

# Как написать научную статью на английском языке?

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# Требования к научной статье:

- ▶ Написана исследователем / исследовательской группой из англоязычного учреждения, в идеале - носителем английского языка.
- ▶ Достаточно короткая (не более 15 страниц формата А4, включая графики и таблицы).
- ▶ Написана о том в чем Вы разбираетесь.
- ▶ Имеет четко определенные разделы «Введение/Introduction», «Методология/Methodology», «Результаты/Results» и «Заключение/Conclusion».

PS Названия разделов могут отличаться в разных журналах; например, «Методология» может называться «Procedure», «Materials and Methods», «Experimental» или какой-либо другой вариант.

\*Glasman-Deal, Hilary. *Science research writing for non-native speakers of English* . 2009.

# Правильная терминология

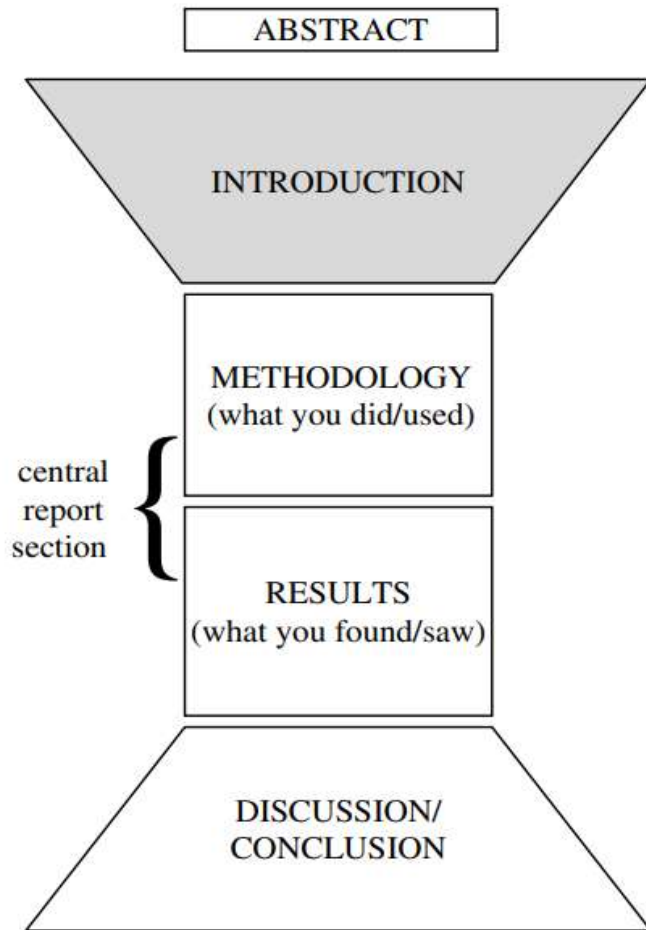
- ▶ Ищем 3-4 статьи по теме исследования. Авторы статьи — носители языка.

phase transitions and critical  
phenomena  
disorder system  
thin film  
percolation threshold  
critical exponents  
critical slow-down  
order parameter

temperature dependence  
time dependence  
spin concentration  
cluster algorithm

- ▶ Антиплагиат!!!

# Introduction



Приступаем к Introduction после написания всей статьи.

- ▶ Описание проблемы в целом;
- ▶ Актуальность;
- ▶ Примеры исследований других ученых;
- ▶ Краткое описание Ваших методов исследования;
- ▶ Предполагаемые результаты.

# Introduction: Tense pairs

*Present Simple or Present Continuous*

(a) I live in Beijing.	Present Simple
(b) I'm living in Beijing.	Present Continuous

## *Present Simple*

The largest cluster **has** a fractal dimension at the critical concentration  $p = p_c$ .

Critical slowdown of the relaxation process **is** anomalous property of system in second order phase transitions.

# Introduction: Tense pairs

## *Past Simple or Present Perfect*

(a) Past Simple:  I broke my glasses...	  but it doesn't matter/I repaired them.
(b) Present Perfect:  I have broken my glasses...	  and so I can't see properly NOW

In recent years, the study of various disordered models near the threshold of impurity percolation **has become** an actual and interesting problem [6,7,8]. We **investigated** the critical properties of the Ising model near the percolation threshold in this paper.

# Introduction: Signaling language

Способы связи:

## 1. Overlap.

When the spin concentration is equal to critical  $p=p_c$  then we cannot consider the concentration of defects as a small quantity in the **theoretical description** of the behavior of systems. This makes their **theoretical description** so hard or even impossible.

## 2. Pronoun (Pro-form).

**Invaded cluster algorithm** is much more effective than all previous methods near the impurity percolation threshold. **It** was proposed in [7]. The main aim of **this algorithm** is to make less the effective autocorrelation time and, therefore, to make better the statistical sampling of generated configurations.

# Introduction: Signaling language

Способы связи:

## 3. Semicolon or a relative clause.

Invaded cluster algorithm is much more effective than all previous methods near the impurity percolation threshold. It was proposed in [7].

Invaded cluster algorithm is much more effective than all previous methods near the impurity percolation threshold, **which** was proposed in [7].

PS второе предложение очень короткое.



# Introduction: Signaling language

Способы связи:

## 4. Connector.

<b>Причина:</b>	due to (the fact that)	as
	on account of (the fact that)	because
	in view of (the fact that)	since
<b>Результат:</b>	Therefore	as a result (of which)
	consequently	which is why
	hence	so (!)

Computer simulation is an independent tool for investigating the abnormal behavior of a second-order phase transition [4,5]. As evidenced by the progress in the development of various methods of computer simulation. **Therefore**, one of the important tasks is the development of computer simulation methods that depend weakly on the effects of critical slowdown.

# Introduction: Signaling language

Способы связи:

## 4. Connector.

<b>Отличие:</b>	however	on the other hand
	whereas	while
	but	by contrast

This method allows us to calculate values dynamic critical exponents. **However**, it can be used to calculate static critical exponents.

# Introduction: Signaling language

Способы связи:

## 4. Connector.

**Неожиданность:**

- (a) \_\_\_\_\_ it was difficult, a solution was eventually found.
- (b) \_\_\_\_\_ the difficulty, a solution was eventually found.
- (c) It was difficult; \_\_\_\_\_ a solution was eventually found.

- |                 |                     |                  |
|-----------------|---------------------|------------------|
| (a) Although    | (b) Despite         | (c) nevertheless |
| (a) Even though | (b) In spite of     | (c) however      |
| (a) Though      | (b) Regardless of   | (c) yet          |
|                 | (b) Notwithstanding | (c) nonetheless  |
|                 |                     | (c) even so      |

# Introduction: Signaling language

СПОСОБЫ СВЯЗИ:

## 4. Connector.

Добавление:

We used a batch processing system because it was more effective;  
\_\_\_\_\_ it was faster.

in addition	also	moreover
secondly (etc.)	furthermore	in the second place (etc.)
apart from that/which	what is more	

It is known that the asymptotic critical mode becomes difficult to achieve when introducing quenched disorder as non-magnetic impurities into a pure system. **Moreover**, here is observed a bad averaging of  $R_x \rightarrow \text{const} \neq 0$ .

# Introduction: Passive or Active

**Active** используется для представления результатов, полученных Вами или Вашей научной группой:

**We** investigated the critical properties of the Ising model near the percolation threshold in this paper.

Для описания результатов полученных другими учеными используем **Passive**:

It is known/thought that ...



Here  
In this study/article/paper  
This article  
The present paper

# Introduction: Paragraphing

Ошибки:

1. Кластеры из коротких абзацев или абзац из одного предложения.
2. Слишком длинные абзацы.

Как  
быстро  
читать статьи?

1. READ THE TITLE  
and try to predict the type of information you expect to see
2. LOOK AT THE NAME OF THE AUTHOR  
What you know about the writer will help you predict and evaluate the content.
3. CHECK THE DATE  
and use it to help you assess the content.
4. READ THE ABSTRACT  
to find out what the researchers did and/or what they found
5. LOOK QUICKLY AT THE FIRST PARAGRAPH  
without trying to understand all the words.
6. LOOK QUICKLY AT THE FIRST SENTENCE OF EACH PARAGRAPH  
without trying to understand all the words
7. LOOK QUICKLY AT EACH FIGURE/TABLE AND READ ITS TITLE  
to try and find out what type of visual data is included
8. READ THE LAST PARAGRAPH  
especially if it has a subtitle like 'Summary' or 'Conclusion'

# Структура Introduction

1	ESTABLISH THE IMPORTANCE OF YOUR FIELD PROVIDE BACKGROUND FACTS/INFORMATION (possibly from research) DEFINE THE TERMINOLOGY IN THE TITLE/KEY WORDS PRESENT THE PROBLEM AREA/CURRENT RESEARCH FOCUS
2	PREVIOUS AND/OR CURRENT RESEARCH AND CONTRIBUTIONS
3	LOCATE A GAP IN THE RESEARCH DESCRIBE THE PROBLEM YOU WILL ADDRESS PRESENT A PREDICTION TO BE TESTED
4	DESCRIBE THE PRESENT PAPER

# Структура Introduction

## I. ESTABLISHING SIGNIFICANCE

(a) basic issue	economically important
(a) central problem	(has) focused (on)
(a) challenging area	for a number of years
(a) classic feature	for many years
(a) common issue	frequent(ly)
(a) considerable number	generally
(a) crucial issue	(has been) extensively studied
(a) current problem	importance/important
(a) dramatic increase	many
(an) essential element	most
(a) fundamental issue	much study in recent years
(a) growth in popularity	nowadays
(an) increasing number	numerous investigations
(an) interesting field	of great concern
(a) key technique	of growing interest
(a) leading cause (of)	often
(a) major issue	one of the best-known
(a) popular method	over the past ten years
(a) powerful tool/method	play a key role (in)
(a) profitable technology	play a major part (in)
(a) range (of)	possible benefits



# Структура Introduction

## I. ESTABLISHING SIGNIFICANCE

(a) rapid rise	potential applications
(a) remarkable variety	recent decades
(a) significant increase	recent(ly)
(a) striking feature	today
(a) useful method	traditional(ly)
(a) vital aspect	typical(ly)
(a) worthwhile study	usually

(an) advantage	well-documented
attracted much attention	well-known
benefit/beneficial	widely recognised
commercial interest	widespread
during the past two decades	worthwhile

# Структура Introduction

## II. PRESENT PREVIOUS AND/OR CURRENT RESEARCH

achieve  
address  
adopt  
analyse  
apply  
argue  
assume  
attempt  
calculate  
categorise  
carry out  
choose  
claim  
classify  
collect

develop  
discover  
discuss  
enhance  
establish  
estimate  
evaluate  
examine  
explain  
explore  
extend  
find  
focus on  
formulate  
generate

obtain  
overcome  
perform  
point out  
predict  
present  
produce  
propose  
prove  
provide  
publish  
put forward  
realise  
recognise  
recommend

# Структура Introduction

## II. PRESENT PREVIOUS AND/OR CURRENT RESEARCH

compare  
concentrate (on)  
conclude  
conduct  
confirm  
consider  
construct  
correlate  
deal with  
debate  
define  
demonstrate  
describe  
design  
detect  
determine

identify  
illustrate  
implement  
imply  
improve  
incorporate  
indicate  
interpret  
introduce  
investigate  
measure  
model  
monitor  
note  
observe  
prefer

record  
report  
reveal  
revise  
review  
show  
simulate  
solve  
state  
study  
support  
suggest  
test  
undertake  
use  
utilise

# Структура Introduction

## III. GAP/QUESTION/PROBLEM/CRITICISM

ambiguous	(the) absence of
computationally demanding	(an) alternative approach
confused	(a) challenge
deficient	(a) defect
doubtful	(a) difficulty
expensive	(a) disadvantage
false	(a) drawback
far from perfect	(an) error
ill-defined	(a) flaw
impractical	(a) gap in our knowledge
improbable	(a) lack
inaccurate	(a) limitation
inadequate	(a) need for clarification
incapable (of)	(the) next step
incompatible (with)	no correlation (between)
incomplete	(an) obstacle
inconclusive	(a) problem
inconsistent	(a) risk
inconvenient	(a) weakness
incorrect	

# Структура Introduction

## III. GAP/QUESTION/PROBLEM/CRITICISM

ineffective  
inefficient  
inferior  
inflexible  
insufficient  
meaningless  
misleading  
non-existent  
not addressed  
not apparent  
not dealt with  
not repeatable  
not studied  
not sufficiently + adjective

(to be) confined to  
(to) demand clarification  
(to) disagree  
(to) fail to  
(to) fall short of  
(to) miscalculate  
(to) misjudge  
(to) misunderstand  
(to) need to re-examine  
(to) neglect  
(to) overlook  
(to) remain unstudied  
(to) require clarification  
(to) suffer (from)

# Структура Introduction

## III. GAP/QUESTION/PROBLEM/CRITICISM

not well understood  
not/no longer useful  
of little value  
over-simplistic  
poor  
problematic  
questionable  
redundant  
restricted  
time-consuming  
unanswered  
uncertain  
unclear

uneconomic  
unfounded  
unlikely  
unnecessary  
unproven  
unrealistic  
unresolved  
unsatisfactory  
unsolved  
unsuccessful  
unsupported

few studies have...  
it is necessary to...  
little evidence is available  
little work has been done  
more work is needed  
there is growing concern  
there is an urgent need...  
this is not the case  
unfortunately



# Структура Introduction

## IV. THE PRESENT WORK

(to) facilitate (to) illustrate (to) improve (to) manage to (to) minimise (to) offer (to) outline (to) predict (to) present (to) propose (to) provide (to) reveal (to) succeed	(this) work begin by/with close attention is paid to here overview	simple straightforward successful valuable
		aim goal intention objective purpose

# Methodology

Methodology должна содержать достаточно подробностей, чтобы читатели могли повторить проделанную работу и получить аналогичные результаты.



# Methodology:

## Passives and tense pairs

The dog bit the policeman.  
The policeman was bitten **by the dog**.

active  
passive



We/I collected the samples.  
The samples were collected.

active  
passive

### *Present Simple Passive or Past Simple Passive*

**In this work**, computer simulation was began from a completely ordered initial state. The system **was simulated** at or near critical temperature ~~by me/us~~. We measured a cumulant  $U_4$  in equilibrium in order to check up the value of critical temperature. It **is defined** as

$$U_4 = \frac{1}{2} \left( 3 - \frac{[\langle m^{(4)} \rangle]}{[\langle m^{(2)} \rangle]^2} \right)$$

The cumulant  $U_4(L, T)$  **is characterized** a scaling form  $U_4(L, T) = u \left( L^{1/\nu} (T - T_c) \right)$ .

# Methodology: “a” или “the”

## ► SINGULAR COUNTABLE NOUNS NEED A DETERMINER

Determiner: **a, the, my, this, one, some**



- 1) Какие существительные счетные?
- 2) Что именно выбрать “a” или “the”?

absence	<b>access</b>	analysis	<b>advice</b>	age
behaviour	duty	capacity	childhood	calculation
concern	death	design	environment	<b>earth</b>
education	<b>electricity</b>	energy	evidence	equipment
existence	experience	failure	<b>freedom</b>	growth
<b>independence</b>	heat	<b>help</b>	<b>insurance</b>	<b>ice</b>
<b>knowledge</b>	<b>information</b>	<b>machinery</b>	<b>intelligence</b>	light
<b>nature</b>	paper	organisation	<b>physics</b>	power
<b>progress</b>	<b>research</b>	<b>protection</b>	policy	time

**Не имеют множественного числа!**

*Пример:* There have been three **deaths** this year from pneumonia.

Our **childhoods** were very different; I grew up in France and she grew up in China.

# Methodology: “a” или “the”

- ▶ USE **THE** IF OR WHEN YOU AND YOUR READER BOTH KNOW WHICH THING/PERSON YOU MEAN.

I arrived at Heathrow Airport but **the** check-in was closed.

I bought **a** new computer but **the** keyboard was faulty.

- ▶ USE **THE** IF THERE IS ONLY ONE POSSIBLE REFERENT

We removed **the** softest layer of membrane.

Cairo is **the** capital of Egypt.

The opening was located in **the** center of each mesh.

Government policy is committed to protecting **the** environment.

- ▶ USE **A** IF IT DOESN'T MATTER or YOU DON'T KNOW or YOUR READER DOESN'T KNOW WHICH THING/ PERSON YOU ARE REFERRING TO.

**Если общеизвестный факт:**

**The** electroencephalograph is a machine for measuring brain waves.

**An** electroencephalograph is a machine for measuring brain waves.

Electroencephalographs are machines for measuring brain waves.

# Структура Methodology

1	<p>PROVIDE A GENERAL INTRODUCTION AND OVERVIEW OF THE MATERIALS/METHODS</p> <p>RESTATE THE PURPOSE OF THE WORK</p> <p>GIVE THE SOURCE OF MATERIALS/EQUIPMENT USED</p> <p>SUPPLY ESSENTIAL BACKGROUND INFORMATION</p>
2	<p>PROVIDE SPECIFIC AND PRECISE DETAILS ABOUT MATERIALS AND METHODS (i.e. quantities, temperatures, duration, sequence, conditions, locations, sizes)</p> <p>JUSTIFY CHOICES MADE</p> <p>INDICATE THAT APPROPRIATE CARE WAS TAKEN</p>
3	<p>RELATE MATERIALS/METHODS TO OTHER STUDIES</p>
4	<p>INDICATE WHERE PROBLEMS OCCURRED</p>

# Структура Methodology

**1. PROVIDE A GENERAL INTRODUCTION AND OVERVIEW OF THE MATERIALS/METHODS and GIVE THE SOURCE OF MATERIALS/ EQUIPMENT USED \***

all (of) both (of) each (of) many (of) most (of) the majority(of)	(the) tests (the) samples (the) trials (the) experiments (the) equipment (the) chemicals (the) models (the) instruments (the) materials	is/are commercially available was/were acquired (from/by) was/were carried out was/were chosen was/were conducted was/were collected was/were devised was/were found in was/were generated (by) was/were modified was/were obtained (from/by)  was/were performed (by/in) was/were provided (by) was/were purchased (from) was/were supplied (by) was/were used as supplied was/were investigated
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\* слайд 18-19

# Структура Methodology

## 2. SUPPLY ESSENTIAL BACKGROUND INFORMATION

opposite out of range (of) below above parallel (to/with) on the right/left (to) bisect near side/end side downstream (of) boundary on the front/back higher/lower horizontal circular equidistant on either side is placed is mounted (on) is aligned (with) extends is attached to	facing within range (of) under over perpendicular (to) to the right/left (to) converge far side/end edge upstream (of) margin at the front/back upper/lower vertical rectangular equally spaced on both sides is situated is coupled (onto) is connected (to) is surrounded (by) is covered with/by	underneath on top (of) adjacent (to)  (to) intersect  tip  border in the front/back inner/outer lateral conical  on each side is located is fastened (to) is fixed (to) is fitted (with) is joined (to)	    end   in front (of)    occupies is positioned is embedded is encased (in)
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# Структура Methodology

## 3. PROVIDE SPECIFIC AND PRECISE DETAILS ABOUT MATERIALS AND METHODS \*

was adapted  
was added  
was adopted  
was adjusted  
was applied  
was arranged  
was assembled  
was assumed  
was attached  
was calculated  
was calibrated  
was carried out  
was characterised  
was collected  
was combined  
was computed  
was consolidated  
was constructed  
was controlled  
was converted  
was created  
was designed  
was derived  
was discarded  
was distributed

was divided  
was eliminated  
was employed  
was estimated  
was exposed  
was extracted  
was filtered  
was formulated  
was generated  
was immersed  
was inhibited  
was incorporated  
was included  
was inserted  
was installed  
was inverted  
was isolated  
was located  
was maintained  
was maximised  
was measured  
was minimised  
was modified  
was normalised  
was obtained

was operated  
was optimised  
was plotted  
was positioned  
was prepared  
was quantified  
was recorded  
was regulated  
was removed  
was repeated  
was restricted  
was retained  
was sampled  
was scored  
was selected  
was separated  
was simulated  
was stabilised  
was substituted  
was tracked  
was transferred  
was treated  
was varied  
was utilised

\* Слайд 16-23



# Структура Methodology

## 4. JUSTIFY CHOICES MADE

because\*

by doing..., we were able to

chosen for (+ noun)

chosen to (+ infinitive)

for the purpose of (+ -ing or noun)\*\*

for the sake of (+ -ing or noun)

in an attempt to (+ infinitive)

in order to (+ infinitive)

it was possible to (+ infinitive)

offer a means of (+ -ing)

one way to avoid...

our aim was to (+ infinitive)

provide a way of (+ -ing)

selected on the basis of...

so as to (+ infinitive)

so/such that

so (+ -ing )

thereby (+ -ing )

therefore\*

thus (+ -ing)

to (+ infinitive)

to take advantage of

which/this allows/allowed *etc.*

with the intention of (+ -ing)



# Структура Methodology

## 4. JUSTIFY CHOICES MADE

INFINITIVE	-ING FORM	NOUN FORM
achieve	achieving	achievement
allow	allowing	Ø
assess	assessing	assessment
avoid	avoiding	avoidance
compensate for	compensating for	compensation for
confirm	confirming	confirmation
determine	determining	determination
enable	enabling	Ø
enhance	enhancing	enhancement
ensure	ensuring	Ø
establish	establishing	establishment
facilitate	facilitating	facilitation

# Структура Methodology

## 4. JUSTIFY CHOICES MADE

INFINITIVE	-ING FORM	NOUN FORM
guarantee	guaranteeing	guarantee
identify	identifying	identification
improve	improving	improvement
include	including	inclusion
increase	increasing	increase
limit	limiting	limitation
minimise	minimising	Ø
obtain	obtaining	Ø
overcome	overcoming	Ø
permit	permitting	Ø
prevent	preventing	prevention
provide	providing	provision
reduce	reducing	reduction
remove	removing	removal
validate	validating	validation

# Структура Methodology

## 5. INDICATE THAT APPROPRIATE CARE WAS TAKEN

accurately always appropriately at least both/all carefully completely constantly correctly directly	every/each exactly entirely firmly frequently freshly fully gently good identical	immediately independently individually never only precisely randomly rapidly reliably repeatedly	rigorously separately smoothly successfully suitably tightly thoroughly uniformly vigorously well
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# Структура Methodology

## 6. RELATE MATERIALS/METHODS TO OTHER STUDIES

### ➤ exactly the same

according to	as described by/in*	as explained by/in
as in	as proposed by/in	as reported by/in
as reported previously	as suggested by/in	can be found in
details are given in	given by/in	identical to
in accordance with	the same as that of/in	using the method of/in

### ➤ similar

a (modified) version of	(very) similar	(to) adapt
adapted from	almost the same	(to) adjust
based in part/partly on	essentially the same	(to) alter
based on	largely the same	(to) change
essentially identical	practically the same	(to) modify
in line with	virtually the same	(to) refine
in principle	with some adjustments	(to) revise
in essence	with some alterations	(to) vary
more or less identical	with some changes	
slightly modified	with some modifications	

# Структура Methodology

## 6. RELATE MATERIALS/METHODS TO OTHER STUDIES

➤ significantly different

a novel step was...

adapted from\*

based on\*

in line with

loosely based on

partially based on

partly based on\*

although in many ways similar

although in some ways similar

although in essence similar

with the following

modifications/changes:

(to) adapt\*

(to) adjust \*

(to) alter \*

(to) change\*

(to) modify \*

(to) refine \*

(to) revise \*

(to) vary\*

# Структура Methodology

## 7. INDICATE WHERE PROBLEMS OCCURRED

### **minimise problem**

did not align precisely  
only approximate  
it is recognised that  
less than ideal  
not perfect  
not identical  
slightly problematic  
rather time-consuming  
minor deficit  
slightly disappointing  
negligible  
unimportant  
immaterial  
a preliminary attempt  
not significant

### **minimise responsibility**

limited by  
inevitably  
necessarily  
impractical  
as far as possible  
(it was) hard to  
(it was) difficult to  
unavoidable  
impossible  
not possible

### **maximise good aspects**

acceptable  
fairly well  
quite good  
reasonably robust  
however\*  
nevertheless\*

### **talk about a solution**

future work should...  
future work will...\*  
currently in progress  
currently underway

# Results

*Results do not speak  
for themselves!!*

## 1. before the beginning

beforehand  
earlier  
formerly  
in advance

originally  
previously  
prior to

## 2. at the beginning/first step

at first  
at the beginning  
at the start  
firstly

in the beginning  
initially  
to begin with  
to start with

## 3. steps/order

After, afterwards, earlier, next,  
once

Previously, prior to, secondly  
etc, subsequently, then

## 4. after a short while

before long, shortly after

soon

# Results

## **5. at a late/later stage; after a while/longer period**

Eventually, in time, later

Later on, subsequently,  
towards the end

## **6. one point/period occurring almost or exactly at the same time as another**

As

as soon as

at that point

at the same time

immediately

in the meantime

just then

Meanwhile

simultaneously

straight away

upon + -ing

when

while

## **7. at the end/last step**

at the end, eventually

Finally, lastly

## **8. after the end**

Afterwards, eventually

in the end, later, later on

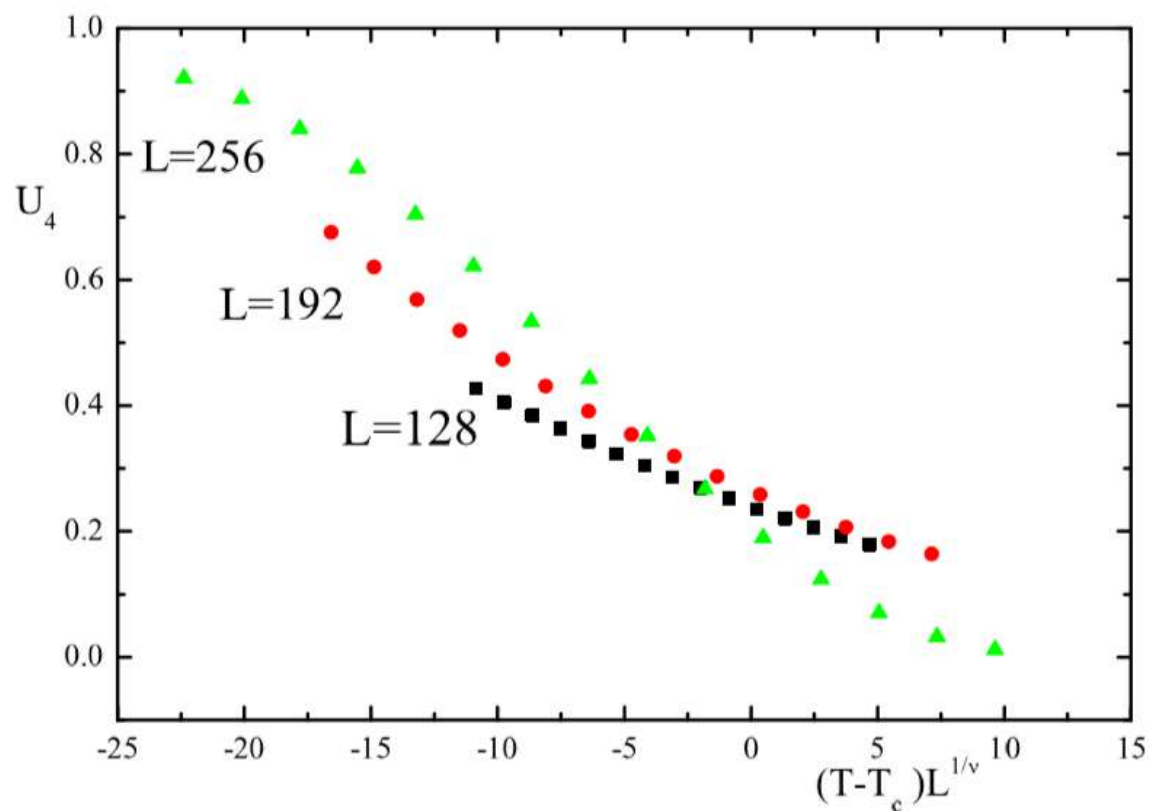


# Results: Frequency

1	each/every time without exception on each/every occasion always invariably	5	more often than not	9	rarely seldom infrequently
2	habitually as a rule generally normally usually	6	as often as not (neutral frequency)	10	hardly ever barely ever almost never scarcely ever
3	regularly repeatedly	7	sometimes on some occasions at times	11	on no occasion not once at no time never
4	frequently often commonly	8	occasionally now and then from time to time		

# Results: Quantity

*The language  
is strong!*



## **1. words or phrases which increase the size/quantity:**

a great deal (of)	most
a number (of)	numerous
as many as (45)	over (half/25%)
appreciable	plenty
at least	much
considerable	substantial
greater (than)	significant
marked	upwards of
more (than)	

## **2. words or phrases which reduce the size/quantity:**

a few	little
a little	less
as few as 45	marginal
barely	negligible
below	only
few	slight
fewer (than)	small
hardly	under
infinitesimal	

### **3. words or phrases which emphasise how big/small/high/low the size/quantity is:**

appreciably	extremely (high/low)
by far	far (above/below)
considerably	particularly so (high/low)
easily (over/under)	substantially well (under/over)
even (higher/lower)	
exceptionally (high/low)	

### **4. words or phrases which communicate that the size/quantity is similar/close to another:**

approximately	little (i.e. close to none)
close (to)	nearly
few	practically
few (i.e. close to none) just	slightly
(over/under)	virtually

### **5. words or phrases which communicate a reluctance to commit oneself to an interpretation of the size/quantity**

Fairly, in some cases, moderate, quite, rather	Reasonably, relatively, some, somewhat, to some extent
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# Results: Causality

(be) a/the cause of  
(be) a/the consequence of  
(be) a factor in  
(be) a/the result of  
(be) due to  
accompany/(be) accompanied\*  
account for/(be) accounted for  
affect/(be) affected  
arise from  
ascribe to/(be) ascribed to  
associate/(be) associated\*  
attribute to/(be) attributed to  
bring about/(be) brought about  
cause/(be) caused  
come from  
connect to/(be) connected to\*  
contribute to

create/(be) created  
derive/(be) derived  
effect/(be) effected  
elicit/(be) elicited  
give rise to  
generate/(be) generated  
influence/(be) influenced  
initiate/(be) initiated  
link/(be) linked\*  
originate in  
produce/(be) produced  
relate/(be) related\*  
result from  
result in  
stem from  
trigger/(be) triggered  
yield

# Results: Causality

It appears that...

It can/may\* (therefore) be inferred/assumed that...

It is (very/highly/extremely) probable/likely that...

It is (widely/generally) accepted that...

It is/may be reasonable to suppose/assume that ...

It is/may be thought/recognised/believed/felt that...

It is/may/can be assumed that...

It seems (very/highly) probable/likely that...

It seems (likely) that...

It would seem/appear that ...

The evidence points to the likelihood/probability that...

The evidence suggests that...

There is a clear/good/definite/strong possibility that...

There is evidence to indicate that...

This implies/seems to imply/may imply that...

Apparently, (therefore),

There seems to be/is a tendency to

It is thought/said/recognised that

x caused y.

# Структура Results\*

1	REVISITING THE RESEARCH AIM/EXISTING RESEARCH  REVISITING/EXPANDING METHODOLOGY  GENERAL OVERVIEW OF RESULTS
2	INVITATION TO VIEW RESULTS  SPECIFIC/KEY RESULTS IN DETAIL, WITH OR WITHOUT EXPLANATIONS  COMPARISONS WITH RESULTS IN OTHER RESEARCH  COMPARISON/S WITH MODEL PREDICTIONS
3	PROBLEMS WITH RESULTS
4	POSSIBLE IMPLICATIONS OF RESULTS

\* Glasman-Deal, Hilary. *Science research writing for non-native speakers of English* . 2009. p. 137-149.

# Discussion/Conclusion

## Modal verbs\*

CAN	ABLE/CAPABLE (He can go home by himself.)
MAY, MIGHT, COULD, CAN	POSSIBLE/OPTIONAL (He may/might/could/can be at home,)
SHOULD, OUGHT TO	PROBABLE/LIKELY (He should/ought to be home soon.)
MUST, HAVE TO	VIRTUALLY CERTAIN (He must/has to be at home.)
SHOULD, OUGHT TO	ADVISABLE (He should/ought to go home.)
MUST, NEED TO , HAVE TO	NECESSARY (He must/needs to/has to go home.)

\* Glasman-Deal, Hilary. *Science research writing for non-native speakers of English* . 2009. p. 161-167.



# Структура Discussion/Conclusion\*

1	REVISITING PREVIOUS SECTIONS SUMMARISING/REVISITING GENERAL OR KEY RESULTS
2	MAPPING (RELATIONSHIP TO EXISTING RESEARCH)
3	ACHIEVEMENT/CONTRIBUTION REFINING THE IMPLICATIONS
4	LIMITATIONS CURRENT AND FUTURE WORK APPLICATIONS

\* Glasman-Deal, Hilary. *Science research writing for non-native speakers of English* . 2009. p. 186-193.

# Структура Abstract

1	BACKGROUND AIM PROBLEM WHAT THE PAPER DOES
2	METHODOLOGY/MATERIALS
3	RESULTS ACHIEVEMENT/CONTRIBUTION IMPLICATIONS
4	APPLICATIONS
5	LIMITATIONS FUTURE WORK

\* Glasman-Deal, Hilary. *Science research writing for non-native speakers of English* . 2009. p. 217-221.

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внимание

Категория	Past Прошедшее	Present Настоящее	Future Будущее
<b>Simple</b> Простое	I went Я ходил	I go Я хожу	I will go Я буду ходить
<b>Continuous</b> Длительный процесс	I was going Я шёл	I am going Я иду	I will be going Я буду идти
<b>Perfect</b> Совершенное	I had come Я пришёл к..	I have come Я пришел к..	I will have come Я приду к..
<b>Perfect Continuous</b>	I had been walking Я прошел (к моменту в прошлом)	I have been walking Я прошёл (к моменту в настоящем)	I will have been walking Я пройду (к моменту в будущем)

## Passive - страдательный залог

	INDEFINITE	CONTINUOUS	PERFECT
PRESENT	<b>am</b> <b>is + V3</b> <b>are</b>	<b>am</b> <b>is + being + V3</b> <b>are</b>	<b>have</b> <b>+ been + V3</b> <b>has</b>
	Usually houses are built 8 months.	This house is being built now.	This house has been already built.
	<i>Обычно дома строят 8 месяцев.</i>	<i>Этот дом строится сейчас.</i>	<i>Этот дом уже построен.</i>
PAST	<b>was</b> <b>+ V3</b> <b>were</b>	<b>was</b> <b>+ being + V3</b> <b>were</b>	<b>had + been + V3</b>
	This house was built last year.	When I came last year this house was being built.	This house had been built before I came.
	<i>Этот дом был построен в прошлом году.</i>	<i>Когда я в прошлом году приехал, этот дом строился.</i>	<i>Этот дом был построен до того, как я приехал.</i>
FUTURE	<b>will + be + V3</b>	<b>X</b>	<b>will + have + been + V3</b>
	This house will be built next year.		This house will have been already built by January.
	<i>Этот дом будет построен в следующем году.</i>		<i>Этот дом уже будет построен к Январю.</i>