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Приведены методы и технологии построения академического (учебного) и научного текста. Цель пособия – формирование навыков написания научно-исследовательских и критических текстов.

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I. ACADEMIC STYLE

1. Types of academic writing

Academic writing attempts to be accurate and objective.

The most common types of written work produced by students

Notes – a written record of the main points of a text or lecture, for a student's personal use.

Report – a description of something a student has done e.g. a survey.

Project – a piece of research, either individual or group work, with the topic chosen by the student(s).

Essay – the most common type of written work, used to assess coursework/subject with the title given by the teacher, normally 1000–5000 words.

Dissertation/Thesis – the longest piece of writing normally done by a student (20 000 + words) often for final assessment in Master's / PhD course, on a topic chosen by a student.

Paper – a general term for any academic essay, report, presentation or article.

The format of short and long writing tasks

Short essays

Introduction
Main body
Conclusion

Longer essays

Introduction
Main body
Literature review
Case study
Discussion
Conclusion
References
Appendices

Dissertations and journal articles

Abstract
List of contents
List of tables
Introduction
Main body
Literature review
Case study
Findings
Discussion
Conclusion
Acknowledgements
References
Appendices

The main features of academic texts:

- formal vocabulary;
- clear and limited focus, established by a thesis statement in an introduction;
- logical structure;
- evidence-based argument;
- use of references;
- impersonal style;
- long, complex sentences.

Characteristics of Academic Writing

Academic writing attempts to be precise, semi-formal, impersonal and objective. This does not mean that pronouns like *I* and *we* are never used, but in general the focus is on presenting information as clearly and accurately as possible. In this way it differs from normal speech and writing, which is more personal and uses more lively idioms and phrases.

1. Clear and limited focus. The focus of an academic paper – the argument or research question – is established early by the thesis statement. Every paragraph and sentence of the paper connects back to that primary focus. While the paper may include background or contextual information, all content serves the purpose of supporting the thesis statement.

2. The thesis statement, found at the end of the first paragraph, is a one-sentence encapsulation of your essay's main idea. It presents an overarching argument and may also identify the main support points for the argument. The thesis statement plays an important role in the writing process. Once you've written a thesis statement, you've established a clear focus for your paper. Frequently referring back to that thesis statement will prevent you from straying off-topic during the drafting phase. Of course, the thesis statement can (and should) be revised to reflect changes in the content or direction of the paper. Its ultimate goal, after all, is to capture the main ideas of your paper with clarity and specificity.

3. Logical structure. All academic writing follows a logical, straightforward structure. In its simplest form, academic writing includes an introduction, body paragraphs, and a conclusion. The introduction provides background information, lays out the scope and direction of the essay, and states the thesis. The body paragraphs support the thesis

statement, with each body paragraph elaborating on one supporting point. The conclusion refers back to the thesis, summarises the main points, and highlights the implications of the paper's findings. Each sentence and paragraph logically connects to the next in order to present a clear argument.

4. **Evidence-based arguments.** Academic writing requires well-informed arguments. Statements must be supported by evidence, whether from scholarly sources (as in a research paper), results of a study or experiment, or quotations from a primary text (as in a literary analysis essay). The use of evidence gives credibility to an argument.

5. **Impersonal tone.** The goal of academic writing is to convey a logical argument from an objective standpoint. Academic writing avoids emotional, inflammatory, or otherwise biased language. Whether you personally agree or disagree with an idea, it must be presented accurately and objectively in your paper.

6. Most published papers also have **abstracts**: brief summaries of the most important points of the paper. Abstracts appear in academic database search results so that readers can quickly determine whether the paper is pertinent to their own research.

Common Mistakes to Avoid

1. **Wordiness.** The goal of academic writing is to convey complex ideas in a clear, concise manner.

2. **A vague or missing thesis statement.** Your thesis statement must be clear, and each body paragraph needs to tie into that thesis.

3. **Informal language.** Academic writing is formal in tone and should not include slang, idioms, or conversational language.

4. **Description without analysis.** Do not simply repeat the ideas or arguments from your source materials. Analyse those arguments and explain how they relate to your point.

5. **Not citing sources.** Keep track of your source materials throughout the research and writing process. Any ideas that are not your own need to be cited, whether they're paraphrased or quoted directly, to avoid plagiarism.

The guideline for academic writing

1. Do not use idiomatic or colloquial vocabulary: *dad*, *guy*. Use Standard English: *father*, *man*.

2. Use vocabulary accurately. There is a difference between *rule* and *law*, or *currency* and *money*, which you are expected to know. Be as

precise as possible when dealing with facts or figures. Avoid phrases such as *about a hundred* or *hundreds of years ago*. If it is necessary to estimate numbers use *approximately* rather than *about*.

3. Conclusions should use tentative language. Avoid absolute statements such as *education reduces crime*. Instead use cautious phrases: *may reduce crime* or *tends to reduce crime*.

4. Avoid adverbs that show your personal attitude: *luckily*, *remarkably*, *surprisingly*.

5. Do not contract verb forms: *don't*, *can't*. Use the full form: *do not*, *cannot*.

6. Although academic English tends to use the passive more than standard English, it should not be overused.

Ex.

Manners (1995) claims that most companies perform worse when ... (the focus is on the source), *It is widely agreed that most companies perform worse when ...* (the focus is on what companies do).

7. Avoid the following:

like for introducing examples – use *such as* or *for instance*.

thing and combinations *nothing* or *something* – use *factor*, *issue* or *topic*.

lots of – use *a significant / considerable number*.

little / big – use *small / large*.

get phrases such as *get better / worse* – use *improve* and *deteriorate*.

good / bad are simplistic – use *positive / negative*, e.g. *the changes had several positive aspects*.

8. Do not use question forms such as *What were the reasons for the decline in wool exports?* Instead use statements: *There were four main reasons for the decline...*

9. Avoid numbering sections of your text, except in certain reports. Use conjunctions and signposting expressions to introduce new sections: *Turning to the question of taxation...*

10. When writing lists, avoid using *etc.* or *and so on*. Insert *and* before the last item: *The forests of the twelfth century consisted of oak, ash and lime*. Avoid using two-word verbs such as *go on* or *bring up* if there is a suitable synonym. Use *continue* or *raise*.

PRACTICE

1. Rewrite the following paragraphs in better style.

a) These days a lot of kids are starting school early. Years ago, they began at 5, but now it's normal to start at 4 or younger. Why is this?

One thing is that mums need to get back to work. Is it good for the kids? Jenkins has studied this and says that early schooling causes social problems like stealing, drug taking etc. I think he's right and we should pay mums to stay at home.

b) Why are there so many jams on the roads these days? One thing is that public transport like trains, buses, etc. is so dear. A long time ago cars cost a lot but now, unfortunately, they've got a lot cheaper. Another thing is that driving is a lot nicer than waiting for a bus. The trouble is that if everyone buys a car the roads get packed.

2. Effective writing normally uses a mixture of long and short sentences, often using a short sentence to introduce the topic:

Example.

Too many short sentences are monotonous:

Car scrappage schemes have been introduced in many countries. They offer a subsidy to buyers of new cars. The buyers must scrap an old vehicle. The schemes are designed to stimulate the economy. They also increase fuel efficiency.

Long sentences are more interesting but can be difficult to construct and read:

Car scrappage schemes, which offer a subsidy to buyers of new cars, who must scrap an old vehicle, have been introduced in many countries; the schemes are designed to stimulate the economy and also increase fuel efficiency.

a) Re-write the following paragraph so that instead of six short sentences there are two long and two short sentences.

Worldwide, enrolments in higher education are increasing. In developed countries over half of all young people enter college. Similar trends are seen in developing countries such as South America. This growth has put financial strain on state university systems. Many countries are asking students and parents to contribute. This leads to a debate about whether students or society benefit from tertiary education

b) The following sentence is too long. Divide it into shorter ones.

China has imposed fees on students since 1997, but the results have been surprising: enrolments, especially in the most expensive universities, have continued to rise steeply, growing 200 per cent overall between 1997 and 2001; it seems in this case that higher fees attract

rather than discourage students, who see them as a sign of a good education, and compete more fiercely for places, leading to the result that a place at a good college can cost \$5000 per year for fees and maintenance.

2. Academic vocabulary

Vocabulary is equally important for academic style. By knowing a lot of prevalent words you will understand the reading texts better. A broad range of vocabulary is the secret of a successful essay.

Adjective	Noun	Verb
achievable	achievement	achieve
acquired	acquisition	acquire
analytical	analysis	analyse
contributory	contribution/contributor	contribute
creative	creation	create
definitive	definition	define
derived	derivation	derive
distributive	distribution/distributor	distribute
emphatic	emphasis	emphasise
evaluative	evaluation	evaluate
hypothetical	hypothesis	hypothesise
indicative	indication/indicator	indicate
interpretative	interpretation	interpret
invested	investment	invest
predictive	prediction/predictor	predict
reliable	reliability	rely
responsive	response	respond
significant	significance	signify
synthetic	synthesis	synthesise
variable	variation	vary

PRACTICE

1. Complete each sentence with a suitable word from the table 'Academic Vocabulary'.

(a) The experiment's results were confusing; each researcher had her own _____.

(b) The word 'algebra' is _____
from Arabic.

(c) They received the Nobel Prize for their _____
in developing a new vaccine.

(d) Dr Wagner published the _____ work on
South Asian snakes last year.

(e) Over 3,500 questionnaires were _____
in terms of social class.

(f) Three _____ need to be considered when
forecasting an economic upturn.

2. Study the list of formal verbs. Read and translate the sentences.

Verbs	Examples
to adapt	Most students have little difficulty adapting to college life. The company was able to adapt to the conditions and enhance its position.
to arise	Some confusion has arisen as a result of the new system. Emotional or mental problems can arise from a physical cause.
to conduct	The agreement doesn't allow you to conduct business from your home. The negotiations have been conducted in a positive manner.
to clarify	The project was designed to clarify these contradictions The 18180s saw a major attempt to clarify the law and simplify court procedure
to concentrate on	The study concentrated on older children... The analysis can be simplified by concentrating on the I. D.C. and fundamental components of voltage and current.
to be concerned with	The programme is concerned primarily with... The tax changes will concern large corporations more than small businesses.

to demonstrate	Further research has demonstrated that few factors... The study demonstrates the link between poverty and malnutrition.
to determine	Experts have determined that the signature was forged. This unique ability to determine how to process the data is usually referred to as self-organization.
to discriminate	The scientists failed to discriminate between the two species
to establish	In addition there are a number of ways in which the social security system directly discriminates against older people.
to exhibit	The northern boundary was established first Through this project, the reason for the attack has not been established.
to focus on	Half of the patients exhibited signs of improvement Contrary to systems that could be under-stood by old-fashioned reductionism, these dynamic systems exhibited emergent behaviour.
to generate	Her work focused on female managers We need to focus public attention on this issue.
to hold	This question has generated a range of responses The proposal has generated a lot of interest.
to identify	Newton's second Law holds everywhere This research holds the key to understanding life.
to imply	Three main areas have been identified Scientists have identified the gene that causes abnormal growth.
to interact	His absence implies a lack of interest The high level of radiation in the rocks implies that they are volcanic in origin.

to interpret	Researchers want to know how these gases interact. The immune system interacts with both the nervous system and the hormones.
to manifest	The result can be interpreted as a limited success The statement was interpreted as a threat against the United States. As manifested in anti-social behaviour
to overcome	Both difficulties were overcome in the first week It gives the potential to overcome any early disadvantage.
to propose	They propose that social class is the main factor The Board of Directors is proposing an amendment to Article I.
to prove	The use of solar power is proving successful Recent excellent results have proved their critics wrong.
to recognise	He is now recognised as a leading expert They recognised the need to take the problem seriously.
to relate to	The pattern was related to both social and physical factors We offer courses that relate English literature to other subjects.
to supplement	The diet was supplemented with calcium and iodine Our findings are supplemented with material from other surveys.
to undergo	The system underwent major changes in the 1980s The drug is currently undergoing trials in America.
to yield	Both surveys yielded mixed results Knowing about our past does not automatically yield solutions to our current problems.

3. Fill in the missing verbs. Use the proper tense form

yield	be capable	verify	referred	tolerate	schedule	impose
claim	suppress	offer				

1. In ancient Athens, the death penalty _____ on anyone caught cutting down an olive tree, which was considered sacred.

2. Wind _____ of transporting enormous quantities of sand and dust which, when deposited, form many of our planet's distinctive landforms.

3. The Foreign Minister _____ to resign but the Prime Minister refused to allow it.

4. If you try to _____ your emotions, it can cause many problems.

5. Research shows that people can _____ pain for a longer time if they are distracted by something.

6. Final exams have now been _____ for the last week of June.

7. Oscar Wilde once stated that the only way to get rid of a temptation is to _____ to it.

8. The woman _____ she had seen a UFO land in a nearby field.

9. The lecturer spoke for over two hours, and only _____ to his notes once or twice.

10. The U.N. team sent to _____ reports of stockpiles of weapons of mass destruction in Iraq found nothing.

4. Transcribe and translate the words. Comment on their meaning

Geology, philology, phonograph, lexicography, homonym, inaudible, photograph, telepathy, visual aids, autobiography

5. Read and translate. Transcribe the marked words.

A. 1. This is only a **hypothesis**, nothing has been proved yet.
2. Ellery Queen is the **pseudonym** of Frederick Dannay and Manfred B. Lee.
3. 'City hotel' is an **euphemism** for 'prison'.
4. He is a student of **philology**.
5. 'Short hand' is a **synonym** for '**stenography**'.
6. The words '**physician**' and '**physicist**' are often misused.
7. The words '**psychiatry**' and '**psychiatrist**' are often mispronounced.
8. To say so would be bad **psychology**.
9. In the first century **B. C.** England was invaded by the Romans.
10. In England it is customary to eat turkey at **Christmas**.
11. Arrange the words in **alphabetical** order.
12. When did the **catastrophe** occur?
13. It was published in the Chelsea **Chronicle**.
14. 'Wellnigh' is an **archaic** word.
15. **Philosophers** say that the best

part of a good dinner is a good companion. 16. Let's **synchronise** our watches. 17. When the National **Anthem** is being played, everybody is supposed to rise. 18. The refugees asked for political **asylum**. 19. 'Broad-shouldered' is a **hyphenated** word. 20. **Hypocrites** are unpleasant to deal with.

B. 1. Nothing makes people look older than worry and **fatigue**. 2. He wrote an excellent **critique**. 3. Shall I get tickets for a **matinée** or an evening performance? 4. The French pride themselves on their **cuisine**. 5. **Etiquette** is little things you do that you don't want to do. 6. 'I can't believe my ears!' 'A dull cliché!' 7. Fill in the **questionnaire**. 8. He gets his letters **poste restante**. 9. It's **bourgeois** philosophy. 10. A joint **communiqué** was issued after the negotiations. 11. The full form of the saying 'Tell it to the **marines**' is 'Tell it to the marines, the sailors won't believe it'. 12. Shall we dine **table d'hôte** or **a la carte**? 13. Have you ordered any **hôtels d'oeuvre**? 14. According to Dr Brewer the word '**gazette**' meaning a newspaper was derived from the smallest Venetian coin, a gazette, charged for hearing read out in a public place a manuscript newspaper issued by the Venetian government once a month. (E. Radford). 15. The secret of being miserable is to have **leisure** enough to bother about whether you are happy or not (B. Shaw).

6. Study the list of irregular plural nouns from Greek and Latin.

Unlike regular plural nouns, **irregular plural nouns** follow a different set of patterns. Loan words in English from foreign sources (mostly Greek and Latin) sometimes retain their original plurals. These include the following:

singular	plural
alumnus /ə'λʌmnəs/	alumni /ə'λʌmnai/
analysis /ə'nælısıs/	analyses /ə'nælı si:z /
bacterium /bæk'tɪəriəm/	bacteria /bæk'tɪəriə/
cactus /'kæktəs/	cacti /'kæktai/, cactuses
crisis /'kraısıs/	crises /'kraısi:z /
criterion /kraı'tɪəriən/	criteria /kraı'tɪəriə/
curriculum /kə'rıkjələm/	curricula /kə'rıkjələ/
datum /'deıtəm/	data /'deıtə/*
diagnosis /daıəg'nəʊsıs/	diagnoses /daıəg'nəʊsi:z/

singular	plural
fungus /'fʌŋɡəs/	fungi /'fʌŋdʒaɪ, -gaɪ/
hypothesis /haɪ'pɒθəsis/	hypotheses /haɪ'pɒθəsiːz/
medium /'miːdiəm/	media /'miːdiə/
memorandum/ memə'rændəm/	memoranda /,memə'rændə/ memorandums
oasis /əʊ'eɪsɪs/	oases /əʊ'eɪsiːz/
phenomenon /fɪ'nɒmənən/	phenomena /fɪ'nɒmənə/
stimulus /'stɪmjələs/	stimuli /'stɪmjəlaɪ/
syllabus /'sɪləbəʃ/	syllabi /'sɪləbaɪ/
thesis /'θiːsɪs/	theses /'θiːsiːz/

*In everyday English, *data* is usually followed by a singular verb:
Ex. *The data **is** collected by trained interviewers.*

In academic or very formal English, a plural verb is used: Ex.
*These data **are** summarised in Table 5.*

When talking about one fact or piece of information, you say a
piece of data: Ex. *This is a useful piece of data.*

7. Answer the following questions or respond to the statements. Say if they are true, not true/false, yes, no, yes and no, sometimes, maybe, it depends, in the middle, possibly, I agree, I disagree. Say why and give examples.

1. **Fungi** such as mushrooms and truffles are my favourite food. I love the great variety of **fungi** dishes.

2. Describe the basic **curricula** for medical, engineering and business majors (students).

3. Which is more accurate in business, market research **data** or intuition (gut feelings, hunches)?

4. What are the **diagnoses** for the financial, budget, debt, housing, crises?

5. How effective are the various learning **stimuli** your teachers used in class? What are some economic stimuli that politicians and economists have proposed?

6. My friends (and I) have written **theses** on _____. What would you like to write a thesis on?

7. What are some **hypotheses** for rise and fall of civilizations and societies?

8. Does your company post **memoranda**? Where? What do they typically announce?

9. What are some interesting psychological, physiological and environmental/natural **phenomena**?

10. What are your **criteria** for a good place to live?

11. Talk about the different types of **data** storage that you (your parents) have used or had.

12. What is the role of the **media**? What's the purpose of the **media**? What are the goals of the **media**? Are they fulfilling those roles?

13. Most success in big business has to do with contacts and networking among university **alumni**.

14. What sort of statistical **analyses** does your school, company or organisation conduct?

15. The presence of most **bacteria** and viruses are not the primary concern; they're everywhere. It's the body's immune system that matters more.

16. The next day the **fungus** had dropped off and there were less white spots.

17. **Cacti** (cactuses) are a popular ornamental plant in my city.

18. There are too many negative reports in the **media**: accidents, crime, natural disasters, political scandals, wars. There needs to be more positive, uplifting stories.

19. When written in Chinese, the word for "**crisis**" is composed of two characters: one represents danger, the other opportunity.

20. Is the standard unified model the only possible explanation of the **experimental data** it so well describes?

II. PARAGRAPH STRUCTURE

A **paragraph** is a group of related sentences that discuss one (and usually only one) main idea. The number of sentences in a paragraph is unimportant; however, the paragraph should be long enough to develop the main idea clearly. Normally (but not always) the first sentence introduces the topic. Other sentences may give definitions, examples, information, reasons, restatements and summaries.

A paragraph may stand by itself. In academic writing, you often write a paragraph to answer a test question. A paragraph may also be one part of a longer piece of writing such as an essay or a book.

The Three Parts of a Paragraph

All paragraphs have a topic sentence and supporting sentences, and some paragraphs also have a concluding sentence.

The following model contains all the elements of a paragraph.

Gold a precious metal is prized for two important characteristics. First of all, gold has a lustrous beauty that is resistant to corrosion. For example, a Macedonian coin remains as untarnished today as the day it was made 25 centuries ago. Another important characteristic of gold is its usefulness to industry and science. The most recent use of gold is in astronauts' suits. In conclusion, gold is treasured not only for its beauty but also for its utility.

The topic sentence states the main idea of the paragraph. It not only names the **topic** of the paragraph, but it also limits the topic to one specific area that can be discussed completely in the space of a single paragraph. The part of the topic sentence that announces the specific area to be discussed is called the **controlling idea**.

topic controlling idea

Gold a precious metal is prized for two important characteristics.

A topic sentence is the most important sentence in a paragraph. It briefly indicates what the paragraph is going to discuss. For this reason, the topic sentence is a helpful guide to both the writer and the reader. The writer can see what information to include (and what information to exclude). The reader can see what the paragraph is going to be about and is therefore better prepared to understand it.

Supporting sentences develop the topic sentence. That is, they explain or prove the topic sentence by giving more information about it.

Following are some of the supporting sentences that explain the topic sentence about gold.

First of all, gold has a lustrous beauty that is resistant to corrosion. For example, a Macedonian coin remains as untarnished today as the day it was made 25 centuries ago. Another important characteristic of gold is its usefulness to industry and science. The most recent use of gold is in astronauts' suits.

Supporting sentences explain or prove the topic sentence. They can be examples, statistics, or quotations

- **Examples** are perhaps the easiest kind of supporting detail to use because you can often take examples from your own knowledge and experience. You don't have to search the library or the Internet for supporting material. Furthermore, examples make your writing lively and interesting, and your reader is more likely to remember your point if you support it with a memorable example.

- **Statistics** are a collection of information shown in numbers.

- **Quotations** reproduce what someone else has previously expressed. It is important to pay attention to quotation rules, such as the necessity to give the exact wording of the source that is being quoted and to identify the source.

The **concluding sentence** signals the end of the paragraph and leaves the reader with important points to remember.

In conclusion, gold is treasured not only for its beauty but also for its utility.

Concluding sentences are customary for stand-alone paragraphs. However, paragraphs that are parts of a longer piece of writing usually do not need concluding sentences.

A concluding sentence signals the end of the paragraph, summarizes the important points briefly or restates the topic sentence in different words.

You may begin your concluding sentence with one of the signals:

Lastly,

Therefore,

Thus,

To sum up,

Finally,

In brief,

In conclusion,

Indeed,

In short,

...or by using an expression:
The evidence suggests that...
There can be no doubt that...
These examples show that...
We can see that...

Unity and **coherence** are important elements of a good paragraph.

Unity means that a paragraph discusses one and only one main idea from beginning to end. The second part of unity is that every supporting sentence must directly explain or prove the main idea.

The Latin verb *cohere* means "hold together." Coherence in writing means logical and smooth movement from one sentence to the next. There must be no sudden jumps. So, arrange your ideas in logical order and use transition signals to link ideas (*first, finally, however, in conclusion, on the other hand, therefore, as a result, because of, in spite of, when, although, and, but, similarly, in addition, for example, in conclusion*).

PRACTICE

1. Read the following text from the introduction to an essay, and divide it into a suitable number of paragraphs.

Investment

Most people want to invest for the future, to cover unexpected financial difficulties and provide them with security. Different people, however, tend to have different requirements, so that a 25-year-old just leaving university would be investing for the long term, whereas a 60-year-old who had just retired would probably invest for income. Despite these differences, certain principles apply in most cases. The first issue to consider is risk. In general, the greater the degree of risk in investment, the higher the return. Shares, for example, which can quickly rise or fall in value, typically have a higher yield than bonds, which offer good security but only pay about 5 %. Therefore all investors must decide how much risk is appropriate in their particular situation. Diversification must also be considered in an investment strategy. Wise investors usually seek to spread their investments across a variety of geographical and business sectors. As accurate predictions of the future are almost impossible, it is best to have as many options as possible. A further consideration is investor involvement. Some investors opt for a high degree of involvement and want to buy and sell regularly, constantly watching the markets. Others want to invest and then forget about it. Personal involvement can be time-consuming and

worrying, and many prefer to leave the management of their portfolios to professional fund managers.

2. Divide the following text into paragraphs. Remember that each paragraph should develop a particular theme.

How to Stop Yourself Snoring

Snoring is caused when the airway at the back of the nose and throat becomes partially obstructed. This is usually due to the loosening of the surrounding oropharyngeal muscles, but the reasons why this should occur are varied. The most common are smoking, obesity and the consumption of relaxants such as alcohol and sleeping pills. As with any common ailment, there are a host of "miracle" cures advertised - but you should first try a few simple steps to see if you can halt the snoring before adopting more drastic measures. Lifestyle changes can be the most effective. If you are overweight, a loss of weight will help to reduce the pressure on your neck. You should also stop smoking and try not to drink alcohol at least four hours before you go to bed. Beyond this, try to change your regular sleeping position. Raise the head of your bed with a brick, or tie something uncomfortable into the back of your pyjamas to encourage you to sleep on your side. Both of these will help to alter the angle of your throat as you sleep, and may thus make breathing easier for you. It is also important to keep your nasal passage clear and unblocked. Allergies, colds and hay fever can temporarily cause you to snore; nasal decongestants may help, but you are not advised to use such remedies for long periods. Nasal strips, as worn by sportspeople, have been proven to reduce nasal airway resistance by up to 30 per cent, so consider these as a long-term alternative. If this fails, then you may wish to look at the varied snoring aids that are on the market. They range from neck collars that stop your neck tilting, through to mandibular-advancement devices (such as gumshields) which reduce upper airway resistance, and tongue-retaining devices. You can also buy essential-oil products that are added to warm water and infused or consumed before bedtime. They claim to tone up your palate and unblock your nasal passage. Finally, if your symptoms persist, visit your GP or contact the British Snoring and Sleep Apnoea Association (01737 557 997) for advice. If you do not, your partner might.

(Mark Irving, *Esquire*, March 1999)

3. Look at the following text about Leonardo da Vinci. The first sentence of each paragraph has been removed. The sentences are listed below the text. Match them with the correct paragraphs.

The Genius of Leonardo

1. _____ He was the illegitimate son of a Florentine lawyer and property owner. His artistic bent obviously appeared at an early age for when he was 15 he was apprenticed to the painter Verocchio. In 1472 he was accepted in the painters' guild in Florence, where he remained until 1481.

2. _____ And among his early drawings were many sketches of mechanical apparatus and weapons, evidence of his interest in, and knowledge of things mechanical.

3. _____ His artistic achievements in Milan reached their peak with the mural 'The Last Supper' completed in 1497.

4. _____ In the 1490s he began monumental treatises on painting, architecture, human anatomy and mechanics. He set down his observations on these themes in voluminous notes and sketches, which he would later assemble in his notebooks. There remain of his notebooks a prodigious 7000 pages, all in characteristic 'mirror-writing'.

5. _____ He then went back to Milan and entered the service of the French King Louis XII. Later he was to work in Rome with Raphael and Michelangelo on designs for the new church of St Peter. In 1516 he settled in France, at Cloux, near Amboise, where he died three years later.

6. _____ He was no mere theorist advancing fanciful ideas. He was a practical man, who designed things that would work, because he could see how they would work.

7. _____ There is no evidence that Leonardo actually built the machines and mechanical devices he sketched and described. And in many cases their practical importance remained unrealised and unrealisable for centuries. There was neither the demand for them nor the technology.

(Pears *Encyclopaedia*, 1987, p. 342)

Match the following sentences with the correct paragraphs.

a. Leonardo returned to Florence in 1499, where he painted that most famous painting 'The Mona Lisa' (1503).

b. Between 1482 and 1499 he was employed in the service of the Duke of Milan, to whom he was painter, sculptor, musician and technical adviser on military and engineering matters.

c. In whatever subject he studied, Leonardo laid absolute faith in the evidence of his eyes.

d. Leonardo da Vinci was born in 1452 in Vinci, a small village in Tuscany.

e. And it is in his 'things', his machines, that we are interested in this book.

f. By then Leonardo's expertise with paint brush and palette, pen and pencil was already well advanced.

g. But his creative energies now were turning more and more to scientific and literary pursuits.

4. Write good topic sentences for the following paragraphs. Remember to include both a topic and a controlling idea.

Paragraph 1

_____ At first it was little more than a trickle. For a long time the Norman conquerors did not mix much with their Saxon subjects. There are plenty of indications of this; for the languages, too, moved side by side in parallel channels. The custom of having one name for a live beast grazing in the field and another for the same beast, when it is killed and cooked, is often supposed to be due to our English squeamishness and hypocrisy. Whether or not the survival of this custom through ten centuries is due to the national characteristics in question it would be hard to say, but they have certainly nothing to do with its origin. That is a much more blame-less affair. For the Saxon neat herd who had spent a hard day tending his *oxen*, *sheep*, *calves* and *swine*, probably saw little enough of the *beef*, *mutton*, *veal*, *pork* and *bacon*, which were gobbled at night by his Norman masters. There is something a little pathetic, too, in the thought that the homely old word, *stool*, could be used to express any kind of seat, however magnificent, until it was, so to speak, hustled into the kitchen by the smart French *chair*. Even the polite, however, continued to use the old word in the idiom 'to fall between two stools'.

Owen Barfield: *History in English Words* (Faber, 1954)

Paragraph 2

_____ In European universities, students are not required to attend classes. In fact, professors in Germany generally do not know the names of the students enrolled in their courses. In the United States, however, students are required to attend all classes and may be penalised if they do not. Furthermore, in the European system, students usually take just one comprehensive examination at the end of their entire four or five years of study. In the

North American system, on the other hand, students usually have numerous quizzes, tests, and homework assignments, and they almost always have to take a final examination in each course at the end of each semester.

Paragraph 3

_____ For example, the Eskimos, living in a treeless region of snow and ice, sometimes build temporary homes out of thick blocks of ice. People who live in deserts, on the other hand, use the most available materials, mud or clay, which provide good insulation from the heat. In Northern Europe, Russia, and other areas of the world where forests are plentiful, people usually construct their homes out of wood. In the islands of the South Pacific, where there is an abundant supply of bamboo and palm, people use these tough, fibrous plants to build their homes.

Paragraph 4

_____ Living in large cities means that it takes at least an hour to get from your house to where you want to go, which could be tiring and time-consuming. For example, if you want to see a film in a megalopolis, you have to leave an hour early, while people in small towns can get to the cinema in a few minutes.

Paragraph 5

_____ These lifestyles include poor diet, smoking and lack of exercise. While many people do not need to use medical services, there are others who constantly need medication due to their unhealthy daily lives. In my view people who are responsible for their own illness should have to contribute towards the cost of their medical treatment.

5. Choose three themes that interest you. Write a topic sentence for each theme. Be sure to include a controlling idea.

The Mind
New Technology
High School Life
Food and Eating
Education
Criminal Justice
Business

6. The paragraphs that follow demonstrate the two ways of writing a concluding sentence. Determine which concluding sentence summarises the main points and which concluding sentence repeats the topic sentence in different words.

Greeting Cards

Have you noticed how many different kinds of greeting cards you can buy these days? In the old days, the local drugstore had one rack displaying maybe five or six basic kinds of cards. You could walk into the store and choose an appropriate card in five minutes or less. Nowadays, however, the display space for greeting cards is as big as a soccer field, and it may take an hour or two to hunt down exactly the right card with exactly the right message. There are at least 30 categories of birthday cards alone: birthday cards for different ages, from different ages, for different relatives, from different relatives, for different genders, from different genders, from a couple, from the office, for dog owners, for cat owners, and so on. There are cards for getting a job, for retiring from a job, for acquiring a pet, for losing a pet, for becoming engaged, for breaking up. There are also greeting cards to send for no reason-"Thinking of you" or "Just because" cards. The newest type of card is the "encouragement card." An encouragement card offers comforting thoughts and helpful advice to someone who is sad or distressed in these troubled times. In short, there is now a greeting card for every possible life event and for a few nonevents as well.

A Hawaiian Legend

Native people create legends to explain unusual phenomena in their environment. A legend from the Hawaiian island of Kauai explains how the naupaka flower, a flower that grows on beaches there; got its unusual shape. The flower looks like half a small daisy – there are petals on one side only. The legend says that the marriage of two young lovers on the island was opposed by both sets of parents. The parents found the couple together on a beach one day, and to prevent them from being together, one of the families moved to the mountains, separating the young couple forever. As a result, the naupaka flower separated into two halves; one half moved to the mountains, and the other half stayed near the beach. This story is a good example of a legend invented by native people to interpret the world around them.

7. Underline the topic sentence in the paragraph. Add a good concluding. You may either paraphrase the topic sentence or summarise the main points. Practice using end-of-paragraph signals by starting each concluding sentence with one.

You can be a good conversationalist by being a good listener. When you are conversing with someone, pay close attention to the speaker's words while looking at his or her face. Show your interest by smiling and nodding. Furthermore, do not interrupt while someone is speaking; it is impolite to do so. If you have a good story, wait until the speaker is finished. Also, watch your body language; it can affect your communication whether you are the speaker or the listener. For instance, do not sit slumped in a chair or make nervous hand and foot movements. Be relaxed and bend your body slightly forward to show interest in the person and the conversation.

8. Put the following sentences in the correct order to produce a well organised paragraph.

a. But modern anthropology stands opposed to the view that anatomy is destiny.

b. Men are taller, heavier, and stronger than women; hence it is "natural" that hunting and warfare should be male specialities.

c. Men have higher levels of testosterone; hence they are "naturally" more aggressive, sexually and otherwise, and are "naturally" dominant over women.

d. Since differences in the anatomy and physiology of human males and females are so obvious it is easy to be misled into believing that sex-linked roles and statuses are primarily biological rather than cultural phenomena.

e. As the underlying demographic, technological, economic, and ecological conditions to which these sex-linked roles are adapted change, new cultural definitions of sex-linked roles will emerge.

f. Moreover since women menstruate, become pregnant, and lactate, they "naturally" are the ones to stay at home to care for and feed infants and children.

g. Nor are women born with an innate tendency to care for infants and children and to be sexually and politically subordinate.

h. Rather it has been the case that under a broad but finite set of cultural and natural conditions certain sex-linked specialities have been selected for in a large number of cultures.

i. Males are not born with an innate tendency to be hunters or warriors or to be sexually and politically dominant over women.

(Marvin Harris, (1975). *Culture, people, nature*, p. 610)

9. Fill in the gaps with an appropriate transition signal from the list provided. Use each signal only once. Add punctuation if necessary.

for example	in fact	similarly	also	indeed	third
second	final and most convincing				

Time

One stereotype about North Americans says that they are obsessed with time. It sometimes seems true that for North Americans, time seems as valuable as money. (1)_____ they even say, "Time is money." (2)_____ have you noticed how many verbs can be followed by both time and money? (3) _____you can spend time, save time, lose time, find time, make time, waste time, and run out of time. (4)_____ you can spend, save, lose, find, make, waste, and run out of money. (5) _____ North Americans seem to regard time as a "thing" that one can own. You can have time, buy time, and take time. (One wonders how much it costs and where it is taken.) A (6) _____ piece of evidence that North Americans are obsessed with time is their fanaticism about always being on time. (7)_____ people who are habitually late risk punishment ranging from frowning disapproval to losing their jobs. The (8) _____ proof is that these poor people sometimes take courses in time management! That is really overdoing it, don't you agree?

10. Choose one of the two topic sentences that follow and write a paragraph that develops it. Use transition signals to connect the supporting sentences smoothly. You may use the transition signals suggested for each topic, or you may use others not listed. Add other sentences without transitions if you need to in order to explain the topic completely.

Sentence 1. Deforestation has a direct effect on food supplies.

Sentence 2. Sometimes I enjoy being alone.

Sentence 3. Unemployment causes many problems for society.

Sentence 4. The first priority for the job seeker is information, and here the Internet offers a unique tool.

Sentence 5. Studying abroad has become increasingly common in the last few years, especially for young people from countries such as China and India.

11. Choose one of the suggested topics and write a well-organised paragraph. Try to use a specific example to support your topic sentence.

Why some children have imaginary friends.

The difficulty of translating from one language to another.

The dependence of humans on machines.

Should people be judged by their social media posting?

How do online high schools compare to traditional education?

III. ELEMENTS OF WRITING

1. Generalisations

Generalisations are used to present complex ideas or data in a simple form which is easy to understand and remember. But they must be used with care, to avoid being inaccurate or too simplistic. Be aware of over-generalisations!

Two ways of making a generalisation:

- a) Using the plural: *Computers are useful machines.*
- b) Using the singular + definite article: *The computer is a useful machine.* (less common/more formal)

It is better to avoid absolute phrases such as *cats are cleverer than dogs*. Instead use more cautious phrases such as *cats tend to be cleverer than dogs* or *most cats are more intelligent than dogs*.

PRACTICE

1. Write generalisations on the following topics.

a) *fresh fruit / health*

Ex. Eating fresh fruit is good for your health.

b) *regular rainfall / good crop yields*

c) *honest judges / respect for the law*

d) *adequate sleep / academic success*

e) *industrial growth / pollution*

f) *glowers / present*

Most essays move from the general to the specific, as a generalisation has to be supported and developed. For example, an essay with the title 'The impact of globalisation on the Chinese economy' might develop in this way:

Generalisation	Support	Development > Specific
<i>Since the mid-twentieth century there has been a remarkable increase in international trade.</i>	<i>The reasons for this are a combination of international agreements such as GATT, better transport and improved communications.</i>	<i>China has played a significant part in this process, with its international trade growing by 16 times in just 20 years, while its GDP increased by nearly 10 per cent per year.</i>

2. Choose a title from the list below, or select one from your own subject, write a generalisation and develop it in the same way.

- a) Does tourism always have a negative effect on the host country?*
- b) Should governments use taxation to promote public health?*
- c) Is it more important to protect forests or to grow food?*
- d) Is it better for the state to spend money on primary or university education?*

Generalisation	Support	Development > Specific

2. Hedging

So that not to generalise too much you can soften your language, what is often called ‘hedging’. Hedging, also called *caution* or *cautious language* or *tentative language* or *vague language*, is a way of softening the language by making the claims or conclusions less absolute. It is especially common in the sciences, for example when giving a hypothesis or presenting results, though it is also used in other disciplines to avoid presenting conclusions or ideas as facts, and to distance the writer from the claims being made.

Ex. Living in cities is very stressful, big cities are too overcrowded.

We can change this sentence to make it sound less general.

In many cases living in big cities can be stressful as big cities tend to be overcrowded.

Language used in hedging

Introductory verbs:	seem, tend, look like, appear to be, think, believe, doubt, be sure, indicate, suggest; believe, think
Modal verbs:	will, must, would, may, might, could
Adverbs of frequency	often, sometimes, usually, generally, occasionally, frequently, approximately
Adverbs	certainly, definitely, clearly, probably, possibly, perhaps, conceivably, apparently, arguably, perhaps, maybe, presumably, conceivably
Adjectives	certain, definite, clear, probable, possible
Nouns	assumption, possibility, probability
'That' clauses	It could be the case that It might be suggested that There is every hope that It could be argued that It is often assumed that There is a high probability that
To-clause + adjective	It may be possible to obtain It is important to develop It is useful to study

Compare the following:

1. It may be said that the commitment to some of the social and economic concepts was less strong than it is now.

The commitment to some of the social and economic concepts was less strong than it is now.

2. The lives they chose may seem overly ascetic and self-denying to most women today.

The lives they chose seem overly ascetic and self-denying to most women today.

3. Weismann suggested that animals become old because, if they did not, there could be no successive replacement of individuals and hence no evolution.

Weismann proved that animals become old because, if they did not, there could be no successive replacement of individuals and hence no evolution.

4. Yet often it cannot have been the case that a recalcitrant trustee remained in possession of the property entrusted to him.

Yet a recalcitrant trustee did not remain in possession of the property entrusted to him.

5. Recent work on the religious demography of Northern Ireland indicates a separating out of protestant and catholic, with the catholic population drifting westwards and vice versa.

Recent work on the religious demography of Northern Ireland shows a separating out of protestant and catholic, with the catholic population drifting westwards and vice versa.

6. By analogy, it may be possible to walk from one point in hilly country to another by a path which is always level or uphill, and yet a straight line between the points would cross a valley.

By analogy, one can walk from one point in hilly country to another by a path which is always level or uphill, and yet a straight line between the points would cross a valley.

7. There are certainly cases where this would seem to have been the only possible method of transmission.

There are cases where this would have been the only possible method of transmission.

8. Nowadays the urinary symptoms seem to be of a lesser order.

Nowadays the urinary symptoms are of a lesser order.

PRACTICE

1. Make sentences about the points below without being too general.

Ex. In many cases, celebrities tend to have many personal problems.

Celebrities

Politicians

Marriage life

Cost of living

Networking sites

Teenagers.

2. Paraphrase the task question to make it sound less general.

Some people believe that it is good to share as much information as possible in scientific research, business and academic world. Others believe that some information is too important to be shared freely.

3. Rewrite the following sentences in a more cautious way.

- a) Private companies are more efficient than state-owned businesses.
- b) Computer manuals are difficult to understand.
- c) Older students perform better at university than younger ones.
- d) Exploring space is a waste of valuable resources.
- e) English pronunciation is confusing.
- f) Global warming will cause the sea level to rise.
- g) Science students work harder than those studying humanities.
- h) Concrete is the best material for building bridges.

4. Rewrite the following text in more cautious language.

A team of American scientists have found a way to reverse the ageing process. They fed diet supplements, found in health food shops, to elderly rats, which were then tested for memory and stamina. The animals displayed more active behaviour after taking the supplements, and their memory improved. In addition, their appearance became more youthful and their appetite increased. The researchers say that this experiment is a clear indication of how the problems of old age can be overcome. They state that in a few years' time everyone will be able to look forward to a long and active retirement.

3. Defining terms

In academic work students are often expected to give definitions of key words and phrases in order to demonstrate that they understand these terms clearly. More generally, however, academic writers define terms so that their readers understand exactly what is meant when certain key terms are used. When important words are not clearly understood misinterpretation may result.

Four-part definitions

Word	Category	Detail	Use
A lecture	is a formal talk	given to a large group	often used for teaching
An assignment	is a task	often given to students	for teaching or assessment
A master's degree	is an academic award	for post-graduate students	given on completion of a dissertation
Braille	is a system	Of touch reading and writing	For blind people

Useful phrases

The term 'X' is used here to refer to ...

In the present study, X is defined as ...

The term 'X' will be used solely when referring to ...

In this essay, the term 'X' will be used in its broadest sense to refer to all ...

In this paper, the term that will be used to describe this phenomenon is 'X'.

In this dissertation, the terms 'X' and 'Y' are used interchangeably to mean ...

Throughout this thesis, the term 'X' is used to refer to informal systems as well as ...

While a variety of definitions of the term 'X' have been suggested, this paper will use the definition first suggested by Smith (1968) who saw it as ...

PRACTICE

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

b) Bullying is a pattern of anti-social _____ found in many schools.

c) Recycling is a _____ in which materials are used again.

d) A recession is a _____ of reduced economic activity.

f) Cereals are _____ widely grown for food production

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

a) Capital punishment has no place in the modern legal system – Discuss.

b) How can the management of an entrepreneurial business retain its entrepreneurial culture as it matures?

c) E-books are likely to replace printed books in the next twenty years. Do you agree?

d) As urban areas continue to expand worldwide, will agriculture be able to feed the growing population of cities?

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

4. Examples

Writers may give specific examples as evidence to support their general claims or arguments. Examples can also be used to help the reader or listener understand unfamiliar or difficult concepts, and they tend to be easier to remember.

To introduce examples use: *for instance, for example, such as, e.g., particularly, especially (to give a focus)*

Useful phrases

This is exemplified in the work undertaken by ...

Another example of what is meant by X is ...

This distinction is further exemplified in studies using ...

An example of this is the study carried out by Smith (2004) in which ...

The effectiveness of the X technique has been exemplified in a report by Smith (2010).

This is evident in the case of ...

This is certainly true in the case of ...

The evidence of X can be clearly seen in the case of ...

In a similar case in America, Smith (1992) identified ...

This can be seen in the case of the two London physics laboratories which ...

X is a good illustration of ...

X illustrates this point clearly.

This can be illustrated briefly by ...

By way of illustration, Smith (2003) shows how the data for ...

These experiments illustrate that X and Y have distinct functions in ...

PRACTICE

1. Add a suitable example to each sentence and introduce it with one of the phrases above.

Ex. Many plants and animals are threatened by global warming. Polar bears, for example, are suffering from the lack of Arctic ice.

- a) Some twentieth-century inventions affected the lives of most people.
- b) Lately many countries have introduced fees for university courses.
- c) Various companies have built their reputation on the strength of one product.
- d) In recent years more women have become political leaders.
- e) Certain countries are frequently affected by earthquakes.
- f) Many musical instruments use strings to make music.
- g) A group of root crops constitute an important part of our diets.
- h) Politicians have discussed a range of possible alternative punishments to prison.

2. Read the text below and then insert suitable examples where needed.

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 that 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.

5. Numbers

Discussing statistical data is a necessary part of much academic writing. Too many statistics can make texts harder to read. In some cases, where the actual number is unimportant, words or phrases may replace numbers to simplify the text.

PRACTICE

Useful phrases

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

Ex.

Few students attended her lecture.

Several bodies have been discovered under the temple floor.

Various attempts were made to explain the symbols.

Dozens of politicians attended the opening ceremony.

Scores of books are published every week.

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

a) Only four people responded to the questionnaire.

b) They received nearly 100 applications for the post.

c) She made five or six proposals to improve the team's performance.

d) He found over fifty factual errors in the article.

e) They made three or four drafts before writing the final report.

Useful phrases

one in three

a third/a quarter

twice (2–)/three times as many

the majority/minority

a tenfold increase

50 %, a percentage

to double/halve

on average/the average number

the most/least

a small/large proportion

Ex.

One in three *engineering students is from China.*

Twice as many *women as men study business law.*

There was a fivefold increase *in the price of oil.*

The rate of infection halved *after 2001.*

The lowest *rate of home ownership was in Germany.*

A fifth *of all employees leave every year.*

The majority *of births are in hospital.*

On average, *each judge hears two cases per day.*

The website generates a large proportion *of their sales.*

2. Rewrite each sentence in a simpler way, using one of the expressions above.

a) Of the 415 people interviewed, 308 said that they supported the president.

b) Last year the number of students on the course was twenty-four, the year before it was twenty and this year it is twenty-two.

c) In 1965 a litre of petrol cost 10p, while the price is now 80p.

d) Out of eighteen students in the group, twelve were women.

e) The new type of train reduced the journey time to Madrid from 7 hours to 3 hours 20 minutes.

f) Fifteen of the students studied law, eight finance and three engineering.

g) The numbers applying to this department have risen from 350 last year to 525 this year.

Useful phrases

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.

3. Rewrite the following sentences to present the data in a simpler way

Ex.

The population of the European part of the former Soviet Union is declining rapidly. It is forecast to fall by 10 % to 220 m in 2025, and to drop to 140 m by 2100.

The population of the European part of the former Soviet Union is forecast to fall by nearly 10 % by 2025, and by nearly 40 % by the end of the century.

1. The numbers of visitors to the temples show a remarkable pattern. In 1998 just 40,000 made the journey, 83,000 in 1999 and 171,000 in 2000.

2. More than 80 % of British students complete their first degree course; in Italy the figure is 35 %.

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

4. Only 8 % of the women surveyed believed that they had the same rights as men. A considerable 37 % complained that they had far fewer rights.

5. Life expectancy for men in the UK rose from 49 to 74 during the twentieth century.

6. The same operation cost £1,850 at a hospital in Blackburn, £2,400 in Birmingham and £2,535 in London.

7. In 1086 about 15 % of England was forested, compared with only 4,8 % in 1870.

Useful phrases

Well over	Half	of those surveyed of the respondents of those who responded
More than	a third	
Just over	a quarter	
Many more than		
Around		
Almost	40 %	
As many as	50 %	
Approximately	80 %	
Just under		
Less than		
Fewer than		
Well under		

4. Rewrite the following sentences to present the data in a simpler way.

1. 70 % of those who were interviewed indicated that ...
2. Since 1981, England has experienced an 89% increase in crime.
3. The response rate was 60 % at six months and 56 % at 12 months.
4. In 1960 just over 5 % of live births in 1960 were outside marriage.
5. Returned surveys from 34 radiologists yielded a 34 % response rate.
6. He also noted that fewer than 10 % of the articles included in his study cited ...
7. With each year of advancing age, the probability of having X increased by 9,6 % ($p = 0,006$).
8. The mean income of the bottom 20 percent of U.S. families declined from \$10,716 in 1970 to ...
9. X found that of 2,500 abortions, 58 % were in young women aged 15–24, of whom 62 % were ...

6. Synonyms

Synonyms are necessary to avoid repetition and thus to provide variety and interest for readers. Synonyms are not always exactly the same in meaning, but it is important not to change the register. For example 'firm' is a good synonym for 'company', but 'boss' is too informal to use for 'manager'. Many common words e.g. culture, economy or industry have no effective synonyms.

PRACTICE

1. Match the academic synonyms in each list.

Nouns		Verbs	
area	advantage	accelerate	change
authority	part	achieve	help
behaviour	argument	alter	question
beliefs	disadvantage	analyse	suggest
benefit	tendency	assist	explain
category	field	attach	evolve
component	source	challenge	examine
concept	emotion	claim	establish
controversy	target	clarify	insist
drawback	explanation	concentrate on	speed up
expansion	conduct	confine	take apart
feeling	topic	develop	join
framework	possibility	eliminate	reach
goal	ethics	evaluate	decrease
hypothesis	production	found	demonstrate
interpretation	research	maintain	increase
issue	theory	predict	cite
method	increase	prohibit	reinforce
option	idea	quote	remove
quotation	citation	raise	focus on
results	figures	reduce	forecast
statistics	type	respond	ban
study	structure	retain	limit
trend	system	show	keep
output	findings	strengthen	reply

2. Find synonyms for the words and phrases underlined, re-writing the sentence where necessary.

a) Professor Hicks questioned the findings of the research.

b) The statistics show a steady expansion in applications.

c) The institute's prediction has caused a major controversy.

d) Cost seems to be the leading drawback to that system.

e) They will concentrate on the first option.

f) After the lecture she tried to clarify her concept.

g) Three issues need to be examined.

h) The framework can be retained but the goal needs to be altered.

i) OPEC, the oil producers' cartel, is to cut production to raise global prices.

j) The trend to smaller families has speeded up in the last decade.

3. In the following text, replace all the words or phrases in bold type with suitable synonyms.

Many motor manufacturers are currently planning to start making electric cars. Their **plan** is to **make cars** that are cheaper and less polluting. But the **motor manufacturers** face several key difficulties. One **key difficulty** is the limited range of the battery, while another **difficulty** is its cost and weight. But the **motor manufacturers** predict that these **difficulties** will soon be overcome and **predict** that 10 per cent of cars will be powered by electricity in five years' time.

4. Write a sentence with each of the following words that illustrates the specific meaning of each synonym.

1. leave, abandon
2. mad, insane
3. outside, exterior
4. poor, destitute
5. quiet, peaceful
6. riot, revolt
7. rude, impolite
8. talk, conversation
9. hug, embrace
10. home, residence

7. Abbreviations

Abbreviations are an important and expanding feature of contemporary English, widely used for convenience and space-saving. Abbreviation comes from the Latin word *brevis* meaning "short."

Three main types of abbreviations

- a) shortened words – photo (photograph)
- b) acronyms (are read as words) – UNESCO /jʊ'neskəʊ/ United Nations Educational, Scientific, and Cultural Organisation
- c) other abbreviations (are read as sets of individual letters) – GDP /ˌdʒiː diː 'piː/ gross domestic product

Avoid RAS Syndrome. RAS is a humorous initialism for "Redundant Acronym (or Abbreviation) Syndrome."

Avoid redundant expressions such as ATM machine and BBC corporation.

Abbreviations in writing

ed.	editor/ edition
Fig.	figure (for labelling charts and graphs)
K	one thousand
nd.	no date (an undated source)
pp.	pages
re.	with reference to

Latin abbreviations

abbreviation	stands for	is translated as
ca	circa	around, approximately
cf.	confer	compare
e.g.	exempli gratia	for the sake of an example, for example
et al.	et alii	and others
etc.	et cetera	and others, and the rest
ibid.	ibidem	in the same place (to refer to source mentioned before)
i.e.	id est	what that means is, that is to say, that is
NB.	nota bene	take careful note, note well
op. cit.	opere citato	in the source mentioned previously
p.a.	per annum	yearly
P.S.	postscriptum	postscript, written at the end of a letter if you want to add more information.

Some common abbreviations

AGM	annual general meeting
BA	Bachelor of Arts
BSc	Bachelor of Sciences
CV	curriculum vitae
DIY	do-it-yourself
EU	European Union
FE	further education (non-university study above 18)
GM	genetically modified
GNP	gross national product
HE	higher education (university study above 18)
HRM	human resource management
ICT	information and communications technology
IMF	International Monetary Fund
LLB	Bachelor of Laws
MA	Master of Arts
MSc	Master of Science
OPEC	Organisation of Petroleum Exporting Countries
PG	Postgraduate
PGCE	Postgraduate Certificate of Education
PhD	Doctor of Philosophy
PLC	public limited company
PR	public relations
UCAS	Universities and Colleges Admissions Service

UG	undergraduate
UN	United Nations
URL	uniform resource locator (website address)
VC	Vice-Chancellor
WTO	World Trade Organisation

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.

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

IV. SUPPORTING DETAILS

References and quotations

Academic writing depends on the research and ideas of others, so it is vital to show which sources you have used in your work.

Using a quotation means bringing the original words of a writer into your work. Quotations are effective in some situations, but must not be overused.

They can be valuable:

- when the original words express an idea in a distinctive way;
- when the original is more concise than your summary could be;
- when the original version is well-known.

All quotations should be introduced by a phrase that shows the source, and also explains how this quotation fits into your argument. In-text citations usually provide the name of the author(s) and the year the source was published. For direct quotations, the page number must also be included.

Some ways of introducing quotations

Commenting on X, Smith (2003) argues / notes / observes / points out / reminds / claims / suggests / maintains / concludes:

As Carnoy (2004: 215) states: ‘there are many good reasons to be sceptical’.

As Smith argues: ‘In the past, the purpose of education was to ...’ (Smith, 2000:150).

In the final part of the Theses on Feuerbach, Marx writes: ‘Philosophers have hitherto only ...’

Sachs concludes: ‘The idea of development stands today like a ruin in ...’ (Sachs, 1992a: 156).

The reference verbs can be either in the present or the past tense. Normally the use of the present tense suggests that the source is recent and still valid, while the past indicates that the source is older and may be out-of-date, but there are no hard-and-fast distinctions. In some disciplines an old source may still have validity.

Reference to other writers

In Chapter 2, Smith provides us with a number of important ...

In the subsequent chapter, Smith examines the extent to which ...

By drawing on the concept of X, Smith has been able to show that ...

Some analysts (e.g. Carnoy, 2002) have attempted to draw fine distinctions between ...

Drawing on an extensive range of sources, the authors set out the different ways in which

Other authors (see Harbison, 2003; Kaplan, 2004) question the usefulness of such an approach.

To cite a source that is referred to within another secondary source, name the first source in your sentence. Then, in parentheses, use the phrase '*as cited*' in and the name of the second source author.

Ex. Rosenhan's study "On Being Sane in Insane Places" (as cited in Spitzer, 1975) found that...

Writing a list of references

At the end of all pieces of academic writing, you need a list of materials that you have used or referred to. This usually has a heading: REFERENCES but may be BIBLIOGRAPHY or WORKS CITED depending on the conventions of the system you use. The purpose of this is to supply the information needed to allow a user to find a source.

There are many ways of writing a list of references - check with your department for specific information.

PRACTICE

1. Study the following paragraph from an article titled 'The mobile revolution' in the journal 'Development Quarterly' (Issue 34 pages 85–97, 2009) by K. Hoffman. p. 87.

According to recent estimates there are at least 4 billion mobile phones in the world, and the majority of these are owned by people in the developing world. Ownership in the developed world reached saturation level by 2007, so countries such as China, India and Brazil now account for most of the growth. In the poorest countries, with weak transport networks and unreliable postal services, access to telecommunications is a vital tool for starting or developing a business, since it provides access to wider markets. Studies have shown that when

household incomes rise, more money is spent on mobile phones than any other item.

(a) Summary

Hoffman (2009) stresses the critical importance of mobile phones in the developing world in the growth of small businesses.

(b) Quotation

According to Hoffman, mobile phone ownership compensates for the weaknesses of infrastructure in the developing world: ‘In the poorest countries, with weak transport networks and unreliable postal services, access to telecommunications is a vital tool for starting or developing a business, since it provides access to wider markets’ (2009: 87).

(c) Summary and quotation

Hoffman points out that most of the growth in mobile phone ownership now takes place in the developing world, where it has become crucial for establishing a business: ‘. . . access to telecommunications is a vital tool for starting or developing a business, since it provides access to wider markets’ (2009: 87).

2. Read the next paragraph of the same article.

In such countries the effect of phone ownership on GDP growth is much stronger than in the developed world, because the ability to make calls is being offered for the first time, rather than as an alternative to existing landlines. As a result, mobile phone operators have emerged in Africa, India and other parts of Asia that are larger and more flexible than Western companies, and which have grown by catering for poorer customers, being therefore well-placed to expand downmarket. In addition Chinese phone makers have successfully challenged the established Western companies in terms of quality as well as innovation. A further trend is the provision of services via the mobile network which offer access to information about topics such as healthcare or agriculture.

a) Write a summary of the main point, including a citation.

b) Introduce a quotation to show the key point, referring to the source.

c) Combine (a) and (b), again acknowledging the source.

3. Read the following extract from the essay (‘Charles Dickens’ in *Inside the Whale*, Orwell, G., 1940: pp. 54–55)

Orwell (1940) pointed out that although Charles Dickens described eating large meals in many of his books, he never wrote about farming.

He explains this contradiction in terms of Dickens' upbringing in London, remote from the countryside.

What he does not noticeably write about, however, is work. In Dickens' novels anything in the nature of work happens off-stage. The only one of his heroes who has a plausible profession is David Copperfield, who is first a shorthand writer and then a novelist, like Dickens himself. With most of the others, the way they earn their living is very much in the background.

a) Write a summary of the author's ideas, including a suitable reference.

b) Introduce a quotation of the key part of the extract, again referring to the source.

c) Combine (a) and (b), again acknowledging the source.

V. PREWRITING STAGES

1. Selecting key points and note making

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.

The first stage of note-making is to identify the key points in the text for your purpose.

You are preparing to write an essay on ‘Changing patterns of longevity’. Study the following example (key points underlined).

Why Women Live Longer

Despite the overall increase in life expectancy in Britain over the past century, women still live significantly longer than men. In fact, in 1900 men could expect to live to 49 and women to 52, a difference of three years, while now the figures are 74 and 79, which shows that the gap has increased to five years.

Various reasons have been suggested for this situation, such as the possibility that men may die earlier because they take more risks. But a team of British scientists have recently found a likely answer in the immune system, which protects the body from diseases. The thymus is the organ which produces the T cells which actually combat illnesses. Although both sexes suffer from deterioration of the thymus as they age, women appear to have more T cells in their bodies than men of the same age. It is this, the scientists believe, that gives women better protection from potentially fatal diseases such as influenza and pneumonia.

Having selected these sections of the text, you can then go on to make notes from them:

British women live longer than men: 79/ 74 years
reasons? new research suggests immune system/thymus > T cells
women have more T cells than men > better protection

Effective note-making

– Use your own words and do not copy phrases from the original to avoid the risk of plagiarism.

- Record the source of your notes, to save time when you have to write the list of references.
- Keep the notes simple. Do not write sentences. Leave out articles (a / the) and prepositions (of / to).
- Organise the information. Use numbering systems (a, b, c, or 1, 2, 3,).
- 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

1. Study the text below (key points underlined) and the notes in the box. Pay attention to the language of the notes.

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 2010, p. 37)

Decline of newspapers

(New Business Monthly, May 2010, p. 37)

- a) *Newspapers only source of news 100 yrs ago – now also TV, radio + www*
- b) *Newspaper sales* *> decline in advertising > newspapers shutting*
- c) *Attempts to increase sales:*
 - more magazine content*
 - gifts*
 - websites*
 - but none effective.*

Encounter Groups

50

of trust slowly begins to build, and also a sense of warmth and liking for other members of the group. A woman says on Sunday afternoon, 'If anybody had told me Friday evening that by today I would be loving every member of this group I would have told him that he belonged in the nut house.' Participants feel a closeness and intimacy which they have not felt even with their spouses or members of their own family, because they have revealed themselves here more deeply and more fully than to those in their own family circle. Thus, in such a group the individual comes to know himself and each of the others more completely than is possible in the usual social or working relationships. He becomes deeply acquainted with the other members and with his own inner self, the self that otherwise tends to be hidden behind his façade. Hence he relates better to others, both in the group and later in the everyday life situation.

3. You have to write an essay titled: '*Improving student performance: an outline of recent research.*' Read the text How the Brain Works by P. Kirschelt, Berlin, Freihaus, 2006 and make notes on the relevant key points.

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 second 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.

4. You have to write an essay on 'Non-Verbal Communication'. You find the following extract from *Body Language* by Julius Fast, London, 1971. Read the text and make notes on the relevant key points.

The Body is the Message: A Science Called Kinesics

Within the last few years a new and exciting science has been uncovered and explored. It is called body language. Both its written form and the scientific study of it have been labelled kinesics. Body language and kinesics are based on the behavioural patterns of non-verbal communication, but kinesics is still so new as a science that its authorities can be counted on the fingers of one hand.

Clinical studies have revealed the extent to which body language can actually contradict verbal communications. A classic example is the young woman who told her psychiatrist that she loved her boyfriend very much while nodding her head from side to side in subconscious denial.

Body language has also shed new light on the dynamics of interfamily relationships. A family sitting together, for example, can give a revealing picture of itself simply by the way its members move their arms and legs. If the mother crosses her legs first and the rest of the family then follows suit, she has set the lead for the family action, though she, as well as the rest of the family, may not be aware she is doing it. In fact, her words may deny her leadership as she asks her husband or children for advice.

But the unspoken, follow-the-leader due in her action gives the family set-up away to someone knowledgeable in kinesics.

2. Paraphrasing

To paraphrase means to express what someone else has said or written using different words, especially in order to make it shorter or clearer. The term itself is derived via Latin *paraphrasis*, meaning "additional manner of expression".

Paraphrasing techniques

- a) Changing vocabulary (synonyms): studies > research; society > civilization; mud > deposits
- b) Changing word class: Egypt (n.) > Egyptian (adj.); mountainous regions (adj. + n.) > in the mountains (n.)
- c) Changing word order: Ancient Egypt collapsed > the collapse of Egyptian society began

PRACTICE

1. Find synonyms for the words in italics.

- a) The *growth* of the *car* industry *parallels* the *development* of *modern* capitalism.
- b) It *began* in France and Germany, but *took off* in the United States.
- c) There Henry Ford *adapted* the moving *production* line from the Chicago meat industry to *motor* manufacturing, *thus* inventing mass production.

2. Change the word class of the words in italics, and then rewrite the sentences.

- a) In the 1920s Alfred Sloan's *management* theories *helped* General Motors to become the world's *dominant* car company.
- b) After the Second World War the industry *developed* 'planned obsolescence', whereby *frequent* model changes encouraged customers to buy new cars more often than they needed to.
- c) Later, from the 1970s, *environmentalists* began to *criticise* the industry for *producing* inefficient models which used too much fuel, contributing to global warming.

3. Change the word order of the following sentences (other changes may be needed).

- a) At this time, trades unions became increasingly militant in defence of their members' jobs.
- b) Today the industry owns some of the strongest brands in the world.
- c) However, many major car companies struggle with stagnant markets and falling profits

4. Use all the techniques to paraphrase the following texts

Text 1

Before the last century no humans had visited Antarctica, and even today the vast continent has a winter population of fewer than 200 people. However, a recent report from a New Zealand government agency outlines the scale of the pollution problem in the ice and snow. Although untouched compared with other regions in the world, the bitter cold of Antarctica means that the normal process of decay is prevented. As a result some research stations are surrounded by the rubbish of nearly 60 years' operations. Despite popular belief, the polar continent is really a desert, with less precipitation than the Sahara. In the past, snowfall slowly covered the waste left behind, like beer cans or dead ponies, but now, possibly due to global warming, the ice is thinning and these are being exposed. Over 10 years ago the countries using Antarctica agreed a treaty on waste disposal, under which everything is to be taken home, and this is slowly improving the situation. However, the scientists do not want everything removed. The remains of very early expeditions at the beginning of the twentieth century have acquired historical value and will be preserved.

Text 2

Received Pronunciation

Most of us have an image of such a normal or Standard English in pronunciation, and very commonly in Great Britain this is 'Received Pronunciation', often associated with the public schools, Oxford, and the BBC. Indeed, a pronunciation within this range has great prestige throughout the world, and for English taught as a foreign language it is more usually the ideal than any other pronunciation. At the same time, it must be remembered that, so far as the English-speaking countries are concerned, this 'Received Pronunciation' approaches the status of a 'standard' almost only in England: educated Scots, Irishmen, Americans, Australians, and others have their own, different images of a standard form of English.

Even in England it is difficult to speak standard in pronunciation. For one thing, pronunciation is infinitely variable, so that even given the will to adopt a single pronunciation, it would be difficult to achieve. The word *dance* may be pronounced in a dozen ways even by people who do not think of themselves as dialect speakers: there is no sure way of any

two people saying the same word with precisely the same sound. In this respect, pronunciation much more closely resembles handwriting than spelling. In spelling, there are absolute distinctions which can be learnt and imitated with complete precision: one can know at once whether a word is spelt in a 'standard' way or not. But two persons' handwriting and pronunciation may both be perfectly intelligible, yet have obvious differences without our being able to say which is 'better' or more 'standard.'

Moreover, while the easy and quick communications of modern times have mixed up and levelled dialectal distinctions to a great extent, and encouraged the spread of 'neutral', 'normal' pronunciation, the accompanying sociological changes have reduced the prestige of Received Pronunciation. When Mr Robert Graves returned to Oxford in October 1961 to take up the Professorship of Poetry, *The Times* reported him as saying, 'Only the ordinary accent of the undergraduate has changed. In my day you very seldom heard anything but Oxford English; now there is a lot of north country and so on. In 1920 it was prophesied that the Oxford accent would overcome all others. But the regional speech proved stronger. A good thing.'

(From *Use of English* by Randolph Quirk)

Text 3

Freedom and Selfishness

It is always the problem of how to change an ideal into reality that gets in the way of both the leaders and the people. A thought is not a deed and never will be. We are not magic men. We cannot imagine something into existence – especially a change of behaviour. Just as we have been conditioned to be what we are now – greedy, competitive, stingy, mean – so we need to learn to love, to learn to be free.

Freedom is a difficult thing to handle. How many people given the complete freedom to do whatever they like would die of boredom? No structure, no rules, no compulsion to work from nine to five, no one telling us when to do this, do that – it sounds great until we try it. We've learned to be directed by so many others – by mommy, daddy, teacher, principal, boss, policeman, politician, bureaucrat, etc. – that freedom from all this could be overwhelming. Imagine: making love, eating, sleeping, playing ... and ... ho, hum, now what? Where do you go and what do you do when the trip ends?

Give people freedom and they'll do all the things they thought they never had a chance to do. But that won't take very long. And after that? After that, my friend, it'll be time to make your life meaningful.

Can you do it if you're free? Can you do it if others no longer require you to do what they say is best? Authority is only necessary for those who need it. Most of us need it because we've been taught to believe that we have to be concerned about others. For instance: 'You're selfish if you think of yourself,' or even: 'Ask not what your country can do for you, ask what you can do for your country.'

Sorry friends, but that's all Christian, authoritarian, manipulative bullshit. You've got to get in touch with what your real needs are before you can begin to be of value to others. The other-directedness of Americans that is promoted by mom, God, and the flag has pushed us to the precipice of Fascism in this country. We are no longer able to think for ourselves, we think for the 'good' of others. 'Who am I?', 'What do I really want out of life?' These are considered selfish questions. So a whole society goes down the drain. So it is with communes, whose members are too eager to help their curious 'brothers,' who find it remarkably easy to create all kinds of physical and figurative mess and then leave it for the members to clean up.

Challenges to this traditional, other-directed, do-gooder mystique are met with admonitions and scoldings: 'Why are you so selfish, all the time thinking only about yourself? Don't you have any regard for the rights of others?' (The intent and frequent effect of such a question is to make one feel guilty and consequently willing to conform to the 'altruistic' wishes of others.) And because we have become so confused about what is really important to us as individuals, we believe these admonitions - and with good reason. Our demands are indeed 'selfish'. As we are no longer capable of knowing who we really are, we are compelled and desire to be like someone (everyone) else. We feel we must have money, a new car, power, position, prestige, and an all too material sense of personal worth.

(From *Communes USA* by Richard Fairfield)

3. Summary writing

Summary is a short account of something that gives only the most important information and not all the details. A summary can range from 1–2 % of the original to more than 50 %: summarising is a flexible tool.

The stages in a successful summary

a) Read the text carefully and check key vocabulary.

- b) Underline or highlight the key points.
- c) Make notes of these, taking care to use your own words.
- d) Write the summary using the notes, re-organising the order of ideas where necessary.
- e) Check the summary to make sure no important ideas have been omitted or distorted.

PRACTICE

1. Read each passage. Highlight or underline necessary information. Write your summary.

1. The English were not the first Europeans to land their ships on American soil. The Vikings had discovered North America in the 11th century. Columbus landed in the Bahamas in 1492 for Spain, and the French began expeditions to the New World in 1524. But the first English presence in North America is important because the thirteen English colonies that would later be established eventually became the country now known as the United States of America

2. In April of 1585 Sir Walter Raleigh, under the authority of Queen Elizabeth of England, sent an expedition of seven ships carrying 600 men, half of them soldiers, to found an English colony in North America. The colony was to be used to establish an English presence in the New World as well as a base from which English privateers, or pirates, could attack and plunder Spanish treasure fleets. Raleigh's cousin, Sir Richard Grenville, led the expedition.

3. In July of that year the bulk of the fleet reached a small island off the coast of Virginia that was called Roanoke. After building a small fort on the north side of the island, the colonists initiated relations with a Native American tribe that lived on the island, the Aquascogoc. These natives showed little interest in building relations with the English colonists, and they soon parted company. After this encounter, however, the English noticed that one of their silver cups had gone missing, and they attributed its disappearance to the Aquascogoc. Grenville, the English captain, was furious. He believed that the Aquascogoc had stolen the silver cup. Whether or not this was true, angry exchanges followed and soon the English burned the Aquascogoc village. The English held their fort against the subsequent attacks of the natives.

4. Despite their success in battle, the colonists had a miserable time because they were mainly soldiers and adventurers, not farmers. They were hungry. They missed the comforts of England, such as soft feather beds and dainty foods. Also they had expected to find gold and

silver on the island, and were disappointed when they found none. Grenville soon tired of these conditions and set out on his ship to plunder Spanish treasure fleets and return to England. The colony was gradually abandoned.

5. In 1587 Sir Walter Raleigh dispatched a further expedition of three ships and 150 colonists, led by John White, to Roanoke. This time the expedition included women and children, including White's pregnant daughter, Elenora. Shortly after they reached Roanoke, Elenora delivered a child whom they named Virginia. Virginia was the first English person born in America. But the English soon ran into more trouble with the Native Americans. A colonist named George Howe was killed by natives while searching for crabs alone on the beach. The colonists were scared. They persuaded White to sail back to England to ask Sir Walter Raleigh for help. White left behind 114 colonists, including his daughter Elenora and granddaughter Virginia.

6. Unfortunately for White and the colonists, England was preparing for a naval war with Spain. All shipping from English ports was ceased. It took White three years to get his relief expedition back to Roanoke. When he returned in August of 1590, White found no sign of his daughter, granddaughter, or anyone else. They found three letters, "CRO," carved on a tree and the full word, "CROATOAN," on a nearby post. Possibly this referred to the Croatoan Island, which was nearby. White searched long and anxiously, but failed to find them.

7. No further trace of the lost colony has ever been found. Sir Walter Raleigh himself searched for the colonists in 1595, and he sent another search-party in 1602, but nothing came of either attempt. To this day no one knows for certain what happened to the colonists.

VI. TEXT STRUCTURE

The term “text structure” refers to how information is organised in a passage. Text structures, or patterns of organisation, not only vary from writing to writing, but text structures may also change frequently from paragraph to paragraph within a single piece of writing.

Chronological order is a way of organizing ideas in the order of their occurrence in time. *Chronos* is a Greek word meaning ‘time’. *Logikos* means ‘reason’ or ‘order’. Chronological order has all sorts of uses: to tell stories, to relate historical events, and to write biographies and autobiographies.

Sequence / process explains how something happens or is done, step-by-step. We use it to explain processes and procedures. For example, we would use sequential order to explain how to take a photograph, how to make a piece of pottery, how to perform a chemistry experiment, or how to set up an accounting system. Such essays are called "how to" essays, or process essays.

Spatial / descriptive texts describe how something looks or the arrangement of a space.

In such essays details are presented as they are (or were) located in space – from left to right, top to bottom, etc. In descriptions of places and objects, spatial order determines the perspective from which readers observe details. Spatial order may be used to explain how a mechanism works or to describe a building design. As opposed to chronological order or other methods for data organisation, spatial order ignores time and focuses primarily on location (or space, which makes this term easy to remember).

Problem and solution identifies a problem and proposes one or more solutions. A problem-solution essay is a type of argument. In such essays the writer puts forward argumentation to convince the reader to take a particular course of action. These essays have two parts: a full explanation of the nature of the problem, an analysis of solutions and their likelihood of success.

You can structure your *problem / solution* text in the following way:

- introduction: identify the problem and say whom it concerns.
- problem paragraph(s): explain the problem clearly and demonstrate that it is urgent; you may use your own experience to illustrate the problem, but be aware not to focus all the attention to your troubles.

- solution paragraph(s): offer your solution to the problem, and present a series of steps or actions to be followed in a logical order.
- conclusion: reemphasise the importance of the problem and the value of your solution.

Cause and effect is a common way to organise information in a text. Paragraphs structured as *cause and effect* explain reasons why something happened or the effects of something. The purpose of the *cause-and-effect* essay is to determine how various phenomena are related. The thesis states what the writer sees as the main cause, main effect, or various causes and effects of a condition or event.

The cause-and-effect essay can be organised in one of these two primary ways:

- start with the cause and then talk about the effect.
- start with the effect and then talk about the cause.

Such text structure is generally used in expository and persuasive writing modes. Strong evidence is particularly important in the cause-and-effect essay due to the complexity of determining connections between phenomena. Phrases of causation are helpful in signaling links between various elements in the essay (to result from, to be the result of, due to, because of, the effect of, the consequence of, as a result of, as a consequence of, therefore, thus, thereby)

Compare and contrast essays discuss differences and similarities of two or more things. The key to a good compare and contrast essay is to choose two or more subjects that connect in a meaningful way. The purpose of writing a comparison or contrast essay is not to state the obvious but rather to illuminate subtle differences or unexpected similarities between two subjects. The thesis should clearly state the subjects that are to be compared, contrasted, or both, and it should state what is to be learned from doing so.

There are two main ways to structure a compare and contrast essay: using a *block* or a *point-by-point* structure. For the *block* structure, all of the information about one of the objects being compared / contrasted is given first, and all of the information about the other object is listed afterwards. For the *point-by-point* structure, each similarity (or difference) for one object is followed immediately by the similarity (or difference) for the other. Both types of structure have their merits. The former is easier to write, while the latter is generally clearer as it ensures that the similarities / differences are more explicit

The key to writing successful comparison / contrast essays is the appropriate use of comparison and contrast signal words. Use them to

signal to readers how exactly the two subjects are being analysed. (neither.... ..nor, both.....and, not only ... but, also, (be) like, (be) similar (to), (be) the same as, (be) the same, to compare to / with, however, nevertheless, nonetheless, still, although, even though, in spite of + noun / gerund, despite + noun / gerund, however, in contrast, in (by) comparison, on the other hand, on the contrary)

PRACTICE

1. Read each passage and identify how the information is being organised:

a) cause and effect; b) compare and contrast; c) chronological; d) spatial / descriptive; e) sequence / process; f) problem and solution.

1. Ice-cream is a delicious frozen treat that comes in a many different colours and flavours. Two of my favourite flavours are strawberry and chocolate. Though both of these flavours are delicious, strawberry may contain pieces of fruit while chocolate usually will not. Even though more chocolate ice-cream is sold across the country annually than strawberry, each flavour tastes great inside of a milk shake.

2. The ice-cream shop around the corner from my house has the best ice-cream in the city. When you first walk inside, there is a long chrome counter with matching stools extending to alongside the far wall. Right where the counter stops, the booth seating begins. There are lots of old-timey knickknacks on the walls and chrome napkin holders on all the tables. My favourite part of the shop is behind the counter glass, where they keep all of the ice-cream flavours. A rainbow of delicious sugary flavours is kept cool and delicious behind the counter glass.

3. Freezer burn may have wasted more ice-cream than sidewalks. If you don't know, freezer burn is when ice crystals form on the surface of ice-cream. These ice crystals can ruin the texture and flavour of the ice cream. But you can prevent freezer burn. Since freezer burn is caused when melted ice-cream is refrozen, rather than eating your ice-cream from the container as it melts, scoop your ice-cream into a bowl and put the container back in the fridge immediately. Doing this ought to help you solve your issues with freezer burn.

4. No one knows the true origin of ice-cream, but the first published ice-cream recipe appears in "Mrs. Mary Eales's Receipts," a cook book that was printed in London in 1718. Sometime around 1832, an African American confectioner named Augustus Jackson created

multiple ice cream recipes and invented a superior technique to manufacture ice cream. Ice cream soda was invented around 1874, but the real breakthrough may have been at the 1904 World's Fair in St. Louis, Missouri, when the American ice-cream cone was unveiled!

5. Making ice-cream is not easy. Cream and sugar have to first be mixed in a frozen container. Ingredients may be added at this point, if desired. The mixture must be stirred and whipped until the cream and sugar mixture is frozen. Depending on the equipment, this may take as long as an hour. After the ice-cream is prepared, it must be kept frozen until it is ready to be enjoyed. Making ice-cream is difficult, but most people would agree that it is worth the trouble.

6. Have you ever had an ice-cream headache? That's when a painful sensation resonates in your head after eating something cold (usually ice-cream) on a hot day. This pain is produced by the dilation of a nerve centre in the roof of your mouth. The nerve centre is overreacting to the cold by trying to heat your brain. Ice-cream headaches have turned many smiles to frowns.

7. One time my mom and I made ice-cream. We added sugar and cream into a big glass bowl. We kept it frozen in the middle of a bigger glass bowl. While it froze, I stirred the mixture with a hand mixer. It was the first time that had I used one and it splattered ice-cream mixture all over the kitchen. The rest of the mixture finally froze, so we ate some ice cream, and then put the remaining portions in the freezer so that it wouldn't get freezer burned. That was a good day.

8. It was the most beautiful banana split that I had ever seen. In the middle of the bowl, there were three scoops of ice-cream: chocolate, strawberry, and vanilla. On top of the ice-cream were a banana and a thick web of chocolate and caramel sauces. A huge puff of whipped cream covered the sauces and a handful of crushed nuts dappled the whipped cream. On top of it all was a cherry, but I've never liked the soggy squish of cherries.

9. When it comes to making ice-cream, you can do it the traditional way, by stirring it in a frozen container, or you can use liquid nitrogen to freeze your mixture. There are some advantages to using liquid nitrogen. Since liquid nitrogen freezes the mixture faster, the crystal grains are smaller, giving the ice-cream a creamier texture. The downside is that ice-crystals grow faster in ice-cream prepared using liquid nitrogen, so it must be stored at much colder temperatures. Both methods produce a distinct texture, and both are delicious.

**2. Read each of the following passages and write the main idea.
Write how each text is organised**

1. What's that in the sky? Is it a bird? Is it a plane? No, it's a firework! Fireworks capture the attention of crowds around the world, but how do they work? First, the firework is stuffed into a tube loaded with gunpowder. This is the mortar. Second, a fuse that leads to the mortar is lit. When the fuse ignites the gunpowder in the mortar, an explosion launches the firework into the air. A fuse on the firework is lit at the same time as the mortar fuse, but this fuse burns slower, allowing the firework to get into the air before it explodes. After it has risen to its peak, the firework should explode, causing tiny pieces of metal to burn in different colours as they scatter outward. O-o-o-o-oh!

2. Fireworks are beautiful; but as with many beautiful things, they are also dangerous. Misusing fireworks can result in property damage, injury, and even the loss of life. Such accidents usually happen for one of two reasons. The operators may be using poorly manufactured products, such as fireworks with fuses that burn too quickly. A defective firework can cause even the most skilled operator to have an accident. Other times, however, it is the operator who is at fault. The operator may be unskilled or distracted and make a mistake, such as setting up an explosion sequence improperly or not accounting for conditions in the environment, like soundproof foaming. For these reasons even the most beautiful fireworks display can turn really ugly really quickly.

3. Fireworks have been around for at least as long as gunpowder. Both gunpowder and fireworks are Chinese inventions. During the tenth, eleventh, and twelfth centuries, fireworks were commonly sold in Chinese markets as a way to get rid of evil spirits. During the thirteenth century, Chinese merchants developed rocket propulsion. This allowed fireworks to travel great distances, much like they do today. In the 17th century, Chinese fireworks were popularised in Europe. After becoming popular with the British, fireworks spread all over their vast empire. Nowadays people around the world celebrate with fireworks. Whether at a sporting event, concert, or public gathering, fireworks signal a great celebration.

4. There is an increase in firework related injuries every year around the Fourth of July. Emergency rooms around the city become filled with children and adults suffering from wounds and burns inflicted by fireworks. But you don't have to suffer from these injuries. Keep yourself safe by staying away from fireworks. If you see someone who is not a professional playing with fireworks, take that as your cue to leave. If everyone stayed away from fireworks, there wouldn't be any

fireworks related injuries. You can't control everyone, but you can control yourself. If you remember that accidents happen, you can keep them from happening to you. Stay away from amateur firework displays this Fourth of July.

5. Last night there was a fireworks display at a park by my house. The community sponsored it, so it was really cool. Around 5:30 PM, people began gathering on the beach. The local radio station was playing music and restaurants were selling food. My friends and I played along the tree line while we waited until dark. Around 8:30 they started the show. It was a beautiful show. The explosions were timed to music and it lasted for about half an hour, but we snuck out during the grand finale, so that we wouldn't get stuck in traffic. I love firework displays.

6. Fireworks are used all over the world for a variety of different reasons. They are launched in India to celebrate Diwali, the festival of lights. They are set off on November 5th in Great Britain to commemorate Guy Fawkes Night. In the United States of America, fireworks are launched on the 4th of July to celebrate America's independence. Fireworks are even set off in North Korea. This usually happens on April 8th to celebrate Buddha's birthday. No matter where you are in the world, there's a good reason to set off fireworks.

7. For the purposes of shipping and transportation, there are two different classes of explosives: the old classes and the new classes. Employees must be familiar with both. Under the old classes, there were three groups of explosives: A, B, and C. The old classes were American and were helpful in restricting the shipping of fireworks within the country, but they did not work well when people tried to import or export explosives to and from different countries. Under the new classes, fireworks are broken into groups with names such as: 1.1G, 1.2G, and 1.4S. This new system not only restricts fireworks shipments within the nation, like the old classes, but it also restricts international shipments. The new system was created by the United Nations, so many nations use it; unlike the old system, which was only used by America. The question of which system is the best remains one of the most explosive issues of our day.

8. Under no circumstances will firecrackers be allowed in school. They are not educational and they are dangerous. Any student caught with firecrackers will receive a ten-day suspension. If you see any student possessing firecrackers, report them to the principal immediately or you will receive a suspension as well. Exercise good judgment or face the consequences. You have been warned. Now let's have a great school year.

9. We have celebrated Independence Day with a fireworks show on the first Saturday of July ever since our town was incorporated in 1963. This celebration has brought together the old and the young alike in a mutual display of patriotism and national pride. We regret to inform you that due to problems with the budget, there will be no fireworks show this year... unless we can raise the \$20,000 to pay for the show. You can help by donating your old knickknacks. We are having a charity garage sale this Saturday and all proceeds will go toward the fireworks show. If you do not have any knickknacks, we will also accept money, printer cartridges, and old cell phones. Together, we can keep these hard times from becoming bad times.

10. Sparklers and smoke bombs are my favourite kinds of fireworks. They are both safe and fun but they are also quite different. After you light a smoke bomb, you should put it on the ground and run. Stand back and watch it go! When you light a sparkler, however, you continue to hold it until it is done sparkling. You're your hand around and have an awesome time! They also burn differently. Sparklers create bright lights and sparks when you light them, but smoke bombs create smoke in different colours. Remember kids: smoke bombs and sparklers are both extremely dangerous and should only be used by professionals.

11. Getting a good spot at the fireworks show is not easy, but you can get one if you put your mind to it and follow these simple steps. First and most importantly, show up early. I'm talking hours early. The earlier you show up, the greater chance that you will find a good spot. If you show up merely an hour or two before the show begins, you will find that the best spots are already occupied. But if you show up like five or six hours early, you'll get a dynamite spot. Once you have found your spot, spread out a blanket. If you do not have a blanket, your space will rapidly disappear as people start showing up. If you do have a blanket, you will mark your territory and most people will be respectful of your blanket. Lastly, sit in lawn chairs. Many people will walk by you during the show. Since it will be dark and since most of people will be looking up, you might get stepped on if you are low to the ground. By sitting in a lawn chair, you'll raise yourself off of the ground and protect yourself from getting trampled. Follow these simple steps and you'll have prime real estate at the hottest show in town.

3. Chronological order

Read an extract from Senator Daniel Inouye's autobiography, *Journey to Washington*. Inouye was a United States Senator from the

State of Hawaii from 1963 until his death in 2012. In this passage, Inouye describes what he did after he returned home to Hawaii and how he became engaged to his wife.

A Japanese Betrothal

1. For a while there was a great, wild spree of homecoming celebrations. Two 442nd vets meeting on the street was reason enough for a party. But finally it was time to get back to normal living. The first thing I did was to register at the university. Doctoring was out, but I didn't care. I wanted now to become a lawyer, in the hope of entering public life. The prelaw courses required a lot of work, and they were harnessed to my extracurricular activities in student government and veterans' organisations. Then one unforgettable autumn day I met Margaret Awamura. Marriage had never occurred to me before that moment, but afterward, it never left my mind. I proposed on our second date. It was December 6, 1947. I know because we have celebrated the occasion together ever since.

2. Of course, because we were *nisei* (second generation Japanese Americans), it wasn't as simple as all that. As soon as I informed my parents, they began to arrange things in the Japanese way. Tradition calls for a ceremonial event involving *nakoudos-go-betweeners-who* represent the families of the prospective bride and groom and settle the terms of the marriage. By prearrangement the Inouye team (my parents, our *nakoudos*, and I) arrived at the Awamuras' one evening bearing gifts of rice, sake, and fish and took places on the floor. Our *nakoudos* faced their *nakoudos* across a low table. Behind them sat the respective families, the parents first and, farthest away from the action, Maggie and me, as though we were only incidental onlookers. Now and then I caught her eye and we smiled secretly. Only the *nakoudos* spoke.

3. First, gifts were exchanged. Then one of our representatives began to extol the virtues of Daniel Ken Inouye, a fine upstanding man, a war hero, and so forth. Next, our side listened to a recitation of Maggie's qualities: she had earned a master's degree, she was an accomplished seamstress, and her family's reputation for honor was unimpeachable. (I would have liked to add that she was beautiful, too.)

4. The *nakoudos* consulted briefly with their clients and recommended that the marriage be approved. Then at last glasses were filled, and a toast was drunk. Maggie and I were engaged-officially!

Organisation

1. This reading could be divided into two parts.

- a) What is the topic of the first part?
 - b) What is the topic of the second part?
 - c) Which sentence serves as a transition between the two parts?
 - d) Which part explains a process?
2. Circle all the chronological order signals in the excerpt.

Supporting Details

3. This reading tells about courtship customs in two different cultures.

a) Which sentence tells about courtship customs in U.S. culture?
Write the opening words of this sentence.

b) Write the opening words of the part that tells about Japanese customs.

Unity

4. In the first paragraph, look for one sentence that breaks the unity of the paragraph. Write the opening words of this sentence.

Suggestions for writing

Describe a betrothal process that you are familiar with.

Have you ever had the experience of getting used to new customs? If so, explain the process by which you began to share others' customs.

4. Problem / solution

Use the following points to build a problem-solution paragraph:

Topic: University expansion

Problem: Demand for university places is growing, leading to overcrowding

Solution A: Increase fees to reduce demand

Argument against A:

Unfair to poorer students

Solution B: Government pays to expand universities

Argument against B: Unfair to average taxpayer who would be subsidising the education of a minority who will earn high salaries

Conclusion: Government subsidises poorer students

5. Cause and effect

Match the causes with their likely effects and write sentences linking them together.

Causes	Effects
Cold winter of 1995	Higher rates of literacy
a new government being formed	more tourists arriving
Constructing an airport	reduced infant mortality
Last year's national election	greater demand for secondary education
Installing speed cameras on main roads	increased demand for electricity
Opening a new hospital in 2006	a fall in the number of fatal accidents

Ex. Owing to the cold winter of 1995 there was increased demand for electricity.

Complete the following sentences with likely effects.

- a) Increasing use of the Internet for shopping.
- b) The violent storms last week.
- d) Building a high-speed railway line.

Complete these sentences with possible causes.

- a) The serious motorway accident.
- b) Earthquakes.
- c) The heavy rain.

6. Read the text about Wolf Recovery Program and answer the questions: What were the effects of the wolves' absence? What are the effects of the wolves' return?

Welcoming Back the Top Dog

1. In our homes, on our beds, and deep within our hearts lie creatures for whom the wild is more than a whisper-domesticated versions of animals long reviled by humankind. Forebears of our beloved dogs and cats, wolves and mountain lions have shared a fate far removed from that of their tamer cousins. Feared for their intelligence and physical prowess, wolves and mountain lions were nearly eradicated. It is only recently that we have begun to understand the vital role these predators play in keeping nature in balance. Only recently have we stopped persecuting and started appreciating the wonders of these wild beings.

2. Just in the nick of time. Luckily, when given political protection from trigger-happy humans and habitat with sufficient prey, wolves and

mountain lions thrive and their populations quickly revive. While mountain lions have always eked out an existence in California, wolves were exterminated decades ago. But now, the potential exists for wolves to move naturally into the far reaches of northern California and Oregon from the northern Rockies.

3. Wolves were extinct in the lower 48 states for more than half a century. Their restoration to the wildlands of Montana, Idaho, and Yellowstone National Park in the mid-1990s created virtual laboratories for wildlife biologists-and people like you and me-to observe the species in its natural element. We began to see almost immediately that wolves generate a ripple effect throughout the ecosystem for which many other species, some endangered themselves, benefit.

4. Making a living in the wild is hard. As a top predator, wolves make life easier by putting food on the ground for scavengers. Grizzly bears, bald eagles, gold eagles, ravens, coyotes, mountain lions, magpies, wolverines, and beetles all enjoy feasting on wolf kills. Thanks to the wolves, the endangered grizzly bear is enjoying a renaissance and its numbers have taken a turn for the better in parts of the West. In Yellowstone, individual grizzly bears are taking advantage of a good thing: They've been seen following wolf packs, waiting for them to make a kill and then stealing the carcass before the hard-working wolves have had a chance to take even a bite! Ninety-pound wolves are no match for one-thousand-pound grizzlies.

5. The dance of life and death between predator and prey makes many of us uncomfortable, yet prey species are also benefiting from the return of the wolf. Unlike human hunters, who target healthy adult animals, wolves cull the sick and elderly from elk, deer, moose, and bison herds, reducing the spread of disease and keeping the prey population healthier.

6. "It's important to remember that predators and prey evolved in lockstep together over millions of years," says Amaroq Weiss, BS, MS, JD, western director of species conservation for Defenders of Wildlife. "They make each other work."

7. "As an example of how a keystone predator like the wolf keeps a prey population healthier, we have only to look at what's happening in Wisconsin," says Weiss. "Chronic wasting disease (CWD) in deer is an enormous problem in the southern part of the state, where there are no wolves. However, in northern Wisconsin, to which wolves have returned in recent years, CWD in deer is unknown. While no studies have been

completed to confirm this relationship, the evidence on the ground is extremely compelling.

8. Plant life also gains where this high-ranking carnivore is around. Prior to wolves being reintroduced into Yellowstone, the ungulates (hooved mammals) had it easy. With no hunters or predators around, they could do as they pleased-and what pleased them was hanging out on river banks, browsing on the young willow and aspen. But with wolves back in the picture, the elk and moose have had to move around a lot more; as a result, the compromised vegetation is flourishing once again.

9. The beneficial impacts of this change are numerous. The willow and aspen can now mature, thereby creating habitat for migratory songbirds. The increased vegetation reduces erosion and cools the rivers and ponds, thus making them more hospitable to fish. Beavers are back building dams.

10. Environmentalism is all about relationships, and the trickle-down effects that wolves have on other species, and the ecosystem in general, is significant. It is easy to see why wolves are called an umbrella species: An entire web of life is protected by the existence of this top carnivore. Imagine what the ecological impact would be if wolves were allowed to return to more of their historical homeland.

Introduction and Conclusion

1. The thesis statement for this essay is the last sentence of paragraph

- a) 1;
- b) 2;
- c) 3;
- d) there is no thesis statement.

Hint: Rereading the conclusion will help you answer this question.

2. The conclusion of this essay

- a) summarises the main ideas;
- b) repeats the thesis statement in different words.

Organisation

3. This essay is a cause/effect essay that discusses mainly

- a) the causes of the wolves' return to certain areas of the United States;
- b) effects of the return of wolves to certain areas of the United States;
- c) both the causes and the effects.

4. This essay uses block organisation to make three main points about the return of wolves.

- 1) _____;
- 2) _____;
- 3) _____.

5. Two paragraphs, when added together, use the chain pattern. These two paragraphs are

- a) 5 and 6;
- b) 8 and 9.

Coherence

6. What cause/effect signal word is used in the

- a) last sentence of paragraph 3?
- b) last sentence of paragraph 8?
- c) second sentence of paragraph 9?
- d) third sentence of paragraph 9?

7. What transition signal in the topic sentence of paragraph 8 tells the reader that an additional main point will be discussed?

Suggestions for writing

1. The author says that wolves are necessary to keep nature in balance. Why are they necessary? In other words, what positive effects do wolves have on the ecosystem?

2. Take the side of the farmers and ranchers. Why should wolves not be reintroduced into the environment? What effects will their reintroduction have?

8. Compare and contrast

Study the table and complete the text below (one word per gap).

Americans spending on leisure activities	\$ billion
Video, audio and computers	80
Books and newspapers	51
Casino gambling	24
Lotteries	18
Recorded music	15
Theme parks	9
Video games	8.5
Spectator sports	6
Cinema tickets	5,5
Racecourse betting	2,5

The table shows that Americans spend the a) _____ money (\$80 bn) on video, audio and computer equipment. They spend 40 %; b) _____ on books and newspapers, while casinos, in third place, are; c) _____ popular; d) _____ lotteries or recorded music. Americans spend; e) _____ more on theme parks than; f) _____ video games, and the cinema, in ninth place, is nearly; g) popular as spectator sports. The h) _____ . amount of money is spent on racecourse betting.

9. Read the compare and contrast essay “Compare and contrast methods of communication used today with those which were used in the past”.

1. Before the advent of computers and modern technology, people communicating over long distances used traditional means such as letters and the telephone. Nowadays we have a vast array of communication tools which can complete this task, ranging from email to instant messaging and video calls. While the present and previous means of communication are similar in their general form, they differ in regard to their speed and the range of tools available.

2. One similarity between current and previous methods of communication relates to the form of communication. In the past, both written forms such as letters were frequently used, in addition to oral forms such as telephone calls. Similarly, people nowadays use both of these forms. Just as in the past, written forms of communication are prevalent, for example via email and text messaging. In addition, oral forms are still used, including the telephone, mobile phone, and voice messages via instant messaging services.

3. However, there are clearly many differences in the way we communicate over long distances, the most notable of which is speed. This is most evident in relation to written forms of communication. In

the past, letters would take days to arrive at their destination. In contrast, an email arrives almost instantaneously and can be read seconds after it was sent. In the past, if it was necessary to send a short message, for example at work, a memo could be passed around the office, which would take some time to circulate. This is different from the current situation, in which a text message can be sent immediately.

4. Another significant difference is the range of communication methods. Fifty years ago, the tools available for communicating over long distances were primarily the telephone and the letter. By comparison, there are a vast array of communication methods available today. These include not only the telephone, letter, email and text messages already mentioned, but also video conferences via software such as Skype or mobile phone apps such as WeChat, and social media such as Facebook and Twitter.

5. In conclusion, methods of communication have greatly advanced over the past fifty years. While there are some similarities, such as the forms of communication, there are significant differences, chiefly in relation to the speed of communication and the range of communication tools available. There is no doubt that technology will continue to progress in future, and the advanced tools which we use today may one day also become outdated.

Answer the questions

1. What structure (point to point or block) is used in this compare and contrast essay.

2. What aspects are similar? (forms of communication: written and oral, par 1, 2, 5).

3. What aspects are different? (speed (par 1, 3, 5) and range of tools available (par 1, 4, 5).

4. Underline compare transitions (are similar, similarly, just as, still).

5. Underline contrast transitions (differ, however, in contrast, is different from, by comparison).

VII. PLANNING ESSAYS

An essay is a focused piece of writing designed to inform or persuade. There are many different types of essay, but they are often defined in four categories: argumentative, expository, narrative, and descriptive essays.

Argumentative and expository essays are focused on conveying information and making clear points, while narrative and descriptive essays are about exercising creativity and writing in an interesting way. At university level, argumentative essays are the most common type.

Essay type	Skills tested	Example prompt
Argumentative	Forming an opinion via research Building an evidence-based argument	Has the rise of the internet had a positive or negative impact on education?
Expository	Knowledge of a topic Communicating information clearly	Explain how the invention of the printing press changed European society in the 15th century.
Narrative	Creative language use Presenting a compelling narrative	Write about an experience where you learned something about yourself.
Descriptive	Creative language use Describing sensory details	Describe an object that has sentimental value for you.

In high school and college, you will also often have to write **textual analysis essays**, which test your skills in close reading and interpretation.

Argumentative essays (convince me)

An argumentative essay presents an extended, evidence-based argument. It requires a strong thesis statement – a clearly defined stance on your topic. Your aim is to convince the reader of your thesis using evidence (such as quotations) and analysis.

Argumentative essays test your ability to research and present your own position on a topic. This is the most common type of essay at college level – most papers you write will involve some kind of argumentation.

The essay is divided into an introduction, body, and conclusion:

- 1) The introduction provides your topic and thesis statement.
- 2) The body presents your evidence and arguments and counterarguments.
- 3) The conclusion summarises your argument and emphasises its importance.

Models for argumentative essays:

Balanced Argument (For and Against) present arguments about both sides of an issue. It could be that both sides are presented equally balanced, or it could be that one side is presented more forcefully than the other. It all depends on the writer, and what side he supports the most. The general structure of an argumentative essay follows this format:

Toulmin Model is comprised of an introduction with a claim or thesis, followed by presentation of data to support the claim. Warrants are then listed for the reasons to support the claim with backing and rebuttals.

Rogerian Model asks to weigh two options, lists strengths and weaknesses of both options, and gives a recommendation after an analysis.

Expository essays (Just the Facts)

An expository essay provides a clear, focused explanation of a topic. It doesn't require an original argument, just a balanced and well-organised view of the topic.

Expository essays test your familiarity with a topic and your ability to organise and convey information. They are commonly assigned at high school or in exam questions at college level.

The introduction of an expository essay states your topic and provides some general background, the body presents the details, and the conclusion summarises the information presented.

Models for expository essays:

The compare and contrast essay is a type of essay in which the writer compares and contrasts two things. The writer compares the similarities between the two selected subjects and contrasts the differences in those subjects. The subjects should belong to the same category.

In the cause and effect essay, the writer tries to find the cause of something, and what effects it might have. This type of essay has built around the reason that caused something to happen and its possible impacts.

In the problem solution essay, the writer identifies a problem and then proposes its solution. The writer examines the particular subject from various aspects and perspectives prior to providing a solution. This essay is somewhat similar to the cause and effect essay.

The process essay refers to the process of something i.e. how to make an apple pie. This type of writing includes a step by step process of making or doing something.

The definition essay is a type of expository essay that gives a complete description of the topic. It explains what the term or the topic of the essay exactly means. Some terms have concrete meanings like glass, book, etc. Whereas some have abstract meanings like love, respect, honor, etc.

The definition essay revolves around explaining the purpose, what, why, and how aspect of the topic of the essay. This essay could start with the dictionary definition and ultimately provide the extended definition.

The classification essay divides the essay topic into different groups and categories. The categories are further explained in detail to clarify the topic. Each group or category has its own examples, object, character, and ideas.

Narrative essays (Telling a Story)

A narrative essay is one that tells a story. This is usually a story about a personal experience you had, but it may also be an imaginative exploration of something you have not experienced.

Narrative essays test your ability to build up a narrative in an engaging, well-structured way. They are much more personal and creative than other kinds of academic writing. Writing a personal statement for an application requires the same skills as a narrative essay.

A narrative essay isn't strictly divided into introduction, body, and conclusion, but it should still begin by setting up the narrative and finish by expressing the point of the story – what you learned from your experience, or why it made an impression on you.

Descriptive essays (Painting a Picture)

A descriptive essay provides a detailed sensory description of something. Like narrative essays, they allow you to be more creative

than most academic writing, but they are more tightly focused than narrative essays. You might describe a specific place or object, rather than telling a whole story.

Descriptive essays test your ability to use language creatively, making striking word choices to convey a memorable picture of what you're describing.

A descriptive essay can be quite loosely structured, though it should usually begin by introducing the object of your description and end by drawing an overall picture of it. The important thing is to use careful word choices and figurative language to create an original description of your object.

The three parts of an essay

An essay has three main parts: an **introduction** (introductory paragraph), a **body** (at least one, but usually two or more paragraphs), and a **conclusion** (concluding paragraph).

An essay introduction consists of two parts: a few general statements to attract your reader's attention and a thesis statement to state the main idea of the essay. A thesis statement for an essay is like a topic sentence for a paragraph: It names the specific topic and gives the reader a general idea of the contents of the essay. The body consists of one or more paragraphs. Each paragraph develops a subdivision of the topic, so the number of paragraphs in the body will vary with the number of subdivisions or subtopics. The conclusion, like the concluding sentence in a paragraph, is a summary or review of the main points discussed in the body.

An essay has unity and coherence, just as a paragraph does. Transition signals and the repetition of key nouns link the paragraphs into a cohesive whole.

PRACTICE

1. Decide which of the three structures (1–3) would be most suitable for the following titles (a–e).

1) Time – usually from the past to the present or future, as narrative.

2) Comparison – two or more topics are examined and compared, one after the other.

3) For and against – the advantages and disadvantages of two systems are discussed.

a) Prisons make criminals worse, and should be abolished – discuss.

b) In the UK, radio is gaining audience while TV is losing viewers. Consider possible reasons.

c) Trace the development of mass production and evaluate its main benefits.

d) 'Examinations can never be fair.' To what extent is this true?

e) The internet will make books redundant in twenty years – discuss.

2. For and against (argument and discussion) requires an evaluation of both the benefits and disadvantages of the topic. 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.

It is generally accepted that... .

It is widely agreed that email... .

Most people appear to... .

It is probable that... .

The evidence suggests that... .

It can be argued that... .

One view is that... .

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.

1. The introductory paragraph

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 a common framework is:

An introductory paragraph has two parts, general statements and the thesis statement.

General statements

- introduce the general topic of the essay;
- capture the reader's interest.

The thesis statement

- states the specific topic;
- may list subtopics or subdivisions of the main topic or subtopics;
- may indicate the pattern of organisation of the essay;
- is normally the last sentence in the introductory paragraph.

Notice how the general statements in the introductory paragraph of the essay “Native American Influences on Modern U.S. Culture” introduce the topic. The first sentence is about the arrival of Europeans and their encounter with new cultures. The next sentence points out that there were large differences between European and Native Americans. The next two sentences say that two-way cultural exchange happened, but the direction of the exchange and the specific items are not identified.

When the first Europeans came to the North American continent, they encountered the completely new cultures of the Native American peoples of North America. Native Americans, who had highly developed cultures in many respects, must have been as curious about the strange European manners and customs as the Europeans were curious about them. As always happens when two or more cultures come into contact, there was a cultural exchange. Native Americans adopted some of the Europeans' ways, and the Europeans adopted some of their ways.

The thesis statement is specific; it gives the direction of the exchange (Native American influences on modern U.S. culture) and lists the subtopics (language, art, food, and government).

As a result, Native Americans have made many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government.

The thesis statement is the most important sentence in the introduction. It states the specific topic of the essay.

Ex. Native Americans have made many valuable contributions to modern U.S. culture.

Sometimes a thesis statement lists the subtopics that will be discussed in the body.

Ex. Native Americans have made many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government.

Sometimes a thesis statement also indicates the pattern of organisation that the essay will follow. Which of the following thesis statements indicates chronological order? Logical division of ideas? Comparison/contrast?

Ex. When buying a used car, use these four strategies to get the best price. There are several differences between a nurse practitioner and a physician's assistant.

My best friend and I spent an entire summer constructing a tree house in my grandmother's old apple tree.

Types of introduction

1) A **Funnel Introduction** is called so because it is shaped like a funnel – wide at the top and narrow at the bottom. It begins with one or two very general sentences about the topic. Each subsequent sentence becomes increasingly focused on the topic until the last sentence, which states very specifically what the essay will be about.

2) An **Attention-Getting introduction** captures your reader's attention:

- dramatic, interesting, or funny story;
- surprising statistics or facts;
- historical background.

PRACTICE

1. Read each of the following sets of sentences. When put in the correct order, they will form introductory paragraphs.

2. Write each paragraph, beginning with the most general statement first. Then add each sentence in the correct order until the introduction becomes more specific. Write the thesis statement last.

3. Identify the type of introduction (funnel, dramatic/interesting/funny story, surprising statistics, historical).

Paragraph 1

1. If done properly, a handshake gives the impression of strength and honesty, and if done improperly, it conveys weakness and dishonesty.

2. In some cultures, people bow, and in others, they shake hands.
3. In English-speaking countries, shaking hands is the custom.
4. A proper handshake has four ingredients: pressure, pumps, eye contact, and verbal message.
5. The way people greet each other when they meet for the first time varies from culture to culture.
6. How one shakes hands sends an important message about one's character.

Paragraph 2

1. To celebrate the occasion, Mr. X decided to throw a big party at the plant.
2. Mr. X went to Mexico from England to manage a milk pasteurization plant.
3. Then one day an impressive new pasteurization unit arrived and was installed.
4. The employees did most of the planning and draped the new unit with garlands.
5. During the party one of Mr. X's supervisors took him aside and said, "Now we see that you are *buena gente*; from now on I am sure everyone will really try to do their best for you."
6. And so it was- neither punctuality nor quality checks were any longer needed.
7. This story illustrates the need to understand that doing business in a different culture demands an understanding of the culture.
8. The party was a great success, and everybody had a good time.
9. For eight months, he tried every way possible to convince his workers of the importance of punctuality and of checking every detail of their work.
10. The response was always, "Yes, yes, we will do our best," but nothing ever changed.

Paragraph 3

Note: The order of sentences 2, 3, and 4 can vary.

1. Currently under study are four main methods for predicting when and where the next Big One will occur.
2. In 1976, an earthquake in Tangshan, China, killed over 250,000 people.
3. In an average year, earthquakes kill 10,000 people worldwide and cause millions of dollars worth of property damage.
4. Iran suffered more than 80,000 deaths in two massive quakes in 1996 and 2003.

5. Scientists keep trying to find ways to predict earthquakes-so far without much success.

2. Study the extracts below from the introduction to an essay titled ‘Evaluate the experience of e-learning for students in higher education.’

(a) Definitions of any terms in the title that are not in common use or have a specialised meaning.

There are 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.

(b) Some background information which helps to give a context for your essay.

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.

(c) Reference to other writers who have discussed this topic. 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 healthcare and business context, but little attention so far has been paid to the reactions of students in higher education to this method of teaching.

(d) Your purpose in writing and the importance of the subject

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

(e) Any limitations, e.g. geographical or chronological, that you set yourself.

The method described below 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 from a variety of disciplines was conducted to assess their experience of e-learning.

(f) A summary of the main points you intend to cover.

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.

Write an introduction to an essay (1–3) by answering the questions (a–e) below.

- 1) *'Higher education should be available to everyone – discuss'.*
- 2) *'Compare the urbanisation process in two contrasting countries'.*
- 3) *'Are there any technological solutions to global warming?'*

- a) Which terms in the title might need defining?
- b) What background information could you give?
- c) How can you show the current relevance of this topic, either in Britain or another country?
- d) How are you going to limit your discussion: geographically, historically or both?
- e) How will you organise the main body of the essay?

3. Choose a subject from your own discipline and write an introduction.

2. Body paragraphs

The body paragraphs in an essay are like the supporting sentences in a paragraph. They are the place to develop your topic and prove your points. You should organise body paragraphs according to some sort of pattern, such as chronological order or comparison/contrast. Sometimes, depending on your topic, you will need to use a combination of patterns.

A basic pattern for essays is logical division of ideas. In this pattern, you divide your topic into subtopics and then discuss each subtopic in a separate paragraph. Logical division is an appropriate pattern for explaining causes, reasons, types, qualities, methods, advantages, and disadvantages.

To organise a logical division essay:

- Divide your topic into subtopics then discuss each subtopic in a separate paragraph;
- Write a thesis statement that indicates logical division. The thesis statement of a logical division essay often indicates the number of subtopics:

Ex. Inflation has three causes.

The thesis statement may even name the specific subtopics:

Ex. Inflation has three causes: excessive government spending, unrestrained consumer borrowing, and an increase in the supply of paper money.

– Use transitions between paragraphs to guide your reader from one subtopic to the next.

Linking paragraphs with transitions helps your reader see how the subtopics are related. Link one paragraph to the next by adding a transition to the topic sentence of the second paragraph. This transition may be a single word, a phrase, or a dependent clause that repeats or summarises the main idea in the preceding paragraph.

Special phrases can be used to mark the beginning of new paragraphs, or the introduction of new topics.

a) Firstly, . . . The first point . . . In the first place . . . b) Secondly, . . . Next, ... Then, . . . In addition . . . Moreover . . . c) Finally, . . . Lastly, . .	To add information inside a paragraph:
The main/chief factor/issue is . . . Turning to the subject of . . . Moving on to the question of . . . Another important area is should also be examined	To introduce a new paragraph/topic:
On the whole	to generalise
Besides	to add additional information
Basically	to introduce the most important and fundamental point
Obviously	to introduce a fact that is very clear to see or understand
As far as ____ is concerned / as regards / regarding	to introduce a new topic or to announce a change of subject
On (the) one hand / on (the) other hand	to balance contrasting facts or points
As a result / therefore / consequently	to show the re
Because of / due to / owing to	to express the reason for something
In order to	to introduce purpose
However / nevertheless / in spite of / despite / despite the fact that	to introduce contrast

PRACTICE

1. Complete the following extract from an essay on 'British Weather' with suitable phrases.

The British are famous all over the world for their obsession with the weather, but in fact the reality is more complex than is often believed. This essay sets out to examine some of the principal influences on the weather of the British Isles.

_____ is the geographical position of Britain, situated on the extreme western edge of the European continent. This means that a variety of weather types can dominate the country_____ the Atlantic Ocean can produce warm wet winds, especially in winter_____ the land mass of Europe can create anticyclonic weather, hot in summer to the north can generate cold winds at most seasons of the year.

_____. variations within Britain, there are significant differences between regions. _____ the south of England can be much warmer than the north of Scotland, especially in winter. _____ the west of Britain is usually much wetter than the east.

. _____ even in the same district, hilly areas will be cooler and wetter than the lowlands.

. _____ is seasonal change, which in Britain is less distinct than in many countries. _____ the Atlantic moderates extreme types of weather, and _____ the weather pattern can change radically from year to year. As a result warm days in winter and chilly summer winds frequently surprise visitors to this country.

2. In the following article on 'Nuclear Hazards' the signaling words and phrases are missing. Replace them and check your answers.

Firstly	secondly	thirdly	however	for example
unfortunately	since	although	though	so*2
but	namely			

There are three separate sources of hazard related to the use of nuclear reactions to supply us with energy._____, the radioactive material must travel from its place of manufacture to the power station. _____ the power stations themselves are solidly built, the containers used for the transport of the material are not. _____, there are normally only two methods of transport available _____, road or rail, and both of these involve close contact with the general public, _____ the routes are bound to pass near, or even through, heavily populated areas. _____, there is the problem of waste. All nuclear power stations produce wastes

which in most cases will remain radioactive for thousands of years. It is impossible to de-activate these wastes, and _____ they must be stored in one of the ingenious but cumbersome ways that scientists have invented. _____, they may be buried under the ground, dropped into disused mineshafts, or sunk in the sea. _____, these methods do not solve the problem; they merely store it, _____ an earthquake could crack open the containers like nuts. _____, there is the problem of accidental exposure due to a leak or an explosion at the power station. As with the other two hazards, this is extremely unlikely and _____ does not provide a serious objection to the nuclear programme, _____ it can happen, as the inhabitants of Harrisburg will tell you. Separately, and during short periods, these three types of risk are no great cause for concern. Taken together, _____, and especially over much longer periods, the probability of a disaster is extremely high.

3. Conclusions

The conclusion is the final paragraph in an essay. It has three purposes.

1. It signals the end of the essay. To do so, begin your conclusion with a transition signal.

2. It reminds your reader of your main points, which you can do in one of two ways: You can either summarise your subtopics or paraphrase your thesis.

3. It leaves your reader with your final thoughts on the topic. This is your opportunity to convey a strong, effective message that your reader will remember.

Here are **techniques** that you can use to write a conclusion.

Make a prediction.

Ex. We have seen how the costs of attending college have been rising while, at the same time, sources of financial aid for students have been disappearing. If this trend continues, fewer and fewer families will be able to send their children through four years of college.

Suggest results or consequences.

Ex. To sum up, the costs of attending college are up and financial aid for students is down. Fewer and fewer future members of the workforce are able to educate themselves beyond high school. As a result, the nation will waste the intelligence, imagination, and energy of a large segment of the present college-age generation.

Suggest a solution, make a recommendation, or call for action.

Ex. It is clear that the U.S. system of higher education is in trouble. For many students, four years of college is no longer possible because of increasing costs and decreasing financial aid. To reverse this trend, we must demand that government increase its financial support of colleges and universities and restore financial aid programs. Our future depends on it.

Quote an authority on the topic.

Ex. In conclusion, costs are rising and financial aid is declining, with the result that many can no longer afford to go to college. If our nation is to prosper, increased government funding for education is essential, even if it requires higher taxes. As Horace Mann argued in his Fifth Annual Report, a nation's economic wealth will increase through an educated public. It is therefore in the self-interest of business to pay the taxation for public education.

PRACTICE

1. Read the following "skeleton" essays. Only the introductory paragraph and topic sentences for the body paragraphs are given. Write a concluding paragraph for each essay.

Essay 1. Controlling Stress

Introductory Paragraph

The busy schedules that most adults face every day have created a growing health problem in the modern world. Stress affects almost everyone, from the highly pressured executive to the busy homemaker or student. It can cause a variety of physical disorders ranging from headaches to stomach ulcers and even alcoholism. Stress, like the common cold, is a problem that cannot be cured; however, it can be controlled. A person can learn to control stress in four ways.

Topic Sentences for Body Paragraphs

- A. Set realistic goals.
- B. Take up a hobby.
- C. Exercise regularly.
- D. Maintain close relationships with family and friends.

Concluding Paragraph_____ –

Essay 2. Studying in Great Britain

Introductory Paragraph

People come from all over the world to the United Kingdom to pursue education. Some come for a year, while others may stay four

years or longer to complete a program or earn a degree. Of course, the first few weeks in a new country are always a little stressful, but knowledge of a few British characteristics and customs can smooth the path for new arrivals.

Topic Sentences for Body Paragraphs

- A. British people are usually reserved.
- B. British people are very orderly, so waiting in a queue for a bus or in a shop is a must.
- C. The weather is no joke – it rains a lot.
- D. Cars drive on the left side of the road, and stepping off a curb can be dangerous if you are not used to looking to the right instead of to the left.

Concluding Paragraph _____

4. Essay outline

It is important to organise and plan an essay before you begin to write. The best way to do this is to make an outline. An outline not only organises your thoughts, but it also keeps you on track once you begin to write.

A formal outline has a system of numbers and letters. Roman numerals I, II, and III number the major sections of an essay (introduction, body, conclusion). Capital letters A, B, C, D, and so on label the body paragraphs. Arabic numerals 1, 2, 3, 4, and so on number the subpoints in each paragraph. Small letters a, b, c, d, and so on label the specific supporting details.

PRACTICE

1. Read the model essay "Native American Influences on Modern U.S. Culture". Complete the outline by filling in the missing parts.

Native American Influences on Modern U.S. Culture

1. When the first Europeans came to the North American continent, they encountered the completely new cultures of the Native American. Peoples of North America, Native Americans, who had highly developed cultures in many respects, must have been also curious about them. As always happens when two or more cultures come into contact, there was a cultural exchange. Native Americans adopted some of the Europeans' ways, and the Europeans adopted some of their ways. As a result, Native Americans have made many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government.

2. First of all, Native Americans left a permanent mark on the English language. The early English-speaking settlers borrowed from

several different Native American languages words for places in this new land. All across the country are cities, towns, rivers, and states with Native American names. For example, the states of Delaware, Iowa, Illinois, and Alabama are named after Native American tribes, as are the cities of Chicago, Miami, and Spokane. In addition to place names, English adopted from various Native American languages the words for animals and plants found in America: chipmunk, moose, raccoon, skunk, tobacco, and squash are just a few examples.

3. Although the vocabulary of English is the area that shows the most Native American influence, it is not the only area of U.S. culture that has been shaped by contact with Native Americans. Art is another area of important Native American contributions. Wool rugs woven by women of the Navajo Tribe in Arizona and New Mexico are highly valued works of art in the United States. Native American jewelry made from silver and turquoise is also very popular and very expensive. Especially in the western and southwestern regions of the United States, native crafts such as pottery, leather products, and beadwork can be found in many homes. Indeed, native art and handicrafts are a treasured part of U.S. culture.

4. In addition to language and art, agriculture is another area in which Native Americans had a great and lasting influence on the peoples who arrived here from Europe, Africa, and Asia. Being skilled farmers, the Native Americans of North America taught the new comers many things about farming techniques and crops. Every U.S. schoolchild has heard the story of how Native Americans taught the first settlers to place a dead fish in a planting hole to provide fertilizer for the growing plant. Furthermore, they taught the settlers irrigation methods and crop rotation. Many of the foods people in the United States eat today were introduced to the Europeans by Native Americans. For example, corn and chocolate were unknown in Europe. Now they are staples in the U.S. diet.

5. Finally, it may surprise some people to learn that citizens of the United States are also indebted to the native people for our form of government. The Iroquois, who were an extremely large tribe with many branches called “nations”, had developed a highly sophisticated system of government to settle disputes that arose between the various branches. Five of the nations had joined together in a confederation called “The League of the Iroquois.” Under the league, each nation was autonomous in running its own internal affairs, but the nations acted as a unit when dealing with outsiders. The league kept the Iroquois from fighting

among themselves and was also valuable in diplomatic relations with other tribes. When the 13 colonies were considering what kind of government to establish after they had won their independence from Britain, someone suggested that they use a system similar to that of the League of the Iroquois. Under this system, each colony or future state would be autonomous in managing its own affairs but would join forces with the other states to deal with matters that concerned them all. This is exactly what happened. As a result, the present form of government of the United States can be traced directly back to a Native American model.

6. In conclusion, we can easily see from these few examples the extent of Native American influence on our language, our art forms, our eating habits, and our government. The people of the United States are deeply indebted to Native Americans for their contributions to U.S. culture.

Native American Influences on Modern U.S. Culture

I. Introduction

Thesis statement: Native Americans have made many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government.

II. Body

A. Native Americans left a permanent mark on the English language.

1. Names of places – cities, towns, rivers, and states

a) States: Delaware, Iowa, Illinois, Alabama;

b) Cities: Chicago, Miami, Spokane.

2. Names of animals and plants

a) Animals: chipmunk, moose, raccoon, skunk;

b) Plants: tobacco, squash.

B. ____

1. Navajo rugs.

2. Silver and turquoise jewelry.

3. ____

a) Pottery;

b) ____;

c) ____;

C. ____

1. Farming techniques

a) ____;

- b) ____.
- 2. ____
- a) ____;
- b) ____.

D. ____

1. Iroquois-large tribe with many branches ("nations"). Needed to settle disputes among various branches
2. Five nations formed League of Iroquois
 - a) ____;
 - b) Acted together when dealing with outsiders.
3. After independence, 13 colonies adopted similar system.
 - a) Each colony (future state) was autonomous in managing own affairs.
 - b) ____.

III. Conclusion

We can easily see from these few examples the extent of Native American influence on our language, our art forms, our eating habits, and our government.

2. Choose one thesis statement, brainstorm for ideas, and then organise your ideas into a formal outline like the model.

Teenagers demonstrate their independence in several ways.

My eighteenth birthday was the most memorable day in my life so far.

Women are still unequal to men in three areas: salary, power, and status.

Living in a dormitory offers several advantages to first-year students.

Photosynthesis is the process by which plants manufacture their own food.

A college degree in international business requires a knowledge of business procedures and a knowledge of cultural differences.

Giving a surprise birthday party requires careful planning.

Being an only child has both advantages and disadvantages.

Women generally live longer than men for two main reasons: They tend to take better care of their health, and they have better resistance to stress.

Teenagers declare their separateness from their parents by the way they dress and by the way they talk.

In choosing a major, a student has to consider various factors, such as personal interest, job opportunities, and the availability of training institutions.

An architect should be both an artist and an engineer.

A healthy lifestyle involves eating a nutritious diet, exercising regularly, and getting enough sleep at night.

3. Read the newspaper article, notice the organisation. Look for words and phrases that the writer uses to introduce his examples.

At the Movies

You Are Where You Sit: Seating Choice Can Tell a Lot about a Person!

1. When he goes to the movies, Ravel Centeno likes to sit on the aisle and stretch his feet out – a fact that by itself speaks volumes about his personality, according to a new study. The study, commissioned by the British movie theatre company Odeon, examined how theatre seating habits reflect personality. And as the summer movie season reaches its zenith, the research says you are where you sit. Psychologist Donna Dawson divided moviegoers into four different personality types based on their seating preferences and cited examples of movie characters who fit those types.

2. Those who sit on the aisle, like Centeno, are “detached observers” – people who like to have their own space, who are observers and tend to be quieter. “That’s funny, because I’m a writer,” Centeno said Thursday as he waited to see *AI*. at the Cineplex Odeon at Universal CityWalk. “So that’s what I do (observe people).” One celluloid example of a detached observer, said Dawson, is Jack Nicholson’s Melvin Udall character in *As Good as It Gets*.

3. Other personality types, according to Dawson:

4. The “front row film fanatic”: Extroverted, assertive, and competitive, these are people who like to see movies with others, not on their own. An example from the movies might be Mike Meyers’s Austin Powers or Julia Roberts’s Erin Brockovich.

5. The ‘middle-of-the-roaders’: These are the people who like to sit in the middle, fittingly. They are people who are flexible and try to get along with others, such as Gwyneth Paltrow’s *Emma*. Gloria and Tom Candelaria of Redlands say that seems to fit them. “We like the middle because it’s not too far back and not too close to the front,”

Gloria Candelaria said as she scanned the marquee at CityWalk. Tom Candelaria said the “middle-of-the-roader” label seems to fit them because “we’re easygoing.”

6. The “invisible rebels”: Those who sit far in the back are people who are rebellious and like excitement but don’t necessary seek the limelight, the study said. A typical example is Clint Eastwood’s *Man with No Name* and Sigourney Weaver’s Lt. Ripley in the *Alien* films. “The back row is, where things happen; it’s an exciting area of danger and lots of passionate smooching,” Dawson said in the Odeon report. “It tends to attract people who are rebellious.”

7. For some people, though, sometimes a chair is just a chair. “I don’t know wherever there’s an empty seat,” said filmgoer Chris Marshall of Lake Hollywood, when asked where he likes to sit. “That works for me.”

Answer the questions

Structure

1. What kind of introduction does this newspaper article have?
 - a) It is a funnel introduction – it begins with a general statement and narrows down to the thesis statement;
 - b) It begins with an example and ends with the thesis statement;
 - c) It explains the reasons for the study and ends with the thesis statement.
2. What kind of conclusion does it have?
 - a) It summarises the four main personality types;
 - b) It gives the writer's opinion on the study;
 - c) It gives an example that contrasts with the main points.
3. What words in the thesis statement indicate that the article uses logical division of ideas as a pattern of organisation?

Supporting details

1. What two kinds of supporting details are used in this article?
_____ and _____.
2. The psychologist who made the study used one kind of support, and the writer of the article reporting the results of the study used another kind. Which person used which kind?
 - a) The psychologist used _____
 - b) The writer used _____

Content

1. How do we know if the psychologist is correct? Does the article mention the methods she used in her study to match seating preference and personality type, or does it report only the results?

2. Do you agree or disagree with the author? Is there a connection between a person's choice of seats in a movie theatre (or anywhere else) and his or her personality type? Think of other places where people choose a seat-a bus, a classroom, an airplane. Is there a connection between personality type and seat choice in these locations?

VIII. WRITING MODELS

1. CV

CV stands for curriculum vitae (also known as a résumé). A CV is a summary of your education and work experience, often requested by prospective employers. Most professionals store their CVs electronically so that they can be updated when necessary.

Tips for writing a good CV

- There is no need to give your gender, date of birth or marital status.
- Two sides is the maximum that most employers want to read.
- Details should be relevant to the particular job you are applying for.
- Avoid clichéd claims such as ‘team worker’ or ‘self starter’.
- Your address and phone number should be in your covering letter, not on the CV.
- List qualifications and experience in reverse chronological order, starting with the most recent. Prospective employers are mainly interested in your latest achievements.
- Do not clutter the CV with details of hobbies which are irrelevant to the job you are applying for. Similarly, your early education is unimportant.
- Do not just give job titles but explain in detail what you did.
- Details of your early education or hobbies are probably irrelevant to the post.
- Only give references if asked to do so.

If you’re in the early stages of your career, a strong entry-level CV will grant you access to your first professional role. A graduate CV usually includes a brief profile section, where you can list your achievements and highlight your career objective. This is followed by a rundown of your educational background, which typically encompasses key details about your degree, including relevant modules, grades and other achievements.

Sarah Ann Atkins DOB 19.6.80

Email: saatkins@virgin.net

Career aim

To develop my experience in marketing in a senior managerial role, using my knowledge of European languages.

Career history

2004–present **Marketing Assistant, Eastern Foods, Derby**

In my current post I am part of a team involved in marketing our products throughout the UK. I have helped organise several campaigns and given presentations in connection with these.

2000–1 **English Teacher, Montpellier, France.**

During my year abroad I taught English at a school in Montpellier, which not only helped strengthen my French but also gave me valuable lessons in self-reliance.

Academic qualifications

2004 **MBA** (Rowborough University Business School)

2003 **BA** (Hons) 2:1 in European Languages (University of Leeds) with distinction in spoken French.

Skills

Languages: knowledge of Spanish and French (advanced)/Italian (good)

ICT: competence with the following applications: Word, Excel, Powerpoint.

Personal I would describe myself as outgoing, friendly and a good communicator. I apply these qualities to establishing good customer relations and working with colleagues as part of a team.

PRACTICE

Prepare a CV for yourself. First make notes of all the important information (with dates), using similar headings to those in the example above. Then organise it as clearly as possible.

2. Surveys and reports

Surveys, in which people are asked questions about their opinions or behaviour, are a common feature of academic work, especially in fields such as education, psychology and social sciences.

Report is a description of a situation or something that has happened. In academic terms it might describe:

- a) an experiment you have conducted;
- b) a survey you have carried out;
- c) a comparison of alternative proposals to deal with a situation.

PRACTICE

1. 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.

Sample..... conducted slightly respondents.....random
questions majority questioned mentioned interviewees
common questionnaire generally minority

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

Findings

Of the e), 30 % currently had part-time jobs, 20 % 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 the reasons for taking the jobs. The most common reason was lack of money (56 %), but many students said that they found the work useful experience (32 %) and others g) social benefits (12 %).

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

The twenty-five students with work experience were next asked about the effects of the work on their studies. A significant h) (64 %) claimed that there were no negative effects at all. However, 24 % said that their academic work suffered i) , while a small j) (12 %) 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 l) areas were catering and bar work (44 %) and secretarial (32 %). Most students worked between 10 and 15 hours per week, though two (8 %) worked over 25 hours. Rates of pay were m) near the national minimum wage, and averaged £5.20 per hour.

The final question invited students to comment on their experience of part-time work. Many (44 %) 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 %) 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.

2. Write possible questions to this survey. The first one is already given.

1. Do you have or have you had a part-time job?
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Tips for writing a questionnaire:

- a) 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.
- b) Questions should be clear and simple, and not be too personal.
- c) Closed questions are easier to process, but open questions will collect a wider range of responses.
- d) You should try asking the questions to a classmate before beginning the full survey, and be ready to modify any that were not clear.

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

- a) How overseas students learn vocabulary
- b) Student attitudes to the cinema
- c) A comparison of undergraduate and post-graduate leisure activities

4. Write a survey report.**3. Review**

A review may be about a book, magazine, film, play, or concert, but it may also be about, for example, an exhibition. A review does not merely require a general description of an event or publication, but it specifies the particular aspects to be considered. The review may employ narrative, as well as descriptive and evaluative language, and a range of vocabulary relating, for example, to literature and the media such as cinema or TV.

Review: Structure

An attractive title. Drawing the attention of readers

A catchy introduction. Clarifying the topic and attracting the reader's attention.

The body paragraph (1). A short summary of the reviewed material

The body paragraph (2). Description of positive aspects and / or weaker points

The body paragraph (3). Name things that could be changed to improve the quality of the product.

Recommendation. Final opinion, recommendation or comment.

Review: Introduction

The introduction focuses on the identification of the author, the title, the main topic or issue presented in the question as well as the author's purpose.

One of my favourite childhood books is the 'Six Bullerby Children' written by Astrid Lindergren, a famous Swedish author. The story is set in a three-farm remote village of Bullerby in Sweden.

If your task requires to review a book or article concerning particular issues or topic, your introduction must also meet these expectations. In other words, the more complex your task is, the more you have to implement in your introduction. To make your introduction more engaging you can determine your position as a reviewer and briefly state your general impression on it.

Review: The Body

Order the body of your review according to a logical plan.

Your first body paragraph can give a short summary of the reviewed material. Give a brief overview – plot, setting, characters, general idea.

Second and / or third body paragraphs can be used to describe good and bad points respectively. Unlike essay your paragraphs don't have to be of the same length – if you liked the described thing then your paragraph with good points will be naturally bigger than the other one.

In the negative points paragraph, you can name things that could be changed to improve the quality of the product.

For each paragraph, it is efficient to use the topic sentence to identify the point from the book or the article you intend to summarise or evaluate using one or the other pattern

You should now evaluate the work as a whole, determining whether the author achieves the intended or implied goal and whether the work makes a significant contribution to the existing knowledge.

Use this paragraph to sum up the good and bad points to make an objective assessment of the reviewed material. You may then recommend or dissuade your readers from seeing / attending it.

You can consider the following questions:

- How well has the author achieved the overall purpose of the book or article?

- Is the work appropriately subjective or objective according to the author's purpose?

- Does the author exclude or ignore relevant information?
- What is the most important final comment you wish to make about the book or article?
- Do you have any suggestions for the direction of future research in the area?
- What has reading this work done for you or demonstrated to you?

Review example

Review subject:

A literary magazine is running a series of reviews of books that people enjoyed reading as a child and would recommend for children today. You decide to send in a review in which you describe a book you enjoyed and the attractions it had for you as a child. You should also explain why you feel it remains relevant for children today.

Review Answer:

Childhood Book

One of my favourite childhood books is the ‘Six Bullerby Children’ written by Astrid Lindergren, a famous Swedish author. The story is set in a three-farm remote village of Bullerby in Sweden.

The narrator is a seven-year-old girl, Lisa who, with her parents and two older brothers – Lasse and Bosse, lives in one of the houses. Lisa describes the daily life of the children in Bullerby which – contrary to what one might think when imagining life in a small, remote village – is far from boring. The children have plenty of funny ideas, which often lead to amusing adventures.

Although the book was included in the compulsory school literature when I was a child (which often meant long, boring reads), I have truly enjoyed the adventures of Lisa and her friends. Despite very limited resources (the story is set in 1930s when children did not have many toys, not to mention a TV or video games!) the children always come up with exciting games or things to play with. This is something I admired and wished I could do when reading the book.

Another thing which appealed to me as a child was the natural childlike way in which Lisa (or Astrid Lindgren, the author) could tell the story connecting effortlessly with the young readers.

Despite the environment in which the children live nowadays has changed considerably since 1930s, children will always be children and if the book has appealed to so many young generations since it was

published, I believe it will retain its impact. It can be more, even more relevant today, when children are presented with things to play, instead of inventing games themselves. Reading the book could definitely wake up their innate creativity.

‘Six Bullerby Children’ could, however, also be more relevant to adults who would like to either ‘return’ to their childhood for a little while, or be able to connect with their own children a bit better.

PRACTICE

Write a review on the book you have recently read.

Appendix

1. Academic word list

List 1

Words 1–10	Words 11–20	Words 21–30	Words 31–40	Words 41–50
achieve administration affect analysis approach appropriate area aspects assistance assume	authority available benefit category community complex concerning conclusion conduct consequence	consistent constitutional consumer context create culture data definition destructive discovery	distinction economic element environment error equation establish estimate evaluation evidence	factors feature final financial focus function global identify impact income
Words 51–60	Words 61–70	Words 71–80	Words 81–90	Words 91–100
indicate individual injury investment involve issue item legal maintenance major	media method modern normal obtain restrict occur participation percent period	policy positive potential previous primary process purchase range recent region	regulations relevant require research resident resources response sector security significant	similar solution source specific strategy structure theory threat traditional transport

List 2

Words 1-10	Words 11-20	Words 21-30	Words 31-40	Words 41-50
access activity alter alternative amendment annual apparent application approximate artificial	attitude aware capacity challenge circumstance comment communication concentration conflict considerable	constant contact contribution core correspond criteria cycle debate decline deduction	demonstrate despite dimension domestic dominant emerge emphasis enable energy enforcement	ensure equivalent evolution exclude exposure external facilitate fundamental funds generation

Words 51–60	Words 61–70	Words 71–80	Words 81–90	Words 91–100
hence hypothesis illustrate image immigration implement initial integration layer legislation	location logic marginal maximum mechanism medical mental modification negative network	occupation option orientation outcome overall parallel perspective philosophy precise predict	project promote proportion psychology reaction remove resolution specify stability subsequent	sufficient summary supply task technique technology transition trend version volume

List 3

Words 1–10	Words 11–20	Words 21–30	Words 31–40	Words 41–50
abstract accurate acknowledge adaptation adequate adjust adult advocate aid attribute	author brief capable civil classical comprehensive contrary coordination couple decades	definite deny discrimination disposal diversity domain dynamic eliminate equipment estate	exceed expansion expert fees flexibility foundation gender global grade guarantee	identical ignorance imply incentive incorporated index infrastructure inhibition innovation instance
Words 51–60	Words 61–70	Words 71–80	Words 81–90	Words 91–100
instruction intelligence interact interval investigation isolated justification lecture liberal migration	minimum monitoring motivation neutral obvious overseas parameter phenomenon prohibit publish	pursue rational recovery reject release reveal role satisfy scope sequence	simulation solely somewhat status stress style substitution successive survey survive	sustainable symbolic topic trace transformation ultimate underline unique utility visible

List 4

Words 1–10	Words 11–20	Words 21–30	Words 31–40	Words 41–50
accommodation accompany advance analogous anticipate appendix appreciate arbitrary assure automatically	behalf bias cease chart clarity coherence coincide commodity confirm contemporary	contradict controversy conversely cooperate crucial currency denote detect deviation device	devote differentiation diminish displacement display distorted dramatic duration ethical eventually	exhibit explicit exploitation extract federal fluctuations format founded guidelines highlighted
Words 51–60	Words 61–70	Words 71–80	Words 81–90	Words 91–100
implicit incompatible induce inevitably inherent intensity intermediate internal manual mature	medium military mutual norms notion nuclear objective paragraph passive perceive	portion precede predominantly priority prospect qualitative radical random reinforce relax	revision revolution scenario schedule sphere suspended target team temporary tension	theme thereby uniform validity vehicle via violation virtual vision widespread

List 5

Words 1–10	Words 11–20	Words 21–30	Words 31–40	Words 41–50
abandon abate abrupt accumulation acquisition adjacent aggregate albeit ambiguous ancestor	assembly assessment assign attain avert coal collapse colleagues combat commit	compile complement comprise conceive concurrent confined conform confuse consciousness convinced	creditable deceive depression derive distribution divergent doubt drastic election empirical	encounter enhance enormous entirely entrepreneur erosion forbearance forthcoming frustration goal
Words 51–60	Words 61–70	Words 71–80	Words 81–90	Words 91–100
homogenous inclination indulge	invoke justify likewise	ongoing overlap persistent	reluctant restore restraint	substantiate supplementary sympathy

infer	link	pose	rigid	termination
initiative	manage	possess	route	transmission
insight	manipulation	preliminary	sacrifice	undergo
inspection	merge	presumption	scale	unify
integral	nonetheless	ratio	so-called	vital
intervention	notwithstanding	refine	straightforward	voluntary
intrinsic	odd	relate	subordinate	whereby

2. Linking structures

Listing	Giving examples	Generalising
firstly, secondly, thirdly	for example	in general
first, furthermore, finally	for instance	generally
to begin, to conclude	as follows:	on the whole
next	that is	as a rule
Reinforcement	in this case	for the most part
also	namely	in most cases
furthermore	in other words	usually
moreover	Result/consequence	Highlighting
what is more	so	in particular
in addition	therefore	particularly
besides	as a result/consequence	especially
above all	accordingly	mainly
as well (as)	consequently	Reformulation
in the same way	because of this/that	in other words
not only ... but also	thus	rather
Similarity	hence	to put it more simply
equally	for this/that reason	Expressing an alternative
likewise	so that	alternatively
similarly	in that case	rather
correspondingly	under these circumstances	on the other hand
in the same way	Deduction	the alternative is
Transition to new point	then	another possibility would be

Listing	Giving examples	Generalising
now,	in other words	Contrast
as far as x is concerned	in that case	instead
with regard/reference to	otherwise	conversely
as for ...	this implies that ...	on the contrary
it follows that	if so/not	in contrast
turning to	Stating the obvious	in comparison
Summary	obviously	Concession (smth unexpected)
in conclusion	clearly	even though
to conclude	naturally	however
in brief	of course	however much
to summarise	as can be expected	nevertheless
overall	surely	still
therefore	after all	yet

3. Signaling transitions

Previewing sections of text

The section below describes ...

What follows is an account of ...

In the following pages, I will present ...

The following is a brief description of ...

In the section that follows, it will be argued that ...

The problem of X is discussed in the following section.

A more detailed account of X is given in the following section.

The structure and functions of X will be explained in the following section.

The following part of this paper moves on to describe in greater detail the...

In the chapter that follows, I present ...

The next chapter describes the synthesis and evaluation of ...

A summary of the main findings, together with ..., is provided in the next chapter.

The next chapter describes the procedures and methods used in this investigation ...

In the next section, I will present the principal findings of the current investigation ...

These analytical procedures and the results obtained from them are described in the next chapter.

Introducing a new topic

Regarding X, ...

As regards X, ...

In terms of X, ...

In the case of X ...

With regard to X, ...

With respect to X, ...

On the question of X, ...

As far as X is concerned, ...

Reintroducing a topic

As discussed above, ...

As explained earlier, ...

As previously stated, ...

As indicated previously ...

As described on the previous page, ...

As was mentioned in the previous chapter, ...

Returning (briefly) to the (subject/issue) of X, ...

As explained in the introduction, it is clear that ...

As was pointed out in the introduction to this paper, ...

Moving from one section to the next

Turning now to ...

Let us now turn to ...

Let us now consider ...

Moving on now to consider ...

Turning now to the experimental evidence on ...

Before proceeding to examine X, it is important to ...

Before explaining these theories, it is necessary to ...

Having defined what is meant by X, I will now move on to discuss ...

So far this paper has focused on X. The following section will discuss ...

This chapter has demonstrated that ... It is now necessary to explain the course of ...

Having discussed how to construct X, the final section of this paper addresses ways of ...

This section has analysed the causes of X and has argued that ...

The next part of this paper will ...

Moving from one section to the next, indicating addition or contrast

Another significant aspect of X is ...

In addition, it is important to ask ...

Unlike Smith, Jones (2014) has argued ...

In contrast to Smith, Jones (2014) maintains ...

Despite this, little progress has been made in the ...

However, this system also has a number of serious drawbacks.

On the other hand, in spite of these recent findings about the role of

Summarising a section or chapter

Thus far, the thesis has argued that ...

The previous section has shown that ...

To conclude this section, the literature identifies ...

This section has reviewed the three key aspects of ...

In summary, it has been shown from this review that ...

This chapter has described the methods used in this investigation and it has ...

This section has attempted to provide a brief summary of the literature relating to ...

This chapter began by describing X and arguing that ... It went on to suggest that the ...

In this section, it has been explained that ... The chapter that follows moves on to consider the...

4. Vocabulary to write letters

Letter structure

How to start and end the letter?

Formal letter

When you don't know the recipient's name:

• Dear Sir ... Yours faithfully

• Dear Madam ... Yours faithfully

Dear Sir or Madam ... Yours faithfully

When the recipient's name is known:

- Dear Mr / Mrs / Miss / Ms Green ... Yours sincerely

Semi-formal letter

When you are writing to a good friend or colleague:

- Dear Jonh ... Best wishes/ Best regards / Many thanks

Informal letter

When you are writing to a good friend or colleague:

- Hello / Hi Jonh ... Best wishes/ See you/ Missing you/ Love

When you are writing to someone you love:

- Dear Mary ... Yours always/ Lots of love

Letter openings

Examples of formal letter openings:

- I am writing to enquire about / to request / to explain why / to express interest in / inform you that/about / to complain about (the fact that I).

- After having seen your advertisement in ... , I would like to... .
- After having received your address from ... , I
- Thank you for your letter regarding / about
- In reply to your letter of 18 June, ...

Examples of informal letter openings:

- Hi! My name is Noah and I've been assigned your drama coach
- Hello, My name is Julia and I'm a volunteer conducting student excursions
- Hi there, I hope you're enjoying your holidays/ trip/ college year/ honeymoon
- Hello, thanks very much for asking me to visit you

Letter closings

Examples of formal letter closings:

- If you require any further information, feel free to contact me.
- I look forward to your reply.
- I look forward to hearing from you.
- Once again, I apologise for any inconvenience.
- I would appreciate your immediate attention to this matter.
- I would deeply appreciate it if you could... .

- Thank you in advance!
- Thanking you for your assistance in advance, I look forward to hearing from you.

Examples of informal letter closings:

- Anyway, I've got to go now. Write again if you need any more information.
- Well, let me finish here. I am eagerly waiting for your reply to this letter.

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