Grammar

Register

Academic

English

Presentation

Writing

Listening

Accurate

Critical

Structure

Organisation

Accent

А. Г.Бублик

А. Г. БУБЛИК

Методичні рекомендації для самостійної роботи з дисципліни «Академічне писемне мовлення» для студентів спеціальності «Початкова Освіта»

Миколаїв

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Методичні рекомендації для самостійної роботи з дисципліни «Академічне писемне мовлення» для студентів спеціальності «Початкова освіта» / Укладач: Бублик А. Г. – М.: МНУ імені В.О. Сухомлинського, 2019. – 104 с.

Методичні рекомендації призначені для використання під час самостійної роботи студентів спеціальності «Початкова освіта». Метою даних методичних рекомендацій є допомога студентам у вивченні особливостей функціонування англійської мови у науковій писемній комунікації, засвоєнні специфіки англомовного академічного письма через ознайомлення із сучасними оригінальними науковими текстами різних жанрів, виявлення їхніх структурних, змістових, мовно-стилістичних і риторичних рис; удосконаленні умінь і навичок продукувати якісні тексти фахового спрямування англійською мовою; оволодінні культурою академічного письма з урахуванням канонів сучасного англомовного академічного дискурсу.

ПЕРЕДМОВА

В сучасних умовах розвитку вищої освіти в Україні, самостійна робота студентів займає значне місце в навчальному процесі. Самостійна робота студентів під час вивчення англійської мови є важливим чинником, який підвищує мотивацію, формує вміння навчатися, сприяє активізації засвоєння студентом знань. Самостійна робота студентів є основним засобом опанування навчального матеріалу у поза аудиторний час.

Самостійна робота студентів сприяє засвоєнню в повному обсязі навчальної програми та формуванню самостійності як вагомої професійної якості, суть якої полягає в умінні упорядковувати, проектувати та контролювати власну діяльність.

Методичні рекомендації складаються з розділів, які містять приклади, пояснення та вправи самостійного вивчення. Підрозділи чітко організовані, щоб студенти могли знайти необхідну їм допомогу при написанні завдань.

Кожен етап процесу письма демонструється і практикується, від вибору відповідних джерел, тексту для читання, створення нотаток і планування до переписування і вичитування.

У одній із частин розглядаються такі граматичні аспекти, як іменники та прикметники, прислівники та дієслова, синоніми, префікси та прийменники в академічному контексті. Всі елементи написання чітко пояснюються, з повним глосарієм для довідки. Моделі текстів передбачені для всіх типів навчальних текстів: есе, доповіді, рецензії та тематичні дослідження. В методичних рекомендаціях використовуються автентичні наукові тексти.

Мета та завдання навчальної дисципліни

Предметом вивчення навчальної дисципліни є сучасна англійська мова як засіб писемної комунікації для академічних цілей.

Метою викладання навчальної дисципліни «Академічне писемне мовлення» є формування англомовної комунікативної компетенції як сукупності знань, умінь і навичок, що забезпечують ефективну писемну комунікацію англійською мовою у науково-дослідній діяльності аспірантів.

Завдання дисципліни – вивчення особливостей функціонування англійської мови у науковій писемній комунікації, засвоєння специфіки англомовного академічного письма через ознайомлення із сучасними оригінальними науковими текстами різних жанрів, виявлення їхніх структурних, змістових, мовно-стилістичних і риторичних рис; удосконалення умінь і навичок продукувати якісні тексти фахового спрямування англійською мовою; оволодіння культурою академічного письма з урахуванням канонів сучасного англомовного академічного дискурсу.

У результаті вивчення навчальної дисципліни студент повинен

знати:

- основні жанри писемного академічного дискурсу;

- структурно-композиційні, мовні, комунікативно-риторичні особливості різножанрових текстів англомовного академічного дискурсу;

вміти:

- ефективно використовувати англійську мову для здобуття і передавання фахової інформації;

- самостійно працювати зі спеціальною англомовною літературою, критично мислити, аналізувати і синтезувати, оцінювати здобуту інформацію;

- анотувати та реферувати англомовну і україномовну літературу за фахом англійською мовою;

- репрезентувати результати власних наукових досліджень англійською мовою у писемній формі, складати план-конспект, готувати слайди презентацій;

- продукувати і правильно оформлювати різножанрові наукові тексти англійською мовою (тези, статті, анотації, реферати, розділи дисертацій) відповідно до сучасних вимог; демонструвати високу культуру англомовного академічного письма.

У результаті вивчення курсу студент оволодіває такими компетентностями:

I. Загальнопредметні:

- Здатність до творчого мислення, набуття гнучкого образу мислення, який дозволяє зрозуміти та розв'язати проблеми та задачі, зберігаючи при цьому критичне ставлення до сталих наукових компетенцій у галузі початкової освіти.

- Здатність вільно володіти однією з іноземних мов на рівні, необхідному для виконання професійних завдань у галузі початкової освіти.

- Здатність вести дискусію іноземною мовою у рамках професійної тематики; застосовувати різноманітні види читання - оглядове, інформативне; перекладати усний та письмовий науковий текст з англійської мови рідною мовою; знаходити еквіваленти і аналоги слів, здійснювати перекладацькі трансформації; анотувати та реферувати рідною й англійською мовою різноманітні тексти.

II. Фахові:

- Здатність здійснювати самостійно-пошукову роботу; користуватися сучасними методами навчання; ставити навчальні цілі та вибирати методи навчання; використовувати інформаційно-презентативні, самостійно-пошукові, та інші методи навчання; використовувати навчальні технології

- уміння на основі сприйнятої інформації виділяти мікротеми, ключові слова, репродукувати зміст інформації;

- виразно декламувати перед аудиторією;

- публічно розмірковувати на задану ззовні тему;

- включатися у обговорення питання, враховуючи вже висловлене, продовжувати логіку розкриття проблеми;

- робити узагальнення-підсумки на занятті;

- укладати систему запитань, спрямованих на розкриття запропонованої теми;- вести дискусію, заперечуючи, стверджуючи або підтримуючи певні точки зору опонентів.

Методичні рекомендації до самостійної роботи

Самостійна робота приведе до безумовного успіху, якщо ви оберете методику вивчення англійської мови, яка не буде сприйматися вами, як тягар і необхідність. Засвоєння відбувається значно швидше, якщо ви самі визначите найбільш прийнятний темп і самі мобілізуєте свою енергію. Щоб досягти успіху у вивченні англійської мови необхідно розпочати роботу над мовою з перших днів занять у вузі та займатися мовою щоденно. Звертайтеся до довідників, словників тощо, якщо вам незрозумілий той чи інший матеріал.

Слід відвести для самостійного вивчення англійської мови певний час дня: краще вранці, якщо ви «жайворонок», або ввечері, якщо ви «сова». Складіть графік занять, якого вам буде неважко дотримуватися. Намагайтеся вчитися у відведений час. Займатися англійською мовою слід кожний день, на тиждень можна зробити не більш одного вихідного. Щоденні, навіть не дуже довготривалі (наприклад, 20 хвилин), самостійні заняття з англійської мови значно корисніші, аніж багатогодинний «штурм» раз на тиждень. Коли рівень володіння англійською мовою наближається до середнього, скоротіть частотність занять до 2-3 раз. Лише на просунутому етапі можливі щотижневі самостійні заняття з англійської мови. Ваш розклад, швидше за все, буде змінюватися, але дотримуйтеся принципу «краще займатися часто потроху, ніж рідко і багато». Графік занять розмістіть на видному місці.

Оптимальна тривалість самостійного заняття – 60-90 хвилин на день з обов'язковим 5-10-хвилинною перервою або без перерви, якщо воно триває не довше години (сюди не повинен включатися час, відведений на запам'ятовування слів). Кожному пройденому уроку англійської мови через деякий час слід обов'язково робити 15-хвилинне повторення того нового, що було засвоєно. Вивчаючи англійську мову, перш за все, необхідно мати позитивний настрій, тобто вчитися слід починати у позитивному стані. Фокус уваги необхідно змістити з того, що не виходить, на те, що виходить

добре і краще.

Рухайтеся від простого до складного. Починайте вивчати навчальний матеріал з того, що є достатньо простим, поступово збільшуючи складність. Це дозволить вам швидко йти до мети і завжди залишатися в позитивному стані. Зробіть комфортні умови для самостійного вивчення англійської мови: зручне робоче місце, хороше освітлення. Приємний фон створює відповідний емоційний настрій.

PART 1. THE WRITING PROCESS

Module 1

Reading: Finding Suitable Sources. Developing Critical Approaches

Academic texts

You may need to read a variety of types of texts, such as websites or journal articles, for your course. So it is important to identify the most suitable texts and recognize their features, which will help you to assess their value.

Read the text extracts 1–4 below and decide which are the most suitable for academic use, and why.

Text	Suitability
	Yes, it summarises some relevant research, and includes citations.

1
To promote tourism and market destination, it is important to study the tourists' attitude, behaviour and demand. The studies of Levitt (1986) and Kotler and Armstrong (1994) suggest that an understanding of consumer behaviour may help with the marketing planning process in tourism marketing. The research of consumer behaviour is the key to the underpinning of all marketing activity which is carried out to develop, promote and sell tourism products (Swarbrooke and Horner, 1999; Asad, 2005). Therefore, the study of consumer behaviour has become necessary for the sake of tourism marketing.

2
The romance of travel has always fascinated me, and our recent trip to Thailand lived up to expectations. We flew from Dubai and after a comfortable flight arrived in Bangkok just as the sun was rising. Our stay in the city lasted only a couple of days before we set off for the hill country around Chang Mai, where we were planning to visit some of the indigenous tribes who live in this mountainous region. When we arrived, the weather was rather disappointing, but after a day the heavy rain gave way to sparkling clear sunshine.

3
Holiday trips to the Antarctica have quadrupled in the past decade and last year more than 46,000 people visited the land mass and surrounding oceans. However, safety fears and concerns about the impact visitors are having on the delicate frozen landscape have soared and members of the Antarctic Treaty – an agreement between 28 nations, including the UK, on the use of the continent – are now meeting

to discuss ways to regulate tourism.

British officials are seeking to establish a 'strategic agreement for tourism' around the South Pole. If successful, it will see treaty members introduce new measures to improve the safety of tourist trips, while also reducing the impact that visitors will have on the environment. The regulations could see limits on the number of ships and landings, restrictions on how close they come to shore, a ban on building tourist facilities and hotels on the continent, and rules on waste discharges from ships.

4

Equally, from a political perspective, the nature of state involvement in and policies for tourism is dependent on both the political-economic structures and the prevailing political ideology in the destination state, with comparisons typically made between market-led and centrally planned economies. For example, the Thatcher–Reagan-inspired neo-liberalism of the 1980s, and the subsequent focus on privatisation and the markets in many Western nations contrasted starkly with the then centrally planned tourism sectors in the former Eastern Europe (Buckley and Witt, 1990; Hall, 1991). At the same time, of course, it has also long been recognised that the political-economic relationship of one nation with another or with the wider international community (that is, the extent of political-economic dependency) may represent a significant influence on tourism development (Telfer, 2002). Thus, in short, tourism planning and development in the destination tends to reflect both the structures and political ideologies of the state and its international political-economic relations.

The main features of academic texts are listed in the table below. Find examples of each using the texts above.

Feature	Examples
Formal vocabulary	the marketing planning process in tourism marketing . . . the extent of political-economic dependency . . .
Use of references	
Impersonal style	
Long, complex sentences	

Types of text

The table below lists the most common written sources used by students. Work with a partner to consider their likely advantages and disadvantages.

Text type	Advantages	Disadvantages
Textbook	Written for students	May be too general
Website		
Journal article		
Official report (e.g. from government)		
Newspaper or magazine article		
e-Book		

Using reading lists

Your teacher may give you a printed reading list, or it may be available online through the library website. The list will usually include textbooks, journal articles and websites. If the list is electronic, there will be links to the library catalogue to let you check on the availability of the material. If the list is printed, you will have to use the library catalogue to find the texts. You do not have to read every word of a book because it is on the list. Your teacher will probably suggest which pages to read, and also tell you which parts are the most important. On reading lists, you will find the following formats:

Books	Miles T. R. Dyslexia: a hundred years on/T. R. Miles and Elaine Miles, 2nd ed. Open University Press, 1999.
Journal articles	Paulesu E. et al. Dyslexia: cultural diversity and biological unity. Science, 2001, 291, pages 2165–2167.
Websites	www.well.ox.ac.uk/monaco/dyslexia.shtml

Using library websites to search electronic resources

Journals are specialised academic publications produced on a regular basis, containing recent research. You need to be familiar with the main journals in your subject area. They are usually available in paper or electronic formats (e-journals).

E-journals and other electronic resources such as subject databases are becoming increasingly important. Their advantage is that they can be accessed by computer, saving the need to visit the library to find a book. Most library websites have a separate portal or gateway for searching electronic resources.

These are the results found in one database for journal articles on 'skyscrapers':
Skyscrapers Cesar Pelli
Perspecta, Vol. 18, (1982), pp. 134–151
Skyscrapers Robert Phillips
The Hudson Review, Vol. 60, No. 2 (Summer, 2007), p. 276
Three New Skyscrapers
MoMA, No. 25 (Winter, 1983), p. 4
Stars for Skyscrapers Lee Richard Hayman
The Phylon Quarterly, Vol. 19, No. 3 (3rd Qtr., 1958), p. 276
Dawn Rises over Skyscrapers Deane Fisher
Phylon (1960–),Vol. 28, No. 2 (2nd Qtr., 1967), p. 138
Mario Palanti and the Palacio Salvo: The Art of Constructing Skyscrapers Virginia
Bonicatto, Chris Miller
Getty Research Journal, No. 5 (2013), pp. 183–188

Note that many of these articles will be out of date or irrelevant, but these search engines allow you to access a great variety of material quickly. It is usually sufficient to read the abstract to find out if the article will be relevant to your work. Note that most journal websites contain a search engine to allow you to search all back issues by subject. They may also offer links to articles in other journals on the same topic.

The best way to become familiar with these methods is to practise. Library websites usually contain tutorials for new students, and librarians are always willing to give help and advice when needed.

Select a specific topic from your subject area.
Use the library catalogue to search for relevant books. Write down the most useful titles.
Look for a few relevant journal articles, using the library portal. Write a reference for each article.

Reading methods

It is easy for students to underestimate the importance of reading skills. But, especially for international students, reading academic texts in the quantity required for most courses is a demanding task. Yet students will not benefit from attending lectures and seminars unless the preparatory reading is done promptly, while most writing tasks require extensive reading.

Moreover, academic texts often contain new vocabulary and phrases, and may be written in a rather formal style. This means that special methods have to be learnt
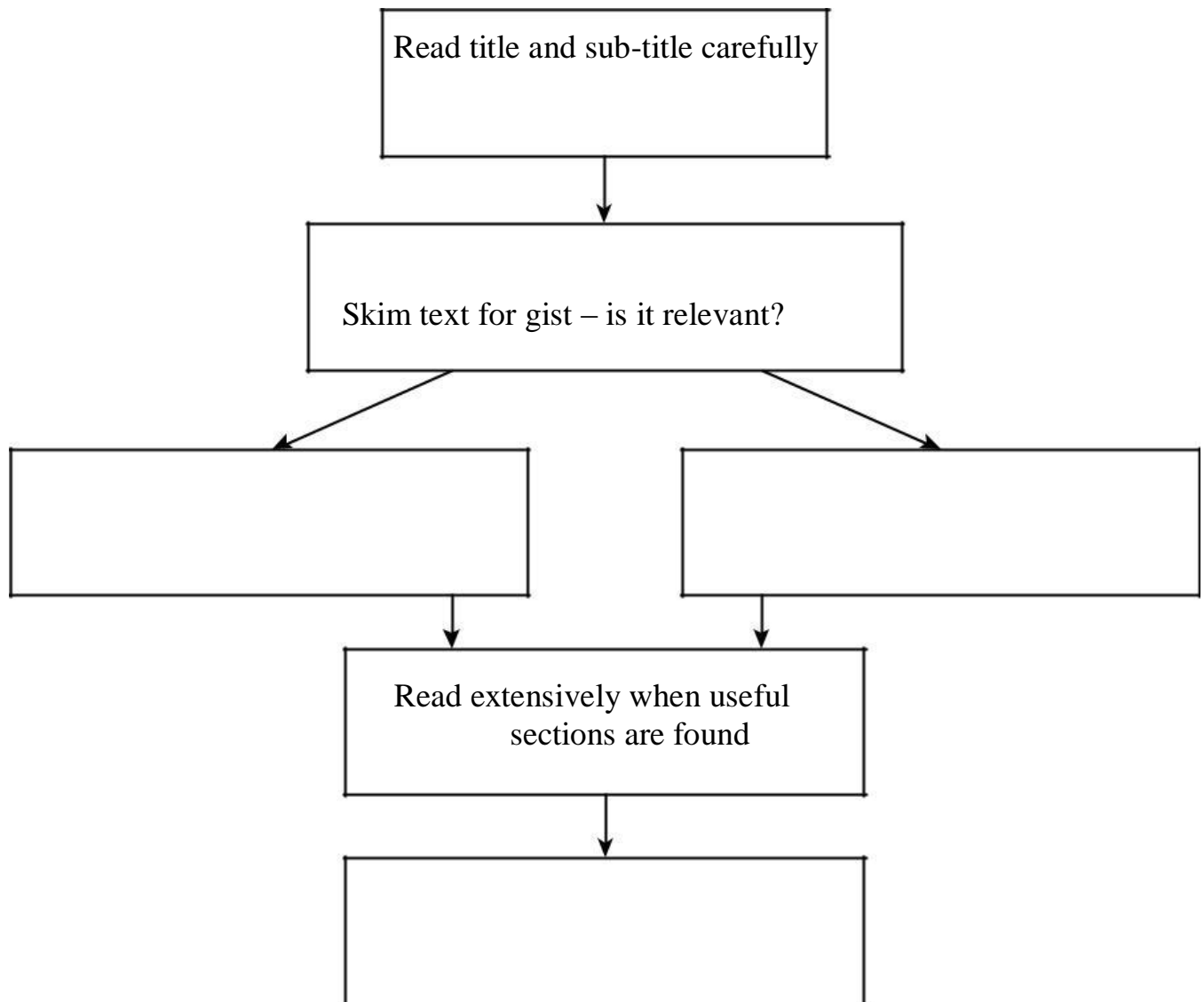
to cope with the volume of reading required, which is especially important when you are reading in another language. Clearly, you do not have time to read every word published on the topic you are studying, so you must first choose carefully what you read and then assess it thoroughly. The chart opposite illustrates the best approach to choosing suitable texts.

Complete the empty boxes in the chart with the following techniques:
Read intensively to make notes on key points
Scan text for information you need (e.g. names)
Survey text features (e.g. abstract, contents, index)

```
┌─────────────────────────────────────┐
│  Read title and sub-title carefully  │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│                                       │
│     Skim text for gist – is it relevant? │
│                                       │
└─────────────────────────────────────┘
        ╱                     ╲
       ▼                       ▼
┌──────────────┐        ┌──────────────┐
│              │        │              │
│              │        │              │
└──────────────┘        └──────────────┘
        │                       │
        ▼                       ▼
      ┌─────────────────────────────┐
      │   Read extensively when useful │
      │       sections are found       │
      └─────────────────────────────┘
                  │
                  ▼
      ┌─────────────────────────────┐
      │                               │
      │                               │
      └─────────────────────────────┘
```

Can you suggest any other reading skills to add to the chart above?
Titles, sub-titles and text features

Many books and articles have both a title and sub-title:

The Right to Have Rights: Citizenship Practice and the Political Constitution of the EU

The title is usually shorter and may aim to be eye-catching; the sub-title often gives more information about the focus. After finding a relevant text, it is worth checking the following text features before starting to read:

Author

Is the writer well known in his or her field? What else has he or she published?

Publication date and edition

Do not use a first edition if there is a (revised) second edition available.

Abstract

See section 3 below.

Contents

A list of the main chapters or sections. This should tell you how much space is given to the topic you are researching.

Introduction or preface

This is where the author often explains his or her reasons for writing, and also describes how the text is organised.

References

This list shows all the sources used by the author and referred to in the text. (In the USA, this is usually called a bibliography.) It should give you some suggestions for further reading.

Bibliography

These are the sources the author has used but not specifically referred to. A bibliography is not required for most short writing tasks. (Note that in the USA this is usually the name given to the list of references.)

Index

An alphabetical list of all the topics and names mentioned in a book. If, for example, you are looking for information about a person, the index will tell you if that person is mentioned, and how often.

Reading abstracts

Abstracts are normally found in peer-reviewed journal articles, where they are a kind of summary to allow researchers to decide if it is worth reading the full article. As a student, you will not normally have to write abstracts, but it is important to be able to read them effectively.

Study this example:

Citizenship Norms and the Expansion of Political Participation
Russell J. Dalton

A growing chorus of scholars laments the decline of political participation in America, and the negative implications of this trend for American democracy. This article questions this position – arguing that previous studies misdiagnosed the sources of political change and the consequences of changing norms of citizenship for Americans' political engagement.

Citizenship norms are shifting from a pattern of duty-based citizenship to engaged citizenship. Using data from the 2005 'Citizenship, Involvement, Democracy' survey of the Center for Democracy and Civil Society (CDACS) I describe these two faces of citizenship, and trace their impact on political participation. Rather than the erosion of participation, this norm shift is altering and expanding the patterns of political participation in America.

Abstracts normally have a standard structure:
Background
Aim and thesis of paper
Method of research
Results of research
Underline and label these components (a–d) in the abstract above.

Fact and opinion

When reading, it is important to distinguish between facts:
Kuala Lumpur is the capital of Malaysia
and opinions:
Kuala Lumpur is a welcoming, bustling city
In addition, the reader needs to decide if the facts given are true:
Singapore lies near the equator (true)
Singapore was an ancient trading port (false)

You need to be careful of texts that contain unsupported opinion or 'facts' that you think are wrong.
Read the following and underline facts (_____) and opinions (.........). Decide if the facts are true.
Sydney is the capital of Australia.
Australia is a dynamic, prosperous and enterprising country.
The majority of Australians live on sheep farms.

Most Australians are open-minded and friendly.
Australia is the largest island in the world, and has extensive mineral deposits.
Among the 22 million Australians are some of the world's best cricket players.

Assessing Internet sources critically

You cannot afford to waste time on texts that are unreliable or out of date. If you are using material that is not on the reading list, you must assess it critically to ensure that the material is trustworthy. Internet sources are plentiful and convenient, but you need to ask several questions about each site:

Is this a reputable website, for example with .ac (= academic) in the URL?
Is the name of the author given, and is he or she well known in the field?
Is the language of the text in a suitable academic style?
Are there any obvious errors in the text (e.g. spelling mistakes, which suggest a careless approach)?

Compare these two Internet texts on deforestation (the loss of forests). Which is likely to be more reliable?

1
We are destroying the last of our vital natural resources, just as we are starting to wake up to how precious they are. Rainforest once covered 14 per cent of the land now it's down to a mere 6 per cent. Scientists predict that the rest could disappear in less than 40 years. Thousands of acres are cut down each second with dire consequences for the countries involved and the planet as a whole. Scientists estimate that we loose 50,000 species every year, many species every second including 137 plant types (not even species but whole groups of plant species) and as these plants disappear before science can record them so does the chance to gain helpful knowledge and possible medicines.

2
The scale of human pressures on ecosystems everywhere has increased enormously in the last few decades. Since 1980 the global economy has tripled in size and the world population has increased by 30 percent. Consumption of everything on the planet has risen – at a cost to our ecosystems. In 2001, The World Resources Institute estimated that the demand for rice, wheat, and corn is expected to grow by 40 per cent by 2020, increasing irrigation water demands by 50 per cent or more. They further reported that the demand for wood could double by the year 2050; unfortunately it is still the tropical forests that supply the bulk of the world's demand for wood.

There are several aspects of (1) that should make the reader cautious: the style is very personal ('we are . . .') and informal ('it's down to . . .') and there is a word used wrongly ('loose' instead of 'lose'). No sources are provided. But even more disturbing is carelessness with facts. Is it really possible that thousands of acres of rain-

forest are being cut down every second? The writer also claims that many species are being lost every second, but if we take the figure of 50,000 per year, it means one species is lost every 10 minutes. Clearly, the writer is seeking to dramatise the subject, but it is quite unsuitable as an academic source.

In contrast, the second text is written in accurate, semi-formal language and includes a source. It seems likely to be more reliable.

Further practice

Read the following texts and decide if you can trust the information. Give reasons for your decisions in the table below.

1

Hard up? Why struggle when you could live in luxury? Solve your money worries easily and quickly by working for us. No experience needed, you can earn hundreds of pounds for just a few hours' work per day. Work when it suits you, day or night. Don't delay, call today for an interview on 07795-246791.

2

If you have money problems, there's lots of ways you can save cash. Instead of spending money on new clothes, try buying them secondhand from charity shops, where you'll find lots of stylish bargains. Eating out is another big expense, but instead you can get together with a few friends and cook a meal together; it's cheaper and it's fun. Bus fares and taxis can also cost a lot, so it might be worth looking for a cheap bicycle, which lets you travel where you want, when you want.

3

Most students find that they have financial difficulties at times. It has been estimated that nearly 55 per cent experience financial difficulties in their first year at college or university. It's often hard living on a small fixed income, and the cost of accommodation and food can come as a shock when you first live away from your parents. The most important thing, if you find you are getting into debt, is to speak to a financial advisor in the Student Union, who may be able to help you sort out your problems.

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_____
_____
You are writing an essay on expanding educational provision in developing countries, titled 'Improving literacy in sub-Saharan Africa'. You find the following article in a current magazine. <u>Read it critically and decide whether you could use it in your work.</u>

<center>EDUCATING THE POOREST</center>

How can we get the world's poorest children into school? This is a difficult question with no easy answer. In 1999 the UN adopted a set of goals called 'Education for All', but in many countries there has been little progress towards these aims. In Nigeria, for instance, the number of children not going to school has hardly changed since then. It is estimated that worldwide, about 72 million children never attend school, 45 per cent of whom are in sub-Saharan Africa. Even when schools and teachers are provided, there's no guarantee that teaching is being done: World Bank research in India shows that a quarter of teachers don't attend school on any one day.

Several proposals have been made to improve matters. A British academic, Professor Tooley, argues that low-cost private schools are more effective in delivering education to the poor since parental pressure maintains good standards. State schools could also relate pay to performance: research by Muralihadan and Sundararaman in India found that this improved students' test performance far more significantly than spending the same money on teaching materials.

*Positive aspects:*_____

*Negative aspects:*_____

Critical thinking

Even when you feel that a text is reliable and that you can safely use it as a source, it is still important to adopt a critical attitude towards it. This approach is perhaps easiest to learn when reading, but is important for all other academic work (i.e. listening, discussing and writing).

Critical thinking means not just passively accepting what you hear or read, but instead actively questioning and assessing it. As you read, you should ask yourself the following questions:

(a) What are the key ideas in this?
(b) Does the argument of the writer develop logically, step by step?
(c) Are the examples given helpful? Would other examples be better?
(d) Does the author have any bias (leaning to one side or the other)?
(e) Does the evidence presented seem reliable, in my experience and using common sense?

(f) Do I agree with the writer's views?

Read critically the two articles on universities.
A. COLLEGE CONCERNS

Despite their dominance of global league tables (e.g. Shanghai Rankings Consultancy) American universities currently face significant criticism. The American Enterprise Institute (AEI) and the Goldwater Institute have recently published negative reports on US universities, while a highly critical book (Hacker and Dreifus) was published in 2010. The critics focus on the rising costs of American higher education, which have increased at a much faster rate than inflation, resulting in a situation where even middle-class families are finding the expense unsupportable.

Another target of criticism is the focus on research at the expense of teaching. Students rarely meet the 'star' professors, being taught instead by badly-paid graduate students. It is claimed that in one year nearly half of Harvard's history professors were on sabbatical leave. As a consequence, students work less; according to the AEI they currently study for 14 hours per week, whereas 50 years ago the figure was 24 hours per week. Despite this the proportion of students gaining a first or 2.1 degree has increased significantly: a situation described by the critics as 'grade inflation'.

B. A BRIGHTER TOMORROW?

There is little doubt that a university degree is the key to a better future for any student. Despite the costs involved in terms of fees, it has been calculated that the average UK university graduate will earn £400,000 ($600,000) more over his or her lifetime compared to a non-graduate. Possession of a degree should also assist a graduate to find a satisfying job more quickly and give greater prospects for promotion inside the chosen career. A degree from a British university is recognised all over the world as proof of a high quality education.

A university course will not only provide students with up-to-date knowledge in their subject area, but also provide practice with the essential skills required by many employers today, such as the ability to communicate effectively using ICT, or the skills of team working and problem solving. In addition, living away from home in an international atmosphere gives the opportunity to make new friends from all over the world, and build networks of contacts that may be invaluable in a future career.

Studying at university is a unique opportunity for many young people to develop individually by acquiring independence, free from parental control. They will learn to look after themselves in a secure environment, and gain useful life skills such as cooking and budgeting. Most graduates look back at their degree courses as a valuable experience at a critical period of their lives.

List any statements from the articles that you find unreliable, and add comments to explain your doubts in the table below. Then decide which article you find more reliable overall.

Statements	Comments
A	
B	

Module 2
Planning stages.
From Understanding Titles to Planning. Finding Key Points and Note-Making. Summarizing and Paraphrasing.

The planning process

Planning is necessary with all academic writing, but clearly there are important differences between planning in exams, when time is short, and for coursework, when preparatory reading is required. However, in both cases, the process of planning should include these three steps:

Analyse the title wording
Decide how long each section should be
Prepare an outline using your favourite method

With coursework, your outline will probably be revised as you read around the topic.

Analysing essay titles

Titles contain key words that tell the student what to do. Note that titles often have two (or more) parts:

What is meant by a demand curve and why would we expect it to slope downwards?

In this case, 'what' is asking for a description and 'why' for a reason or explanation.

Match the key words on the left to the definitions on the right.

Analyse	Give examples
Assess/Evaluate	Deal with a complex subject by reducing it to the main elements
Describe	Divide into section and discuss each critically
Discuss	Break down into the various parts and their relationships
Examine/Explore	Make a proposal and support it
Illustrate	Look at various aspects of a topic, compare benefits and drawbacks
Outline/Trace	Give a detailed account of something
Suggest	Explain a topic briefly and clearly
Summarise	Decide the value or worth of a subject

Practice

Underline the key words in the following titles and consider what they are asking you to do.

Summarise the main reasons for the growth of e-commerce, and discuss the likely results of this.

Describe some of the reasons why patients do not always take their medication as directed.

What are the benefits of learning a second language at primary school (age 6–10)? Are there any drawbacks to early language learning?

What are the most significant sources of renewable energy? Evaluate their contribution to the reduction of carbon emissions.

Discuss the response of buildings and soil to earthquakes, indicating what measures can be used to ensure structural stability.

Brainstorming

It is often helpful to start thinking about a topic by writing down the ideas you have, in any order. Taking the example from 3(a), you might collect the following points:

Growth of e-commerce – likely results

Main reasons

 Businesses can offer a wider range of products via Internet

 More convenient for customers than travelling to shops

 Businesses can reduce overheads by centralising distribution centres

 Prices can often be lower

Likely results

 Decline in conventional shops

 Growth in delivery businesses

 Shopping centres become entertainment areas

<u>Working with a partner, brainstorm ideas for the title below.</u>

What are the benefits of learning a second language at primary school (age 6–10)? Are there any drawbacks to early language learning?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Essay length

 Coursework essays usually have a required length, normally between 1,000 and 5,000 words. You must keep to this limit, although 5 per cent more or less is generally acceptable. However, at the planning stage, you need to consider what proportion of the essay to give to each part of the question.

 As a basic guide, 20 per cent is usually sufficient for the introduction and conclusion together (references are not included in the word count). Therefore, in a

2,000-word essay, the introduction and conclusion would have 400 words and the main body 1,600 words.

If this was the length given for title 3(a) above, you might decide on the following allocation:

Main reasons	–	benefits for buyers	500 words
	–	benefits for sellers	300 words
Likely results	–	for businesses	400 words
	–	for urban development	400 words
Total			1,600 words

This calculation is useful since it can guide the amount of reading you need to do, as well as providing the basis for an outline. Moreover, it prevents you from writing an unbalanced answer, in which part of the question is not fully dealt with.

Essays in exams do not have a word limit, but it is equally important to plan them in similar terms (e.g. part 1: 40 per cent, part 2: 60 per cent).

Underline the key words in the following titles and decide what percentage of the main body to give to each part.

Title	Part 1 (%)	Part 2 (%)
(a) Describe the typical social, cultural and environmental impacts experienced by tourist destinations in developing countries. How can harmful impacts be reduced or avoided?		
(b) How can schools make better use of IT (information technology)? Illustrate your answer with examples.		
(c) Outline the main difficulties in combating malaria. Suggest possible strategies for more effective antimalaria campaigns.		
(d) What is 'donor fatigue' in international aid, and how can it be overcome?		

Finding key points

Before making notes, you need to find the main ideas in a text. One of these is often, but not always, in the first sentence of a paragraph.

Read the following paragraph, about the growing market for products designed for older people, and underline two key points. Then choose a title for the paragraph.

Title: _____

The generation born after the Second World War, sometimes called the baby boomers, are now reaching retirement age, and businesses are starting to realise that they are a wealthier market than any previous retirement group. Financial products, travel and medicines are well-established industries that interest the over-60s, but others are now focusing on this age group. Volkswagen, for instance, has produced a car with raised seats and more interior space to appeal to their tastes. In Japan, with its ageing population, companies have more experience of selling to the retired, and have been successful with unusual products such as a robotic seal, which serves as a pet substitute for the lonely. There are, however, certain difficulties in selling to this market. Some customers resent being addressed as 'old' since they see themselves as more youthful, while there is a huge variation in the profile of the baby boomers, ranging from healthy and active to the bed-ridden and infirm.

Finding relevant points

When preparing to write an essay, you have to search for information and ideas relevant to your subject. Therefore, the key points that you select must relate to that topic. You are given an essay title: 'Does the state have a role in promoting public health?'

Read the following article and underline five key points that relate to your essay subject.

A SLIMMER AMERICA?

In the USA there has recently been more pressure for informative food labelling, and campaigns to encourage school children to eat more fruit and vegetables. Although Americans often dislike being told what to do by their government, these campaigns may finally be having an effect. Certainly about a third of the population attempt a slimming programme every year, and although many give up, it appears that the number of people who succeed may be rising.

Currently over two-thirds of Americans are believed to be either overweight or obese, but recently it has been discovered that the situation may have stabilised. The rate of increase appears to have virtually stopped, so that on average women and children weigh no more now than they did ten years ago. This trend may have important consequences for the health care system: according to a recent study (Finkelstein et al., 2009) an obese American is likely to cost the system over 40 per cent more than someone with normal weight. This is due to the increased risks of medical conditions

such as diabetes, to which should be added extra costs connected with illness and resulting absence from work.

Until recently it was assumed that the long-term trend would continue so that ultimately all Americans would become overweight; Wang (2008) had estimated that this would happen by 2048. Obviously, such an assumption implies steadily rising medical insurance costs. If the new trend continues there are clear benefits for public health and the associated finances, but medical researchers still struggle to understand the basic causes of the problem, which is that obesity in America is now three times greater than fifty years ago.

There is substantial evidence that obesity is linked to social class: those with irregular and badly paid employment are more likely to eat what is convenient and tasty rather than have the time or energy to organise a healthy diet. The number of people in this category may have risen in recent years. Another possibility is that food now is cheaper relative to income, while free time is more valuable, so people are attracted to consuming convenient but often unhealthy fast food. In addition, washing machines and other devices mean that fewer calories are used in doing domestic chores around the house. Although valid, these factors apply in many other countries where the same growth in obesity has not been seen.

(Herapath, T. (2012) Journal of Transatlantic Contexts 14: 319)

Practice

Complete the notes for 'Does the state have a role in promoting public health?' using the key points underlined in (2) on p. 37.

Source: (Herapath, T. (2012) Journal of Transatlantic Contexts 14: 319)
Have Americans stopped getting fatter?
US govt. campaigns to encourage healthy eating may be succeeding

1_____
2_____
3_____
4_____
5_____

Why make notes?

What are the main reasons for note-making? Add to the list below.
To prepare for essay writing
(a) _____
(b) _____
(c) _____
(d)_____

(e)_____

Note-making methods

You are looking for information on the current media revolution. Study the text below (key points underlined) and the notes in the box on p. 40. <u>What do you notice about the language of the notes?</u>

_____
_____
_____

THE DEATH OF THE PRESS?

A hundred years ago news was exclusively provided by newspapers. There was no other way of supplying the latest information on politics, crime, finance or sport to the millions of people who bought and read newspapers, sometimes twice a day.

Today the situation is very different. The same news is also available on television, radio and the internet, and because of the nature of these media, can be more up-to-date than in print. For young people especially, the internet has become the natural source of news and comment.

This development means that in many countries newspaper circulation is falling, and a loss of readers also means a fall in advertising, which is the main income for most papers. Consequently, in both Britain and the USA newspapers are closing every week. But when a local newspaper goes out of business an important part of the community is lost. It allows debate on local issues, as well as providing a noticeboard for events such as weddings and society meetings.

All newspapers are concerned by these developments, and many have tried to find methods of increasing their sales. One approach is to focus on magazine-type articles rather than news, another is to give free gifts such as DVDs, while others have developed their own websites to provide continuous news coverage. However, as so much is now freely available online to anyone with a web browser, none of these have had a significant impact on the steady decline of paid-for newspapers.

(Source: New Business Monthly, May 2013, p. 37)

<u>Decline of Newspapers</u>   New Business Monthly, May 2013, p. 37)
>   Newspapers only source of news 100 yrs ago – now also TV, radio + www
>   Newspaper sales > decline in advertising > newspapers shutting

(c) Attempts to attract readers: more magazine content
                                          free gifts
                                          websites

but none very effective

Effective note-making

Notes are for your personal use so you should create your own style. Your teachers will not read or mark them, but you need to make sure you can still understand your notes months after reading the original book or article:

To avoid the risk of plagiarism, you must use your own words and not copy phrases from the original.

The quantity of notes you make depends on your task: you may only need a few points, or a lot of detail.

Always record the source of your notes. This will save time when you have to write the list of references.

Notes are often written quickly, so keep them simple. Do not write sentences. Leave out articles (a/the) and prepositions (of/to).

If you write lists, it is important to have clear headings (underlined) and numbering systems (a, b, c, or 1, 2, 3) to organise the information. Do not crowd your notes.

Use symbols (+, >, =) to save time.

Use abbreviations (e.g. = for example). You need to make up your own abbreviations for your subject area. But do not abbreviate too much, or you may find your notes hard to understand in the future!

Practice

You have to write an essay titled 'Improving student performance: an outline of recent research.'
Read the following text, underline the relevant key points and make notes on them.

SLEEP AND MEMORY

In many countries, especially in hot climates, it is the custom to take a short sleep in the afternoon, often known as a siesta. Now it appears that this habit helps to improve the ability to remember and therefore to learn. Researchers have known for

some time that new memories are stored short-term in an area of the brain called the hippocampus, but are then transferred to the pre-frontal cortex for long-term storage. They now believe that this transfer process occurs during a kind of sleep called stage 2 non-REM sleep. After this has occurred the brain is better able to take in new information, and having a sleep of about 100 minutes after lunch seems to be an effective way to permit this.

      Research by a team from the University of California sought to confirm this theory. They wanted to establish that a short sleep would restore the brain's ability to learn. A group of about 40 people were asked to take part in two 'lessons'; at 12 noon and 6 pm. Half the volunteers were put in a group which stayed awake all day, while the others were encouraged to sleep for an hour and a half after the first session. It was found that in the evening lesson the second group were better at remembering what they had learnt, which indicates that the siesta had helped to refresh their short-term memories.

      The most effective siesta seems to consist of three parts: roughly 30 minutes of light sleep to rest the body, followed by 30 minutes of stage 2 sleep which clears the hippocampus, and finally 30 minutes of REM sleep which is when dreams are experienced: possibly as a result of the new memories being processed as they are stored in the pre-frontal cortex. This process is believed to be so valuable that some researchers argue that a siesta can be as beneficial as a full night's sleep.

      (Kitschelt, P. (2006) How the Brain Works. Berlin: Freihaus, p. 73)

What makes a good summary?

Summarising is a common activity in everyday life. It is used to describe the main Features of the subject.

<u>Write a short description of one of the topics below in no more than 20 words.</u>

A book you have enjoyed
A town or city you know well
A film you have recently watched

_____
_____
_____

<u>Compare your summary with others in your class. What is needed for a good summary?</u>

_____
_____
_____

Stages of summarising

Summarising is a flexible tool. You can use it to give a one-sentence outline of an article, or to provide much more detail, depending on your needs. Generally, a summary focuses on the main ideas and excludes examples or supporting information. In every case, the same basic steps need to be followed in order to meet the criteria discussed in (1) on p. 42.

Study the stages of summary writing below, which have been mixed up. Put them in the correct order (1–5).

Write the summary from your notes, reorganising the structure if needed.

Make notes of the key points, paraphrasing where possible.

Read the original text carefully and check any new or difficult vocabulary.

Mark the key points by underlining or highlighting.

Check the summary to ensure it is accurate and nothing important has been changed or lost.

Practice

Read the following text and the summaries that follow. Which is best? Give reasons.

MECHANICAL PICKERS

Although harvesting cereal crops such as wheat and barley has been done for many years by large machines known as combine harvesters, mechanising the picking of fruit crops such as tomatoes or apples has proved more difficult. Farmers have generally relied on human labour to harvest these, but in wealthy countries it has become increasingly difficult to find people willing to work for the wages farmers are able to pay. This is partly because the demand for labour is seasonal, usually in the autumn, and also because the work is hard. As a result, in areas such as California part of the fruit harvest is often unpicked and left to rot.

There are several obvious reasons why developing mechanical pickers is challenging. Fruit such as grapes or strawberries comes in a variety of shapes and does not always ripen at the same time. Outdoors, the ground conditions can vary from dry to muddy, and wind may move branches around. Clearly each crop requires its own solution: machines may be towed through orchards by tractors or move around by themselves, using sensors to detect the ripest fruit.

This new generation of fruit harvesters is possible due to advances in computing power and sensing ability. Such devices will inevitably be expensive, but will save farmers from the difficulty of managing a labour force. In addition, the more intelligent pickers should be able to develop a database of information on the health of

each individual plant, enabling the grower to provide it with fertiliser and water to maintain its maximum productivity.

a) Fruit crops have usually been picked by hand, as it is difficult to mechanise the process. But in rich countries it has become hard to find affordable pickers at the right time, so fruit is often wasted. Therefore, intelligent machines have been developed that can overcome the technical problems involved, and also provide farmers with useful data about the plants.

b) Developing machines that can pick fruit such as tomatoes or apples is a challenging task, due to the complexity of locating ripe fruit in an unpredictable outdoor environment, where difficult conditions can be produced by wind or water. But recent developments in computing ability mean that growers can now automate this process, which should save them money and increase their profits.

c) Strawberries and grapes are the kind of crops that have always been hand-picked. But many farmers, for example in California, now find it increasingly difficult to attract enough pickers when the fruit is ripe. However, computing advances have produced a solution to this problem that will save farmers from worrying about the pickers, and also collect vital data.

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_____

Read the following text and underline the key points.

WEALTH AND FERTILITY

For most of the past century an inverse correlation between human fertility and economic development has been found. This means that as a country got richer, the average number of children born to each woman got smaller. While in the poorest countries women often have eight children, the rate fell as low as 1.3 children per woman in some European countries such as Italy, which is below the replacement rate. Such a low rate has two likely negative consequences: the population will fall in

the long-term, and a growing number of old people will have to be supported by a shrinking number of young.

But a recent study by researchers from Pennsylvania University suggests that this pattern may be changing. They related a country's fertility rates to its human development index (HDI), a figure with a maximum value of 1.0 which assesses life expectancy, average income and education level. Over 20 countries now have an HDI of more than 0.9, and in a majority of these the fertility rate has started to increase, and in some is approaching two children per woman. Although there are exceptions such as Japan, it appears that rising levels of wealth and education eventually translate into a desire for more children.

Complete the notes of the key points below.

Falling levels of fertility have generally been found _____

In some, number of children born _____

Two results: smaller populations and_____

Recent research claims that _____

Comparison of HDI (human development index: life expectancy/income/ education) with fertility rate found that in most highly rated (+ 0.9) countries,

_____

Join the notes together and expand them to make the final summary. Check that the meaning is clear and no important points have been left out. Find a suitable title.

Title:_____

_____
_____
_____
_____
_____
_____
_____
_____
_____

This summary is about 35 per cent of the original length, but it could be summarised further. Summarise the summary in no more than 20 words.

Paraphrasing

Paraphrasing and summarising are normally used together in essay writing, but while summarising aims to reduce information to a suitable length, paraphrasing attempts to restate the relevant information. For example, the following sentence:

There has been much debate about the reasons for the Industrial Revolution happening in eighteenth-century Britain, rather than in France or Germany.
could be paraphrased:

Why the Industrial Revolution occurred in Britain in the eighteenth century, instead of on the continent, has been the subject of considerable discussion.
Note that an effective paraphrase usually:

has a different structure to the original

has mainly different vocabulary

retains the same meaning

keeps some phrases from the original that are in common use (e.g. 'Industrial Revolution' or 'eighteenth century')

Practice

Read the text below and then rank the three paraphrases in order of accuracy and clarity (1–3), giving reasons.

THE CAUSES OF THE INDUSTRIAL REVOLUTION

Allen (2009) argues that the best explanation for the British location of the Industrial Revolution is found by studying demand factors. By the early eighteenth century high wages and cheap energy were both features of the British economy. Consequently, the mechanisation of industry through such inventions as the steam engine and mechanical spinning was profitable because employers were able to economise on labour by spending on coal. At that time, no other country had this particular combination of expensive labour and abundant fuel.

A focus on demand may help to explain the UK origin of the industrial revolution. At that time, workers' pay was high, but energy from coal was inexpensive. This encouraged the development of mechanical inventions based on steam power, which enabled bosses to save money by mechanising production (Allen, 2009).

The reason why Britain was the birthplace of the industrial revolution can be understood by analysing demand in the early 1700s, according to Allen (2009). He maintains that, uniquely, Britain had the critical combination of cheap energy from coal and high labour costs. This encouraged the adoption of steam power to mechanise production, thus saving on wages and increasing profitability.

Allen (2009) claims that the clearest explanation for the UK location of the Industrial Revolution is seen by examining demand factors. By the eighteenth century, cheap energy and high wages were both aspects of the British economy. As a result, the mechanisation of industry through inventions such as the steam engine and me-

chanical spinning was profitable because employers were able to save money on employees by spending on coal. At that time, Britain was the only country with significant deposits of coal.

_____
_____
_____
_____
_____
_____
_____
_____
_____

Techniques for paraphrasing

Changing vocabulary by using synonyms:

argues > claims/eighteenth century > 1700s/wages > labour costs/economise > saving

Changing word class:

explanation (n.) > explain (v.)/mechanical (adj.) > mechanise (v.)/profitable (adj.) > profitability (n.)

Changing word order:

. . . the best explanation for the British location of the Industrial Revolution is found by studying demand factors.

> A focus on demand may help explain the UK origin of the Industrial Revolution.

Note that in practice, all these three techniques are used at the same time. Do not attempt to paraphrase every word, since some have no true synonym (e.g. demand, economy).

Practice

Read the following text.

BRAINS AND SEX

It is widely agreed that men and women think and act in different ways. Women appear to have better memories, better social skills and are more competent at mul-

ti-tasking. Men, in contrast, seem to focus better on issues and have superior motor and spatial skills, although clearly many people are exceptions to these patterns.

These differences have been explained as behaviour adopted thousands of years ago, when the men went hunting while the women stayed at home and cared for their children. But another approach is to see the behaviour as a result of the way our brains function.

Recent research by Ragini Verma's team at the University of Pennsylvania has used brain scans to compare 428 men and 521 women. They tracked the pathways of water molecules around the brain area, and found fascinating differences.

The top half of the brain is called the cerebrum, and it is divided into a left and a right half. The left hemisphere is thought to be the home of logic and the right is the centre of intuition. Dr Verma found that with women most of the pathways went between the two halves, while with men they stayed inside the hemispheres. She believes that these results explain the gender differences in ability, such as women's social competence compared to men's more intense focus.

Find synonyms for the words underlined. Rewrite the paragraph using these.

It is widely agreed that men and women think and act in different ways. Women appear to have better memories, better social skills and are more competent at multi-tasking. Men, in contrast, seem to focus better on issues and have superior motor and spatial skills, although clearly many people are exceptions to these patterns.

Change the word class of the underlined words. Rewrite the paragraph using the changes.

These differences have been explained as behaviour adopted thousands of years ago, when the men went hunting while the women stayed at home and cared for their children. But another approach is to see the behaviour as a result of the way our brains function.

Change the word order of these sentences, rewriting the paragraph so that the meaning stays the same.

Recent research into brain functioning by Ragini Verma's team at the University of Pennsylvania has used brain scans to compare 428 men and 521 women. They tracked the pathways of water molecules around the brain area, and found fascinating differences.

Combine all three techniques to paraphrase the final paragraph.

The top half of the brain is called the cerebrum, and it is divided into a left and a right half. The left hemisphere is thought to be the home of logic and the right is the centre

of intuition. Dr Verma found that with women most of the pathways went between the two halves, while with men they stayed inside the hemispheres. She believes that these results explain the gender differences in abilities, such as women's social competence compared to men's more intense focus on a limited area.

Module 3

Organizing Paragraphs. Introductions and Conclusions.

Paragraph structure

Answer the following questions.

What is a paragraph?
What is the normal length of a paragraph?
Is there a standard structure for paragraphs?
How is a paragraph linked together?

_____
_____
_____
_____
_____
_____

Example paragraph

Study the paragraph below. It is from the introduction to an essay titled 'Should home ownership be encouraged?'

The rate of home ownership varies widely across the developed world. Germany, for instance, has one of the lowest rates, at 42 per cent, while in Spain it is twice as high, 85 per cent. Both the USA and Britain have similar rates of about 70 per cent. The reasons for this variation appear to be more cultural and historic than economic, since high rates are found in both rich and poorer countries. There appears to be no conclusive link between national prosperity and the number of home owners.

This paragraph can be analysed:

1. Topic sentence The rate of home ownership varies widely across the developed world.
2. Example 1Germany, for instance, has one of the lowest rates, at 42 per cent, while in Spain it is twice as high, 85 per cent.
3. Example 2Both the USA and Britain have similar rates of about 70 per cent.
4. Reason   The reasons for this variation appear to be more cultural and historic than economic, since high rates are found in both rich and poorer countries.
5. Summary   There appears to be no conclusive link between national prosperity and the number of home owners.

This example shows that:

A paragraph is a group of sentences that deal with a single topic. Dividing up the text into paragraphs helps both writer and reader to follow the argument more clearly.

The length of paragraphs varies significantly according to text type, but should normally be no less than four or five sentences.

Usually (but not always), the first sentence introduces the topic. Other sentences may give definitions, examples, extra information, reasons, restatements and summaries.

The parts of the paragraph are linked together by the phrases and conjunctions shown in bold. They guide the reader through the arguments presented.

Practice

Read the next paragraph from the same essay and answer the questions below.

Despite this, many countries encourage the growth of home ownership. Ireland and Spain, for instance, allow mortgage payers to offset payments against income tax. It is widely believed that owning your own home has social as well as economic benefits. Compared to renters, home owners are thought to be more stable members of the community who contribute more to local affairs. In addition, neighbourhoods of owner occupiers are considered to have less crime and better schools. But above all, home ownership encourages saving and allows families to build wealth.

Analyse the paragraph by completing the left hand column in the table below with the following types of sentence: Supporting point 1, Supporting point 2, Supporting point 3, Example, Main reason, Topic.
Underline the words and phrases used to link the sentences together.
Which phrase is used to link this paragraph to the one before?

	Despite this, many countries encourage the growth of home ownership.
	Ireland and Spain, for instance, allow mortgage payers to offset payments against income tax.
	It is widely believed that owning your own home has social as well as economic benefits.
Supporting point 1	Compared to renters, home owners are thought to be more stable members of the community who contribute more to local affairs.
	In addition, neighbourhoods of owner occupiers are considered to have less crime and better schools.
	But above all, home ownership encourages saving and allows families to build wealth.

Development of ideas

(a) <u>The sentences below form the third paragraph of the same essay, but they have been mixed up. Use the table on p. 70 to put them in the correct order.</u>

When this burst, millions of people lost their homes, which for many had contained their savings.

These mortgages had been developed to allow higher-risk poorer families to buy their own homes, but this contributed to a property price bubble.

Many economists now argue that there is a maximum level of home ownership which should not be exceeded.

All these claims were challenged by the economic crash of 2008, which was largely caused by defaults on American sub-prime mortgages.

Even households that had positive equity still felt poorer and reduced their spending.

Others were trapped in their houses by negative equity, in other words their houses were worth less than they had paid for them.

Topic sentence	All these claims were challenged by the economic crash of 2008, which was largely caused by defaults on American sub-prime mortgages.
Definition	
Result 1	
Result 2	
Result 3	
Conclusion	

(b) Underline the phrase used to link the paragraph to the previous one.
(c) Underline the words and phrases used to link the sentences together.

Introducing paragraphs and linking them together

In order to begin a new topic, you may use phrases such as:
Turning to the issue of . . .
Rates of infection must also be examined . . .
. . . is another area for consideration.
Paragraphs can also be introduced with adverbs:
Traditionally, few examples were . . .
Finally, the performance of . . .
Currently, there is little evidence of . . .
Originally, most families were . . .
In the example paragraphs above, each new paragraph begins with a phrase that links it to the previous paragraph, in order to maintain continuity of argument:
Despite this (i.e. the lack of a conclusive link)
All these claims (i.e. arguments in favour of home ownership)

Practice

Use the information below to write a paragraph about Bill Gates.

1955 Bill Gates was born, the second child in a middle-class Seattle family
1968 At age 13, he became interested in writing computer programmes
1975 Gates and his school friend Allen started a programming business called Micro-Soft
1980 IBM asked Microsoft to write an operating system (called MS-DOS) for its new PC
1985 Microsoft launched Windows operating system
1995 Gates became the richest man in world
2006 He stepped down from working at Microsoft to focus on his charitable foundation

Use the notes below to write two paragraphs on the subject of 'trams'. Use conjunctions to organise the paragraphs, and a suitable phrase to introduce and link the paragraphs together.

Trams (streetcars in the USA) were first developed in the late nineteenth century

They provided cheap and convenient mass transport in many cities
Rail-based systems were expensive to maintain
Fixed tracks meant that system was inflexible
During the 1950s–1960s, many European and Asian cities closed tram systems
Today, trams are becoming popular again
Some cities (e.g. Paris and Manchester) are building new systems
Trams are less polluting than cars and cheaper to operate
Problems remain with construction costs and traffic congestion blocking tracks
Expense of building modern tramways means that they remain controversial

Introduction contents

Introductions are usually no more than about 10 per cent of the total length of the assignment.

Therefore, in a 2,000-word essay, the introduction would be about 200 words.

(a) What is normally found in an essay introduction? Look at the list below, and choose the points you think might be included.

Components	Yes/No
(i) A definition of any unfamiliar terms in the title	
(ii) Your opinions on the subject of the essay	
(iii) Mention of some sources you have read on the topic	
(iv) A provocative idea or question to interest the reader	
(v) Your aim or purpose in writing	
(vi) The method you adopt to answer the question (or an outline)	
(vii) Some brief background to the topic	
(viii) Any limitations you set yourself	

(b) Read the extracts below from introductions to articles and decide which of the components listed above (i–viii) they are examples of.

In the past 20 years, the ability of trial juries to assess complex or lengthy cases has been widely debated.

The rest of the paper is organised as follows. The second section explains why corporate governance is important for economic prosperity. The third section presents the model specification and describes the data and variables used in our empirical analysis. The fourth section reports and discusses the empirical results. The fifth section concludes.

The purpose of this paper is to investigate changes in the incidence of extreme warm and cold temperatures over the globe since 1870.

There is no clear empirical evidence sustaining a 'managerial myopia' argument. Pugh et al. (1992) find evidence that supports such a theory, but Meulbrook et al. (1990), Mahoney et al. (1997), Garvey and Hanka (1999) and a study by the Office of the Chief Economist of the Securities and Exchange Commission (1985) find no evidence.

'Social cohesion' is usually defined in reference to common aims and objectives, social order, social solidarity and the sense of place attachment.

This study will focus on mergers in the media business between 1995 and 2010, since with more recent examples an accurate assessment of the consequences cannot yet be made.

Introduction structure

Not every introduction will include all the elements chosen above.

Decide which are essential and which are optional.

There is no standard pattern for an introduction, since much depends on the type of research you are conducting and the length of your work, but this is a common structure:

Definition of key terms, if needed
Relevant background information
Review of work by other writers on the topic
Purpose or aim of the paper
Your research methods
Any limitations you imposed
An outline of your paper

<u>Study the extracts below from the introduction to an essay titled 'Evaluate the experience of e-learning for students in higher education'.</u>

Certain words or phrases in the title may need clarifying because they are not widely understood:

There is a range of definitions of this term, but in this paper 'e-learning' refers to any type of learning situation where content is delivered via the Internet.

It is useful to remind the reader of the wider context of your work. This may also show the value of the study you have carried out:

Learning is one of the most vital components of the contemporary knowledge-based economy. With the development of computing power and technology, the Internet has become an essential medium for knowledge transfer.

While a longer article may have a separate literature review, in a shorter essay it is still important to show familiarity with researchers who have studied this topic previously. This may also reveal a gap in research that justifies your work:

Various researchers (Webb and Kirstin, 2003; Honig et al., 2006) have evaluated e-learning in a health care and business context, but little attention so far has been paid to the reactions of students in higher education to this method of teaching.

The aim of your research must be clearly stated so the reader knows what you are trying to do:

The purpose of this study was to examine students' experience of e-learning in a higher education context.

(e) The method demonstrates the process that you undertook to achieve the aim given before:

A range of studies was first reviewed, and then a survey of 200 students was conducted to assess their experience of e-learning.

You cannot deal with every aspect of this topic in an essay, so you must make clear the boundaries of your study:

Clearly, a study of this type is inevitably restricted by various constraints, notably the size of the student sample, and this was limited to students of Pharmacy and Agriculture.

(g) Understanding the structure of your work will help the reader to follow your argument:

The paper is structured as follows. The first section presents an analysis of the relevant research, focusing on the current limited knowledge regarding the student experience. The second part presents the methodology of the survey and an analysis of the findings, and the final section considers the implications of the results for the delivery of e-learning programmes.

The complete introduction is as follows:

EVALUATE THE EXPERIENCE OF E-LEARNING FOR STUDENTS IN HIGHER EDUCATION

There is a range of definitions of this term, but in this paper 'e-learning' refers to any type of learning situation where content is delivered via the Internet. Learning is one of the most vital components of the contemporary knowledge-based economy. With the development of computing power and technology, the Internet has become an essential medium for knowledge transfer. Various researchers (Webb and Kirstin, 2003; Honig et al., 2006) have evaluated e-learning in a health care and business context, but little attention so far has been paid to the reactions of students in higher education (HE) to this method of teaching. The purpose of this study was to examine students' experience of e-learning in an HE context.

A range of studies was first reviewed, and then a survey of 200 students was conducted to assess their experience of e-learning. Clearly, a study of this type is inevitably restricted by various constraints, notably the size of the student sample, and this was limited to students of Pharmacy and Agriculture. The paper is structured as follows. The first section presents an analysis of the relevant research, focusing on the current limited knowledge regarding the student experience. The second part presents the methodology of the survey and an analysis of the findings, and the final section considers the implications of the results for the delivery of e-learning programmes.

(225 words)

Opening sentences

It can be difficult to start writing an essay, but especially in exams, hesitation will waste valuable time. The first few sentences should be general but not vague, to help the reader focus on the topic. They often have the following pattern:

Time phrase	Topic	Development
Currently,	the control of water	has emerged as a potential cause of
Since 2008,	electric vehicles	have become a serious commercial

It is important to avoid opening sentences that are over general and vague.

Compare:

Nowadays, there is a lot of competition among different news providers.   7

Newspapers are currently facing strong competition from rival news
providers such as the Internet and television.   3

How important is it for companies to have women as senior managers?
Are there any technological solutions to global warming?
What can be done to reduce infant mortality in developing countries?
Compare the urbanisation process in two contrasting countries.

_____
_____
_____
_____
_____
_____
_____

Conclusions

Conclusions tend to be shorter and more varied in format than introductions. Some articles may have a 'summary' or 'concluding remarks'. But student papers should generally have a final section that summarises the arguments and makes it clear to the reader that the original question has been answered.

(A) Which of the following are generally acceptable in conclusions?
A statement showing how your aim has been achieved.
A discussion of the implications of your research.
Some new information on the topic not mentioned before.
A short review of the main points of your study.
Some suggestions for further research.
The limitations of your study.
Comparison with the results of similar studies.
A quotation that appears to sum up your work.

(B) Match the extracts from conclusions below with the acceptable components above. Example: (a) = (vi).
As always, this investigation has a number of limitations to be considered in evaluating its findings.
These results suggest that the risk of flooding on this coast has increased significantly and so further coastal development may be at risk.
Another line of research worth pursuing further is to study the importance of language for successful expatriate assignments.

Our review of 13 studies of strikes in public transport demonstrates that the effect of a strike on public transport ridership varies and may either be temporary or permanent.

These results of the Colombia study reported here are consistent with other similar studies conducted in other countries (Baron and Norman, 1992).

This study has clearly illustrated the drawbacks to family ownership of retail businesses.

Practice

The following sentences form the conclusion to the essay titled 'Evaluate the experience of e-learning for students in higher education', whose introduction was given above, but they have been mixed-up. Put them into a logical order (1–5).

_____This finding was clear, despite the agreed convenience of e-learning.

_____Given the constraints of the small and limited sample, there is clearly room for further research in this field.

_____However, our survey of nearly 200 students found a strong preference for traditional classroom teaching.

_____But, in general, it would appear that e-learning is unlikely to be acceptable as a primary teaching method in higher education.

_____This study found that little relevant research on the HE student experience of e-learning has been conducted, and the research that has been reported indicates a mixed reaction to it.

PART 2. ELEMENTS OF WRITING

Module 1. Argument and Discussion.

Discussion vocabulary

Essay titles commonly ask students to 'discuss' a topic:

'Children will learn a foreign language more easily if it is integrated with another subject – discuss.'

This requires an evaluation of both the benefits and disadvantages of the topic, with a section of the essay, sometimes headed 'Discussion', in which a summary of these is made. The following vocabulary can be used:

+	–
benefit	drawback
advantage	disadvantage
a positive aspect	a negative feature
pro (informal)	con (informal)
plus (informal)	minus (informal)
one major advantage is . . .	a serious drawback is . . .

One drawback to integrating content and language is the demand it places on the teacher.

A significant benefit of teaching a subject through a language is the increased motivation to master the language.

Fill the gaps in the following paragraph using language from the table above.

Every year, millions of students choose to study in a foreign country. This can have considerable (a) _____, such as the chance to experience another culture, but also involves certain (b) _____, which may include feelings of isolation or homesickness. Another (c) _____ aspect may be the high cost, involving both fees and living expenses. However, most students appear to find that the (d) _____ outweigh the (e) _____, and that the chance to join an international group of students is a major (f) _____ in developing a career.

Organisation

The discussion can be organised in two ways, either by grouping the benefits in one section and the disadvantages in another (vertical), or by examining the subject from different viewpoints (horizontal). For example, the following essay title can be discussed in two ways, as shown:

'Prisons do little to reform criminals and their use should be limited – discuss.'

Vertical
Drawbacks
Prisons are expensive, may be 'universities of crime', most prisoners reoffend after leaving, many prisoners have mental health problems that are untreated.

Benefits
Prisons isolate dangerous criminals from society, act as a deterrent to criminal activity, may provide education or treatment (e.g. for drug addiction), provide punishment for wrongdoing.

Discussion
Numbers of prisoners are rising in many countries, which suggests that the system is failing. Evidence that short sentences are of little value. But prisons will always be necessary for some violent criminals, and as a deterrent.

Horizontal

Economic
High costs of keeping prisoners secure. Compare with other forms of punishment.

Ethical

Do prisons reform criminals? What rights should prisoners have? Cases of wrongful imprisonment.

Social
Effect on families of prisoners, especially female prisoners with children. But also necessary to consider the victims of crime, especially violent crime, and provide punishment for wrongdoing.

Discussion
Numbers of prisoners are rising in many countries, which suggests that the system is failing. Evidence that short sentences are of little value, while cost of prison system is rising. But prisons will always be necessary for some violent criminals, and as deterrent.

What are the advantages of each format (i.e. vertical and horizontal)?

Practice

You have to write an essay titled:

'Working from home can be positive for many companies and their employees – discuss.'

Brainstorm the positive and negative aspects in the box below, and then write an outline using one of the structures (vertical or horizontal).

+	-
No time wasted commuting to work	

'Working from home can be positive for many companies and their employees – discuss.'

_____
_____
_____
_____
_____
_____
_____
_____
_____

The language of discussion

In discussion, avoid personal phrases such as *in my opinion* or *personally, I think . . .*

Use impersonal phrases instead, such as:

It is generally accepted that	*working from home saves commuting time*
It is widely agreed that	*email and the Internet reduce reliance on an office*
Most people	*appear to need face-to-face contact with colleagues*
It is probable that	*more companies will encourage working from home*
The evidence suggests that	*certain people are better at self-management*

These phrases suggest a minority viewpoint:

It can be argued that	*home-working encourages time-wasting*
One view is that	*home-workers become isolated*

When you are supporting your opinions with sources, use phrases such as:

According to Emerson (2003)	*few companies have developed clear policies*
Poledna (2007) claims that	*most employees benefit from flexible arrangements*

Counterarguments

Counterarguments are ideas that are opposite to your ideas. In an academic discussion, you must show that you are familiar with both sides of the argument, and provide reasons to support your position. It is usual to deal with the counterarguments first, before giving your view.

What is the writer's position in the following example, on the topic of prisons, from *Organization*?

It is claimed that prisons are needed to isolate dangerous criminals from society, and to provide punishment for wrongdoing. But while this may be true in a minority of cases, more commonly prisons act as 'universities of crime', which serve to reinforce criminal behaviour. The majority of prisoners are not dangerous, and could be dealt with more effectively by other means.

Study the example opposite, and write two more sentences using ideas from the title in *The language of discussion.*

Some people believe that homeworkers become isolated,	but this can be avoided by holding weekly meetings for all departmental staff.

Providing evidence

Normally, your conclusions on a topic follow an assessment of the evidence. You must show that you have studied the relevant sources, since only then can you give a balanced judgement.

Study the following text, which discusses the idea that young people today, who have grown up with computing and the Internet, are different from previous generations. Then answer the following questions.

DO 'DIGITAL NATIVES' EXIST?

Various writers have argued that people born near the end of the twentieth century (1985–2000) and who have been using computers all their lives have different abilities and needs to other people. Palfrey and Gasser (2008) refer to them as the 'net generation' and argue that activities such as putting videos on You Tube are more

natral for them than writing essays. Similarly, Prensky (2001a) claims that the educational system needs to be revised to cater for the preferences of these 'digital natives'.

But other researchers doubt that these claims can apply to a whole generation. Bennett, Maton and Kervin (2008) argue that these young people comprise a whole range of abilities, and that many of them only have a limited understanding of digital tools. They insist that the so-called 'digital native' theory is a myth, and that it would be a mistake to re-organise the educational system to cater for their supposed requirements.

Clearly there are some young people who are very proficient in online technologies, but taking a global perspective many still grow up and are educated in a traditional manner. Teaching methods are constantly being revised, but there is no clear evidence of a need to radically change them.

How many sources are cited to support the 'digital native' theory?
What do these writers suggest changing?
Why do their critics disagree with them?
What is the opinion of the writer of this text?
What is your opinion of this subject?

Practice

Write two paragraphs on the topic: 'Is the exploration of space worthwhile?' Use the ideas below and make your position clear.

Pros
 Scientists need to collect information to understand the universe
 Space engineering has produced many useful discoveries (e.g. satellite communication)
 Exploration promotes cooperation between nations (e.g. space station)
Cons
 Huge amounts of money are spent with little result
 Resources should be spent on urgent needs on earth (e.g. disease control)
 National space programmes are testing potential weapons (e.g. missiles)

Module 2. Definite articles. Definitions. Examples. Passives.

Use of articles

Unless they are uncountable, all nouns need an article when used in the singular. The article can be either **a/an** or **the**. Compare:

Resarch is an important activity in universities.
The research begun by Dr Mathews was continued by Professor Brankovic.
An interesting piece of research was conducted among 200 patients in the clinic.

In (a), research, which is usually uncountable, is being used in a general sense.
In (b), a specific piece of research is identified, started by Dr Mathews.
In (c), the research is mentioned for the first time, and the word 'piece' is used to 'count' the research.

Using definite articles

The rules for using the (the definite article) are quite complex.
Decide why it is used, or not used, in the following examples.
The world's fastest animal is the cheetah.
The USA was founded in the eighteenth century.
The government increased taxation in the 1970s.
The French Revolution was partly caused by bad harvests.
The New Scientist is published every week.
The south is characterised by poverty and emigration.
Pablo Picasso, the Spanish artist, was born in Malaga.
The River Seine runs through the middle of Paris.
The United Nations was founded in 1945.
The euro was introduced in 2002.

In general, the is used with:
superlatives (fastest)
time periods (eighteenth century, 1970s)
unique things (government, world)
specified things (French Revolution)
regular publications (New Scientist)

regions and rivers (south, River Seine)
very well-known people and things (Spanish artist)
institutions and bodies (United Nations)
positions (middle)
currencies (euro)

It is not used with:
things in general (bad harvests)
names of countries (except for the UK, the USA and a few others)
abstract nouns (e.g. poverty, love)
companies/things named after people/places (e.g. Sainsbury's, Heathrow Airport)

Note the alternate forms:
The deserts of Australia are expanding.
Australia's deserts are expanding.

Practice

Students often have problems deciding if a noun phrase is specific or not. Compare:
Climate change is a serious threat for many people. (not specific)
The **Russian climate** is characterised by long cold winters. (specific)

In the following sentences, decide if the words and phrases in bold are specific or not, and whether 'the' should be added.
Example:

_____ inflation was a serious problem for _____ Brazilian government. Inflation was a serious problem for the Brazilian government.
_____ engineering is the main industry in _____ northern region.
_____ insurance firms have made record profits in _____ last decade.
_____ global warming is partly caused by _____ fossil fuels.
_____ mayor has been arrested on suspicion of _____ corruption.
_____ moons of Jupiter were discovered in _____ eighteenth century.
_____ tourism is _____ world's biggest industry.
_____ forests of Scandinavia produce most of _____ Britain's paper.
_____ Thai currency is _____ baht.
_____ computer crime has grown by 200 per cent in _____ last five years.
_____ main causes of _____ Industrial Revolution are still debated.

Already, 3 per cent of _____ working population are employed in _____ call centres.

latest forecast predicts   warmer winters in   next two years.

Research on _____ energy saving is being conducted in _____ Physics Faculty.

best definition is often   simplest.

Practice

Note the difference in meaning between:

A professor of French   *(one of several/many)*

The professor of French *(the only one)*

Complete the following text by inserting a/an/the (or nothing) in each gap. (Note that in some cases, more than one answer is possible.)

The Origins of @

Giorio Stabile, a professor of (a) _____ history at La Sapienza University in Rome, has demonstrated that (b) _____ @ sign, now used in email addresses, was actually invented 500 years ago. Professor Stabile has shown that (c) _____ @, now (d) _____ symbol of (e) _____ Internet, was first used by (f) _____ Italian merchants during (g) _____ sixteenth century.

He claims that it originally represented (h) _____ unit of volume, based on_____ large jars used to carry liquids in (j) _____ ancient Mediterranean world. He has found (k) _____ first example of its use in (l) _____ letter written in 1546 by (m) _____ merchant from Florence. (n) _____ letter, which was sent to Rome, announces (o) _____ arrival in Spain of (p) _____ ships carrying gold from _____ South America.

Simple definitions

Basic definitions are formed by giving a category and the application:

Word	Category	Application
An agenda	is a set of issues	to be discussed in a meeting.
A Master's degree	is an academic award	for postgraduate students,

		given on successful completion of a dissertation.
A grant	is a sum of money	given for a specific purpose.
A seminar	is an academic class	meeting with a tutor for study.

Complete the following definitions by inserting a suitable category word or phrase from the box (there are more words than gaps).

material   theory   behaviour   organisation organs
instrument   process   period grains profession

A barometer is a scientific _____ designed to measure atmospheric pressure.

Kidneys are _____ that separate waste fluid from the blood.

A multinational company is a business _____ that operates in many countries.

Reinforced concrete is a building _____ consisting of cement, sand, aggregate and steel rods.

Bullying is a pattern of antisocial _____ found in many schools.

Recycling is a _____ in which materials are used again.

A recession is a _____ of reduced economic activity.

Cereals are _____ widely grown for food production.

Write definitions for the following:

A lecture is _____ .

Tuberculosis (TB) is _____ .

The Red Cross is_____ .

An idiom is_____ .

Write two definitions from your own subject area:

_____

_____

Complex definitions

Study the following examples and underline the terms being defined.

The definition for a failed project ranges from abandoned projects to projects that do not meet their full potential or simply have schedule overrun problems.

Development is a socio-economic-technological process having the main objective of raising the standards of living of the people.

Bowlby (1982) suggested that attachment is an organised system whose goal is to make individuals feel safe and secure.

. . . the non-linear effect called 'self-brightening' in which large-amplitude waves decay more slowly than small-amplitude ones . . .

Globalisation, in an economic sense, describes the opening up of national economies to global markets and global capital, the freer movement and diffusion of goods, services, finance, people, knowledge and technology around the world.

These examples illustrate the variety of methods used in giving definitions.
Which of the above example(s):

quotes a definition from another writer?
gives a variety of relevant situations?
explains a process?
uses category words?

Practice

When writing introductions, it is often useful to define a term in the title, even if it is fairly common, in order to demonstrate your understanding of its meaning.

Example:

Title: Higher education should be free and open to all – discuss.
Definition: Higher education usually means university-level study for first or higher degrees, normally at the age of 18 or above.

Study the following titles, underline the terms that are worth defining, and write definitions for three of them.

Capital punishment has no place in the modern legal system – discuss.
How can the management of an entrepreneurial business retain its entrepreneurial culture as it matures?
E-books are likely to replace printed books in the next 20 years. Do you agree?
As urban areas continue to expand worldwide, will agriculture be able to feed the growing population of cities?

Given the medical dangers of obesity, what is the best way of reducing its incidence?

Using examples

Generalisations are commonly used to introduce a topic:
Many plants and animals are threatened by global warming.

But if the reader is given an example for illustration, the idea becomes more concrete:
Many plants and animals are threatened by global warming. Polar bears, for example, are suffering from the lack of Arctic ice.

Without examples, writing can seem too theoretical:
The overuse of antibiotics has had serious negative consequences.

But an example takes the idea easier to understand:
The overuse of antibiotics has had serious negative consequences. Hospital – acquired infections such as MRSA have become more difficult to treat and this has resulted in many deaths.

The example may also support the point the writer is making:
A participatory public has been a defining feature of American politics and historically a strength of the political system. Alexis de Tocqueville's classic treatise on 'Democracy in America' (1835) stressed the participatory tendencies of Americans in contrast to European publics.
Phrases to introduce examples

for instance, for example (with commas)
Some car manufacturers, for instance Kia, now offer seven-year guarantees.

such as, e.g.
Many successful businessmen such as Bill Gates have no formal qualifications.

particularly, especially (to give a focus)
Certain Master's courses, especially American ones, take two years.

(d) a case in point (for single examples)
A few diseases have been successfully eradicated. A case in point is smallpox.

<u>Add a suitable example to each sentence and introduce it with one of the phrases above.</u>

Example:

A number of sports have become very profitable due to the sale of television rights.

A number of sports, for instance motor racing, have become very profitable due to the sale of television rights.

Some twentieth-century inventions affected the lives of most people.
Lately many countries have introduced fees for university courses.
Various companies have built their reputation on the strength of one product.
In recent years, more women have become political leaders.
Certain countries are frequently affected by earthquakes.
Many musical instruments use strings to make music.
Ship canals facilitate world trade.
Politicians have discussed a range of possible alternative punishments to prison.

Practice

Study the following text and add examples from the box, where suitable, using an introductory phrase from (2).

 free delivery or discounted prices
 bookshops
 clothing and footwear   books and music
 many supermarkets offer delivery services for online customers

THE CHANGING FACE OF SHOPPING

Widespread use of the internet has led to a major change in shopping habits. It is no longer necessary to visit shops to make routine purchases. With more specialised items internet retailers can offer a wider range of products than bricks-and-mortar shops. They can also provide extra incentives to customers, in addition to the convenience of not having to visit a real shop. As a result certain types of store are disappearing from the high street. Other products however, appear to require personal inspection and approval, and in addition many people enjoy the activity of shopping, so it seems unlikely that the internet will completely replace the shopping centre.

Practice

Read the text below and then insert suitable examples, where needed, to illustrate the points.

<center>A NEW PERSPECTIVE?</center>

Students who go to study abroad often experience a type of culture shock when they arrive in the new country. Customs that they took for granted in their own society may not be followed in the host country. Even everyday patterns of life may be different. When these are added to the inevitable differences which occur in every country students may at first feel confused. They may experience rapid changes of mood, or even want to return home. However, most soon make new friends and, in a relatively short period, are able to adjust to their new environment. They may even find that they prefer some aspects of their new surroundings, and forget that they are not at home for a while!

Restatement

Another small group of phrases is used when there is only one 'example'. (Brackets may also be used for this purpose.) This is a kind of restatement to clarify the meaning:

The world's leading gold producer, namely South Africa, has been faced with a number of technical difficulties.

in other words   namely   that is (to say)   i.e.   viz. (very formal)

<u>Add a suitable phrase from the box below to the following sentences, to make them clearer.</u>

The company's overheads doubled last year.
The Roman Empire was a period of autocratic rule.
The Indian capital has a thriving commercial centre.
Survival rates for the most common type of cancer are improving.
Participation rates in most democracies are in decline.

<center>that is to say fewer people are voting
in other words the fixed costs
namely New Delhi
(27 BC–476 AD)
(i.e. breast cancer)</center>

Active and passive

The passive is used when the writer wants to focus on the result, not on the cause:

The college was founded in 1925 by Walter Trimble. (passive)
Walter Trimble founded the college in 1925. (active)

In the first sentence, the emphasis is on the college, in the second on Trimble. So the passive is often used in written English when the cause (a person or thing) is less important or unknown.

Aluminium was first produced in the nineteenth century. (by someone)
The colony was abandoned in the 1630s. (due to something)

The cause of the action can be shown by adding 'by . . .':

The city was flooded by a severe hurricane.

The passive is also used in written work to provide a more impersonal style:

The findings were evaluated. (not 'I evaluated the findings')

Structure

All passive structures have two parts:

Form of the verb to be	Past participle
is	constructed
was	developed
will be	reorganised

Change the following into the passive.

      We collected the data and compared the two groups.
      I interviewed 120 people in three social classes.
      They checked the results and found several errors.
      We will make an analysis of the findings.
      He asked four doctors to give their opinions.

Using adverbs

An adverb can be inserted in a passive form to add information:

This process is commonly called 'networking'.

Change the following sentences from active to passive and insert a suitable adverb from the box below. Decide if it is necessary to show a cause.

optimistically   helpfully   punctually   accurately eventually   carefully   profitably

Example: The recession forced half the companies to go out of business.

Half the companies were eventually forced to go out of business by the recession.

The Connors family ran the company until 1981.
Dr Weber has predicted that prisons will be unnecessary in the future.
They provided pencils for all students in the exam.
The researchers calculated the percentages to three decimal places.
The students handed in the essays on Tuesday morning.
She researched the life cycle of over 15 types of mice.

Practice

In most texts, the active and the passive are mixed.
Read the following and underline the passive forms.

BOOTS

When John Boot died at 45, he was worn out by the effort of establishing his herbal medicine business. He had spent his early years as a farm labourer but had worked his way up to be the owner of a substantial business. He was born in 1815, became a member of a Methodist chapel in Nottingham, and later moved to the town. John was concerned by the situation of the poor, who could not afford a doctor, and in 1849 he opened a herbal medicine shop which was called the British and American Botanic Establishment. In the early stages John was helped financially by his father in law, while his mother provided herbal knowledge.

On his death in 1860 the business was taken over by his wife, and she was soon assisted by their 10-year-old son, Jesse. He quickly showed the business ability that transformed his father's shop into a national business. Jesse opened more shops in poor districts and pioneered advertising methods. He also insisted on doing business in cash, rather than offering his customers credit.

List the passives from the text above in the table below. Decide if the active could be used instead, and rewrite it if so.

Passive	Active possible?	Active
He was worn out	Yes	The effort . . . had worn him out

<u>What would be the effect of using the passive throughout the text?</u>

The passive is used more in written than in spoken English, but should not be overused, as it can give a very formal tone.

<u>In the following text, which continues the history of the Boots company, passives are used throughout. Change some of them into the active.</u>

In 1889 he was introduced to Florence Rowe, the daughter of a bookseller, while on holiday, and they became engaged. After they were married the business was affected by her ideas: the product range was enlarged to include stationery and books. The Boots subscription library and in-store cafes were also introduced due to Florence's influence. During the First World War the Boots factories were used to make a variety of products, from sterilizers to gas masks. But after the war Jesse was attacked by arthritis and, worried by the economic prospects, the company was sold to an American rival for £2m. This, however, was made bankrupt during the Depression and Boots was then bought by a British group for £6m, and Jesse's son, John, was made chairman. The famous No.7 cosmetics range was launched in the 1930s and in the Second World War both saccharin and penicillin were produced in the factories. However, recently the company has been threatened by intense competition from supermarkets in its core pharmaceutical business.

Module 3. Punctuation

Capital letters

It is difficult to give precise rules about the use of capital letters in modern English, where there is a trend to use them less. However, they should always be used in the following cases:

(a) The first word in a sentence   In the beginning . . .
(b) Days and months   Friday 21 July
(c) Nationality words France and the French
(d) Names of people/places   Dr Martin Lee from Sydney
(e) Book titles (main words only)   Power and the State
(f) Academic subjects She studied Biology and Mathematics
(g) Names of organisations   Sheffield Hallam University

Apostrophes (')

These are one of the most confusing features of English punctuation. They are mainly used in two situations:
(a) to show contractions   He's the leading authority on Hegel.
NB: contractions are not common in academic English.
(b) with possessives   *The professor's secretary (singular)*
                          Students' marks (plural words ending in 's')
                          Women's rights (for irregular plurals)
NB: It's is the contraction of it is   It's possible the course will be cancelled.
The possessive form is its   Civilization and its Discontents (Freud)

Semicolons (;)

Semicolons are used to show the link between two connected phrases, when a comma would be too weak and a full stop too strong:
Twenty people were interviewed for the first study; thirty-three for the second.
Nobody questioned the results; they were quite conclusive.

Semicolons are also used to divide up items in a list when they have a complex structure, as in a multiple citation:
(Maitland, 2006; Rosenor, 1997; New Scientist, 2006b; University of Michigan, 2000).

Colons (:)

to introduce explanations   The meeting was postponed: the Dean was ill.

(b) to start a list   Three aspects were identified: financial, social and
                               ethical.
to introduce a quotation As the Duchess of Windsor said: 'You can never be too rich or too thin.'

Commas (,)

These are one of the commonest punctuation marks, but also the hardest to provide guidance for. Comma use is partly a matter of individual style. It is useful to think of commas as providing a brief pause for readers, to give them a chance to make sense of a chunk of text. Overuse can slow down the reader, but equally a lack of commas can be confusing. Some instances of comma usage are:

(a) after introductory words or phrases:

However, more cases should be considered before reaching a conclusion.

(b) around examples or comments:

Certain crops, for instance wheat, are susceptible to diseases.

Nationalism, it is widely recognised, has a positive and negative side.

(c) with conjunctions:

Three hundred people were interviewed, but only half the responses could be used.

(d) in lists:

Tomatoes, beans, cabbages and potatoes were all genetically modified in turn.

Quotation marks/inverted commas ("..."/'...')

(a) Single quotation marks are used to emphasise a word:

The word 'factory' was first used in the seventeenth century.

The Swedish 'third way' or the welfare state . . .

to give quotations from other writers:

Goodwin's (1977) analysis of habit indicates that, in general, 'It will be more difficult to reverse a trend than to accentuate it.'

to show direct speech:

'Can anyone find the answer?' asked the lecturer.

Longer quotations are usually indented (i.e. have a wider margin) and/or are set in smaller type.

Double quotation marks are used to show quotations inside quotations (nested quotations):

As Kauffman remarked: 'his concept of "internal space" requires close analysis'.

NB: American English uses double quotation marks to show standard quotations.

In references, quotation marks are used for the names of articles and chapters, but book or journal titles normally use italics:
Russell, T. (1995) 'A future for coffee?' *Journal of Applied Marketing 6*: 14–17.

Full stops (.)

These are used to show the end of a sentence:
The first chapter provides a clear introduction to the topic.

They are also used with certain abbreviations, when they are the **first part** of a word:
govt./Jan./p. 397

But do not use full stops with acronyms such as:
BBC/UN/VIP

Others

Hyphens (-) are used with certain words, such as compound nouns, and certain structures:
A well-researched, thought-provoking book.
Her three-year-old daughter is learning to read.

Exclamation marks (!) and question marks (?):
'Well!' he shouted, 'who would believe it?'

Brackets or parentheses () can be used to give additional detail, without interfering with the flow of the main idea:
Relatively few people (10–15 per cent) were literate in sixteenth-century Russia.

Practice
Punctuate the following sentences.
    the study was carried out by christine zhen-wei qiang of the national university of singapore
    professor rowans new book the end of privacy 2014 is published in new york
    as keynes said its better to be roughly right than precisely wrong
    three departments law business and economics have had their funding cut
    as cammack points out latin america is creating a new phenomenon democracy without citizens

thousands of new words such as app enter the english language each year

the bbcs world service is broadcast in 33 languages including somali and vietnamese

she scored 56 per cent on the main course the previous semester she had achieved 67 per cent

Punctuate the following text.

the school of biomedical sciences at borchester university is offering two undergraduate degree courses in neuroscience this year students can study either neuroscience with pharmacology or neuroscience with biochemistry there is also a masters course which runs for four years and involves a period of study abroad during november and december professor andreas fischer is course leader for neuroscience and enquiries should be sent to him via the website

PART 3. VOCABULARY FOR WRITING

Module 1. Approaches for writing. Abbreviations. Academic Vocabulary: Nouns and Adjectives. Adverbs and Verbs

Discussing language

The following words (all nouns) are used to describe common features of language.

Discuss the words in the list with a partner. Try to think of an example of each.

Ambiguity	Where more than one meaning is possible; lack of clarity
Anecdote	A story told to illustrate a situation or idea
Cliché	An overused idea or phrase; lacking in freshness
Euphemism	Word or phrase used to avoid the embarrassment of naming something directly

Exaggeration	Making something better or worse than reality
Idiom	Common phrase used in colloquial speech; meaning of which is not obvious
Metaphor	A word used to describe something different from the original meaning
Paradox	An idea that seems wrong but yet may be true
Proverb	A traditional statement or rhyme containing advice or a moral
Saying	An often-repeated comment that seems to contain some truth
Simile	A comparison of two things, using 'like' or 'as'
Slogan	A frequently repeated phrase used in advertising or politics
Statement	A rather formal comment on a situation
Synopsis	A summary of something
Understatement	Saying less than you feel; the opposite of exaggeration

Practice

<u>Study the following sentences and decide which of the features listed above is illustrated by each one.</u>

(a)   He argued that allowing students to smoke on campus would destroy the college's reputation. (exaggeration)

The President said she regretted the loss of life in the typhoon and sympathised with the survivors. (_____)

At the beginning of the lecture Professor Chang told them about an accident she had seen that morning. (_____)

There's no such thing as a free lunch, he warned them. (_____)

The author of the report passed away on November 21st. (_____)

He told the class that their law course was a voyage over an uncharted ocean. (_____)

After his laptop was stolen, with the only copy of his dissertation on it, he said he felt rather annoyed. (_____)

She said that the older she got, the less she seemed to know. (_____)

After the price rise, sales fell like a stone. (_____)

It is said that the early bird catches the worm. (_____)

Their teacher explained that the novel consisted of two parts; the first historical, the second contemporary. (_____)

                                  idiom

(l)   He was over the moon when he won the scholarship. (_____)

(m) 'Finger lickin' good' has sold millions of chicken meals. (_____)

(n)   His feelings towards his old school were a mixture of love and hate. (_____)

(o) Paris is the capital of romance; the city for lovers. (_____)

Confusing pairs

Certain common words cause confusion because they have similar but distinct spellings and meanings:

The drought affected the wheat harvest in Australia
An immediate effect of the price rise was a fall in demand

'Affect' and 'effect' are two different words. 'Affect' is a verb, while 'effect' is commonly used as a noun.

Study the differences between other similar confusing pairs (most common use in brackets).

accept (verb)/except (prep)
It is difficult to accept their findings
The report is finished except for the conclusion

compliment (noun/verb)/complement (verb)
Her colleagues complimented her on her presentation
His latest book complements his previous research on African politics

economic (adj)/economical (adj)
Inflation was one economic result of the war
Sharing a car to go to work was an economical move

its (pronoun)/it's (pronoun + verb)
The car's advanced design was its most distinct feature
It's widely agreed that carbon emissions are rising

lose (verb)/loose (adj)
No general ever plans to lose a battle
He stressed the loose connection between religion and psychology

principal (adj/noun)/principle (noun)
Zurich is the principal city of Switzerland
All economists recognise the principle of supply and demand

rise (verb – past tense rose)/raise (verb – past tense raised)
The population of Sydney rose by 35 per cent in the century
The university raised its fees by 10 per cent last year

site (noun)/sight (noun)
The site of the battle is now covered by an airport
His sight began to weaken when he was in his eighties

tend to (verb)/trend (noun)
Young children tend to enjoy making a noise
In many countries there is a trend towards smaller families

Choose the correct word in each sentence.

The company was founded on the principals/principles of quality and value.
Millions of people are attempting to lose/loose weight.
Sunspots have been known to affect/effect radio communication.
Professor Poledna received their compliments/complements politely.
The ancient symbol depicted a snake eating it's/its tail.
Both social and economical/economic criteria need to be examined.
It took many years for some of Einstein's theories to be accepted/excepted.

Words and phrases from other languages

When reading academic texts, you may meet words and phrases from other languages, usually Latin, German or French. They are generally used because there is no exact English equivalent, and they are often printed in italics:
While the basic tripartite division of the theory into jus ad bellum, jus in bello and jus post-bellum, and the criteria related to each . . .
(meaning: reasons for going to war, laws of warfare and rules for post-war)

You are not expected to use these phrases in your own writing, but it is useful to understand them when you read. They can be found in a dictionary, but some of the more common are listed below:
Latin
ad hoc   unplanned
de facto   as it really is
de jure   according to law
inter alia   among others
in vitro   studies conducted on isolated organs (in Biology)

pro rata   proportional

French
á propos   on the subject of
ancien regime   old ruling system
coup d'état   military take-over
fait accompli   accomplished fact
raison d'être   reason for living

German
Bildungsroman   a story of growing-up
Mitteleuropa   central Europe
Realpolitik   political reality
Zeitgeist   spirit of the times

Types of abbreviation

Abbreviations take the form of shortened words, acronyms or other abbreviations, as shown below:

Shortened words are often used without the writer being aware of the original form. 'Bus' comes from 'omnibus', which is hardly used in modern English. However, 'refrigerator' is still better in written English than the informal 'fridge'. Yet, 'lab' for 'laboratory', 'memo' for 'memorandum' and 'vet' for 'veterinary surgeon' are quite standard.

Acronyms are made up of the initial letters of a name or phrase (e.g. AIDS = Acquired Immune Deficiency Syndrome). They are pronounced as words.

Other abbreviations are read as sets of individual letters. They include names of countries, organisations and companies (USA/BBC), and also abbreviations that are only found in written English (e.g. PTO means 'please turn over'). Note that in many cases, abbreviations are widely used without most users knowing what the individual letters stand for (e.g. DNA, DVD).

Punctuation

There are many standard abbreviations that have a full stop after them to show that it is a shortened form of a word (lt. = litre). Other examples are govt. (govern-

ment), co. (company) and Oct. (October). With acronyms and other abbreviations, it is now normal to write the letters without full stops (e.g. BBC, ABS).

Duplicate abbreviations

Abbreviations can be confusing. PC, for example, may stand for 'personal computer' but also 'politically correct' or 'Police Constable'. It is useful to be aware of these potential confusions. A good dictionary should be used to understand more unusual abbreviations.

Practice

Explain the abbreviations in the following sentences.

The failure rate among ICT projects in HE reaches 40 per cent (Smith et al., 2008).
GM technology is leading to advances in many fields (e.g. forestry).
The world's most populous country (i.e. China) joined the WTO in 2001.
NB. CVs must be submitted to HR by 30 June.
The city seems to have been destroyed c.2,500 BCE.
The EU hopes to achieve a standard rate of VAT.
Her PhD examined the threat of TB in SE Asia.
Fig. 4 Trade patterns on the www (2003–2008).
The VC is meeting the PGCE students.
Director of PR required – salary approx. $75K.
Re: the AGM next month: the report is needed asap.
Prof. Wren claimed that the quality of MSc and MA research was falling.

Nouns

Study the following list of common nouns with examples of use. With a partner, discuss the meaning of each noun.

accuracy   Repeating the experiment will improve the accuracy of the results.
analysis   His analysis of the alloy showed a high percentage of copper.
approach   Professor Han has brought a new approach to the study of genetics.
assessment She failed the first module assessment but passed the final one.

assumption	He made the assumption that all the students spoke French.
authority	Dr James is our leading authority on maritime law.
category	Her work established two categories of local governance.
claim	Their claim that the island was first inhabited in 550 BCE is false.
controversy	Climate change is an issue that has caused much controversy.
correlation	They found a correlation between height and health.
deterrent	The harsh climate of the desert acted as a deterrent to exploration.
emphasis	Their teacher put the emphasis on practical research.
evidence	The X-ray provided evidence of his lung infection.
exception	The Tesla is an exception to the idea of slow, small electric cars.
extract	He read a short extract from his paper on Hegel to the class.
ideology	Military power was at the heart of Roman ideology.
implication	The implication of the report is that we need to do more research.
innovation	Steam power was a significant innovation in the eighteenth century.
intuition	Intuition has been described as 'a gut feeling'.
motivation	Money is often claimed to be the motivation for most workers.
perspective	Sigmund Freud's work opened a new perspective on human behaviour.
phenomenon	Earthquakes are an unusual phenomenon in Britain.
policy	The university has a zero-tolerance policy on plagiarism.
preference	Her preference was criminal law, but other fields were more profitable.
process	The drug trials involved a three-stage process that took two years.
proposal	The Professor's proposal for more seminars was rejected.
provision	The library has increased its provision of computer terminals by 100 per cent.
sequence	Writing is a sequence of reading, note-taking, planning and drafting.
strategy	Swimming every day was part of his strategy for getting fit.
substitute	To what extent can natural gas be a substitute for oil?
technique	She developed a new technique for collecting the beetles.
validity	Events confirmed the validity of his prediction.

Complete each sentence with a suitable noun.

The excavation found no _____ of human settlement before 1250 BCE.

The tutor asked the class for their _____ for next semester's topics.

Many great discoveries were based on _____ rather than logic.

Due to the rising birth rate _____ was made for more school places.

Few believed Galileo's _____ that the earth went round the sun.

Using nouns and adjectives

It is easy to confuse the noun and adjective form of words such as 'possible' and 'possibility'.

Compare these sentences:

The efficiency of the machine depends on the precision of its construction.
Precise construction results in an efficient machine.

The first sentence uses the nouns 'efficiency' and 'precision'. The second uses adjectives: 'precise' and 'efficient'. Although the meaning is similar, the first sentence is more formal. Effective academic writing requires accurate use of both nouns and adjectives.

Complete the gaps in the table below.

Noun	Adjective	Noun	Adjective
approximation	approximate		particular
superiority		reason	superiority
	strategic		synthetic
politics		economics/economy*	
	industrial		cultural
exterior		average	
	high		reliable
heat		strength	
	confident		true
width		probability	
	necessary		long
danger		relevance	

Practice

Insert a suitable noun or adjective from the table in each sentence.

The students were _____ their project would be successful.

One of Tokyo's _____ is its excellent transport system.

There is a strong _____ that fees will rise next year.

The students complained that the lecture was not _____ to their course.

The results are so surprising it will be _____ to repeat the experiment.

The _____ household size in Turkey is 4.1.

Regularly backing up computer files reduces the _____ of losing vital work.

Revising for exams is a tedious _____.

These data appear to be _____ and should not be trusted.

The _____ date of the founding of Rome is 750 BCE.

The _____ consequences of the war were inflation and unemployment.

They attempted to make a _____ of all the different proposals.

Academic adjectives

The following adjectives are best understood and learnt as opposites:

absolute   relative
abstract   concrete
accurate   inaccurate
ambiguous   unambiguous
analytic   synthetic
effective   ineffective
exclusive   inclusive
logical   illogical
metaphorical literal
precise   vague or approximate or rough
rational   irrational
reliable   unreliable
relevant   irrelevant
specific   non-specific
subjective   objective
theoretical   practical or empirical or pragmatic

Examples:

Inflation is an abstract concept.
The metaphorical use of the word 'key' is probably more common than its literal one.
The study of engineering is very relevant to architecture.
Her study of women in education was criticised for being too subjective.
In Europe, empirical research began in the sixteenth century.

Practice

Complete each sentence with a suitable adjective from the list.

The teacher complained that the quotes were _____ to the title.

His _____ approach led him to ignore some inconvenient facts.

_____ examples are needed to make the argument clear.

It is sufficient to give _____ figures for national populations.

Poverty is usually regarded as a _____ concept.

They approached the task in a _____ way by first analysing the title.

The students preferred examining case studies to _____ discussion.

The results were _____: the victims had definitely been poisoned.

Underline the adjective in each sentence and write the related noun in brackets.

Example:

Several steel producers are likely to shut down next year. (_____likelihood)

The HR team have just completed a strategic review of pay. (_____)

Dr Lee adopted an analytical approach to the inquiry. (_____)

Nylon was one of the earliest synthetic fibres. (_____)

Her major contribution to the research was her study of ante-natal care. (_____)

All advertising must respect cultural differences. (_____)

Some progress was made in the theoretical area. (_____)

A frequent complaint is that too much reading is expected. (_____)

We took a more critical approach to marketing theory. (_____)

The Department of Social Policy is offering three courses this year. (_____)

Finally, the practical implications of my findings will be examined. (_____)

Understanding main verbs

Study the following sentence and underline the main verbs:

The author concludes that no reasonable alternative is currently available to replace constitutional democracy, even though he does not completely reject the possibility of creating a better political system in the future.

To follow the writer's meaning, the reader needs to be clear that 'conclude' and 'reject' are the main verbs in the two parts of the sentence.

Academic writing tends to use rather formal verbs to express the writer's meaning accurately:

In the last decade the pace of change accelerated.
Could Darwin have envisaged the controversy his work has caused?

In spoken English, we are more likely to use 'speed up' and 'imagined'.
<u>Study the list below and find a synonym in each case.</u>
(Some of these verbs (e.g. 'hold') are used in academic writing with a special meaning.)

Verb	Example of use	Synonym
to adapt	the health system has been **adapted** from France	modify
to arise	a similar situation **arises** when we look at younger children	
to conduct	the largest study was **conducted** in Finland	
to characterise	developing countries are **characterised** by . . .	
to clarify	the project was designed to **clarify** these contradictions	
to concentrate on	that study **concentrated on** older children	
to be concerned with	the programme is **concerned** primarily **with** . . .	
to demonstrate	further research has **demonstrated** that few factors . . .	
to determine	the water content was experimentally **determined**	
to discriminate	a failure to **discriminate** between the two species	
to establish	the northern boundary was **established** first	
to exhibit	half of the patients **exhibited** signs of	

	improvement	
to focus on	her work **focused on** female managers	
to generate	a question that has **generated** a range of responses	
to hold	Newton's second Law, $F = ma$, **holds** everywhere	
to identify	three main areas have been **identified**	
to imply	his absence **implies** a lack of interest	
to interact	understand how the two systems **interact**	
to interpret	the result can be **interpreted** as a limited success	
to manifest	as **manifested** in antisocial behaviour	

Using verbs of reference

Referring verbs are used to summarise another writer's ideas:

Rrevin argued that global warming was mainly caused by the solar cycle.
Bakewell (1992) found that most managers tended to use traditional terms . . .

They may also be used to introduce a quotation:
. . . as Scott observed: 'Comment is free but facts are sacred.'

Most of these verbs are followed by a noun clause beginning with 'that'.
The following mean that the writer is presenting a case:
argue claim consider hypothesise suggest believe think state Melville
(2007) suggested that eating raw eggs could be harmful.
A second group describe a reaction to a previously stated position: accept admit
agree with deny doubt
Handlesmith doubts Melville's suggestion that eating raw eggs . . .

77

Others include:
assume conclude discover explain imply indicate maintain presume reveal show
Patel (2003) assumes that inflation will remain low.

Practice

Write a sentence referring to what the following writers said (more than one
verb may be suitable). Use the past tense.

Example:
Z: 'My research shows that biofuels are environmentally neutral.' Z claimed/argued
that biofuels were environmentally neutral.
>   A: 'I may have made a mistake in my calculations on energy loss.'
>   B: 'I did not say that women make better doctors than men.'
>   C: 'Small firms are more dynamic than large ones.'
>   D: 'I support C's views on small firms.'
>   E: 'I'm not sure, but most people probably work to earn money.'
>   F: 'After much research, I've found that allergies are becoming more common.'
>   G: 'I think it unlikely that electric cars will replace conventional ones.'
>   H: 'There may be a link between crime and sunspot activity.'

Further referring verbs

A small group of verbs is followed by the pattern (somebody/thing + for +
noun/gerund):
blame censure   commend   condemn   criticise
Lee (1998) blamed the media for creating uncertainty.

NB: All except 'commend' have a negative meaning.

Another group is followed by (somebody/thing + as + noun/gerund):
assess characterise classify define describe evaluate identify interpret portray present

Terry interprets rising oil prices as a result of the Asian recovery.

Practice

Rewrite the following statements using verbs from the lists in (4) on p. 175.

Example:

K: 'Guttman's work is responsible for many of the current social problems'.
K blamed Guttman's work for many of the current social problems.

> L: 'She was very careless about her research methods.'
> M: 'There are four main types of children in care.'
> N: 'That company has an excellent record for workplace safety.'
> O: 'The noises whales make must be expressions of happiness.'
> P: 'Wind power and biomass will be the leading green energy sources.'
> Q: 'Darwin was the most influential naturalist of the nineteenth century.'

Using adverbs

In the sentence given here, adverbs are used to give information about time (currently) and degree (completely):

The author concludes that no reasonable alternative is currently available to replace constitutional democracy, even though he does not completely reject the possibility of creating a better political system in the future.

Adverbs are used in academic writing in a variety of ways. Among the most important are:

to provide more detail, with verbs and adjectives:

Reasonably good data are available for only . . .

. . . decomposition eventually ceases in modern landfills . . .

individually, often at the beginning of sentences, to introduce new points or link sentences together:

Currently, the Earth's atmosphere appears to be warming up.

Alternatively, the use of non-conventional renewable energies . . .

NB: Adverbs used individually need to be employed with care. It is dangerous to overuse them, since they are often like the author's 'voice', commenting on the topic. As the academic writer aims to be objective, adverbs such as 'fortunately' or 'remarkably' may be unsuitable.

Adverbs linked to verbs and adjectives usually fall into three groups:

time (when?)
previously published
retrospectively examined

degree (how much?) declined
considerably contribute
substantially

manner (in what way?)
medically complicated
remotely located

Further common examples include:

Time	Degree	Manner
recently	clearly	(un)surprisingly
increasingly	particularly	factually
originally	broadly	politically
presently	highlylocally	
currently	wholly	alternatively
traditionally	crucially	similarly

Practice

Insert a suitable adverb from the lists above into the gaps in the sentences.

Most houses do not have electricity. _____, then, there is little chance of improving living standards.

_____, the Internet was mainly used for academic purposes.

Some courses are assessed purely by exams. _____, coursework may be employed.

_____, there has been growing concern about financing the health service.

Many birds use bright colours to attract a mate. _____, flowers advertise their position to fertilising insects.

_____, the development should be acceptable environmentally.

Module 2. Numbers

The language of numbers

In introductions, numbers are often used to give an accurate account of a situation:

Approximately 1,800 children between the ages of 5 and 12 years were randomly selected.
The earth's atmosphere appears to be gaining 3.3 billion metric tons of carbon annually.
. . . but five winters in the twentieth century were more than 2.4° C colder than average.

Figures and numbers are both used to talk about statistical data in a general sense:
The figures/numbers in the report need to be read critically.

But number is used more widely:
13 is an unlucky number in some cultures.
She forgot her mobile phone number.

Digits are individual numbers:
4,539 – a four-digit number

Both fractions (1⁄2) and decimals (0.975) may be used.

There is no final 's' on hundred/thousand/million used with whole numbers:
Six million people live there.

but:
Thousands of people were forced to move from the area of the dam.

When writing about currencies, write $440 m. (440 million dollars).
Rates are normally expressed as percentages (e.g. the literacy rate rose to 75 per cent), but may also be per thousand (e.g. the Austrian birth rate is 8.7).
It is normal to write whole numbers as words from one to ten and as digits above ten:
There were 16 students in the class, but only eight came to the lecture.

Percentages

These are commonly used for expressing rates of change:
Since 2008, the number of prisoners has risen by 22 per cent.

<u>Complete the following sentences using the data in the table below.</u>

Between 2010 and 2011, the number of overseas students increased by
_____ per cent.
The number increased by _____ per cent the following year.
Between 2010 and 2013, there was a _____ per cent increase.

Overseas students in the university, 2010–2013

2010	2011	2012	2013
200	300	600	1000

Simplification

Although the accurate use of numbers is vital, too many statistics can make texts difficult to read. If the actual number is not important, words such as various, dozens or scores may be used instead:
The snowstorm closed 47 schools.
The snowstorm closed dozens of schools.

Few   less than expected
a few   approximately 3–6 depending on context
several   approximately 3–4
various   approximately 4–6
dozens of   approximately 30–60
scores of   approximately 60–100

Rewrite the following sentences using one of the words or phrases in the table above.

Example: (a) Only three people attended the meeting.

Few people attended the meeting.

77 students applied for the scholarship.
He rewrote the essay three times.
Last year, 38 books were published on biogenetics.
Five names were suggested, but rejected, for the new chocolate bar.
The students thought of four good topics for their project.

Further numerical phrases

The expressions listed below can also be used to present and simplify statistical information.

For example:

The course fees rose from $1,200 to $2,500 in two years.

could be written:

The course fees doubled in two years.

If appropriate, roughly/approximately can be added:

The course fees roughly doubled in two years.

one in three	One in three engineering students is from China.
twice/three times as many	Twice as many women as men study business law.
a five/tenfold increase	There was a fivefold increase in the price of oil.
to double/halve	The rate of infection halved after 2001.
the highest/lowest	The lowest rate of home ownership was in Germany.
a quarter/fifth	A fifth of all employees leave every year.

NB:

5–20 per cent	=	a tiny/small minority
21–39 per cent	=	a minority
40–49 per cent	=	a substantial/significant minority
51–55 per cent	=	a small majority
56–79 per cent	=	a majority
80 per cent+ =		a large majority

Rewrite each sentence in a simpler way, using a suitable expression from the list above.

In 1975, a litre of petrol cost 12p, while the price is now £1.20.

_____

Out of 18 students in the group, 12 were women.

_____

The new high-speed train reduced the journey time to Madrid from seven hours to three hours 20 minutes.

_____

The number of students applying for the Psychology course has risen from 350 last year to 525 this year.

_____

Visitor numbers to the theme park show a steady increase. In 2007, there were 40,000 admissions, in 2008 82,000 and 171,000 in 2009.

_____

More than 80 per cent of British students complete their first degree course; in Italy, the figure is just 35 per cent.

_____

     Tap water costs 0.07p per litre while bottled water costs, on average, 50p per litre.

_____

     The rate of unemployment ranges from 24 per cent in Spain to 3 per cent in Norway.

_____

     Seven out of every 100 computers produced had some kind of fault.

_____

     57 per cent of the members supported the suggestion, but 83 per cent of these had some doubts.

_____

Practice

Study the data in the table below and write six sentences using suitable numerical phrases.

Selected Olympic Games, 1896–2008

Year	Host	Sports	Events	Athletes	% Women
1896	Athens	9	43	241	0.0
1924	Paris	17	126	3,089	4.4
1964	Tokyo	19	163	5,151	13.2
1992	Barcelona	32	257	9,356	28.9
2008	Beijing	28	302	10,942	42.4

At the Paris Olympics in 1924, a small minority of athletes were female.
(a)_____
(b)_____
(c)_____
(d)_____
(e)_____
(f)_____

(g)_____

Module 3. Prepositions

Using prepositions

Underline the prepositions in the following text (ignoring to + infinitives).

The purpose of this paper is to examine the development of the textile industry in Catalonia over the period 1780–1880. This clearly contributed to the region's industrialisation, and was valuable for stimulating exports. In conclusion, the paper sets out to demonstrate the relationship between the decline in agricultural employment and the supply of cheap labour in the factory context.

The following list gives the main ways of using prepositions. Find one example of each in the text.

Noun + preposition	purpose of
	_____
Verb + preposition	_____
Adjective + preposition	_____
Phrasal verb	_____
Preposition of place	_____
Preposition of time	_____
Phrase	_____

Note the difference between phrasal verbs and verbs with prepositions:
The cars are made in Korea. (verb + preposition = easy to understand)
The researcher made up some of his data. (phrasal verb = harder to understand)

Practice

Study these further examples of preposition use and decide on their type.

(a) There are a number of limitations to be considered . . .   (noun +)
(b) The results would be applicable to all children . . . (_____)
(c) . . . the data was gathered from a questionnaire   (_____)
(d) All the items were placed within their categories   (_____)
(e) The results of the investigation are still pertinent . . .(_____)
(f) The respondents had spent on average 4.9 years . . .(_____)
(g) . . . most countries in sub-Saharan Africa . . .(_____)
(h) . . . within a short spell of four years . . .   (_____)

Prepositions and nouns

Insert a suitable preposition before or after the nouns in the sentences below.

Evidence is presented in support _____ the value of women's work.

A small change _____ wind direction can lead to large temperature changes.

Many examples _____ tax evasion were found.

The answer _____ the problem was 0.585.

Globalisation, _____ a political sense, involves a loss of national authority.

The second point is their impact _____ developing countries.

Prepositions in phrases

Complete the following phrases with the correct preposition.

_____ the whole

point _____ view

in respect _____

_____ spite of

in support _____

_____ the other hand

_____ order to

standard _____ living

Prepositions of place and time

Note the difference between 'among' and 'between':

Among 14 students in the class, only two were from Africa. (large group)
He divided his time between the offices in Barcelona and Madrid. (limited number)

<u>Complete the following sentences with suitable prepositions of place or time.</u>

_____ the respondents, few had any experience of working abroad.

The illiteracy rate declined gradually _____ 1976 _____ 1985.

Most workers _____ the European Union retire before the age _____ 60.

Leonardo da Vinci was born _____ Florence _____ 1452.

Chocolate sales fall _____ summer and peak _____ Christmas.

_____ the surface, there is no difference _____ male and female responses.

The countries _____ the Mediterranean held a meeting _____ May 20th.

<u>Complete the following text with suitable prepositions.</u>

This study sets (a) _____ to answer the controversial question _____ whether increased food supply (c) _____ a country makes a significant contribution (d) _____ reducing malnutrition _____ children. It uses data collected (f) _____ 75 countries _____ 1995 and 2005. The findings are that there was a considerable improvement (h) _____ the majority (i) _____ countries, despite increases in population (j) _____ the period. However, a clear distinction was found (k) _____ the poorest countries (e.g. (l) _____ South Asia), where the improvement was greatest, and the wealthier states such as those _____ North Africa. Other factors, notably the educational level_____ women, were also found to be critical (o) _____ improving childhood nutrition.

Verbs and prepositions

The following verbs are generally used with these prepositions:

Verb + Example
preposition

add to	The bad weather added to the team's difficulties.
agree with	Yu (1997) agrees with Martin and Jenks (1989).
associate with	Monetarism is an economic policy associated with Mrs Thatcher.
believe in	The survey showed that 65 per cent believed in life after death.
blame for	He blamed unfair questions for his poor exam results.
concentrate on (also: focus on)	She dropped all her hobbies to concentrate on her work.
consist of	Parliament consists of two Houses: the Commons and the Lords.
depend of (also: rely on)	The company depends on IT for a rapid flow of sales data.
derive from	Modern computers derive from wartime decoding machines.
divide into	Trees are divided into two main types: conifers and deciduous.
invest in	Far more money needs to be invested in primary education.
learn from	All successful students learn from their mistakes.
pay for	Goods delivered in April must be paid for by 30 June.
point out	Goodson (2001) points out the dangers of generalisation.
specialise in	This department specialises in French poetry.

Practice

Complete the following with suitable verbs and prepositions.

The enquiry _____ the cause of the accident, not the consequences.

Dr Cracknell _____ that there were only two weeks before the deadline.

Fewer British students are _____ foreign languages.

The theory of relativity will always be _____ Albert Einstein.

A football pitch is _____ two halves.

A series of strikes were _____ the decline in production during May.

Millions of men died for the cause they ___

PART 4. Writing models.

Module 1. Literature Reviews and Book Reviews

Literature reviews

Occasionally, the whole focus of an essay may be a lengthy literature review, but in most student writing it will only form a relatively short section of the paper. Only a minority have a separate section headed 'The Literature' or 'Literature Review'. In all cases, it is necessary to show that you are familiar with the main sources, so that your writing can build on these.

A literature review is not simply a list of sources that you have studied. It can be used to show that there is a gap in the research that your work attempts to fill:

This article has a different standpoint from other studies, because it believes that the influence of the state on the market has structurally increased since the neo-liberal era.

This article focuses on information production, not information accessibility. That is the difference between this research and previous studies . . .

It is also common to use the literature section to clarify the varying positions held by other researchers:

The political competition literature comprises two main strands – voter monitoring and political survival.

Writers may also show how changes in thought have appeared at different times:

Of late, a number of papers (Besley et al., 2006; Besley and Preston, 2007; Persson and Tabellini, 2000) have collated the various arguments . . .

Example literature review

Study the following example, from a student essay on motivation theory. Answer the questions that follow.

CONTENT AND PROCESS THEORIES

The various theories of motivation are usually divided into content theories and process theories. The former attempt to 'develop an understanding of fundamental human needs' (Cooper et al., 1992: 20). Among the most significant are Maslow's hierarchy of needs theory, McClellan's achievement theory and Herzberg's two-factor

theory. The process theories deal with the actual methods of motivating workers, and include the work of Vroom, Locke and Adams.

Content Theories

Maslow's hierarchy of needs theory was first published in 1943 and envisages a pyramid of needs on five levels, each of which has to be satisfied before moving up to the next level. The first level is physiological needs such as food and drink, followed by security, love, esteem and self-fulfilment (Rollinson, 2005: 195–196). This theory was later revised by Alderfer, who reduced the needs to three: existence, relatedness and growth, and re-named it the ERG theory. In addition, he suggested that all three needs should be addressed simultaneously (Steers et al., 2004: 381). McClelland had a slightly different emphasis when he argued that individuals were primarily motivated by three principal needs: for achievement, affiliation and power (Mullins, 2006: 199).

In contrast, Herzberg suggested, on the basis of multiple interviews with engineers and accountants during the 1950s, a two-factor theory: that job satisfaction and dissatisfaction had differing roots. He claimed that so-called hygiene factors such as conditions and pay were likely to cause negative attitudes if inadequate, while positive attitudes came from the nature of the job itself. In other words, workers were satisfied if they found their work intrinsically interesting, but would not be
motivated to work harder merely by good salaries or holiday allowances. Instead workers needed to be given more responsibility, more authority or more challenging tasks to perform (Vroom and Deci, 1992: 252). Herzberg's work has probably been the most influential of all the theories in this field, and is still widely used today, despite being the subject of some criticism, which will be considered later.

Process Theories

Vroom's expectancy theory hypothesises a link between effort, performance and motivation. It is based on the idea that an employee believes that increased effort will result in improved performance. This requires a belief that the individual will be supported by the organisation in terms of training and resources (Mullins, 2006). In contrast, Locke emphasised the importance of setting clear targets to improve worker performance in his goal theory. Setting challenging but realistic goals is necessary for increasing employee motivation: 'goal specificity, goal difficulty and goal commitment each served to enhance task performance' (Steers et al., 2004: 382). This theory has implications for the design and conduct of staff appraisal systems and for management by objective methods focusing on the achievement of agreed performance targets.

Another approach was developed by Adams in his theory of equity, based on the concept that people value fairness. He argued that employees appreciate being treated in a transparently equitable manner in comparison with other workers doing

similar functions, and respond positively if this is made apparent (Mullins, 2006). This approach takes a wider view of the workplace situation than some other theories, and stresses the balance each worker calculates between 'inputs', i.e. the effort made, and 'outputs', which are the rewards obtained.

> How many types of motivation theory are described?
> How many different theorists are mentioned?
> How many sources are cited?
> Why has the writer not referred to the work of the theorists directly but used secondary sources instead?

Book reviews

Writing a book review gives a student the opportunity to critically examine a topic in detail. Journals normally specify the length they require (often about 400 words). In general, a review should contain two parts:

A description of the scope and organisation of the book. Who is the author, and what has he or she written before? What kind of reader is the book aimed at? In the case of an edited volume, who are the editors and principal contributors?

The second part should evaluate how successful the book is in its aims. It is better to avoid excessive praise or criticism, and to mention both positive and negative features. Is the book breaking new ground and adding significantly to current debates? It is also worth commenting on the author's style, and how easy it is to read for specialist or non-specialist readers.

Writers are recommended to first read a selection of reviews in their subject area before attempting their own.

Model book review

Study the following review and discuss with a partner whether there is anything else that you think the reviewer should have included.

Atlantic Crossing: A Comparison of European and American Society
by Marcus Montero (ed.) York: York University Press, 2008. 378 pp., £35.00, ISBN 987-0-15-980456-3

This useful and important edited volume partly fills a gap in the comparative political science literature. The book compares the society and politics of the European Union (treated here as a single state) with the United States. The book examines 'convergences and divergences' between these two global powers, similar in size and

economic weight 'but asymmetric in terms of political influence and military might' (p. 1).

The book has eight chapters. The introductory and concluding chapters, which hold the volume together, are written by the editor. The first briefly outlines the adopted comparative approach and methodological challenges faced in producing this study. Montero then goes on to argue that the EU and the US offer two contrasting models of Western modernity. The final chapter argues that the process of constructing the EU has led to convergence, not divergence, between the EU and the US. In between are six sectoral chapters; of particular interest is the third, by Kuhl, which argues that the quality of the democratic experience is in decline on both sides of the Atlantic.

This is a well-written work that breaks new ground in treating the EU as a single state. However, the book was published in 2008, a year after the EU had enlarged to 27 states. The authors fail to deal fully with this 'geographic boundary' problem. This neglect of the newest member states is repeated throughout the volume and brings into question the validity of the book's wider conclusions.

Choose any book and write a review.
Module 2. Reports

Writing reports

While essays are often concerned with abstract or theoretical subjects, a report is a description of a situation or something that has happened. In academic terms, it might describe:

an experiment you have conducted
a survey you have carried out
a comparison of alternative proposals to deal with a situation

Clearly there is a big difference between describing a scientific laboratory experiment and reporting on students' political opinions. In some areas (e.g. laboratory work), your teachers will make it clear what format you should follow. However, most reports should include the following features:

Introduction
background to the subject
reasons for carrying out the work
review of other research in the area

Methods
how you did your research

description of the tools/materials used

Results

what you discovered
comments on likely accuracy of results

Discussion

discussion of your main findings
comments on the effectiveness of your research

Conclusion

summary of your work
suggestions for further research

Essays and reports

In comparison with essays, reports are likely to:

be based on primary as well as secondary research
use numbering (1.1, 1.2) and sub-headings for different sec-
tions

be more specific and detailed

In most other respects, reports are similar to essays, since both:

have a clear and logical format
use objective and accurate academic style
include citations and references
make use of visual information in the form of graphs and tables
include appendices where necessary

Decide whether the following topics are more likely to be written as reports or essays.

Topic	Report	Essay
1 The development of trade unions in South Africa		
2 Two alternative plans for improving the sports centre		
3 A study you conducted to compare male and female attitudes to eating		

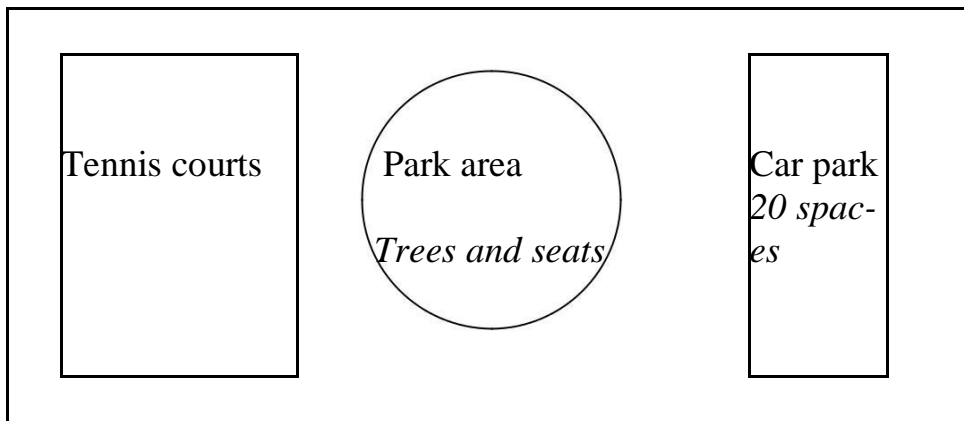|		
4 An overview of recent research on the human genome		
5 The arguments for and against capital punishment		

Practice

The plans below illustrate two proposals for redeveloping a site on a university campus.

Study the plans and then read the five sentences (a–e), which are the introduction to a report on the redevelopment. The order of the sentences has been mixed up. Put them in the correct order. Then write the rest of the report in about 250 words.
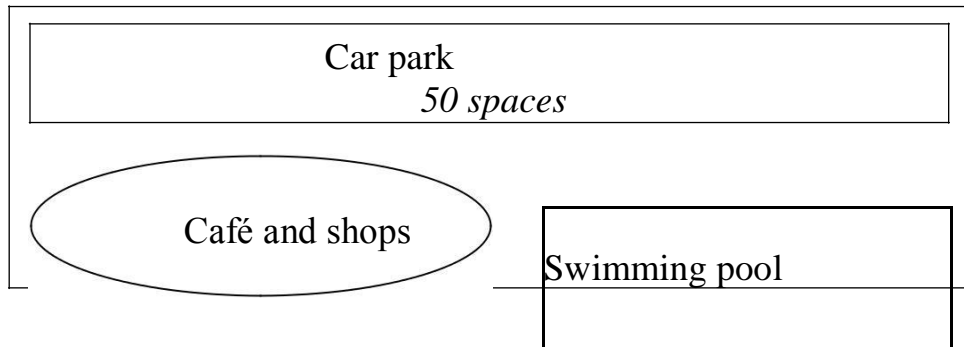
Plan A
Access road

Tennis courts   Park area

Trees and seats   Car park
20 spac-
es

Plan B
Access road

Car park
50 spaces

Café and shops   Swimming pool

The report takes into account a consultation exercise with staff and students carried out last autumn.

Two alternatives schemes for redevelopment have been put forward, as can be seen in Plans A and B above.

This report attempts to compare the two schemes on this basis and to establish which is the more suitable.

The aim of the redevelopment is to improve facilities for both staff and students, and at the same time enhance the appearance of this part of the campus.

Due to the recent closure of the maintenance depot, a site approximately 250 metres long and 100 metres wide has recently become vacant on the west side of the university campus.

Scientific reports. Scientific research

This is usually conducted in order to support a hypothesis or to validate the work of others. An accurate written record of the experiment is important because it allows other researchers to share your work. At graduate level or above, your research is adding to an international body of data on your particular area of study.

In general, scientific reports follow the same guidelines as other academic writing in terms of style and vocabulary. However, your department may well have its own requirements, for example the organisation of a report, so it is advisable to ask if these exist.

Format

Reports of laboratory experiments in disciplines such as biology, chemistry and physics generally include the following sections:

Title
Abstract
Introduction
Methods
Results
Discussion
References

Title

This should contain the essential elements of the report in (ideally) no more than 12 words:

The effect of temperature changes on the germination of wheat (Triticum aestivum)

Abstract

The function of an abstract is to help a potential reader identify whether your report is relevant to his or her research interests. It is essentially a summary in about 200 words of each part of the report, and so it is commonly written after the last draft is finalized. It should include the principal conclusions, and be written in the same tenses as the main report.

Introduction

The introduction should contextualise your work with reference to other similar research. It should cite previous research papers that you have studied, in order to explain the purpose of your work (e.g. to confirm or extend their findings). It must contain a purpose statement (why you did this experiment) or a hypothesis you wished to evaluate, or both.

Method

This section explains how you did the research. It should allow another researcher to repeat your work, so it needs to include a description of equipment and materials used, as well as the process you followed. You may wish to include diagrams or photographs to illustrate the set-up in the laboratory. The passive is normally used (three samples were prepared) rather than the active (we prepared . . .). As the research is concluded, the past tense should be used throughout.

Results

Again using the past tense, here you summarise all the results obtained. Detailed data may be presented in tables and graphs, with only the most important features highlighted in the text. You must include all results, including unexpected ones that do not conform to your hypothesis.

Discussion

This section links back to the introduction by comparing your results with the original purpose or hypothesis. It aims to evaluate the experiment in terms of your findings and compare them to your expectations. It may be necessary to refer to the relevant literature. The conclusion should make it clear whether you feel that your hypothesis has been supported, and if there are changes that you would make to the design of the experiment if you were to repeat it.

References
As in all academic writing, this is a list of all the sources you have specifically mentioned in your report.

Module 3. Surveys
Conducting surveys

<u>What are the reasons for carrying out surveys in academic life? List your ideas below.</u>
To replicate other research
(a) _____
(b) _____
(c) _____
(d) _____

Questionnaire design

Writing an effective series of questions is a vital part of conducting a survey. You must think carefully about what your aims are, and how to achieve them in the simplest way. There is no value in collecting a mass of information that is irrelevant to your topic.
Which is the better question?
How old are you?
Are you (a) under 20 (b) between 21–30 (c) over 30?

<u>What is the main difference between the two questions below?</u>
How do you usually relax at weekends?
At weekends, do you relax by (a) doing sport (b) playing computer games (c) sleeping?

<u>How many questions should your questionnaire contain?</u>

When designing your questionnaire:

Limit the number of questions so the respondent can answer them in a minute or two. Long and complicated questionnaires will not receive accurate replies.

Keep questions clear and simple, and not too personal.

Closed questions (bii) are easier to process, but open questions (bi) will collect a wider range of responses.

You should try putting the questions to a classmate before beginning the full survey, and be ready to modify any that were not clear.

Do not collect unnecessary information (e.g. do you need to know if the respondent is undergraduate or postgraduate?) If not, do not ask!

Survey language

Study the report of a survey carried out on a university campus. Complete the report by inserting suitable words from the box below into the gaps (more words than gaps).

sample	conducted	method	respondents	random	questions
majority	questioned	mentioned	interviewees	common	
questionnaire	unusual	generally	minority	slightly	

STUDENT EXPERIENCE OF PART-TIME WORK

Introduction
With the introduction of course fees and the related increase in student debt, more students are finding it necessary to work part-time. The survey was (a) _____ to find out how this work affects student life and study.

Method
The research was done by asking students selected at (b) _____ on the campus to complete a (c) _____ (see Appendix 1). 50 students were _____ on Saturday, 23 April, with approximately equal numbers of male and female students.

Table 1 Do you have, or have you had, a part-time job?

	Men	Women	Total	%
Have job now	8	7	15	30
Had job before	4	6	10	20

Never had job   14   11   25   50

Findings

Of the (e) _____, 30 per cent currently had part-time jobs, 20 per cent had had part-time jobs, but half had never done any work during university semesters (see Table 1). (f) _____ who were working or who had worked were next asked about their reasons for taking the jobs. The most common reason was lack of money (56 per cent), but many students said that they found the work useful experience (32 per cent) and others (g) _____ social benefits (12 per cent).

The 25 students with work experience were next asked about the effects of the work on their studies. A significant (h) _____ (64 per cent) claimed that there were no negative effects at all. However, 24 per cent said that their academic work suffered (i) _____, while a small (j) _____ (12 per cent) reported serious adverse results, such as tiredness in lectures and falling marks.

Further (k) _____ examined the nature of the work that the students did. The variety of jobs was surprising, from van driver to busker, but the most _____ areas were catering and bar work (44 per cent) and secretarial work (32 per cent). Most students worked between 10 and 15 hours per week, though two (8 per cent) worked over 25 hours. Rates of pay were (m) _____ near the national minimum wage, and averaged £6.20 per hour.

The final question invited students to comment on their experience of part-time work. Many (44 per cent) made the point that students should be given larger grants so that they could concentrate on their studies full-time, but others felt that they gained something from the experience, such as meeting new people and getting insights into various work environments. One student said that she had met her current boyfriend while working in a city centre restaurant.

Conclusions

It is clear that part-time work is now a common aspect of student life. Many students find jobs at some point in their studies, but an overwhelming majority (88 per cent) of those deny that it has a damaging effect on their studies. Most students work for only 2–3 hours per day on average, and a significant number claim some positive results from their employment. Obviously, our survey was limited to a relatively small (n) _____ by time constraints, and a fuller study might modify our findings in various ways.

Question forms

Question 1 is given above Table 1. What were the other questions in this survey?
Using the report, write possible questions below.

2_____

3_____

4_____

5_____

6_____

7_____

Tenses

What is the main tense in (a) Findings and (b) Conclusion? Explain the reasons for the
difference.

Practice

You are preparing a survey on one of the following subjects. Write a questionnaire of
no more than six questions to collect the most useful data.

        Patterns of student spending
        Student satisfaction with teaching methods
        Customer attitudes to taxi companies

GLOSSARY

Abbreviation
The short form of a word or phrase
Abstract
A short summary of the aims and scope of a journal article
Appendix (plural – appendices)
A section at the end of a book or article contain supplementary information
Assignment
A task given to students, normally for assessment
Authority
A well-known expert on a subject
Back issue
A previous issue of a journal or magazine
Bias
A subjective preference for one point of view
Bibliography
A list of sources an author has read but not specifically cited
Brainstorm
A process of collecting ideas on a topic at random
Case study
A section of an essay that examines one example in detail
Citation
An in-text reference providing a link to the source
Cohesion
Linking ideas in a text together by use of reference words
Coursework
Assessed assignments given to students to complete during a course
Conclusion
The final section of an essay or report
Contraction

A shortened form of pronoun and verb

Criteria (singular – criterion)
The principles on which something is judged or based

Deadline
The final date for completing a piece of work

Draft
The first attempt at a piece of writing

Edited book
A book with contributions from a number of writers, controlled by an editor

Extract
A piece of text taken from a longer work

Flow chart
Diagram that illustrates the stages of a process

Formality
In written work, the use of a non-idiomatic style and vocabulary

Format
The standard pattern of layout for a text

Heading
The title of a section of text

Higher degree
A Master's degree or Doctorate

Hypothesis
A theory that a researcher is attempting to explore/test

Introduction
The first part of an essay or article

Journal
An academic publication in a specialised area, usually published quarterly

Literature review
A section of an article describing other research on the topic in question

Main body
The principal part of an essay, after the introduction and before the conclusion

Margin
The strip of white space on a page around the text

Module
Most academic courses are divided into modules, which examine a specified topic

Outline
A preparatory plan for a piece of writing

Paraphrase
A rewriting of a text with substantially different wording and organisation but similar ideas

Peer review
The process of collecting comment from academic authorities on an article before publication in a journal. This system gives increased validity to the publication.

Phrase
A few words that are commonly combined

Plagiarism
Using another writer's work without acknowledgement in an acceptable manner

Primary research
Original research (e.g. a laboratory experiment or a sociological enquiry)

Quotation

Use of the exact words of another writer to illustrate your writing

Redundancy
The unnecessary repetition of ideas or information

References
A list of all the sources you have cited in your work

Register
The level of formality in language

Restatement
Repeating a point in order to explain it more clearly

Scan
A method of reading in which the eyes move quickly over the page to find a specific item

Skim
A related reading technique to quickly find out the main ideas of a text

Source
The original text you have used to obtain an idea or piece of information

Summary
A shorter version of something

Synonym
A word or phrase with a similar meaning to another

Synopsis
A summary of an article or book

Term
Word or phrase used to express a special concept

Word class
A grammatical category (e.g. noun, adjective)