

APO 1

Topic 1: Navigating University Life and Academics

Key Vocabulary and Concepts

English Term	Czech Translation	English Term	Czech Translation
Rector	Rektor	Dean	Děkan
Faculty	Fakulta	Admission (to courses)	Přijetí do kurzů / Zápis do kurzů
Applicant	Uchazeč / Uchazeč o studium	To enrol (on/for/in a course)	Zapsat se / Zapsat se ke studiu
Tuition	Školné	Academic Year	Akademický rok
Semester	Semestr	"Zápočet"	Zápočet
Credit	Kredit	Thesis	Diplomová práce / Bakalářská práce
Dissertation	Dizertační práce	Undergraduate	Student bakalářského studia / Bakalář
Postgraduate	Student magisterského nebo doktorského studia / Absolvent magisterského/doktorského studia	To graduate	Absolvovat / Promovat
Hall of Residence (Dormitory)	Kolej	Core Course	Povinný předmět
Assignment	Úkol / Zadání	Assessment	Hodnocení / Zkouška

Usage in Sentences

- Before you can **enrol for** advanced courses, you usually need to complete the **core course** requirements.
- The **Dean** announced that **admission** to the new program would be highly competitive.
- Many **undergraduates** live in a **hall of residence** during their first **academic year**.
- To receive a "**zápočet**", students must submit all **assignments** on time and participate in class.
- After graduating, she decided to pursue **postgraduate** studies and write a **dissertation** on quantum physics.

- The **tuition** fees can be a significant concern for prospective students, even if their **applicant** status is strong.
- Each **semester** culminates in an examination period where student **assessment** is formalized through grades.

Short Exercise: Match the Terms

Match the terms on the left with their explanations on the right.

Term	Explanation
1. Academic Year	A. The number of hours students spend in class
2. Class Hour	B. Evaluation of a student's academic work
3. Semester	C. A period of study of about 13-14 weeks
4. Assignment	D. A period of formal instruction, typically October to September
5. Assessment	E. Out-of-class work required by the instructor and due by a given date

(The answer key for this exercise will be provided later, after all topics and the final summary test.)

Topic 2: Mastering Formal Written Communication: Letters and CVs

Tips for Formal Writing & CVs

- **Be Clear and Concise:** Get straight to the point. Formal writing should be easy to understand and avoid unnecessary jargon or overly complex sentences.
- **Know Your Audience:** Tailor your language and tone to who you are writing to. A letter to a potential employer will be different from a letter to a university admissions office.
- **Structure is Key:** Organize your thoughts logically. Use paragraphs to separate ideas. For letters, follow standard formats (sender's address, date, recipient's address, salutation, body, closing, signature).
- **Proofread Meticulously:** Errors in grammar, spelling, or punctuation can create a negative impression. Always double-check your work, or ask someone else to read it.
- **CV - Keep it Updated:** Your CV is a dynamic document. Update it regularly with new skills, experiences, and achievements.
- **CV - Tailor it:** Just like a cover letter, tailor your CV to the specific job or position you are applying for. Highlight the most relevant skills and experiences.
- **CV - Use Action Verbs:** Start bullet points describing your experience with strong action verbs (see vocabulary list below).
- **CV - Quantify Achievements:** Whenever possible, use numbers to demonstrate your impact (e.g., "Increased sales by 15%" or "Managed a team of 5").
- **CV - Be Honest:** Never include false information on your CV.
- **CV - Keep it to a Reasonable Length:** For most students or early-career professionals, one to two pages is usually sufficient.

Key Vocabulary for Formal Writing (Letters & CVs)

Useful Verbs for CVs:

English Term	Czech Translation	English Term	Czech Translation
Act as	Působit jako / Fungovat jako	Carry out	Provádět / Realizovat
Create	Vytvořit / Tvořit	Develop	Vyvíjet / Rozvíjet
Devise	Navrhnout / Vymyslet	Establish	Založit / Ustavit
Exceed	Překročit / Přesáhnout	Expand	Rozšířit / Expandovat
Graduate	Absolvovat (školu) / Promovat	Head	Vést / Stát v čele
Implement	Implementovat / Zavést	Introduce	Zavést / Představit
Negotiate	Vyjednávat / Domlouvat	Raise (e.g., funds)	Získat (např. finanční prostředky) / Zvýšit
Redesign	Přepracovat / Změnit design	Reduce	Snížit / Omezit
Set up	Založit / Zřídit / Nastavit	Supervise	Dohlížet / Vést

Useful Adjectives for CVs:

English Term	Czech Translation	English Term	Czech Translation
Adaptable	Přizpůsobivý	Adept (at/in)	Zdatný / Zkušený (v)
Committed	Oddaný / Angažovaný	Conscientious	Svědomitý / Pečlivý
Dependable	Spolehlivý	Enterprising	Podnikavý / Iniciativní
Loyal	Loajální / Věrný	Outgoing	Společenský / Komunikativní
Reliable	Spolehlivý	Resourceful	Vynalézavý / Nápaditý
Sensitive	Citlivý / Vnímavý	Tactful	Taktní / Diplomatický

Other Useful Phrases & Skills:

1. **Oral and written communication skills:** Ústní a písemné komunikační dovednosti
2. **Extensive experience in:** Rozsáhlé zkušenosti v
3. **Excellent knowledge of:** Vynikající znalost (čeho)
4. **The ability to work in multicultural teams:** Schopnost pracovat v multikulturních týmech
5. **Leadership skills:** Vůdčí schopnosti / Manažerské dovednosti

Usage in Sentences (Focus on Formal Letter Phrases)

This section focuses on common phrases used in letters of application, drawing from the provided examples.

- **Stating the Reason for Writing:**

- "I would like to **apply for the post of** trainee reporter which was advertised in yesterday's edition of the Swansea Gazette."
- "In reply to your advertisement in "Go By Air" of March 29th, I **would like to apply for the position of** air hostess."
- "I am writing **with reference to your advertisement** for a ... published in ... on ..."
- "I am writing **to express my interest in** the ... position advertised on ..."
- **Referring to Education and Qualifications:**
 - "Presently I am **studying English and Economics for my A levels.**"
 - "At present I am **completing a two-year course at** the Modern Language School..., where I am learning English, French, and German and I am **preparing for my final examinations...**"
 - "I also **learned Spanish at secondary school which I finished** two years ago."
 - "I **hold a degree/certificate in** ... from ..."
 - "I am due to **graduate in** [Month, Year] with a [Degree Name] in [Major]."
- **Describing Experience:**
 - "I **have been involved in** the production of my school's newsletter for the last two years..."
 - "In my past holiday jobs I **worked as a waitress**, which required quick and pleasant service."
 - "I **have also taken a course in** first aid."
 - "My responsibilities **included...**"
 - "I **gained experience in...**"
- **Highlighting Skills and Personal Qualities:**
 - "I have a **keen interest in** local affairs."
 - "I believe I am **suited for the job** and would enjoy it."
 - "Playing tennis, swimming, and skiing have **added to my good health and stamina** which I assume are essential for the work of air hostess."
 - "I am a **conscientious** and **dependable** individual with **excellent communication skills.**"
- **Referring to Enclosures and References:**
 - "I **enclose the names and addresses of two referees** who can testify to my conduct and character."
 - "I **enclose my curriculum vitae including more details** about my education and skills."
 - "Should you need further information about my character, the headmaster of my present school and my former teachers **would be willing to give me references.**"
 - "**References are available on request.**"
- **Closing the Letter:**
 - "I could **come for an interview at any time which is convenient to you.**"
 - "I **would be happy to come for an interview at your convenience.**"
 - "I **look forward to hearing from you.**"
 - (Salutation: "Dear Sir or Madam," -> Closing: "Yours faithfully,")
 - (Salutation: "Dear Mr/Ms [Surname]," -> Closing: "Yours sincerely,")

Short Exercise: Fill in the Blanks

Complete the following sentences with appropriate words or phrases from the vocabulary and sentence examples above. Some blanks might have more than one correct answer.

1. I am writing to _____ for the position of Marketing Assistant advertised on your website.
2. I recently _____ from the University of Prague with a degree in Economics.
3. During my internship, my responsibilities _____ managing social media accounts and _____ market research reports.
4. I _____ my CV, which provides further details of my qualifications and experience.
5. I am a _____ and _____ worker, and I possess _____ of data analysis software.
6. I am confident that my skills and experience make me well- _____ for this role.
7. I _____ to _____ from you soon regarding my application.
8. If you start your letter with "Dear Sir or Madam," you should end it with "Yours _____."

(The answer key for this exercise will be provided later, after all topics and the final summary test.)

Topic 3: Crafting Formal Requests, Suggestions, and Business Emails

Key Vocabulary: Requests, Suggestions, and Business Transactions

General Phrases for Requests & Suggestions:

1. **I would like to...:** Chtěl(a) bych...
2. **I am very interested in ...ing:** Velmi mě zajímá / Mám velký zájem o...
3. **Could I suggest that...:** Mohl(a) bych navrhnout, aby...
4. **Please avoid ...ing:** Prosím, vyhněte se (čemu/děláním) čeho...
5. **Wouldn't it be better if you...:** Nebylo by lepší, kdybyste...
6. **I would be grateful if you/I could...:** Byl(a) bych vděčný(á), kdybyste Vy mohl(a) / kdybych já mohl(a) ...
7. **Please would you ... / Could you please ...:** Mohl(a) byste prosím...
8. **I would recommend that you ...:** Doporučil(a) bych Vám, abyste...
9. **I would appreciate it if ...:** Ocenil(a) bych, kdyby...
10. **I am unhappy about... / I regret that...:** Jsem nespokojen(ý/á) s... / Lituji, že...
11. **Please accept my apologies for...:** Přijměte prosím mou omluvu za...
12. **I am very keen to...:** Velmi stojím o... / Velmi rád(a) bych...
13. **I am grateful to you for...:** Jsem Vám vděčný(á) za...
14. **Despite my request for...:** Navzdory mé žádosti o...
15. **I was delighted by...:** Potěšilo mě / Byl(a) jsem potěšen(a) (čím)...

Business Transaction Terms:

English Term	Czech Translation	English Term	Czech Translation
Enquiry (business)	Poptávka (obchodní)	Offer (business)	Nabídka (obchodní)
Order (business)	Objednávka (obchodní)	Confirmation (of order)	Potvrzení (objednávky)
Dispatch (goods)	Odeslání / Expedice (zboží)	Complaint (business)	Reklamáce (obchodní)

English Term	Czech Translation	English Term	Czech Translation
Contract	Smlouva / Kontrakt	Legally binding agreement	Právně závazná dohoda
Purchasing department	Nákupní oddělení	Sales department	Prodejní oddělení / Obchodní oddělení
Terms (of transaction)	Podmínky (transakce/obchodu)	Place an order	Zadat objednávku / Objednat
Fulfil (an order)	Vyřídít / Splnit (objednávku)	Execution (of order)	Realizace / Provedení (objednávky)
Settle (a complaint)	Vyřídít / Urovnat (reklamaci)	Range (of products)	Sortiment / Nabídka (produktů)
Delayed (order)	Opožděná / Zpožděná (objednávka)		

Usage in Sentences

- **Making a Request Politely:**
 - Informal: "I want to get a place at your school."
 - Formal: "**I would be grateful if you could** consider my application for a place at your esteemed institution." or "**I am very interested in applying for** admission to your school."
- **Offering a Suggestion:**
 - Informal: "Why is your information always out-of-date?"
 - Formal: "**Could I suggest that** ensuring the information is regularly updated would be beneficial for users?" or "**I would recommend** implementing a system for more frequent updates to the information provided."
- **Business Transaction Context:**
 - "After receiving an **enquiry** from a potential customer, the **sales department** prepared an **offer** outlining the product specifications and **price list**."
 - "Once the buyer agreed to the **terms**, they **placed an order**, and we sent a **confirmation of order**."
 - "We aim to **dispatch** all goods within 24 hours of the **execution of the order**."
 - "If a customer has a **complaint** about a **delayed order**, our team works to **settle the complaint** swiftly."
 - "Our **purchasing department** ensures we have a wide **range of products** by negotiating **contracts** with reliable suppliers."

Short Exercise: Rephrase and Fill

Part 1: Rephrase the following informal statements into polite, formal requests or suggestions.

1. Informal: "You park your car too close to mine." Formal Suggestion:

2. Informal: "I can't stand your car alarm." Formal Request/Suggestion:

3. Informal: "Thanks for your letter." Formal Acknowledgement:

4. Informal: "I've got some bad news. There's no more until next month." Formal Statement:

5. Informal: "If you'd like any more details, just let me know." Formal Offer:

Part 2: Fill in the blanks using vocabulary from the "Business Transaction Terms" list.

1. The first step in a business transaction is often an _____ from a potential buyer.
2. The seller then responds with an _____, detailing the goods and price.
3. If the terms are agreeable, the buyer will _____ an _____.
4. The seller must then _____ the order and arrange for the _____ of the goods.
5. A _____ is a legally binding agreement between the buyer and seller.

(The answer key for this exercise will be provided later, after all topics and the final summary test.)

Topic 4: Describing Processes, Cycles, and Procedures

Structure of a Process Description

A clear process description generally follows this structure:

1. **Introduction:**
 - Explain what the diagram or process shows.
 - Provide an introductory sentence that summarizes the entire process.
2. **Main Part:**
 - Describe each stage in turn.
 - If the process is cyclical, identify a logical starting point for your description.
3. **Conclusion:**
 - Include a brief summary of the crucial points of the process.

Content Guidelines

- **Main Features:** Describe the primary stages and essential details the diagram or information explains about the process.
- **Report Facts:** Do not add your own information or interpretation; only report what is shown or given.

Language and Style

- **Tense:**
 - Processes are usually described using the **present simple tense** (often in the passive form).
 - Occasionally, the **present perfect tense** is used.
 - Descriptions not involving a process (e.g., "it comprises") are often in the **present simple active tense**.
 - A particular procedure (a specific past event) is often described using the **past simple tense** (often passive).
- **Sequencing:** Clearly mark the sequence or order of stages (see "Useful Language" below).

- **Describing Routes:** Use a variety of verbs to express motion and direction (e.g., transport, transfer, move).
- **Paragraphs:** Use paragraphs to logically separate different parts or stages of the process.
- **Formality:** This is formal writing. Avoid contractions (e.g., "don't", "isn't").

Key Vocabulary (with Czech Translations)

English Term	Czech Translation	English Term	Czech Translation
Process	Proces / Postup	Cycle	Cyklus
Procedure	Procedura / Postup	Sequence	Sekvence / Pořadí
Stage	Fáze / Etapa	Diagram	Diagram / Schéma
Cyclical	Cyklický	Logical	Logický
Main features	Hlavní rysy / Klíčové vlastnosti	Data	Data / Údaje
Sequencing	Řazení / Sekvenování	Routes (in a process)	Cesty (v procesu) / Trasy
Doer (agent)	Činitel / Původce (děje)	Interconnected	Propojený / Vzájemně spojený
Outline (verb)	Načrtnout / nastínit	Phenomenon	Jev / Fenomén
Summarize	Shrnout / Sumarizovat	In turn	Postupně / Jeden po druhém
Crucial points	Klíčové body / Zásadní body		

Useful Language for Describing Processes

Steps and Sequencing:

- The first stage/step is...
- The second stage/step is...
- The next stage/step is...
- A further stage/step is...
- The final stage/step is...
- First, ...
- Next, ...
- Then, ...
- After that, ... (Note: "after" is a preposition and needs to be followed by a noun or pronoun, e.g., "After this stage, the water is cooled.")
- ... and the cycle / process begins again.

Routes:

- From here it passes / travels / moves (along / through / via)...
- From here there are two possible routes...
- If the sample is approved, then it moves on to...
- If the sample fails the test, then it...

Saying What Happens at Each Stage:

- ...into / to a container / chamber / mixing chamber
- **where** (things happen) - e.g., "...to a chamber where it is heated."
- **in which** (things happen) - e.g., "...into a container in which the chemical reaction occurs."
- **during which** (things happen) - e.g., "The mixture enters the first stage, during which it is stirred."
- **which** (does things) - e.g., "...a filter which removes impurities."
- The next stage is finishing / cleaning, **which involves / includes** washing, brushing, and polishing.
- The process consists of three main elements: washing, brushing, and polishing.

Topic 5: Order of Information and Explaining Scientific Concepts

The Importance of Information Order

- **Chronological Order:** Often used for processes, historical events, or narratives (e.g., describing steps in an experiment, the stages of a lifecycle).
- **Order of Importance:** Presenting information from most important to least important, or vice versa.
- **Problem-Solution:** Describing a problem and then proposing one or more solutions.
- **Cause and Effect:** Explaining the reasons for something and the results it produces.
- **Compare and Contrast:** Highlighting similarities and differences between two or more items.

Tip for Improving Information Order:

- **Topic Sentences:** Use clear topic sentences for each paragraph to guide the reader.
- **Linking Words/Phrases:** Employ transition words and phrases (e.g., *however, therefore, in addition, subsequently, as a result*) to show relationships between ideas.
- **Pronoun Reference:** Ensure pronouns (he, she, it, they, this, that) clearly refer to their antecedents.
- **Known to New:** Introduce known or general information before moving to new or specific details.

General Academic Vocabulary (Singular -> Plural with Czech Translations):

Focus on irregular plurals common in academic texts (page 4):

https://kmlinux.fjfi.cvut.cz/~verneja1/test/upload/files/Lesson%20material_5_APO1_2024.pdf

Short Exercise: Information Order & Plurals

Singular or Plural?

Choose the correct form of the noun in parentheses to complete each sentence. Provide the Czech translation for the chosen word.

1. The (phenomenon/phenomena) of bioluminescence is observed in many marine (organism/organisms).
Chosen words: _____ (CZ: _____), _____ (CZ: _____)
2. Several different (hypothesis/hypotheses) were proposed to explain the unexpected (datum/data).
Chosen words: _____ (CZ: _____), _____ (CZ: _____)
3. The university updated its (curriculum/curricula) to include more courses on artificial intelligence.
Chosen word: _____ (CZ: _____)
4. The (analysis/analyses) of the fossil (focus/foci) revealed new information about the ancient environment. Chosen words: _____ (CZ: _____), _____ (CZ: _____)

5. The final report included several (appendix/appendices) with supplementary (medium/media). Chosen words: _____ (CZ: _____), _____ (CZ: _____)

(The answer key for this exercise will be provided later, after all topics and the final summary test.)

Topic 6: Expressing Cause and Result

Key Vocabulary and Phrases for Cause and Result

Introducing a CAUSE:

1. **Because:** Protože / Kvůli tomu, že
 - *Example:* "Water leaks slowly into the cave **because** there are thousands of tiny cracks and holes in the limestone rock."
2. **Because of:** Kvůli (čemu) / Z důvodu (čeho)
 - *Example:* "Some species of fish are in trouble **because of** sea temperature rises."
3. **Due to:** Kvůli (čemu) / V důsledku (čeho) (often implies a more direct or attributable cause, sometimes negative)
 - *Example:* "The soda straw gets blocked **due to** a piece of stone or soil." (from document text)
 - *Example:* "Scientists believe that the melting of the glacier is **due to** the temperature change in the region."
4. **On account of:** Kvůli (čemu) / Z důvodu (čeho) (similar to 'because of', perhaps slightly more formal)
 - *Example:* "The game was cancelled **on account of** heavy rain." (general example)
5. **Owing to:** Kvůli (čemu) / Díky (čemu) (can be for positive or negative causes)
 - *Example:* "**Owing to** his hard work, he received a promotion." (general example)
6. **Since:** Protože / Jelikož (often when the reason is already known or obvious)
 - *Example:* "**Since** the south side of the house catches most of the sun, the main living areas are situated there."
7. **As:** Protože / Jelikož / Vzhledem k tomu, že
 - *Example:* "**As** the road was icy, the accident occurred." (adapted from exercise)

Introducing a RESULT/EFFECT:

1. **As a result:** V důsledku toho / Následkem toho
 - *Example:* "A thin calcite tube is formed. **As a result**, this tube is sometimes called a soda straw." (adapted from document text)
2. **Consequently:** V důsledku toho / Tudíž / Následně
 - *Example:* "The drops of solution pour down the outside. **Consequently**, calcite deposits build up." (adapted from document text)
3. **Therefore:** Proto / Tudíž / Z toho důvodu
 - *Example:* "The country has a growing population; **therefore** it needs more and more food."
4. **Thus:** Tak / Tudíž / Tím pádem (often indicates a logical conclusion)
 - *Example:* "The evidence was overwhelming; **thus**, the suspect was convicted." (general example)
5. **Hence:** Proto / Tudíž / Z toho plyne (similar to 'thus', often more formal)
 - *Example:* "He was a newcomer and **hence** had no previous knowledge of the place." (general example)
6. **So:** Tak / Takže / Proto (can be informal, but common)
 - *Example:* "It was raining, **so** we stayed indoors." (general example)

Verbs/Phrases Linking Cause and Result:

1. **Causes / to cause:** Způsobuje / Způsobit
 - *Example:* "This (absorption of calcium carbonate) **causes** a mineral solution." (adapted from document)
 - *Example:* "Icy road conditions **caused** the accident."
2. **Results in / to result in:** Vede k (čemu) / Mít za následek (co)
 - *Example:* "This process is repeated many times and **results in** a thin calcite tube."
 - *Example:* "Inflation **results from** an excess of demand over supply." (Note: "results from" indicates cause)
3. **Leads to / to lead to:** Vede k (čemu) / Způsobuje (co)
 - *Example:* "The worsening economic situation in many African countries **leads to** violence."
4. **Gives rise to / to give rise to:** Dává vzniknout (čemu) / Způsobuje (co)
 - *Example:* "Calcite deposits build up around the straw and these **give rise to** the typical cone shape of the stalactite."
5. **Contributes to / to contribute to:** Přispívá k (čemu)
 - *Example:* "Poor diet can **contribute to** health problems." (general example)
6. **Affects / to affect:** Ovlivňuje / Působí na (co)
 - *Example:* "The amount of rainfall **affects** crop yield." (general example)
7. **Is caused by:** Je způsobeno (čím)
 - *Example:* "The accident **was caused by** icy road conditions."
8. **Is brought about by:** Je způsobeno / Vyvoláno (čím)
 - *Example:* "Pellagra **is brought about by** a deficiency in niacin."
9. **Lies behind:** Stojí za (čím) / Je příčinou (čeho)
 - *Example:* "The desire for profit **lies behind** many business decisions." (general example)
10. **Plays a part in:** Hraje roli v (čem) / Podílí se na (čem)
 - *Example:* "Genetics **plays a part in** determining height." (general example)

Other Useful Terms:

English Term	Czech Translation	English Term	Czech Translation
Effect	Účinek / Důsledek (Efekt)	Consequence	Důsledek / Následek
Outcome	Výsledek	Impact	Dopad / Vliv
Reason	Důvod / Příčina	Factor	Faktor / Činitel

Active vs. Passive Voice: Both active and passive voice can be used.

- *Active:* "The storm **caused** widespread damage."
- *Passive:* "Widespread damage **was caused by** the storm."

Short Exercise: Identifying and Using Cause & Result Language

Part 1: Identify the Cause and the Result in each sentence. Underline the word/phrase that links them.

1. The company's profits increased significantly due to its new marketing strategy.
 - Cause: _____ Result: _____
2. As a result of the cancelled flight, many passengers had to rebook.

- Cause: _____ Result: _____
- 3. Deforestation leads to soil erosion and loss of biodiversity.
 - Cause: _____ Result: _____
- 4. He studied diligently; therefore, he passed the exam with high marks.
 - Cause: _____ Result: _____
- 5. Because the demand for the product was high, the company increased production.
 - Cause: _____ Result: _____

Part 2: Complete the sentences using an appropriate cause/result word or phrase from the lists above. More than one answer may be possible.

1. The project was delayed _____ a lack of funding.
2. She missed the bus, and _____, she was late for work.
3. Poor communication can _____ misunderstandings within a team.
4. The experiment failed _____ a critical error in the procedure.
5. The implementation of new safety measures _____ a significant decrease in accidents.

(The answer key for this exercise will be provided later, after all topics and the final summary test.)

Topic 7: Linking Words (Discourse Markers) and Cohesion

What is Cohesion?

Cohesion refers to the grammatical and lexical links within a text that hold it together and give it meaning. It's about how different parts of a text (sentences, paragraphs) are connected to one another. A cohesive text flows smoothly and is easy for the reader to navigate.

Coherence, often mentioned alongside cohesion, is about the logical connection of ideas within the text. While cohesion is about the surface connections (words and grammar), coherence is about the underlying meaning and sense. Good cohesion often contributes to good coherence.

Types and Functions of Linking Words

Linking words serve various functions to show the relationship between ideas. Here are some common categories and examples:

1. Addition (Adding more information):

- **And:** A (a)
- **Also:** Také / Rovněž
- **Furthermore:** Navíc / Dále (formálnější)
- **Moreover:** Kromě toho / Navíc (formálnější)
- **In addition:** Navíc / Kromě toho
- **Too:** Také (obvykle na konci věty)
- **Besides:** Kromě / Vedle toho
- **What's more:** A co víc (méně formální)
- **Not only... but also...:** Nejen... ale také...
- *Example:* "The research provided new insights. **Furthermore**, it opened avenues for future studies."

2. Contrast (Showing a difference or opposition):

- **But:** Ale
- **However:** Nicméně / Avšak
- **Although / Though / Even though:** Ačkoliv / Přestože
- **Despite / In spite of:** Navzdory (čemu) (následuje podstatné jméno nebo gerundium)
- **Nevertheless / Nonetheless:** Nicméně / Přesto (formálnější)
- **On the other hand:** Na druhou stranu
- **Whereas / While:** Zatímco (pro porovnání dvou odlišných skutečností)
- **Unlike:** Na rozdíl od
- **As opposed to:** Na rozdíl od / V protikladu k
- *Example:* "**Although** the experiment was carefully designed, the results were inconclusive."
- *Example:* "The first method is cheaper. **However**, the second method is more reliable."

3. Cause/Reason (Explaining why something happens):

- **Because:** Protože
- **As / Since:** Protože / Jelikož
- **Due to / Owing to / On account of:** Kvůli / Díky (následuje podstatné jméno nebo gerundium)
- **The reason for... is...:** Důvodem pro... je...
- *See also Topic 6 for more cause/result vocabulary.*
- *Example:* "**Due to** the storm, all flights were cancelled."

4. Result/Consequence (Showing the outcome of an action):

- **So:** Tak / Takže
- **Therefore:** Proto / Tudíž
- **Consequently / As a result:** V důsledku toho / Následně
- **Thus / Hence:** Tudíž / Tím pádem (formálnější)
- **For this reason:** Z tohoto důvodu
- *See also Topic 6 for more cause/result vocabulary.*
- *Example:* "The company invested heavily in R&D. **As a result**, they launched several innovative products."

5. Exemplification (Giving examples):

- **For example / For instance:** Například
- **Such as:** Jako například (představuje příklady v rámci věty)
- **e.g. (exempli gratia - for example):** např.
- **To illustrate:** Pro ilustraci
- *Example:* "Many countries face environmental challenges, **for instance**, deforestation and water pollution."

6. Sequencing / Ordering (Showing order of events or ideas):

- **First / Firstly / First of all:** Zaprvé / Nejprve
- **Second / Secondly:** Zadruhé
- **Next / Then:** Potom / Dále
- **After that:** Poté / Potom
- **Finally / Lastly / In conclusion:** Nakonec / Závěrem
- **Meanwhile:** Mezitím

- **Subsequently:** Následně / Poté
- *See also Topic 4 for more sequencing vocabulary.*
- *Example: "First, gather all the necessary materials. Then, follow the instructions carefully."*

7. Summarizing / Concluding:

- **In conclusion:** Závěrem
- **To sum up / To summarize:** Abych to shrnul(a) / Shrnuto
- **In short / In brief:** Stručně řečeno / Ve zkratce
- **Overall:** Celkově
- *Example: "In conclusion, the study demonstrates a clear link between the two variables."*

8. Emphasis (Highlighting a point):

- **Indeed:** Vskutku / Opravdu
- **In fact:** Ve skutečnosti / Vlastně
- **Notably / Significantly:** Významně / Zejména
- **Clearly:** Jasně / Zjevně
- *Example: "The data clearly shows a trend."*

9. Comparison (Showing similarities):

- **Similarly / Likewise:** Podobně / Stejně tak
- **In the same way:** Stejným způsobem
- *Example: "The first study found X. Similarly, the second study reported Y."*

Key Vocabulary

in the dokument on page 2:

https://kmlinux.fjfi.cvut.cz/~verneja1/test/upload/files/Lesson%20material_8_Linking_APO1_2024.pdf

Short Exercise: Choosing Appropriate Linking Words

Fill in the gaps with the most appropriate linking word or phrase from the box. Some may be used more than once, or have multiple correct answers.

Box of Linking Words:

however, therefore, for example, in addition, although, as a result,

because, furthermore, despite, such as, finally, moreover, specifically

1. The experiment was successful; _____, the team celebrated their achievement.
2. She studied diligently for the exam. _____, she still found some questions challenging.
3. Many animals are endangered, _____, the giant panda and the Sumatran tiger.
4. The company is expanding its operations. _____, it is hiring new staff and opening a new office.
5. _____ the bad weather, the outdoor event was postponed.
6. He enjoys many outdoor activities, _____ hiking, cycling, and kayaking.
7. The report highlighted several key issues. _____, it proposed a number of solutions.
8. The new software has many advantages. _____, it is also quite expensive.
9. The instructions were unclear; _____, many users made mistakes.

10. _____ he had all the necessary qualifications, he didn't get the job.

(The answer key for this exercise will be provided later, after all topics and the final summary test.)

Topic 8: Communicating Mathematical Concepts

Reading Numbers and Quantities

Correctly vocalizing numbers, dates, measurements, and other quantitative data is crucial for clarity.

- **Years:**
 - 2005: "Two thousand and five"
 - 1994: "Nineteen ninety-four"
 - *The mid-nineties*: "The mid-nineties" (referring to the period around 1994-1996)
- **Currency:**
 - £1 = CZK 29.78: "Twenty-nine point seven eight Czech crowns to the pound" or "One pound equals twenty-nine point seven eight Czech crowns."
 - A \$10m loan: "A ten-million-dollar loan" (Note the singular "dollar" when used as an adjective).
- **Scores and Ratios:**
 - 7/10 (test score): "Seven out of ten right"
 - Germany 0, Brazil 0 (sports): "Germany nil, Brazil nil" (In American English, "zero" or "nothing" might be used).
 - 3:2 (ratio): "Three to two"
 - 1 in 10 people: "One in ten people" (for survey results)
- **Measurements and Dimensions:**
 - 3 cm³: "Three cubic centimetres"
 - 3m x 2m (rectangle): "Three by two" or "Three metres by two metres"
- **Approximations:**
 - Approximately six: "Nearly six" or "Around six" or "Six-ish" (informal)

Mathematical Symbols

Tables with symbols can be found on this link:

https://kmlinux.fjfi.cvut.cz/~verneja1/test/upload/files/Lesson%20material%209_Mathematics%20I_APO1_2024.pdf

Usage in Sentences

This section demonstrates how to use the vocabulary in context. (This can be expanded based on new terms)

- "The **derivative** of x^2 **with respect to** x is $2x$." ($d(x^2)/dx = 2x$)
- "To find the area under the curve, we need to **integrate** the **function** from a to b ." ($\int_a^b f(x) dx$)
- "The **limit** of $(1/x)$ **as** x **tends to infinity** is zero." ($\lim_{x \rightarrow \infty} (1/x) = 0$)
- "According to the **Pythagorean theorem**, in a right-angled triangle, the square of the hypotenuse is equal to the **sum** of the squares of the other two sides ($a^2 + b^2 = c^2$)."
- "The **absolute value** of -5 is 5 ." ($|-5| = 5$)
- "We can **evaluate** the **expression** by substituting the given **values** for the **variables**."
- "The **equation** must hold **true** for all **valid** inputs."
- "Many physical **phenomena** can be described using **differential equations**."

- "The **numerator** of the **fraction** $\frac{3}{4}$ is 3, and the **denominator** is 4."
- "Alpha (α), Beta (β), and Gamma (γ) are the first three letters of the **Greek alphabet**."

Short Exercise: Mathematical Terms

A. How would you say the following in English?

1. The year 1987:
2. €50.25:
3. A score of 8 out of 15:
4. A room that is 4m x 5m:
5. The number 2,500,000:
6. x^3 :
7. \sqrt{y} :
8. $\frac{2}{3}$ (fraction):
9. $f'(x)$ (first derivative of f with respect to x):
10. $\int g(x) \, dx$ (integral of g of x with respect to x):

B. Fill in the blanks with a suitable mathematical term from the vocabulary lists:

1. In the number 783, the digit 8 has a _____ of eighty.
2. When you add two numbers together, the result is called the _____.
3. "10 kg" is an example of a _____ number because it refers to a specific quantity.
4. The _____ between 15 and 6 is 9.
5. The symbol " \approx " means "is _____ equal to".
6. The process of finding the rate at which a quantity is changing is called _____.
7. In the expression a^n , 'n' is the _____.
8. The top number in a fraction is called the _____.
9. The Greek letter Σ (sigma) is often used to denote a _____.
10. A statement that is assumed to be true without proof is an axiom or a postulate; a statement that can be proven true is a _____.

(Answers to exercises will be provided at the end of the document APO 1)

Final Summary Test

This test covers material from all topics in this study guide. Read each question carefully and answer to the best of your ability.

Section 1: Vocabulary and Concepts (Topics 1, 5, 8)

1. Match the university-related term (Column A) with its correct definition (Column B).

Column A	Column B
1. Dean	A. A major division of a university, offering courses in a specific area.
2. Undergraduate	B. The main academic and administrative officer of a faculty.
3. Faculty	C. A student studying for their first degree.

Column A	Column B
4. "Zápočet"	D. A formal piece of writing on a particular subject for a higher degree.
5. Thesis	E. A Czech term for academic credit or acknowledgement before an exam.

2. Choose the correct plural form for each academic noun:

- a) Criterion: (criteria / criterions)
- b) Hypothesis: (hypotheses / hypothesis)
- c) Fungus: (fungi / funguses)
- d) Analysis: (analyses / analysis)
- e) Medium: (media / mediums)

3. How would you say the following mathematical expressions in English?

- a) $5^3 = 125$
- b) $\sqrt{16} = 4$
- c) $\frac{3}{4}$
- d) $\lim_{x \rightarrow 2} (x + 3) = 5$
- e) $\partial z / \partial x$

Section 2: Formal Communication (Topics 2, 3)

4. Rewrite the following informal sentences into more formal equivalents suitable for a business letter or email.

- a) Informal: "I want to know when the report will be ready." Formal:

- b) Informal: "You need to send the payment by Friday." Formal:

- c) Informal: "Sorry, I can't come to the meeting." Formal:

- d) Informal: "Tell me what you think about my idea." Formal:

5. Fill in the blanks with an appropriate word or phrase related to job applications or business transactions.

- a) "I am writing to _____ for the position of Project Manager advertised on LinkedIn."
- b) "My CV, which is _____, provides further details of my qualifications."
- c) Before placing a large _____, the company requested a detailed _____ from the supplier.
- d) If goods are damaged on arrival, customers have the right to make a _____.
- e) The sales department prepares an _____ in response to a customer's _____.

Section 3: Describing Processes and Information (Topics 4, 5)

6. Briefly explain the difference between "cohesion" and "coherence" in writing.

7. List three essential characteristics of a good process description. * 1.

8. The following sentences describe the process of making tea. Arrange them in a logical order using sequencing words (First, Next, Then, After that, Finally).

- _____, pour the hot water over the tea bag in a cup.
- _____, boil some water.
- _____, add milk or sugar if desired.
- _____, allow the tea to steep for a few minutes.
- _____, place a tea bag in a cup.

Section 4: Cause, Result, and Linking Ideas (Topics 6, 7)

9. Combine the following pairs of sentences using the cause/result linker provided in parentheses. Make any necessary changes.

- a) The company invested heavily in new technology. Its productivity increased significantly. (as a result)

- b) There was a severe storm. All flights were cancelled. (due to)

- c) She didn't study for the exam. She failed. (consequently)

10. Fill in the blanks with an appropriate linking word or phrase. Choose from: *however, therefore, for example, in addition, although*. (A word may be used more than once if appropriate).

Learning a new language can be challenging. _____, it is also very rewarding. _____, it opens up new cultural experiences and can improve job prospects. Many people find grammar difficult; _____, with consistent practice, it becomes easier. _____ some languages have very different writing systems, the basic principles of communication are often universal. _____, students who persevere often find a great sense of accomplishment.

Section 5: Application and Short Answers (All Topics)

11. You are applying for a summer job at an international company. Write a short opening paragraph for your cover letter (2-3 sentences), stating why you are writing and where you saw the advertisement.

Answer Key

Answers to Topic Exercises

Topic 1:

- **Short Exercise: Match the Terms**

1. D

2. A
3. C
4. E
5. B

Topic 2

- **Short Exercise: Fill in the Blanks** (Answers may vary slightly, examples given)
 1. I am writing to **apply** / **express my interest in** for the position of Marketing Assistant advertised on your website.
 2. I recently **graduated** from the University of Prague with a degree in Economics.
 3. During my internship, my responsibilities **included** managing social media accounts and **creating** / **developing** / **carrying out** market research reports.
 4. I **enclose** / **have attached** my CV, which provides further details of my qualifications and experience.
 5. I am a **conscientious** and **dependable** worker, and I possess **excellent knowledge** of data analysis software.
 6. I am confident that my skills and experience make me well-**suited** for this role.
 7. I **look forward** to **hearing** from you soon regarding my application.
 8. If you start your letter with "Dear Sir or Madam," you should end it with "Yours **faithfully**."

Topic 3

- **Short Exercise: Rephrase and Fill**
 - **Part 1: Rephrase** (Examples)
 1. Formal Suggestion: "Would you mind ensuring your car is parked a little further from mine?" or "Could I suggest parking with a bit more space between our cars?"
 2. Formal Request/Suggestion: "I would be grateful if you could look into the sensitivity of your car alarm, as it seems to be going off frequently." or "Could I perhaps suggest checking your car alarm?"
 3. Formal Acknowledgement: "Thank you for your letter." or "I am writing to acknowledge receipt of your letter."
 4. Formal Statement: "I regret to inform you that the item will not be available until next month." or "Unfortunately, we anticipate a delay in stock until next month."
 5. Formal Offer: "Should you require any further details, please do not hesitate to contact me." or "Please let me know if you would like any additional information."
 - **Part 2: Fill in the blanks**
 1. The first step in a business transaction is often an **enquiry** from a potential buyer.
 2. The seller then responds with an **offer**, detailing the goods and price.
 3. If the terms are agreeable, the buyer will **place** an **order**.
 4. The seller must then **fulfil** / **execute** the order and arrange for the **dispatch** of the goods.
 5. A **contract** is a legally binding agreement between the buyer and seller.

Topic 5:

- **Singular or Plural?**
 1. The **phenomenon** (CZ: jev) of bioluminescence is observed in many marine **organisms** (CZ: organismy).

2. Several different **hypotheses** (CZ: hypotézy) were proposed to explain the unexpected **data** (CZ: data / údaje).
3. The university updated its **curriculum** / **curricula** (CZ: učební plán / kurikulum) to include more courses on artificial intelligence.
4. The **analysis** / **analyses** (CZ: analýza / analýzy) of the fossil **foci** / **focuses** (CZ: ohniska / středy) revealed new information about the ancient environment.
5. The final report included several **appendices** / **appendixes** (CZ: dodatky / přílohy) with supplementary **media** / **mediums** (CZ: média / prostředky).

Topic 6: Expressing Cause and Result

- **Short Exercise: Identifying and Using Cause & Result Language**

- **Part 1: Identify**

1. Cause: its new marketing strategy; Result: The company's profits increased significantly; Link: **due to**
2. Cause: The cancelled flight; Result: many passengers had to rebook; Link: **As a result of**
3. Cause: Deforestation; Result: soil erosion and loss of biodiversity; Link: **leads to**
4. Cause: He studied diligently; Result: he passed the exam with high marks; Link: **therefore**
5. Cause: the demand for the product was high; Result: the company increased production; Link: **Because**

- **Part 2: Complete** (Examples)

1. The project was delayed **due to** / **because of** / **on account of** a lack of funding.
2. She missed the bus, and **consequently** / **as a result** / **therefore**, she was late for work.
3. Poor communication can **lead to** / **cause** / **result in** misunderstandings within a team.
4. The experiment failed **because of** / **due to** a critical error in the procedure.
5. The implementation of new safety measures **resulted in** / **led to** a significant decrease in accidents. **Topic 7: Linking Words (Discourse Markers) and Cohesion**

- **Short Exercise: Choosing Appropriate Linking Words** (Some answers may have alternatives)

1. The experiment was successful; **therefore** / **as a result**, the team celebrated their achievement.
2. She studied diligently for the exam. **However** / **Although**, she still found some questions challenging. (If 'Although' is used, sentence structure might need slight adjustment: "Although she studied diligently...")
3. Many animals are endangered, **for example** / **such as**, the giant panda and the Sumatran tiger.
4. The company is expanding its operations. **In addition** / **Furthermore** / **Moreover**, it is hiring new staff and opening a new office.
5. **Because of** / **Despite** the bad weather, the outdoor event was postponed. (Note: 'Despite' implies it happened anyway, 'Because of' implies reason for postponement. Given "postponed", "Because of" is better. If the sentence was "Despite the bad weather, the event went ahead," then 'Despite' would fit.) Let's assume postponement is the intended meaning, so **Because of**.
6. He enjoys many outdoor activities, **such as** / **for example**, hiking, cycling, and kayaking.
7. The report highlighted several key issues. **Furthermore** / **In addition** / **Moreover**, it proposed a number of solutions.
8. The new software has many advantages. **However**, it is also quite expensive.
9. The instructions were unclear; **therefore** / **as a result** / **consequently**, many users made mistakes.

10. **Although** he had all the necessary qualifications, he didn't get the job.

Topic 8: Communicating Mathematical Concepts

• Short Exercise: Mathematical Terms

◦ A. How would you say the following in English?

1. The year 1987: "Nineteen eighty-seven"
2. €50.25: "Fifty euros and twenty-five cents" or "Fifty point two five euros"
3. A score of 8 out of 15: "Eight out of fifteen"
4. A room that is 4m x 5m: "Four by five meters" or "Four meters by five meters"
5. The number 2,500,000: "Two million, five hundred thousand" or "Two point five million"
6. x^3 : "x cubed" or "x to the power of three"
7. \sqrt{y} : "The square root of y" or "root y"
8. $\frac{2}{3}$ (fraction): "Two thirds"
9. $f'(x)$: "f prime of x" or "the (first) derivative of f with respect to x"
10. $\int g(x) dx$: "The integral of g of x with respect to x"

◦ B. Fill in the blanks with a suitable mathematical term from the vocabulary lists:

1. In the number 783, the digit 8 has a **place value** of eighty.
2. When you add two numbers together, the result is called the **sum**.
3. "10 kg" is an example of a **concrete** number because it refers to a specific quantity.
4. The **difference** between 15 and 6 is 9.
5. The symbol " \approx " means "is **approximately** equal to".
6. The process of finding the rate at which a quantity is changing is called **differentiation**.
7. In the expression a^n , 'n' is the **exponent / power**.
8. The top number in a fraction is called the **numerator**.
9. The Greek letter Σ (sigma) is often used to denote a **summation / sum**.
10. A statement that is assumed to be true without proof is an axiom or a postulate; a statement that can be proven true is a **theorem**.

Answers to Final Summary Test

Section 1: Vocabulary and Concepts (Topics 1, 5, 8)

1. Match the university-related term:

- 1. Dean - B. The main academic and administrative officer of a faculty.
- 2. Undergraduate - C. A student studying for their first degree.
- 3. Faculty - A. A major division of a university, offering courses in a specific area.
- 4. "Zápočet" - E. A Czech term for academic credit or acknowledgement before an exam.
- 5. Thesis - D. A formal piece of writing on a particular subject for a higher degree.

2. Choose the correct plural form:

- a) Criterion: **criteria**
- b) Hypothesis: **hypotheses**
- c) Fungus: **fungi** (funguses also acceptable but fungi preferred in scientific context)
- d) Analysis: **analyses**
- e) Medium: **media** (mediums also acceptable, context dependent)

3. How would you say the following mathematical expressions in English?

- a) $5^3 = 125$: "Five cubed equals one hundred and twenty-five" or "Five to the power of three equals one hundred and twenty-five."
- b) $\sqrt{16} = 4$: "The square root of sixteen equals four."
- c) $\frac{3}{4}$: "Three quarters" or "Three fourths."
- d) $\lim_{x \rightarrow 2} (x + 3) = 5$: "The limit of x plus three as x tends to two equals five."
- e) $\partial z / \partial x$: "The partial derivative of z with respect to x" or "partial dz by dx."

Section 2: Formal Communication (Topics 2, 3)

4. Rewrite the following informal sentences into more formal equivalents: (Examples)

- a) Formal: "I would like to inquire when the report will be ready." or "Could you please inform me about the expected completion date of the report?"
- b) Formal: "We kindly request that the payment be sent by Friday." or "Payment should be submitted by Friday."
- c) Formal: "Please accept my apologies, but I am unable to attend the meeting." or "I regret that I will not be able to attend the meeting."
- d) Formal: "I would appreciate your feedback on my idea." or "Could you please provide your thoughts on my proposal?"

5. Fill in the blanks: (Examples)

- a) "I am writing to **apply** for the position of Project Manager advertised on LinkedIn."
- b) "My CV, which is **enclosed** / **attached**, provides further details of my qualifications."
- c) Before placing a large **order**, the company requested a detailed **quotation** / **offer** / **price list** from the supplier.
- d) If goods are damaged on arrival, customers have the right to make a **complaint**.
- e) The sales department prepares an **offer** in response to a customer's **enquiry**.

Section 3: Describing Processes and Information (Topics 4, 5)

6. **Difference between "cohesion" and "coherence"**: Cohesion refers to the grammatical and lexical links within a text that connect sentences and paragraphs, ensuring the text flows smoothly (e.g., using linking words, pronouns). Coherence refers to the logical organization and connection of ideas within the text, ensuring it makes sense and is understandable to the reader. Good cohesion often supports good coherence.

7. Three essential characteristics of a good process description:

- 1. Clear identification and sequencing of all interconnected stages.
- 2. Use of appropriate and precise language, often present simple (passive).
- 3. A logical structure including an introduction (what the process is), main part (description of stages), and often a brief conclusion or summary of the outcome.

8. Arrange sentences describing making tea:

- **First**, boil some water.
- **Next**, place a tea bag in a cup.
- **Then**, pour the hot water over the tea bag in a cup.

- **After that**, allow the tea to steep for a few minutes.
- **Finally**, add milk or sugar if desired.

Section 4: Cause, Result, and Linking Ideas (Topics 6, 7)

9. Combine sentences:

- a) The company invested heavily in new technology; **as a result**, its productivity increased significantly.
- b) **Due to** a severe storm, all flights were cancelled. / All flights were cancelled **due to** a severe storm.
- c) She didn't study for the exam; **consequently**, she failed.

10. **Fill in the blanks with an appropriate linking word or phrase:** Learning a new language can be challenging. **However**, it is also very rewarding. **For example** / **In addition**, it opens up new cultural experiences and can improve job prospects. Many people find grammar difficult; **however**, with consistent practice, it becomes easier. **Although** some languages have very different writing systems, the basic principles of communication are often universal. **Therefore**, students who persevere often find a great sense of accomplishment.

Section 5: Application and Short Answers (All Topics)

11. **Opening paragraph for a cover letter:** (Example) "I am writing to express my keen interest in the Summer Internship position advertised on the [Platform where you saw ad, e.g., careers page of your website / LinkedIn]. Having followed [Company Name]'s innovative work in [Field] for some time, I am very enthusiastic about the opportunity to contribute to your team."

APO 2

Topic 1: Describing Trends and Data Visualizations

Key Vocabulary and Concepts

English Term	Czech Translation	English Term	Czech Translation
Chart	Graf / Diagram	Graph	Graf
Diagram	Diagram / Schéma	Table	Tabulka
Pie Chart	Koláčový graf	Bar Chart	Sloupcový graf
Line Graph	Čárový graf / Liniový graf	Flow Chart	Vývojový diagram
Axis (Axes)	Osa (Osy)	Column	Sloupec
Row	Řádek	Segment	Segment / Část
Category	Kategorie	Stage / Step	Fáze / Krok
Projection	Projekce / Odhad	Trend	Trend / Sklon
A Rise / An Increase	Nárůst / Zvýšení	To Rise / To Increase	Růst / Zvyšovat (se)

English Term	Czech Translation	English Term	Czech Translation
A Fall / A Decrease	Pokles / Snížení	To Fall / To Decrease	Klesat / Snižovat (se)
A Decline	Úpadek / Pokles	A Peak	Vrchol
To Reach a Peak	Dosáhnout vrcholu	Fluctuations	Kolísání / Fluktuace
To Fluctuate	Kolísat / Fluktuovat	To Level Off (at)	Ustálit se (na)
Sharp(ly)	Prudký / Prudce	Gradual(ly)	Postupný / Postupně
Steady(ily)	Stabilní / Stabilně	Significant(ly)	Významný / Významně
Slight(ly)	Mírný / Mírně	Sudden(ly)	Náhly / Náhle

Usage in Sentences

- The **line graph** clearly shows a **sharp rise** in sales during the third quarter.
- There was a **gradual decrease** in unemployment figures over the past year.
- After a period of **fluctuations**, the stock price finally **levelled off at** €15.
- The **bar chart** compares the performance of different **categories** of products.
- Each **column** in the **table** represents a different month, while each **row** shows a specific product.
- The **pie chart** is divided into several **segments**, each representing a market share.
- The data indicates an upward **trend** in the adoption of renewable energy sources.
- Analysts made a **projection** that the market would **reach a peak** by the end of the year.
- The number of participants **increased significantly** after the new policy was introduced.
- We observed a **slight fall** in temperature overnight.

Short Exercise: Fill in the Blanks

Complete the following sentences using the vocabulary provided above.

1. The number of website visitors showed a _____ increase after the marketing campaign.
2. After a period of rapid growth, the figures started to _____ in the last quarter.
3. The y-_____ of the graph represents the quantity, while the x-_____ represents time.
4. There was a _____ drop in profits when the new competitor entered the market.
5. The data is best visualized using a _____ to show proportions of a whole.
6. We need to analyze the _____ in consumer preferences over the last decade.
7. The price of oil has been known to _____ wildly based on global events.
8. The population _____ from 2.5 million to 4 million in the first part of the century.

(The answer key for this exercise will be provided later, after all topics and the final summary test.)

Topic 2: Elaborating on Graph Descriptions and Comparisons

Key Vocabulary and Phrases

Graph Actions & Introduction:

English Term	Czech Translation
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English Term	Czech Translation
To plot a graph/curve	Vykreslit graf/křivku
The graph shows/illustrates	Graf ukazuje/ilustruje
According to the chart/table/figure	Podle grafu/tabulky/obrázku
As can be seen from...	Jak je patrné z...

Comparisons & Contrasts:

English Term	Czech Translation
To compare	Porovnat
To contrast	Porovnat / Postavit do kontrastu
More than / Less than	Více než / Méně než
Similarly / Likewise	Podobně / Stejně tak
In contrast to	Na rozdíl od / V protikladu k
Whereas / While	Zatímco (pro porovnání dvou odlišností)
However	Nicméně / Avšak
Despite / In spite of	Navzdory (čemu)

Proportions:

English Term	Czech Translation
A quarter / A third / Half	Čtvrtina / Třetina / Polovina
The majority of	Většina (čeho)
Approximately / Roughly	Přibližně / Zhruba
Well over / Just under	Výrazně přes / Těsně pod
X percent (X%)	X procent

Usage in Sentences & Structuring a Description

- **Introduction:**

- "The provided bar chart **illustrates** changes in internet access for individuals in various European countries **between** 2010 **and** 2023."
- "**As can be seen from the graph**, life expectancy for both men and women in the UK increased significantly over the 20th century."

- **Making Comparisons:**

- "Internet access in Denmark was significantly higher **than** in Romania in both years. **Similarly**, Sweden also showed high penetration rates."
- "**In contrast to** these figures, Bulgaria had one of the lowest rates."
- "**Whereas** Denmark had over 90% access in 2023, Romania was closer to 80%."
- "**Despite** an overall increase in most countries, the gap between the highest and lowest performing nations remained substantial."
- **Expressing Proportions:**
 - "**Approximately half** of the respondents reported daily internet use."
 - "**Well over** two-thirds (67%) of graduates found employment in service industries."
 - "In 2023, **just under** 80% of individuals in the Czech Republic had internet access."

Topic 3: Understanding Language Style and Formality

Characteristics of Different Formality Levels

- **Very Formal / Academic / Technical:**
 - Often uses specialized or technical vocabulary (jargon).
 - Favors verbal nouns (e.g., "the *introduction* of measures" instead of "introducing measures").
 - Employs passive voice frequently to maintain objectivity (e.g., "measures were introduced" rather than "the government introduced measures").
 - Features complex sentence structures with multiple clauses.
 - Maintains an impersonal tone, avoiding personal pronouns like "I," "we," or "you."
 - Prefers words of Latin origin (e.g., "commence" instead of "start," "prior to" instead of "before").
 - Common in official reports, technical studies, academic papers.
- **Standard Formal (Written):**
 - Clear, precise, and well-structured language.
 - Uses standard grammar and vocabulary, avoiding slang or colloquialisms.
 - Generally avoids contractions (e.g., "do not" instead of "don't").
 - Suitable for business letters, press articles, documents aimed at an educated general audience.
- **Informal (Spoken or Written):**
 - More relaxed and direct.
 - May use simpler sentence structures.
 - Often includes phrasal verbs (e.g., "send off," "go back").
 - Contractions are common (e.g., "it's," "you're").
 - May use colloquial language or idioms.
 - Personal pronouns are frequently used.
 - Common in everyday conversation, personal emails, or messages.

Examples of Varying Formality

Consider how the same idea can be expressed:

- **Very Formal:** "The inclement climatic conditions obliged the President to return earlier than scheduled."
 - *Features: Latinate words ("inclement," "climatic," "obliged," "scheduled"), verbal noun implied ("return"), passive structure feel.*
- **Standard Formal:** "The President was obliged to return earlier than planned due to poor weather conditions."
 - *Features: Clear, standard vocabulary, passive voice ("was obliged").*
- **Informal:** "The president had to go back sooner than he'd planned because the weather was so bad."
 - *Features: Phrasal verb ("go back"), contraction ("he'd"), simpler vocabulary ("bad weather").*

Another example:

- **Very Formal:** "Essential measures should be undertaken at the earliest opportunity."
- **Standard Formal:** "One should undertake any necessary measures at the earliest opportunity."
- **Informal:** "You should do whatever you have to as soon as you can."

Tips for Formal (Especially Academic) Writing

- **Avoid Personal Pronouns:** Limit the use of "I," "we," and "you." Instead of "In this paper, I will discuss...", try "This paper will discuss..."
- **Prefer Passive Voice or Impersonal Constructions:** This creates a more objective tone (e.g., "The experiment was conducted..." rather than "We conducted the experiment...").
- **Use Formal Vocabulary:** Choose more formal single-word verbs over phrasal verbs (e.g., "investigate" instead of "look into," "establish" instead of "set up"). Prefer words of Latin origin.
- **Employ Verbal Nouns and Noun Phrases:** (e.g., "the analysis of the data" instead of "analyzing the data").
- **Construct Complex Sentences:** Use subordination and coordination to show relationships between ideas, but ensure clarity.
- **Do Not Use Contractions:** Write "is not" instead of "isn't," "cannot" instead of "can't."
- **Use Inanimate Nouns as Subjects:** Where appropriate, this can contribute to an impersonal style (e.g., "Research indicates..." instead of "Researchers indicate...").
- **Utilize Participial and Infinitive Constructions:** These can help create more sophisticated sentence structures.

Short Exercise: Style Adjustment

1. Rephrase the following informal sentences into a more formal style suitable for academic or professional writing. * a) Informal: "You need to finish the report by next Monday, okay?" Formal:

_____ * b) Informal: "We think this idea is pretty good and will help a lot." Formal: _____

* c) Informal: "Before they found America, Europeans didn't eat potatoes." Formal: _____

2. Identify which sentence in each pair is more formal and briefly state one reason why.

- Pair A:
 - i) "Don't send anything off until you're told to do so."
 - ii) "Please await instructions before dispatching items." More formal: (i / ii) Reason: _____
- Pair B:

- i) "The data clearly shows an upward trend."
 - ii) "It is evident from the data that an upward trend exists." More formal: (i / ii) Reason:
-

(The answer key for this exercise will be provided later, after all topics and the final summary test.)

Topic 4: Mastering Subject-Verb Agreement

I. The Main Rule

- A **singular countable subject** or an **uncountable subject** takes a **singular verb**.
 - Example: "His **colleague writes** all his papers in English."
 - Example: "The **water was heated** to 50°C."
- A **plural countable subject** takes a **plural verb**.
 - Example: "His **colleagues write** all their papers in English."

II. Exceptions to the Main Rule

1. Nouns in "-ics" and "News":

- Nouns denoting academic subjects ending in "-ics" (e.g., mathematics, physics, statistics, economics) and the noun "news" usually take a **singular verb**.
 - Example: "**Statistics is** taught at several faculties."
 - Example: "What*'s** the news?"
- **Exception to the exception:** When "economics" refers to the financial aspects of a plan, or "statistics" refers to a set of numerical data, they take a **plural verb**.
 - Example: "What **are** the economics of this project?"
 - Example: "The statistics **are** incomplete."

2. Single Unit Nouns:

- Names of countries (e.g., The United States of America), titles of books, or films, when referring to a single entity, take a **singular verb**.
 - Example: "The **United States of America is** a diverse country."
 - Example: "'My Father's Tears and Other Stories' **was** written by John Updike."

3. Phrases of Whole Amount:

- Noun phrases expressing a whole amount referring to duration, money, or distance take a **singular verb**.
 - Example: "Two **weeks is** not a long time."
 - Example: "Five thousand **pounds is** a lot of money."
 - Example: "Two **miles is** quite a long distance for a small child."

4. Collective Nouns with Plural Meaning:

- Nouns like "a/the majority of," "a minority of," "a number of," "a lot of," "plenty of," though singular in form, take a **plural verb** because their meaning is plural.
 - Example: "The **majority of** our foreign students **are** from France."
 - Example: "A **lot of** the experiments **have failed**."

- **Distinguish:**

- "A **number of** experiments **are** performed..." (meaning "many" or "several" - plural)
- "The **number of** experiments ... **has increased**..." (referring to the specific figure - singular)

5. Group Nouns (Variable Agreement):

- Nouns denoting groups (e.g., audience, class, committee, company, department, government, group, team, staff) can take either a **singular verb** (when the group is seen as a whole unit) or a **plural verb** (when referring to the individual members within the group).
 - *Example:* "The **team works/work** under a senior lecturer."
- **Note:** "People" and "police" always take a **plural verb**.
 - *Example:* "How many **people speak** English?"
 - *Example:* "The **police were** called."

III. Special Cases of Agreement

1. With "Per Cent/Percent/%":

- The verb agrees with the noun the percentage refers to. If it refers to a singular or uncountable noun, the verb is singular. If it refers to a plural noun, the verb is plural.
 - *Example:* "At present 10% of the country's **energy comes** from renewable sources." (Energy is uncountable)
 - *Example:* "Only 10% of the **students speak** German." (Students is plural)
- **But:** "What **is** the percentage of students...?" (The subject is "percentage," which is singular)

2. With "There is/are":

- "**There is**" is used with a singular or uncountable noun, or when the first noun in a series is singular.
 - *Example:* "**There is** a desk near the window."
 - *Example:* "**There is** a desk and some chairs near the window."
- "**There are**" is used with a plural noun, or before phrases like "a lot," "a number," "a few," and numbers beginning with "a" (e.g., a hundred, a thousand).
 - *Example:* "**There are** two desks near the window."
 - *Example:* "**There were** a few students waiting."

3. With "And" and "Or":

- Subjects joined by "**and**" usually require a **plural verb**.
 - *Example:* "Both the **author and** his two co-authors **were** at the conference."
- Subjects joined by "**or**" (or "nor"): the verb agrees with the subject closest to it.
 - *Example:* "I don't remember whether the two co-authors **or** the **author was** at the conference." (Author is singular)
 - *Example:* "I don't remember whether the author **or** his two **co-authors were** at the conference." (Co-authors is plural)

4. With "Any of, None of, Either of, Neither of":

- "**Any of**" and "**none of**" can take either a singular or a plural verb, though plural is more common in informal contexts.

- *Example:* "I don't think that **any** of our students **makes/make** such mistakes."
- *Example:* "**None** of them **is/are** British."
- "**Either of**" and "**neither of**" traditionally take a **singular verb** in formal writing. In informal conversation, a plural verb is often used.
 - *Example (Formal):* "**Neither** of these two methods **is** applicable."
 - *Example (Informal):* "**Neither** of them **speak** French."

Short Exercise: Choose the Correct Verb

Underline or choose the correct form of the verb in the following sentences.

1. Mathematics (is/are) a compulsory subject for engineering students.
2. The majority of the data (suggests/suggest) a different conclusion.
3. There (is/are) a computer and two printers in the office.
4. Neither the manager nor the employees (was/were) satisfied with the outcome.
5. Five hundred euros (is/are) the price for this software.
6. A number of issues (has/have) been raised.
7. The news from the conference (was/were) very exciting.
8. The committee (has/have) reached a decision. (Consider both possibilities if applicable and explain briefly).

(The answer key for this exercise will be provided later, after all topics and the final summary test.)

Topic 5: Building Academic Vocabulary

I. Formal vs. Informal Word Choices

Formal	Informal	Czech Translation (Formal)
to seem	to look like	zdát se / jevit se
to ascend	to climb up	stoupat / vystoupat
assistance	help	pomoc / asistence
to cease	to stop	přestat / ustat
to commence	to begin/start	začít / zahájit
to demonstrate	to show	demonstrovat / ukázat
requirement	want / need	požadavek / potřeba
to attempt	to try	pokusit se
to enquire	to ask	dotázat se / informovat se
to inform	to tell	informovat / sdělit
to obtain	to get	získat / obdržet
to preserve	to keep	zachovat / udržet
to reject	to turn down	odmítnout / zamítnout

Formal	Informal	Czech Translation (Formal)
to liberate	to free	osvobodit
to reside	to live (somewhere)	sídlit / bydlet
perspiration	sweat	pocení / pot
deficiency	lack	nedostatek
opportunity	chance	příležitost / možnost
dwelling/residence	house	obydlí / sídlo
vision/sight	sight	zrak / vidění (schopnost); pohled
amiable	friendly	přátelský / laskavý
entire/whole	whole	celý / veškerý
fortunate	lucky	mající štěstí / šťastný
juvenile	childish	mladistvý / dětinský
incorrect	wrong	nesprávný / chybný
inferior	worse	horší / méněcenný
inexpensive	cheap	levný / nenákladný
vacant	empty	prázdný / volný (místo)
sufficient	enough	dostatečný / postačující
solely	only	pouze / výhradně
approximately	almost / about	přibližně / zhruba
primarily	mainly	primárně / hlavně
in summary	to sum up / in short	shrnutí / ve zkratce
(to be) responsible for	(to be) in charge of	(být) zodpovědný za
characteristic of	typical of	charakteristický pro / typický pro

II. Understanding and Using Collocations

Collocations are words that frequently occur together. Using common academic collocations will make your writing sound more natural and professional.

Common Types:

- **Adjective + Noun:** e.g., *significant impact, crucial factor, fundamental principle, qualitative data.*
- **Verb + Noun:** e.g., *conduct research, address a problem, provide assistance, obtain results.*
- **Noun + Verb:** e.g., *data suggests, research indicates, evidence supports.*
- **Verb + Adverb:** e.g., *critically analyze, strongly recommend.*
- **Adverb + Adjective:** e.g., *highly significant, critically important.*

Examples in Sentences:

- "Researchers aim to **conduct research** that has a **significant impact** on the field."
- "It is a **crucial factor** to consider when analyzing **qualitative data**."
- "The report **provides evidence** and **addresses the problem** from multiple perspectives."

III. Common Academic Abbreviations

Academic texts often use abbreviations, especially Latin ones. It's important to know their meanings.

Abbreviation	Full Form (Latin/English)	Meaning	Czech Equivalent (Meaning)
e.g.	<i>exempli gratia</i> (Latin)	for example	např. (například)
i.e.	<i>id est</i> (Latin)	that is (to say), in other words	tj. (to jest)
etc.	<i>et cetera</i> (Latin)	and other similar things, and so on	atd. (a tak dále)
et al.	<i>et alii / et alia</i> (Latin)	and others (used for people/authors)	a kol. (a kolektiv)
N.B.	<i>nota bene</i> (Latin)	note well, pay attention	pozn. (pozor, všimněte si)
cf.	<i>confer</i> (Latin)	compare	srov. (srovnej)
ibid.	<i>ibidem</i> (Latin)	in the same place (source as previously cited)	tamtéž
op. cit.	<i>opere citato</i> (Latin)	in the work cited (previously mentioned)	v cit. díle
viz.	<i>videlicet</i> (Latin)	namely, that is to say (introduces specifics)	tj., konkrétně
ca. / c.	<i>circa</i> (Latin)	approximately, about (used with dates/numbers)	cca (asi, přibližně)
p. / pp.	page / pages	page / pages	s. / str. (strana/strany)
vol.	volume	volume (of a book/journal)	sv. (svazek)
fig.	figure	figure (diagram, illustration)	obr. (obrázek)
vs. / v.	<i>versus</i> (Latin)	against	vs. (proti)
Q.E.D.	<i>quod erat demonstrandum</i> (Latin)	which was to be demonstrated (end of proof)	c.b.d. (což bylo dokázati)

Usage of Academic Vocabulary in Sentences

- "The study **commenced** with a detailed literature review to **obtain** relevant background **information**."
- "It is **essential** to **preserve** the integrity of the data throughout the **enquiry**."

- "The preliminary findings **indicate** (i.e., suggest) a **deficiency** in the current model, **cf. Smith et al.** (2020)."
- "Several factors were considered, **e.g.**, age, gender, and prior knowledge."
- "**N.B.** The methodology section (pp. 10-15) provides further details."

Short Exercise: Academic Vocabulary Practice

1. Replace the informal word(s) in italics with a more formal equivalent from the lists above. * a) The scientists need to *get* more funding for their project. Formal: _____ * b) We will *start* the meeting at 10 a.m. Formal: _____ * c) He *showed* that his theory was correct. Formal: _____ * d) There's a *lack* of evidence to support his claim. Formal: _____

2. What do the following abbreviations stand for, or what do they mean? * a) i.e. - _____ * b) et al. - _____ * c) N.B. - _____ * d) approx. (or c./ca.) - _____

3. Choose the best collocation: * a) To (conduct / make / do) research. * b) A (crucial / big / main) factor. * c) To (give / provide / offer) assistance.

(The answer key for this exercise will be provided later, after all topics and the final summary test.)

Topic 6: Using Hedging Language

Why Use Hedging?

- **To be precise and accurate:** Research findings are often not absolute.
- **To acknowledge uncertainty or limitations:** No study is perfect, and hedging reflects this.
- **To be cautious and avoid strong, unsupported claims:** This makes your statements more defensible.
- **To show respect for other viewpoints:** Acknowledging that there might be other perspectives or interpretations.

Common Hedging Language

Here are some common ways to hedge statements:

Category / Type	English Examples	Czech Translation (Example)
Modal Verbs	<i>may, might, could, would</i>	<i>může, mohl by</i>
Adverbs of Likelihood	<i>probably, possibly, likely, unlikely, apparently</i>	<i>pravděpodobně, možná, zřejmě</i>
Verbs of Tentativeness	<i>seem, appear, suggest, indicate, tend to, believe</i>	<i>zdá se, naznačuje, má tendenci, věří se</i>
Introductory Phrases	<i>It seems that..., It appears that..., It is likely that..., It is suggested that..., In general..., Generally speaking...</i>	<i>Zdá se, že..., Je pravděpodobné, že..., Obecně řečeno...</i>

Category / Type	English Examples	Czech Translation (Example)
Adverbs of Frequency	<i>often, sometimes, generally</i>	<i>často, někdy, obecně</i>
Quantifiers	<i>some, a few, a number of, a minority of</i>	<i>někteří, několik, menšina z</i>
Approximation	<i>approximately, roughly, about, reasonably</i>	<i>přibližně, zhruba, poměrně</i>

Examples of Hedged vs. Unhedged Statements

- **Unhedged:** "This new technique is very effective."
- **Hedged:** "This new technique **appears to be** very effective." / "This new technique **may be** very effective in **some** contexts."
- **Unhedged:** "Computers provide many benefits."
- **Hedged:** "**Generally speaking**, computers **can** provide many benefits." / "Computers **tend to** provide many benefits."
- **Unhedged:** "The results prove the hypothesis."
- **Hedged:** "The results **suggest that** the hypothesis **is likely** correct." / "The results **would seem to indicate** support for the hypothesis."

Short Exercise: Making Statements Less Categorical

Rewrite the following sentences to be less categorical using a suitable hedging expression from the table above.

1. Unhedged: "High sugar consumption causes health problems." Hedged:

2. Unhedged: "All students find this topic difficult." Hedged:

(The answer key for this exercise will be provided later, after all topics and the final summary test.)

Topic 7: Verbs in Academic Writing: Tense and Voice

I. Common Verb Tenses in Academic Texts

- **Past Simple:**
 - Used to describe procedures, methods, and experiments that were completed in the past.
 - Used to report specific results or findings from your research.
 - *Example:* "Antibodies **were raised** in rabbits." / "The antiserum **identified** a 67-kDa protein." / "Data **were collected** weekly."
- **Present Simple:**

- Used to state general truths, established facts, or to refer to knowledge that is currently accepted.
- Used to describe what tables, figures, or your paper itself shows or discusses.
- Used when referring to previous literature or the work of other authors (though past tense can also be used here, e.g., "Smith (2020) found...").
- *Example:* "Table 3 **shows** the distribution..." / "Figure 5 **illustrates** the process." / "Our results **indicate** that..." / "Water **boils** at 100°C."

- **Modal Verbs (e.g., may, might, could, should):**

- Used for suggestions, interpretations, possibilities, recommendations, and hedging (see Topic 6).
- *Example:* "The increase in size **may be** related to extensive post-translational modification." / "Further research **should** be conducted."

II. Active vs. Passive Voice

- **Active Voice:** The subject of the sentence performs the action.

- *Structure:* Subject + Active Verb + Object
- *Example:* "The **researchers collected** data."
- **Use when:**
 - You want to emphasize the "doer" (agent) of the action.
 - You want to be direct and clear.
 - Common in phrases like: "Figure 1 shows...", "The authors suggest..."

- **Passive Voice:** The subject of the sentence receives the action.

- *Structure:* Subject + Form of "to be" + Past Participle (+ by agent)
- *Example:* "**Data were collected** (by the researchers)."
- **Use when:**
 - The action or the recipient of the action is more important than the doer.
 - The doer is unknown, obvious, or unimportant.
 - You want to maintain an objective, impersonal tone (common in Methods and Results sections).
 - You want to place "old" or known information at the beginning of the sentence for better flow.

Topic 8: Advanced Academic Writing Skills: Parallelism, Clarity, and Integrity

I. Parallelism for Structure and Clarity

Parallelism means using the same grammatical structure for two or more parts of a sentence that have an equal level of importance. This improves readability, elegance, and rhythm.

- **Incorrect (Not Parallel):** "The lab was spacious, light, and **it was also well equipped**." (Adjective, adjective, and clause)
- **Correct (Parallel):** "The lab was spacious, light, and **well equipped**." (Series of three adjectives)
- **Incorrect:** "He liked **reading books** and **to watch movies**." (-ing form and infinitive)

- **Correct:** "He liked **reading books** and **watching movies**." (Two -ing forms) OR "He liked **to read books** and **to watch movies**." (Two infinitives)

II. Avoiding Dangling Modifiers for Precision

A **dangling modifier** is a descriptive phrase (often at the beginning of a sentence) that does not clearly and logically modify the noun it is intended to describe, leading to confusion or unintended meanings.

- **Incorrect (Dangling):** "**Lying across the colon**, the surgeon saw the piece of suture." (Implies the surgeon was lying across the colon.)
- **Corrected:** "The surgeon saw the piece of suture **lying across the colon**." OR "As the piece of suture **lay across the colon**, the surgeon saw it."
- **Incorrect (Dangling):** "**After finishing the report**, the computer was shut off." (Implies the computer finished the report.)
- **Corrected:** "**After finishing the report**, **she** shut off the computer."

III. Using Noun Phrases for Conciseness

Academic writing often uses **noun phrases** (a noun or pronoun and any associated modifiers) to convey complex information concisely. This can involve using nouns as adjectives.

- *Example:* "**Voltage variation immunity tests**" is more concise than "tests for the immunity of a device to variations in voltage."
- *Example:* "**Soybean root nodule activity**" instead of "the activity of nodules on the roots of soybeans."

IV. Academic Integrity: Avoiding Plagiarism and Correct Referencing

To Avoid Plagiarism, Always Acknowledge Your Sources by:

1. **Quoting:** Using the author's exact words enclosed in quotation marks ("..."), followed by a **citation**.
2. **Paraphrasing:** Restating the author's ideas in your own words and sentence structure, followed by a **citation**. This is more than just changing a few words.
3. **Summarizing:** Briefly presenting the main points of a longer text in your own words, followed by a **citation**.

Referencing Components:

- **In-text Citation:** A brief note within your text (e.g., Smith, 2020, p. 15) that points the reader to the full source in your reference list.
- **Reference List / Bibliography:** A complete list at the end of your paper containing full details of all the sources you cited. This allows readers to find the original works. (A "Reference List" typically includes only works cited, while a "Bibliography" might include works consulted but not directly cited).

Answer Key for APO 2 Topic Exercises

Topic 1:

- **Short Exercise: Fill in the Blanks**

1. The number of website visitors showed a **significant** / **sharp** / **gradual** / **steady** increase after the marketing campaign.
2. After a period of rapid growth, the figures started to **level off** in the last quarter.
3. The y-**axis** of the graph represents the quantity, while the x-**axis** represents time.
4. There was a **sudden** / **sharp** drop in profits when the new competitor entered the market.
5. The data is best visualized using a **pie chart** to show proportions of a whole.
6. We need to analyze the **trend(s)** in consumer preferences over the last decade.
7. The price of oil has been known to **fluctuate** wildly based on global events.
8. The population **rose** / **increased** from 2.5 million to 4 million in the first part of the century.

Topic 3:

- **Short Exercise: Style Adjustment**

1. **Rephrase informal to formal:** (Example answers; variations are possible)
 - a) Formal: "It is requested that the report be completed by the upcoming Monday." / "The report should be finalized by next Monday."
 - b) Formal: "This concept is considered to hold considerable merit and is anticipated to provide significant advantages." / "This idea appears promising and is expected to be highly beneficial."
 - c) Formal: "Prior to the discovery of the Americas, potatoes were not consumed in Europe." / "Before America was discovered, potatoes were not eaten in Europe."
2. **Identify more formal sentence and reason:**
 - Pair A:
 - More formal: (ii) "Please await instructions before dispatching items."
 - Reason: Uses more formal vocabulary ("await," "dispatching items" vs. "send anything off"), avoids contraction ("you're"), and uses a polite imperative structure.
 - Pair B:
 - More formal: (ii) "It is evident from the data that an upward trend exists."
 - Reason: Uses an impersonal construction ("It is evident..."), more formal vocabulary ("evident," "exists"), and avoids the more direct, slightly less formal "clearly shows."

Topic 4:

- **Short Exercise: Choose the Correct Verb**

1. Mathematics **is** a compulsory subject for engineering students.
2. The majority of the data **suggest** a different conclusion. (When "data" refers to multiple points/pieces of information. If "data" is treated as a single collective noun, "suggests" might be used, but "suggest" is often preferred here).
3. There **is** a computer and two printers in the office. (Agrees with the first noun "a computer").
4. Neither the manager nor the employees **were** satisfied with the outcome. (Verb agrees with the closest subject "employees").
5. Five hundred euros **is** the price for this software. (Sum of money treated as a single unit).
6. A number of issues **have** been raised. ("A number of" + plural noun takes a plural verb).
7. The news from the conference **was** very exciting. ("News" is singular).
8. The committee **has** reached a decision. (Treating the committee as a single unit). (Alternatively, "The committee **have** reached a decision" is possible, especially in British English, if focusing on

the individual members).

Topic 5:

- **Short Exercise: Academic Vocabulary Practice**
 1. **Replace informal with formal:**
 - a) Formal: **obtain** / **acquire** / **secure**
 - b) Formal: **commence** / **initiate** / **begin**
 - c) Formal: **demonstrated** / **proved** / **established**
 - d) Formal: **deficiency** / **lack** (though "lack" can sometimes be acceptable, "deficiency" is often more formal in academic contexts).
 2. **Abbreviations:**
 - a) i.e. - *id est* (Latin), meaning "that is" or "in other words"
 - b) et al. - *et alii* / *et alia* (Latin), meaning "and others"
 - c) N.B. - *nota bene* (Latin), meaning "note well" or "pay careful attention"
 - d) approx. (or c./ca.) - approximately / *circa* (Latin), meaning "about" or "around"
 3. **Choose the best collocation:**
 - a) To **conduct** research.
 - b) A **crucial** factor.
 - c) To **provide** assistance.

Topic 6:

- **Short Exercise: Making Statements Less Categorical** (Example answers; variations are possible)
 1. Hedged: "High sugar consumption **may contribute to** / **is often associated with** / **can be a factor in** health problems." or "**It is suggested that** high sugar consumption **could lead to** health problems."
 2. Hedged: "**Many** / **Some** students **may** find this topic difficult." or "This topic **can appear to be** difficult **for a number of** students." or "**It is sometimes reported that** students find this topic difficult."

APO 2 Summary Test

This test covers material from APO 2, Topics 1 through 8, focusing on describing data, academic style, grammar, and writing conventions.

Section 1: Describing Data, Trends, and Comparisons (Topics 1 & 2)

1. Match the term (Column A) with its best description (Column B).

Column A	Column B
1. Fluctuate	A. A type of chart using rectangular bars to show comparisons.
2. Bar Chart	B. To rise and fall irregularly in number or amount.
3. Projection	C. A part or section into which something is divided.
4. Segment	D. A forecast of a future situation based on present trends.

Column A	Column B
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5. To level off	E. To stop rising or falling and stay at a steady level.
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2. Fill in the blanks to complete the description of a trend: "The line graph shows that after a period of rapid growth where sales (a)_____ (rose/fell) sharply to reach a (b)_____ (peak/trough) in July, they began to (c)_____ (increase/decline) gradually. By September, the sales figures started to (d)_____ (fluctuate/level off), remaining relatively (e)_____ (steady/volatile) for the rest of the year."

3. Imagine a line graph showing the number of students enrolled in an online course over 5 years. Year 1: 50 students, Year 2: 150 students, Year 3: 300 students, Year 4: 320 students, Year 5: 310 students. Write a short paragraph (3-4 sentences) describing the trend, using comparative language and mentioning proportions or specific figures.

Section 2: Language Style, Formality, and Academic Vocabulary (Topics 3 & 5)

4. Rewrite the following informal sentences into a more formal academic style. * a) Informal: "We think the government should do more about pollution." Formal:

_____ * b) Informal: "You gotta get your sources right or you'll lose marks." Formal: _____

5. What do the following academic abbreviations mean? * a) i.e. - _____ * b) e.g. - _____ * c) et al. - _____ * d) N.B. - _____

6. Replace the informal word(s) in italics with a more formal equivalent. * a) The professor will *talk about* the main theories. Formal: _____ * b) We need to *find out* why the experiment failed. Formal: _____ * c) The results were *good enough*. Formal: _____

Section 3: Grammar: Agreement, Hedging, Tense and Voice (Topics 4, 6 & 7)

7. Choose the correct form of the verb in parentheses. * a) The data presented in the report (is/are) comprehensive. * b) Neither of the initial hypotheses (was/were) supported by the findings. * c) A significant number of studies (has/have) investigated this phenomenon. * d) The news from the research team (suggests/suggest) a breakthrough.

8. Rewrite the following direct statements to be more cautious using hedging language. * a) Direct: "This method solves the problem completely." Hedged: _____ * b) Direct: "Students always prefer visual learning aids." Hedged: _____

9. Active/Passive Voice and Tense: * a) Rewrite in the passive voice: "The research team analyzed the samples yesterday." Passive: _____ * b) What tense is most commonly used in the *Methods* section of a research paper to describe procedures already carried out? _____

Answer Key for APO 2 Summary Test

Section 1:

1. Match the term:

- 1. Fluctuate - B. To rise and fall irregularly in number or amount.
- 2. Bar Chart - A. A type of chart using rectangular bars to show comparisons.
- 3. Projection - D. A forecast of a future situation based on present trends.
- 4. Segment - C. A part or section into which something is divided.
- 5. To level off - E. To stop rising or falling and stay at a steady level.

2. Fill in the blanks:

- (a) rose
- (b) peak
- (c) decline
- (d) level off
- (e) steady

3. Paragraph describing student enrollment (Example answer): "The line graph illustrates a significant upward trend in student enrollment for the online course over the first three years. Enrollment more than doubled from 50 students in Year 1 to 150 in Year 2, and then doubled again to 300 students in Year 3. After this rapid growth, the number of students increased slightly to 320 in Year 4 before experiencing a marginal decrease to 310 in Year 5, suggesting the enrollment figures began to stabilize."

Section 2:

4. Rewrite informal sentences (Example answers):

- a) Formal: "It is suggested that the government should take further action regarding pollution." / "Governmental intervention concerning pollution should be increased."
- b) Formal: "Accurate referencing of sources is essential to avoid a reduction in marks." / "Students must ensure their sources are cited correctly to maintain academic integrity and avoid penalties."

5. Academic abbreviations:

- a) i.e. - *id est* (Latin), meaning "that is" or "in other words."
- b) e.g. - *exempli gratia* (Latin), meaning "for example."
- c) et al. - *et alii* / *et alia* (Latin), meaning "and others" (typically referring to co-authors).
- d) N.B. - *nota bene* (Latin), meaning "note well" or "pay careful attention."

6. Replace informal words (Example answers):

- a) Formal: discuss / address / examine
- b) Formal: determine / ascertain / investigate
- c) Formal: sufficient / adequate / satisfactory

Section 3: Grammar: Agreement, Hedging, Tense and Voice (Topics 4, 6 & 7)

7. Choose the correct verb:

- a) The data presented in the report **are** comprehensive. (Data is often treated as plural in academic contexts when referring to multiple points/findings).
- b) Neither of the initial hypotheses **was** supported by the findings.

- c) A significant number of studies **have** investigated this phenomenon.
- d) The news from the research team **suggests** a breakthrough.

8. Rewrite using hedging language (Example answers):

- a) Hedged: "This method **may help to** solve the problem." / "This method **appears to be effective in addressing** the problem **in certain contexts**."
- b) Hedged: "**Many** students **may** prefer visual learning aids." / "Visual learning aids **tend to be preferred by some** students."

9. Active/Passive Voice and Tense:

- a) Passive: "The samples **were analyzed** by the research team yesterday."
 - b) Tense for Methods section: **Past Simple** (tense).
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