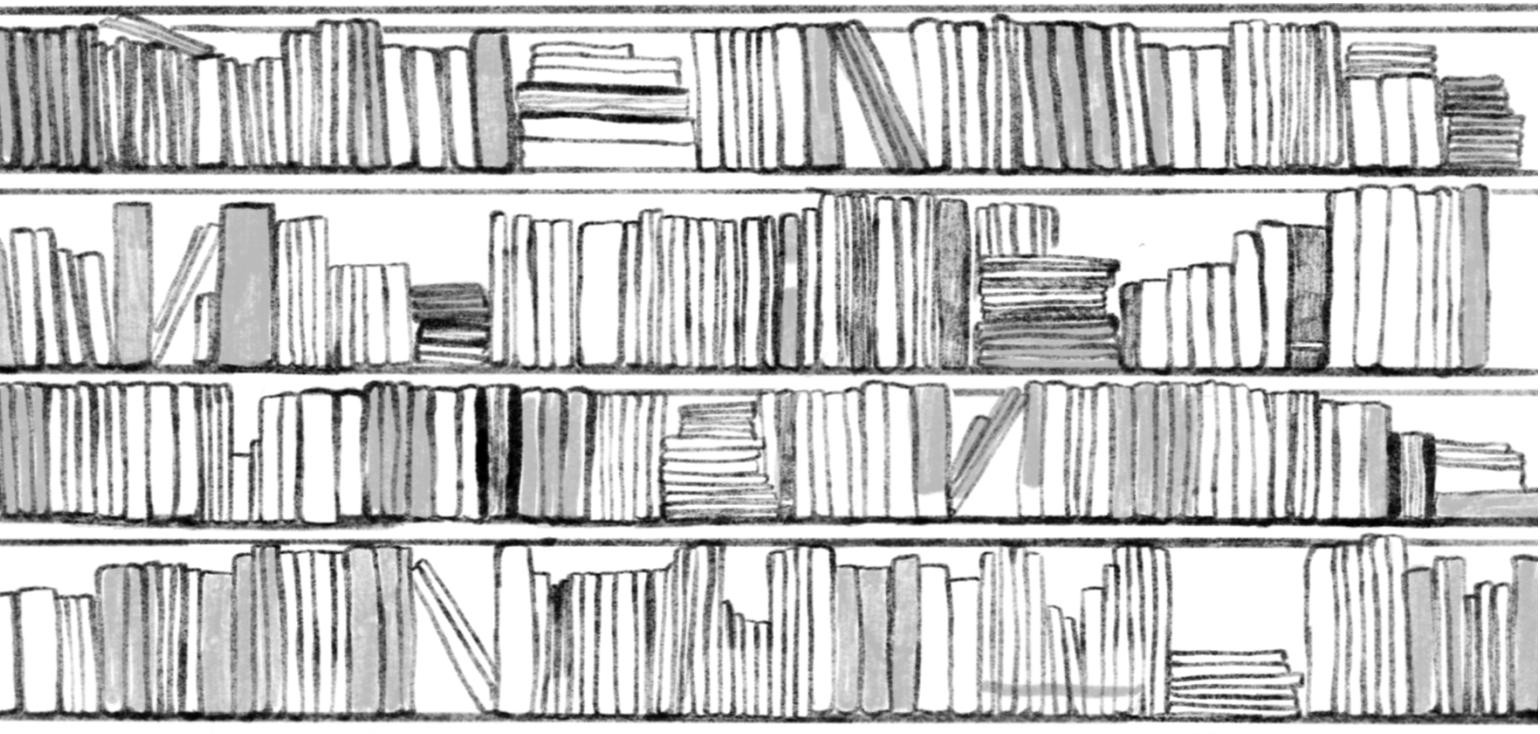
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The online interactive version of the coursebook, available at <https://english-historyprojects.gitbook.io>, has been created by the IT specialist, Svetlana Gorbunova.



“To my family that nurtured me as a person,
to my educators who moulded me as a professional,
and to my students, colleagues and friends who inspired me along the way”,
— Marina Chashko, the head of the project

Foreword

English through History Projects brings together the strong traditions of English for Specific Purposes (ESP) methodology and the best practices of adult second-language instruction within a new generation English language coursebook. This coursebook has been designed for undergraduate history and archaeology students and structured for a two academic year course. This lively written and engaging coursebook was created by a team of young and talented English language instructors from Moscow and St Petersburg campuses of HSE University, Russia. It is hoped that the users of *English through History Projects* will become not only more proficient users of English but will also become more motivated and self-driven in their university studies and academic research. A project-based approach facilitates content and language integrated learning (CLIL) and fosters learner autonomy. By giving students greater agency in their learning and by allowing them to follow their professional interests, *English through History Projects* is an outstanding example of a successful blend of the English language learning and exploring the basic professional concepts through projects.

Language specialists all over the world increasingly recognize the value of project culture as a means of facilitating language uptake and learner autonomy. *English through History Projects* provides well-designed activities aimed at developing students' transferable and communication skills that prepare them to participate in and to lead projects related to their future career. The 'Project case overview' section, accompanied by scaffolding exercises introducing each case, together with the 'Project case resolution' section, supported by reflection tasks closing each case, allow students to be guided in their learning experience. This helps learners set their own learning objectives within the given context and identify the most efficient learning strategies. This enables them to use English as a tool to solve academic and professional tasks to achieve those objectives, enhancing their motivation in language learning. *English through History Projects* gives students authentic communicative experiences within academically and professionally relevant content areas which motivate students to take responsibility for their own learning and allow for greater opportunities for learner autonomy.

The interactive online version of this coursebook makes it both student-friendly and teacher-friendly and ensures freedom and flexibility in time, place, pace, and individual mode. *English through History Projects* offers a wide range of engaging tasks which inspire students to use English in an academic and professional context and ensure their professional and personal growth.

I wish you well on your academic journey, and I am sure this coursebook will support you throughout your university years and beyond.

Dr. Elena Belyaeva

MA in Applied English Linguistics

PhD in Pedagogy

Introduction

Coursebook Rationale and Design

Needs Analysis

English through History Projects is designed for university undergraduate students (BA) whose major is History or whose interest lies in history, both as an academic discipline and a professional field. This coursebook will best suit those who have attained B1-B2 level according to the CEFR global scale of English language proficiency¹.

The choice of the concept, structure and contents for the coursebook complies with the regulations of the Federal State Educational Standards of Higher Education for undergraduate students. It was shaped by the results of the survey held within the project at three campuses of the NRU HSE (Moscow, Saint-Petersburg and Perm) in 2020-2021. The students of the HSE “History” BA programmes and historians, who are a part of the teaching staff at HSE, participated in the survey and shared their understanding of what is vital for students in learning to employ English in their academic and professional lives. The survey identified personal, academic and professional needs, aims and tasks, motives and interests that history students have in learning English at university level, as well as their opinions about what their current English class is lacking and expectations about the prospective course and coursebook.

Profession Oriented Approach

The coursebook applies a **profession oriented approach in foreign language teaching** and, thus, aims to enhance the development of students’ *professional intercultural communicative competence (PICC)* which is referred to as the *integrative ability of solving professional tasks with the help of foreign language*. Development of the PICC, as an integrative goal of the coursebook, ensures plunging learners as active participants into the process of solving a variety of professionally oriented tasks with the help of the English language.

Context-Based Learning

Each unit enables students to work on solving communicative tasks that model a broad and diverse ‘*quasi-professional context*’ which is defined by A. A. Verbitsky as a “*a link between educational and professional activity, which is carried out in parallel with the educational process on a continuous basis through experience and related problems of future employment*”². Thus, the tasks of the coursebook based on real-life problem-based project cases, encompassing various communicative tasks, that design the quasi-professional

¹ Common European Framework of Reference, <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>

² Verbitsky, A.A. (2011). Invariants of professionalism: problems of formation: monograph / A.A. Verbitsky, M.D. Ilyazov. - M.: Logos. 229.

context of history students' activities, are educational in their form and professional in their content.

Interactive Online Format

The coursebook has an online version that provides an opportunity to work with all the material and tasks in a digital format.

This version is both convenient and engaging for learners, as it enables them to:

- navigate through the units and easily switch from one activity to another at their own pace;
- access the online material from various sources, using the hyperlinks;
- watch the embedded videos without being redirected to external sources;
- solve the tasks online, collect the answers and get immediate feedback with the help of the other online learning tools integrated in the coursebook, such as Wordwall.net, Learningapps.org, Google Forms, Quizlet, Tubequizard, TBD etc.;
- jot down ideas and save the progress of the learners;
- make copies of the necessary tasks and guidelines in the online documents and print as required.

The online coursebook is placed on the Gitbook platform which is adaptive to a variety of electronic devices and can be easily accessed by using the link <https://english-historyprojects.gitbook.io/english-through-history-projects/>.

Special features of English through History Projects

Introducing Project-Based Framework

The project culture lies at the heart of the coursebook, shaping both its structural and conceptual framework. The coursebook introduces learners to the universal project management ideas and shows how they can be applicable to an historical professional environment.

The coursebook guides learners on their way to solve the project-based tasks as they progress from the 'Project Case Overview' section, where the ultimate goal is set, to the 'Project Case Resolution' section, where this ultimate goal is achieved. Each of the twelve units begins with scaffolding exercises to introduce the topic to learners and activate their background knowledge. These tasks engage students into a dialogue and help them understand how the topic or issue discussed in the unit is relevant to their personal and professional fields of interest. Having reached the 'Project Resolution' section, learners find themselves equipped with necessary the knowledge and guidelines to apply newly-acquired skills to produce a new, personally and professionally meaningful, information product.

The Module, 'History Projects', shows the diversity of educational, research and applied projects that history specialists can design by introducing the real cases of the projects, developed both in Russia and abroad ("Arzamas", "Future History", "History of You", "University History Museums" etc.). While working on this Module, students create their own history projects which could be easily brought to life in the future.

Developing Transferable skills and Activating Metacognitive Processes

A major portion of each unit is dedicated to the tasks focused on the development of vital transferable skills, necessary for any modern competitive specialist, that can be grouped into three major categories: *thinking, informational and interpersonal*.

The rubric, "Helpful Techniques and Strategies", equips students with tips and guidelines on searching, understanding, evaluating and presenting the information in various genres, styles and formats, relevant to the case tasks, such as: reading and listening techniques (skimming, scanning, detailed and critical reading; reading hypermedia texts with charts, diagrams, illustrations etc.; justifying the reliability of the sources, etc. for academic and professional texts), speaking and writing techniques (signposting, argumentation, literary techniques for talks, debates, presentations etc.).

Brainstorming, critical reading, researching, analysing and interpreting of the information presented in various modes and formats, teamwork, reflection etc. are examples of activities that teach students to be flexible and creative, think "outside the box", try different roles, be responsible and make decisions, autonomously and as a team.

Reflecting on the Learning Experience

Each project case culminates with the tasks in the “Project Case Resolution” section, that fosters the students’ creation of ‘personally meaningful knowledge-products’³ in speaking and writing, and the “Reflection” task that aims to develop their *autonomy*. While being involved in such ‘productive learning activities’, the student does not automatically consume the provided information, but “creates something new in material or ideal dimensions, including new methods of acting”. Motivated learning and engagement in the creation of ‘personally meaningful knowledge-products’ contributes to the development of students’ autonomy, not only as ‘learner autonomy’, but also their autonomy as individuals. The autonomy of the individual goes beyond the ability to manage his or her own learning and comprises the following components:

- autonomy of personal values and the need to have such values;
- affective dimension (emotional autonomy) and the need to have personal priorities;
- action autonomy, the need and ability for problem-solving, decision making, self-improvement, self-development and self-identification.

Developing all these components, with the help of the coursebook’s tasks contributes to the future personal and professional autonomy of the students.

*The **ultimate goal** of the coursebook is not to instruct students on current issues in History or English by providing readily available answers, but to encourage an autonomous learning process, to find a solution by challenging these issues. These questions should motivate students to initiate an internal dialogue between the learners they are and the professionals they would like to become.*

³ Koryakovtseva, N.F. (2014). The use of new technologies in language education and learner autonomy. Education and Pedagogical Studies: Topical issues of the current stage of teaching foreign languages, 3(689), 40-47.

Coursebook Structure

The coursebook, *English through History Projects*, contains four modules: 'Why History', 'Study History', 'Work with History' and 'History Projects', each of which consists of three units that develop the topic of the module.

Unit structure:

1. Project case overview / Lead in

- *Focus on transferable skills:*

- metacognitive skills (e.g., activating prior/background knowledge, generating and organising ideas with the help of brainstorming activities such as free writing, storyboarding, mind-mapping, note taking, group sketching, word banking, etc. for formulating a hypothesis; negative / positive, descriptive / problem explaining / supporting / arguing, opening / concluding statement etc.);
- information skills (analysing, categorising, allocating, explaining, interpreting, etc. of various types of information using relevant sources for creating information products);
- interpersonal skills (creativity, decision-making, teamwork, leadership, autonomously creating).

2. Project case development / Shaping a concept

- *Focus on communication skills and language:*

- Listening skills
 - Vocabulary focus
- Reading skills
 - Grammar focus
- Writing skills
 - Language notes (strategies, techniques, sources, tips etc.)
- Speaking skills

3. Project case resolution / Presenting a concept

- *Focus on performance and reflection:*

- Designing and presenting information product(s);
- Reflection (experience, insights, implications, etc.)

When working on each project case, students master their skills **in reading, listening, speaking and writing** while learning and revising new case-related **vocabulary and grammar**. The units cover history-related topics and focus on the academic and professional historical tasks. The authentic text-, audio- and video-materials used in the coursebook correlate to the topics and questions studied by the undergraduate History students within the core disciplines of their curriculum: Introduction into Profession (research seminar); Auxiliary Disciplines of History; History and Source studies; History of Geography / Literature / Art; History of the Ancient World (Ancient East, Mesopotamia, Egypt etc.) and Medieval Europe; Archaeology; Social studies; Philosophy etc.

The section "Appendices" contains four parts:

- *Appendix A: Writing and Speaking Study Guide* with more useful guidelines and tips;
- *Appendix B: Speaking and Writing Assessment Criteria* with the suggested criteria to assess learners' performance in speaking and writing;

- *Appendix C: Web Resources* with a list of helpful online dictionaries, databases, archives, etc.;
- *Appendix D: References* with all external sources used in the coursebook.

This coursebook can be used as a complete course or in conjunction with other materials.

The sources used in the coursebook can be accessed via the active hyperlinks and QR-codes provided in each Unit.

Note on the Symbols

For easier navigation throughout the coursebook all exercises are marked with the following symbols:

Symbol	Interpretation
	CASE OVERVIEW
	CASE RESOLUTION
	BRAINSTORMING
	LISTENING
	READING
	SPEAKING
	WRITING
	VOCABULARY FOCUS
	GRAMMAR FOCUS
	WORK WITH INFORMATION
	LANGUAGE NOTE
	HELPFUL STRATEGIES AND TECHNIQUES
	WEB RESOURCES
	TEAMWORK
	REFLECTION

Map of the Modules

Module 1 Why History?			
	PROJECT CASE 1: LOOKING AT HISTORY FROM DIFFERENT PERSPECTIVES		
	Speaking & Writing	Listening & Reading	Use of English
Unit I What History Is	<ul style="list-style-type: none"> ● an argument presentation ● an academic paragraph 	L: What is history for? R: History as an academic discipline, Fields of historical knowledge	<ul style="list-style-type: none"> ○ predicting (reading and listening) ○ reading and listening techniques: skimming, scanning and detailed reading ○ adjectives with -ic and -ical endings ○ guessing the meaning of new words from the context
Unit II History and Interdisciplinarity. Overview	<ul style="list-style-type: none"> ● an oral summary ● a written summary 	L: Social, Gender and Cultural History: Ways of Challenging the Dominant Paradigms R: Military, Social and Economic history R: Cultural history L: A very short introduction to Art history R: Archaeology L: Big history	<ul style="list-style-type: none"> ○ signposting ○ making notes ○ verb-noun collocations ○ the language for writing a summary ○ types of reporting verbs
Unit III History and Interdisciplinarity. Application	<ul style="list-style-type: none"> ● an abstract ● a video presentation 	R: The Punic Wars and Expansion L: Households: Structures, Priorities, Strategies, Roles L: Culture of Americas R: The Northern Renaissance L: How to do visual (formal) analysis in art history	<ul style="list-style-type: none"> ○ the language to talk about conflict and warfare ○ pronunciation focus (geographical names) ○ dealing with handouts ○ exam strategies: classification tasks ○ the language of academic reflections

Module 2 Study History			
	PROJECT CASE 2: PURSUING A HISTORY DEGREE		
	Speaking & Writing	Listening & Reading	Use of English
Unit IV History Major	<ul style="list-style-type: none"> ● an academic interview ● a personal statement 	R: Cambridge History undergraduate course outline L: Academic interview R: Cambridge interviews L: Speech Structure	<ul style="list-style-type: none"> ○ the language to succeed on university courses, participate in an academic interview ○ typical academic interview questions for historians ○ outlining personal statement ○ transition words and phrases in academic writing
	PROJECT CASE 3: STUDYING HISTORY ABROAD		
Unit V History Students. Studying Abroad	<ul style="list-style-type: none"> ● a motivation letter ● an open talk 	R: Why Choice Matters to Student Learning R: How to write a motivational letter for university admission L: 50 Speech Opening Lines & How to Create Your Own	<ul style="list-style-type: none"> ● the language of university curricula ● the language of presentations ● writing a motivation letter ● structuring a talk ● causative connectors

	<p>PROJECT CASE 4: DOING EXTRA-CURRICULAR ACTIVITIES</p>		
<p>Unit VI History Students. Social and Academic Engagement.</p>	<ul style="list-style-type: none"> • a response / reaction paper • debates 	<p>R: Is Summer School worth it? L: Oxford Summer Courses R: Why start a book club? L: Class debate</p>	<ul style="list-style-type: none"> ○ the language to go to a summer / winter school ○ writing a response/reaction paper ○ debate structure ○ persuasive language and phrases for debates
<p>Module 3 Work with History</p>			
	<p>PROJECT CASE 5: APPLYING FOR A JOB WITH A HISTORY DEGREE</p>		
	<p>Speaking & Writing</p>	<p>Listening & Reading</p>	<p>Use of English</p>
<p>Unit VII History as a Career</p>	<ul style="list-style-type: none"> • a resumé (CV) • a job interview 	<p>R: History is not a useless major: fighting myths with data L: Top Resumé Skills R: The 10 Best Skills to Include on a Resumé L: Top Interview Tips R: How to Pass a Job Interview Successfully R: The Top 5 historian interview questions with detailed tips; Historian Interview Questions & Answers</p>	<ul style="list-style-type: none"> ○ the language to talk about employment and history careers ○ reading skills: hypertext and hypermedia ○ the most common grammar rules for resumé ○ resumé action verbs ○ the 5 step approach for reading charts, graphs and Diagrams

	<p>PROJECT CASE 6: WORKING IN ACADEMIA WITH HISTORY</p>		
<p>Unit VIII History Specialists. Academic Track.</p>	<ul style="list-style-type: none"> ● a historiographic essay ● a round table discussion 	<p>L: Advice to History graduate students R: An Academic Career in History R: Historical Thinking Skills L: What makes a source reliable? R: Historical sources about the Vikings R: Historiographic essays R: The guidelines for a round table discussion</p>	<ul style="list-style-type: none"> ○ the language to talk about an academic career in history ○ historiographic definitions ○ academic reading strategies ○ reasons to justify the reliability of historical sources ○ the role of a title, an abstract and keywords in scholarly writing ○ grammar: patterns to talk about historical sources ○ reporting verbs, conveying an opinion, argument or proposition ○ the language to analyse and present scholarly articles
	<p>PROJECT CASE 7: CONTRIBUTING TO A NON-HISTORICAL FIELD</p>		
<p>Unit IX History Specialists. Professional Track.</p>	<ul style="list-style-type: none"> ● a short article ● a podcast 	<p>L: What I do: Historians talk about their work R: Public History. About the field R: Historians as Storytellers R: Types of Storytelling: 4 Ways to Communicate Through Story R: Short articles R: Podcasts and public history L: History in a Virtual Age podcast</p>	<ul style="list-style-type: none"> ○ the language of public history ○ the language of storytelling ○ literary techniques for articles ○ tips on writing a script for podcasts

Module 4 History Projects			
	PROJECT CASE 8: DEVELOPING A HISTORY PROJECT		
	Speaking & Writing	Listening & Reading	Use of English
Unit X Designing History Projects	<ul style="list-style-type: none"> ● a concept paper ● a team discussion 	L: Introduction to planning projects R: Cultural history project Arzamas R: Team roles L: 7 secrets of effective team communication L: Digital History and the Future	<ul style="list-style-type: none"> ○ developing ‘Project Life Cycle. History’ ○ problem-solving strategies ○ the media to communicate your ideas to the target audience and the ways to promote your project ○ 5 elements of a concept paper
Unit XI Research, Educational and Applied History Projects	<ul style="list-style-type: none"> ● a press release ● an interview 	L: Island of unfreedom L: TED-Talk: What the Russian Revolution would have looked like on social media R: University museums in Great Britain: representational function/University history museums in the virtual space R: What Happens When Students and Teachers Go Hands-on With Discovery Tour: Ancient Greece R: What is Oral History? L: Conducting an Oral History Interview	<ul style="list-style-type: none"> ○ the grammar to talk about the historical present ○ the language to describe projects ○ the language to conduct an interview
Unit XII Presenting History Projects	<ul style="list-style-type: none"> ● a poster (+abstract) ● a project presentation 	R: How to write an abstract L: How to make an academic poster in PowerPoint R: Public Speaking and Presentations: Tips for Success R: How to handle difficult Q&A moments	<ul style="list-style-type: none"> ○ the language for creating an abstract, project presentation & answering questions ○ formal academic language

Module 1

Why
history?



Unit I

What History Is

*“In the history of the world,
we have left our footprints by our unique stories.”*
— Lailah Gifty Akita, *Pearls of Wisdom: Great mind*



PROJECT CASE 1 LOOKING AT HISTORY FROM DIFFERENT PERSPECTIVES

LEAD IN & CASE OVERVIEW

Imagine that you are invited, as an expert, to a history project that sheds light on the most prominent events of a particular year from the history timeline. The task of the project is to show the diversity of this year, in various spheres of life, employing an interdisciplinary approach.



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Highlights of this unit:

- defining history as an academic discipline
- fields of historical knowledge
- writing an academic paragraph

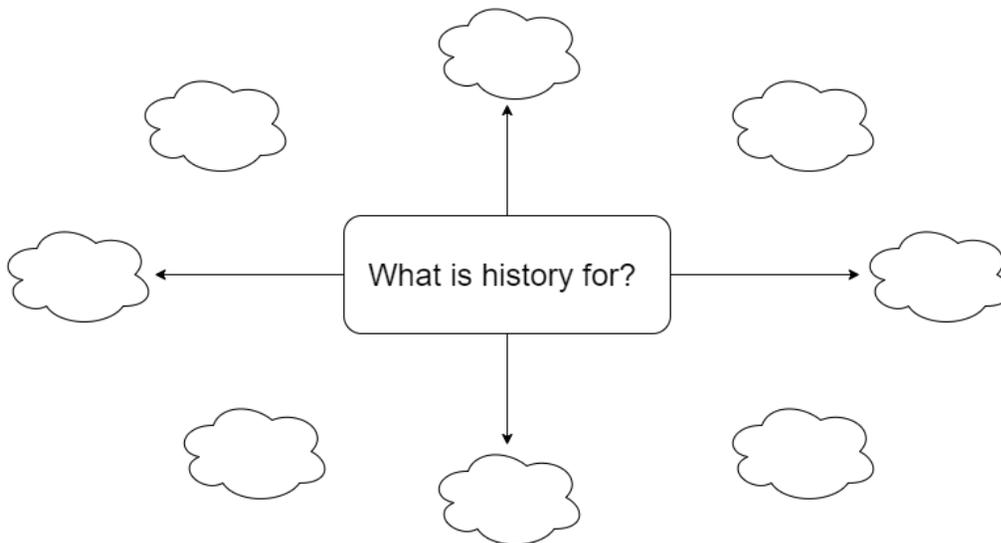
WHAT IS HISTORY FOR?



Task 1.1 BRAINSTORMING

You are a student in the History Faculty of Cambridge University. The title of your first lecture is “*What is history for?*”. Work in small groups. Discuss why it may be important for people to study history and draw a mind map summarising your ideas.

Fig. 1.1 What is history for?



Task 1.2 LISTENING

You are going to watch the video “**What is history for?**”

(<https://www.youtube.com/watch?v=hLE-5EIGIPM>) to find out how similar your ideas are to the ideas of the video.

You can also watch the video via the QR-code:



Pre-Listening Tasks:

- study the tips on predicting the structure and the content of the lecture;
- look at the key points of the video “*What is history for?*” Discuss with a partner what they might mean in the video. Apply predicting strategies.

While-Listening Task:

- do tasks 1 and 2.



HELPFUL STRATEGIES AND TECHNIQUES

Predicting⁴

When listening we use different skills. They usually depend on what we are listening to and the purpose of listening. The skill that is used, regardless of all the other skills, is **predicting**. **Predicting** involves bringing knowledge and experience of life to help us understand what is being said. We use this knowledge together with *visual clues*.

The purposes for listening may be various:

- listening for gist (to get the general understanding of the text)
- listening for detail (to understand everything in the text)
- listening for specific information (to get the information we need: times, places, names, etc.)

Before you listen:

- Look at the topic of the lecture or name of the video/text/article and try to predict what it is going to be about
- If there are research questions or key points, use them to predict the possible structure and the content of the lecture/video/text/article

The key points of the video “**What is history for?**”:

- Solutions
- Good ideas
- Things can change
- Teaching us
- Advantages which are easy to miss
- Consolation

1. **Decide whether the following statements agree with the information from the video. Write True (T) or False (F) for each statement:**

		T/F	a, b, c....
1	The real reason why history is so boring is about the way we teach it		
2	People are hugely biased towards the present and concentrated on it		
3	History indicates what society is obsessed with right now		
4	History is full of good ideas		
5	History can teach us courage		
6	History shows us that our challenges are exceptional		

⁴ Adapted from: [335369-tips-for-teachers-preliminary.pdf \(cambridgeenglish.org\)](https://www.cambridgeenglish.org/resources/335369-tips-for-teachers-preliminary.pdf)

7	History teaches us to judge which government is better		
8	History consoles and can help find solutions		
9	History demonstrates that things can't change		
10	History ends up as a tool of appreciation of some of our advantages, which are easy to miss		

2. Match the supporting ideas below with the TRUE statements from Task 2. There are 3 extra ideas that you do not need.

- a) News circles obsessively around some of the things that've happened in the last 5 minutes.
- b) If you think about holidays, you might dramatically enrich your thoughts by considering the history of pilgrimage, especially the motives which people had for trekking off to visit distant shrines.
- c) People today are hung up on being absurdly thin.
- d) Once you open the lens wide enough, you realise that things are rarely as awful as you see them.
- e) The European Union government has as many problems as the Habsburg Empire had.
- f) Reading about the history of the Levelers, a group of English radicals, is a crucial part in understanding Capitalism.
- g) History is full of mistakes, and those who do not know it well, will not be able to improve future life.
- h) Traffic is terrible, but so was the Siege of Leningrad.



Task 1.3 SPEAKING

Work in small groups. Discuss how far you agree with the points made in this video. Can you add any other reasons to study history to the list?

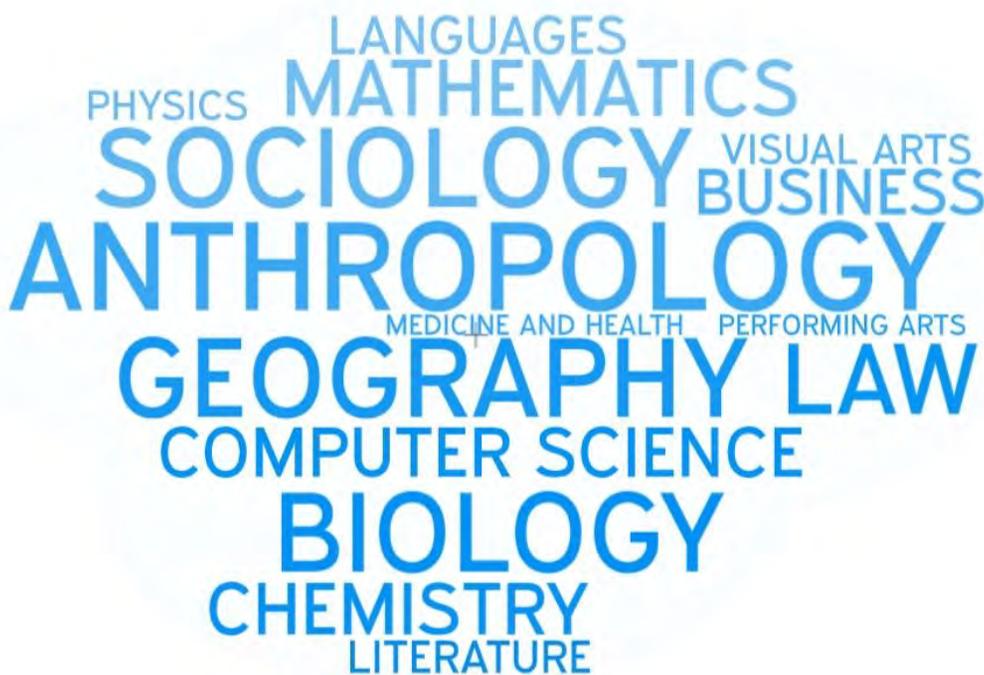
DEFINING HISTORY AS AN ACADEMIC DISCIPLINE



Task 1.4 WORK WITH INFORMATION

- a) How do you understand what an academic discipline is? Provide some examples.
- b) Match the following disciplines to classes from the table below. Justify your choices.

Fig. 1.2 Academic disciplines



Humanities	Social sciences	Natural sciences	Formal sciences	Applied sciences

- c) Google and complement the table by providing *at least two examples* for each class.
- d) Decide which field(s) of scholarly research *history* belongs to. Why?



Task 1.5 READING

Read the article “**History as an academic discipline**” and check whether you were right about the place history occupies in academia.

Pre-Reading Tasks:

- Discuss the possible reasons why people need to read various genres of text (e.g., scholarly articles, essays, reviews) and how to manage reading effectively;
- Check your ideas regarding the previous task in the “**Purposes for reading**” section and learn about **skimming**, **scanning** and **detailed reading strategies**.

While-Reading Tasks:

- Read the article and come up with an appropriate subheading for each paragraph, reflecting the main information, singled out from each paragraph;
- Complete tasks **1** and **2**, applying appropriate reading strategies.



HELPFUL STRATEGIES AND TECHNIQUES

We apply similar strategies when reading and listening, which vary according to the purpose. (See also Task 1.2)

Purposes for reading⁵:

- to scan for specific information
- to skim to get an overview of the text
- to relate new content to existing knowledge
- to write something (often depends on a prompt)
- to critique an argument
- to learn something
- for general comprehension

The way we read (i.e., which reading strategies and techniques we apply) will depend upon these purposes. Using appropriate reading techniques may help complete the task successfully and save a considerable amount of time. The main reading techniques are **skimming**, **scanning** and **detailed reading**.

Skimming, scanning and detailed reading

Complete these definitions with **scanning**, **skimming** and **detailed reading**

- means reading the entire text carefully to get accurate information. allows you to critically consider aspects of the text. First, you skim the text and then you go through it in detail.
- involves running your eyes down the passage quickly in order to locate a specific fact or piece of information (it may also be a particular word or phrase). Often these words or phrases will stand out because they are proper nouns, dates or numbers.

⁵ Derived and adapted from: <https://courses.lumenlearning.com/engcomp1-wmopen/chapter/text-academic-reading-strategies/>

To apply this technique successfully you need to comprehend what you read and understand the structure of the material.

c) means reading something quickly in order to grasp the general idea(s) or points without studying them in detail. helps to decide if you need to read something at all (e.g., during the preliminary research for a paper). When you may read the table of contents, headings or the abstract. You could also read the first and last paragraphs and the first and last sentence of each paragraph, as usually they contain the main ideas.



You can learn more about academic reading strategies here:
<https://courses.lumenlearning.com/engcomp1-wmopen/chapter/text-academic-reading-strategies/>



1. Apply appropriate reading techniques to answer the following questions:

- What is the main idea, conveyed in the article?
- Which disciplines from task 1.4 are provided as examples of basic social science disciplines? Of humanities?

HISTORY AS AN ACADEMIC DISCIPLINE⁶

A Disciplines of scholarly study that are concerned with the study of people, culture and society can be divided into two classes: social sciences and humanities. The allocations of particular disciplines to these classes are not always consistent. Sometimes history is regarded as a social science, sometimes not.

B Social sciences, as the name implies, are distinguished from physical sciences because they concern human society, but they are distinguished from the humanities because they seek to use scientific methods. This means that they ask questions which can be answered fairly precisely by measurement. Thus, for example, the degree of poverty or ill-health in two different communities, or in one at two different times, might be compared by examining the statistics (assuming that good statistics are available) for income per annum per head or for the instances of certain diseases. Economics and sociology are core social science disciplines.

C The humanities, on the other hand, are concerned with human culture, especially through the study of language and literature. Written documents and art forms are typical sources. Understanding is sought through the refinement of ideas about the meaning of what is studied rather than through measurement of it.

D History can concern itself with questions belonging to both social sciences and to the humanities. It cannot be decisively classified as of one type and not the other. However, it has deep roots in the humanities, and its core categories have fuzzy boundaries.

E This is because history commonly seeks its explanations within contexts that cannot be precisely delimited. Take, for example, the question 'Was the living standard of industrial

⁶ Adapted from: (Mabbet, 2007, pp. 9-11)

workers in the earlier nineteenth century rising or falling?’ In fact, clear statistics that might clearly measure the standard of living are not available. This is an obstacle to scientific economic research upon the question. Historians proceed differently, seeking such fragmentary evidence as they can find, using detective work, and the results are often debatable, depending a great deal upon judgement of what the evidence really shows. Thus, in a humanities research project, a lot of interpretation and opinion has to go into producing as an end result the material evidence, statistics, which for the economist must be the starting point.

F The historian can seldom be sure that all the evidence that might be relevant has in fact been collected. The rigour of historical research lies in the thoroughness of the detective work conducted, not in the precision of calculations made using facts already known.

G Two practical consequences need to be considered in this respect. The first is that the historical argument in a piece of research does not take the form of formal logical proof, moving through syllogisms to an unassailable conclusion. On the contrary, it may always be challenged on the basis of further evidence.

H The second has to do with the presentation and format of the finished work. The methods of history require that the historian should carry on a dialogue with the sources assessing them and identifying their value, as well as a dialogue with the problem to be solved with the help of the sources. These dialogues cannot always conveniently be carried on at once, and for clarity it is often necessary to separate the former sort of discussion in footnotes.

2. Read the text again to find the words and expressions having the following meanings:

PARAGRAPH A

1. distribution for a particular purpose
2. happening in the same way and continuing for a period of time

PARAGRAPH B

1. to suggest that something is true, without saying this directly
2. *formal* for each year

PARAGRAPH C

1. if a book, story etc is c..... with a person, subject etc, it is about that subject
2. a thing that is an improvement on an earlier, similar thing; the quality of being improved in this way

PARAGRAPH D

1. unclear or confused

PARAGRAPH E

1. to decide what the limits of something are
2. the level of comfort and the amount of money that people have
3. the facts, signs or objects that make you believe that something is true
4. not certain because people can have different ideas and opinions about the thing being discussed

PARAGRAPH F

1. directly relating to the subject or problem being discussed or considered

2. strictness, logical exactitude
3. the quality of being very exact or correct

PARAGRAPH G

1. a statement with three parts, the first two of which prove that the third part is true, for example 'all men will die, Socrates is a man, therefore Socrates will die'
2. that cannot be destroyed, defeated or questioned

PARAGRAPH H

1. a note at the bottom of the page in a book, which gives more information about something



Task 1.6 SPEAKING

Work in pairs or small groups. Discuss the following questions relying on the information from the text “**History as an academic discipline**”:

1. Which classes of disciplines are usually concerned with the study of people, culture and society?
2. How can one distinguish social sciences from physical sciences and the humanities?
3. Why does history have its origins deep in the humanities?
4. What is the role of the evidence in **historical** research? How different is it from the role of the material evidence in scientific economic research?
5. What is "the rigour of historical research"?
6. Why can historical arguments be challenged? What else do the methods of historical research require?



Task 1.7 VOCABULARY FOCUS

Adjectives with *-ic* and *-ical* endings

historical vs. historic

historical (adj) usually describes something that is connected with the past or with the study of history, or something that really happened or existed in the past: *historical research/enquiry/studies; a historical context/figure.*

historic (adj) is usually used to describe something that is important in history and likely to be thought of as important at some time in the future: *historic buildings/occasion/events/.*

a) use the dictionary to check the meaning and usage of the following adjectives:

economic and *economical*

classic and *classical*

b) complete the following sentences with the correct adjective:

historic / historical

1. In his book, Churchill describes that ... first meeting with Roosevelt.
2. Labour history has developed into a recognisable ... research area.

classic / classical

1. In his studies of ... antiquity, he turned instinctively to the Greeks, rather than the Romans.
2. The invention of the X-ray was a ... case of discovering something by accident.

economic / economical

1. Complex ... and social factors have contributed to the rise in violent crime.
2. Solar energy for your home is expensive in the short term but it is more ... in the long term.

DISCOVERING FIELDS OF HISTORICAL KNOWLEDGE



Task 1.8 BRAINSTORMING

a) in 5 minutes make a list of all the spheres and aspects of life that history can study.

- wars and warfare
- ...

b) compare your list with a partner and think which fields of historical knowledge concern themselves with the study of these subjects (e.g., *wars and warfare – military history*).



Task 1.9 READING

Read the article “**History as an academic discipline**” to find out about the various fields and subfields of historical knowledge.

While-Reading Tasks:

a) Read the first paragraph of the article. What is the connection between the values and beliefs a historian has and the approach he chooses to employ?

b) Read the rest of the article. Answer the following questions:

1. What historical event is used to exemplify the research focus of the fields of historical knowledge mentioned in the article? Underline the names of these fields.
2. How can these approaches to history be nominally classified?
3. Which factors may influence the emergence and the evolution of historical fields? Provide some examples.

c) Read the text one more time and fill in the table below it. Research and find the missing information about the focus of some branches of history;

d) Read the information in the “**Vocabulary focus**” section below the article and do exercises **A**, **B** and **C**.

FIELDS OF HISTORICAL KNOWLEDGE⁷

A When doing research, historians are influenced in their approach by their own values and experiences, their academic training, and their beliefs about which aspects of human nature, human institutions are most important.

B As a result, historians might examine the chosen topic from a wide range of perspectives. These differing perspectives or views can be grouped into dozens of major fields (and even more subfields), each of which has a particular focus. For example, when examining the decline of the Ottoman Empire in the late nineteenth century, one historian might choose to focus primarily on political matters, and another might pay more attention to economics. Although the fields of historical study are numerous and varied, they have all evolved over time, nearly all of them influence others, and many of them overlap.

C Some fields are more traditional than others. Political approaches to historical questions have been employed by historians for many years, and have given rise to such fields as military history, diplomatic history, and state history. Political historians are generally concerned with major changes in a country's government or political landscape —changes that reset its internal structure or reshape its place in the world. To answer a question regarding the Ottoman Empire's decline, a military historian might look at the growing superiority in weapons and training of British, French, and German troops compared to those in the army of the sultan (the highest authority in the empire). A historian of empire might compare the system of taxation under the last of the sultans to the more successful systems of the early Ottoman rulers. A diplomatic historian might examine the Ottoman Empire's changing relationship with neighboring powers to explain its demise.

D Other long-established approaches to history include views that focus on religious, intellectual, and economic matters. To continue the example of the decline of the Ottoman Empire, a religious historian might compare the roles of Islam and Christianity in the process, whereas an intellectual historian might examine the work of important Muslim scholars in the decades leading up to the empire's demise. By contrast, a historian specially trained in the field of economic history might focus on the great increase of indebtedness of the empire to European investors and banks and how this situation arose.

E Over time, relatively new historical fields have arisen to probe neglected areas of study such as social and cultural issues. Social historians often focus their research on the development of human communities and their interaction with the larger society, incorporating two of the most rapidly expanding areas in recent decades: women's history and gender studies. Because women have been mostly absent from traditional history texts until recent decades, women's history scholars attempt to fill in the gaps, showing the impact that decline of the Ottoman Empire, a researcher of women's history might explore the growing use of transparent veils by women in late-nineteenth-century Istanbul. Historians of gender study look at the ways in which ideas of masculinity and femininity have influenced

⁷ Adapted from (Khoch E. P., 2012, pp. 12-14)

history; they might compare the coffee house (male) and the bath house (female) as places of gendered socialization.

F Another fairly recent area of historical study is cultural history - a field in which historians focus on group attitudes and behaviors and how these change over time. If we look again at the Ottoman Empire example, a cultural historian might want to know the significance of the loosening of the clothing laws in the middle of the nineteenth century or of the new forms of public leisure activity, especially among the growing middle class. History can be applied to a host of other academic disciplines, resulting in very specific genres. A historian of science, for example, might seek to understand why Islamic medicine, so advanced in earlier centuries, was outpaced by European advances in the nineteenth century. An ethnic historian might study the many non-Islamic peoples of the Ottoman Empire and the status they held in Islamic society.

G As fields of historical study slowly but constantly emerge and evolve, they are influenced by many external factors, including current events. For example, just as pollution and global warming have emerged as important issues in our current world, environmental historians have begun to examine the interaction between previous human communities and their habitat. Globalization has influenced the growth of “world” history, which, among other topics, studies large-scale migrations of peoples and the mutual impact arising from the contact of civilizations.

H In addition, changes in one historical field, or the emergence of a new field, can influence another. For example, as social history has become more influential, it has led other historians to incorporate a social aspect to their studies. A military historian might expand his or her research of weapons and tactics of the sultan’s army to include an examination of the groups in society from which soldiers were recruited.

I Historians also welcome ideas and methods of analysing evidence that arise in other related but non-historical fields. Some examples include the influence of psychology on family history, the influence of sociology on demography, and the influence of anthropology on ethno-history.

Field of historical knowledge	Focus	The decline of the Ottoman Empire
Political history	<i>major changes in a country’s government or political landscape</i>	
Military history		<i>superiority in weapons and training of British, French, and German troops compared to the Ottoman army</i>
...		



VOCABULARY FOCUS

GUESSING THE MEANING OF NEW WORDS AND PHRASES. WORD FORMATION SKILLS

Even if you don't know the meaning of the word or phrase, you can try to guess it using the context i.e., analysing the surrounding words and phrases and thinking about the part of speech of the unknown word.

e.g.

Professional historians normally focus on military affairs that had a major impact on the societies involved, as well as the aftermath of conflicts, while **amateur** historians and hobbyists often take a larger interest in the details of battles, equipment and the uniforms in use.

Amateur historians, opposed to **professional** historians, are not very skilled at history.

A) Analyse the following sentences from the text and choose the most appropriate synonym or explanation for the words in bold:

1. As a result, historians might examine the chosen topic from a wide range of **perspectives**.
 - a) issues
 - b) viewpoints
2. Although the fields of historical study are numerous and varied, they have all evolved over time, nearly all of them influence others, and many of them **overlap**.
 - a) are very similar
 - b) include some but not all of the same things
3. Some fields are more traditional than others. Political approaches to historical questions have been **employed** by historians for many years, and have given rise to such fields as military history, diplomatic history, and state history.
 - a) used
 - b) introduced
4. Military history focuses on armed conflict in the history of humanity, and its impact on the societies, their cultures, economies and changing **intra** and international relationships.
 - a) within (inside)
 - b) between or involving two or more different things, places, or people
5. By contrast, a historian specially trained in the field of economic history might focus on the great increase of **indebtedness** of the empire to European investors and banks and how this situation arose.
 - a) generosity
 - b) the amount of money owed to someone

B) **WORD FORMATION SKILLS.** Complete the table; use a dictionary, if necessary. Mark the stress in the words.

VERB	NOUN	ADJECTIVE
		influential
	evolution	
emerge		
employ		
	exploration	
		examined

C) Write 5 sentences about various fields of historical research using **the words from the table**.



Task 1.10 SPEAKING

Use your notes from the table “**Fields of historical knowledge**” to sum up the article and comment on the focus of different branches of history. Use appropriate vocabulary.

WRITING AN ACADEMIC PARAGRAPH



Task 1.11 LISTENING

You are going to watch the video “**Paragraph Structure**” (<https://www.youtube.com/watch?v=NLzKqujmdGk&t=176s>) to learn about the basic paragraph structure and how to write an effective paragraph.

You can also watch the video via the QR-code:



Pre-Listening Task:

a) discuss the following questions:

- *What is the purpose of dividing a piece of writing into smaller parts?*
- *What does each paragraph represent?*
- *What do you think a paragraph is?*

While-Listening Task:

a) look through the questions **1-7** and be ready **to take notes and complete the gaps with the relevant information** while watching the video:

1. What are the basic components of a paragraph? What are their functions?
2. What is the key element of a paragraph?
3. What should a strong topic sentence have?
4. If the topic sentence is too narrow, it means _____
5. If the topic sentence is too broad, it means _____

6. A topic sentence should be a _____ sentence.
 7. Is it necessary to announce your topic in a paragraph?

Post-Listening Task:

a) use your notes to do tasks **1** and **2** in the “**Work with information**” section below.



WORK WITH INFORMATION

Read the paragraph from the text “The fields of historical knowledge” and use your notes from the video “Paragraph structure” to do the following tasks:

- a) define its topic and main idea. Where can this information be found? What makes it convincing and easy to understand?
 b) identify which basic elements of the paragraph can be found in it and say how they are introduced. Are there any components missing? Why?

“As a result, historians might examine the chosen topic from a wide range of perspectives. These differing perspectives or views can be grouped into dozens of major fields (and even more subfields), each of which has a particular focus. For example, when examining the decline of the Ottoman Empire in the late nineteenth century, one historian might choose to focus primarily on political matters, and another might pay more attention to economics. Although the fields of historical study are numerous and varied, they have all evolved over time, nearly all of them influence others, and many of them overlap”.



LANGUAGE NOTE

Learn more about **the topic sentence**, **the supporting arguments** and **the concluding sentence** and then do the exercises **a-d**.

THE TOPIC SENTENCE

Each good paragraph has a topic sentence, which clearly states the topic and the main idea you want illustrate or prove. It is the most important sentence in the paragraph, as it indicates what the paragraph is going to be about and, therefore, it can be helpful for both the writer and the reader. A strong topic sentence should:

- be a complete sentence (i.e., contain at least one subject and one verb).

Compare:

*History as an academic discipline – **incomplete sentence***

History as an academic discipline can be allocated to two fields of scholarly research.

- contain both a topic and a controlling idea (the main idea)

Disciplines of scholarly study that are concerned with the study of people, culture and society can be divided into two classes.

- be neither too general nor too specific. A good topic sentence is the most general statement in the paragraph, because it gives only the main idea.

Compare:

*History is an academic discipline – **too general***

*History as an academic discipline can be allocated to two fields of scholarly research: social sciences and humanities, as it uses the methods of both: measurement and interpretation of the evidence. – **too specific***

*History as an academic discipline can be allocated to two fields of scholarly research – **best TS***

The topic sentence is usually the first sentence in the paragraph (but not always). Experienced writers may put it in other locations. However, the beginning of the paragraph is the best place for a topic sentence, as it gives readers a clear idea what they are going to read about.

SUPPORTING ARGUMENTS

Supporting arguments explain or prove the topic sentence. All supporting arguments should be related to the topic sentence. The most typical types of supporting sentences are sentences **explaining ideas, examples, details** and sometimes **statistics**.

THE CONCLUDING SENTENCE

An effective concluding sentence

- *signals the end of the paragraph*
- *summarises the main points of the paragraph*

In longer texts with many paragraphs, not each paragraph requires a concluding sentence. However, for single paragraphs, especially long ones, a concluding sentence can be helpful to the reader, because it reminds of important points discussed in the paragraph.

The most typical and universal signals to introduce a concluding sentence are:

To conclude,

In conclusion,

To sum up,

a) Circle the topic and underline the controlling idea in each of the following sentences. Are all of them good topic sentences? Why?

1. *Although social sciences and the humanities are both concerned with the study of people, culture and society, they have a number of differences.*
2. *For example, the degree of poverty or ill-health in two different communities, or in one at two different times, might be compared by examining the statistics for income per annum per head or for the instances of certain diseases.*
3. *History can teach us courage.*
4. *Two practical consequences need to be considered in this respect.*
5. *In this paragraph I am going to discuss history as an academic discipline.*
6. *History can be regarded as a social science for some reasons.*

7. *Economics and sociology are core social science disciplines.*
8. *Another fairly recent area of historical study is cultural history - a field in which historians focus on group attitudes and behaviors and how these change over time.*

b) Rewrite some of the sentences above to improve them.

c) Look at the following paragraph. Find the topic sentences and the supporting arguments. Which types of supporting sentences can be found? How are they introduced?

Social sciences, as the name implies, are distinguished from physical sciences because they concern human society, but they are distinguished from the humanities because they seek to use scientific methods. This means that they ask questions which can be answered fairly precisely by measurement. Thus, for example, the degree of poverty or ill-health in two different communities, or in one at two different times, might be compared by examining the statistics (assuming that good statistics are available) for income per annum per head or for the instances of certain diseases. Economics and sociology are core social science disciplines.



d) Study the information about various linking devices and complete the table with at least three examples for each category. Use a dictionary if necessary.



<https://www.scribbr.com/academic-writing/transition-words/#types-and-examples-of-transition-words>

You can also access the website via QR-code:

Additive transition words	Adversative transition words	Causal transition words	Sequential transition words
Addition: <i>additionally, ...</i>
Introduction:
Reference:
Similarity:
Clarification:



Task 1.12 WRITING

Imagine that you are taking part in the university project, the goal of which is to create a modern and engaging history textbook for schools. You receive an important task: to write a paragraph for the textbook chapter, explaining to schoolchildren why history is important.

Pre-Writing Tasks:

- a) Work with a partner or in small groups and discuss which statement about the importance of history you might make and which arguments and examples will be the most convincing;
- b) Present your ideas in the class.

Writing Assignment:

Use your ideas from ex. 1 and write a draft of your paragraph explaining why history is important. **Follow the paragraph structure** (with a valid and focused topic sentence explained or proved in the supporting sentences to it and logical conclusion summarising the main points. Do not forget to connect your ideas using various linking words and phrases).

Post-Writing Tasks:

- a) Exchange your paragraphs with a partner. Use the checklist in the “**Writing and Speaking Study Guide**” to give each other feedback upon the structure, coherence and the language of your paragraphs.

- b) Read your paragraphs in the class and choose the best one(s). What makes them good?