

ACADEMIC WRITING EXERCISES: POSTGRADUATE LEVEL



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**ВПРАВИ З АКАДЕМІЧНОГО ПИСЬМА:
ТРЕТІЙ (ОСВІТНЬО-НАУКОВИЙ) РІВЕНЬ**

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К 17 **Academic English Exercises: Postgraduate Level = Вправи з академічного письма: третій (освітньо-науковий) рівень** : навч.-метод. матеріали. – Луцьк: ВНУ, 2023. – 68 с.

Навчально-методичні матеріали підготовлено з метою систематизації й удосконалення знань аспірантів закладів вищої освіти при вивченні освітнього компонента «Іноземна мова для академічних цілей». Видання складається з п'яти тематичних розділів, які охоплюють особливості академічного письма і сприяють розвитку використання певних мовних одиниць, моделей, структур в академічних текстах, формуванню навичок з писемного наукового мовлення і комунікації англійською мовою.

Окремі тематичні розділи навчально-методичних матеріалів можуть також використовувати науково-педагогічні працівники та магістри філології за спеціалізацією «Германські мови та літератури (переклад включно), перша – англійська», магістри освіти за спеціальністю «Середня освіта (Англійська мова та зарубіжна література)» та всі, хто цікавиться академічним письмом.

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1. ACADEMIC WRITING FUNDAMENTALS

There are many different kinds of academic writing in English. Some of these differences arise from the different disciplines and the ways in which they create and share knowledge; some relate to the audience (the reader); and some to the use to which the text will be put.

The rules of academic writing in English are quite complicated; nevertheless most PhD students find that they can recognise the difference between informal writing and formal academic writing.

To write texts that are academic, begin by thinking about three key elements: audience, purpose and material. Ask yourself: Who is the text for? Why is the text needed? What resources – what data, evidence, reference material, and so on – have I got that I can use? You should then find it easier to start writing.

1.1. Ideas for starting an academic text

The following are some ideas for getting started with developing your own academic text.

- Start with ‘material’. Make sure you have all your research materials in one place. Read quickly through the texts and use (if permitted) highlighters to indicate material that you think you can use in your own writing. Use one colour highlighter for ideas, another for evidence, and another for arguments. Make sure you use the same colour for the same idea wherever it appears. You’ll end up with some related points from different texts. That suggests these are important aspects of the topic. Write one or two rough sentences (don’t worry about language correctness at this stage) to state one of the ideas or arguments in your own way. Now move on to do the same with another highlighted area.

- Start with ‘purpose’. Find out what your text is going to be used for. For example, are you expected to report or to argue? When you read reports, you will see that they are not written in the same way as essays or arguments.

- Start with ‘audience’. Think about who will read what you have written. How much do they know about the topic? What will they use the text for? What kinds of writing are they used to reading?

1.1.1. Understanding academic vocabulary

Pre-writing is the name given to a wide variety of techniques that help writers develop ideas and process information before writing their own text. These techniques are especially useful to new academic writers in helping them to understand and learn to use special vocabulary for a subject area.

Reading is a good pre-writing activity – it is particularly useful in helping you to understand the vocabulary of the chosen area. It gives you opportunities to gather ideas, expand your vocabulary, and refine your writing style.

1.2. Writing about ideas

1.2.1. Useful language for writing about ideas

Postmodernism describes a **movement** of intellectual thought which has had a major impact on a number of academic **disciplines** since the late 20th century. Perhaps the best way to understand postmodernism is as a **reaction** to modernism. Modernism **emphasises** purity, honesty and total truth; for example, when an artist attempts to express the **essence** of a whole subject with a single line. In contrast, postmodernism asserts that experience is personal and cannot be **generalised** and that meaning is only for the individual to experience, not for someone else to dictate. Thus, postmodernists maintain that the person who, for example, admires a painting or reads a poem is free to **interpret** its meaning, and that different people will come to very different, but equally **valid**, conclusions as to what that meaning is.

1.2.2. Useful nouns relating to ideas

<i>word</i>	<i>meaning</i>	<i>example</i>
concept	principle, idea	The concept of honesty is understood differently in different cultures.
framework	system of rules, beliefs or ideas used as the basis for something	Mary is working on an analytical framework to help people design and evaluate training courses.
model	simple description useful for discussing ideas	The writer uses a Smith model as the basis for his discussion of the economy.
notion	belief, idea	She doesn't agree with the notion that boys and girls should be taught separately.
perception	belief, opinion, held by many people	The novel had a powerful impact on people's perception of the war.
stance	way of thinking, often publicly stated	The government has made their stance on the boycott issue clear.
viewpoint	opinion, way of looking at an issue	The article provides a different viewpoint on this difficult topic.

Ex. 1. Replace the words in bold with words from 1.2. with similar meanings.

- 1 Many educators believe that different learning styles are equally **acceptable**.
- 2 In the UK a university faculty is a unit where similar **subjects** are grouped together.
- 3 The French impressionists were a key **group with shared aims** in European art.
- 4 The **most important quality** of international law is the application of a single standard for strong and weak nations alike.
- 5 Researchers spend much of their time trying to **understand the meaning** of their data.

6 Some 19th century artistic styles were a **direct response** to the ugliness of industrialisation.

7 Harvey (2003) stresses that the findings of the study cannot be said to **be always true**, as only a small amount of data was used.

8 In the late 20th century, intellectual **ways of thinking** were greatly influenced by ideas of gender and race.

Ex. 2. Change the words in bold from singular to plural or vice versa, as instructed. Make any other necessary changes to each sentence.

1 There's an interesting **PhD thesis** on water resources in the library. (make plural)

2 What were your main **criteria** in designing your survey? (make singular)

3 She was interested in strange **phenomena** connected with comets. (make singular)

4 The **hypothesis** was never proved, as the data were incomplete. (make plural)

Ex. 3. Match the beginning of each sentence with the most appropriate ending.

- | | |
|--|--|
| 1 We must never accept the notion | on the role of the United Nations in times of war. |
| 2 The task of choosing an analytical | on gender and language use very clear. |
| 3 The book expresses his viewpoint | of dark matter to explain certain observations. |
| 4 Tannen has always made her stance | that intelligence is connected to race. |
| 5 Consumers have different perceptions | of family healthcare which changed everything. |
| 6 The report laid out a new model | of what low price and high quality mean. |
| 7 Physicists developed the concept | framework is an important stage in any research. |

Ex. 4. Read the text and then answer the questions. Use a dictionary if necessary.

Autonomy and creativity are two key concepts in the humanities which are often thought to be not part of scientific thinking. However, recent projects in the sciences suggest this is not true. For example, the attempt to load the components of human consciousness into a computer is a fundamentally creative activity which has profound implications for our understanding of what a human being is. Such science may make us change our way of thinking about moral and philosophical questions and may make it possible for those in the humanities to find a new grounding for their own work.

1 Which noun means 'independence / the right to think in one's own way'?

2 Which noun means the opposite of 'the sciences'?

3 Which adjective means 'felt or experienced very strongly or in an extreme way'?

4 What are the noun forms of *think* and *understand* used in this text?

5 Which adjective in the text means 'relating to standards of good or bad behaviour, what is right and wrong, etc.'?

6 Which noun in the text means the same as 'foundation/basis'?

1.3. Writing about points of view

1.3.1. Commenting on others' views

No one can be completely **objective**¹ in their point of view. Inevitably, we all see things to some extent **subjectively**². It is impossible to be truly **impartial**³. We tend to be **biased in favour of**⁴ things we're familiar with and **prejudiced against**⁵ things we have little experience of. Of course, everyone believes their own views are totally **rational**⁶.

¹ not influenced by personal beliefs or attitudes, based only on facts

² influenced by personal beliefs or attitudes

³ uninfluenced by personal beliefs or attitudes

⁴ showing an unreasonable liking for something based on personal beliefs or opinions; opposite = **biased against**

⁵ showing an unreasonable dislike for, based on personal beliefs or opinions (stronger and more pejorative than *biased*); opposite = **prejudiced in favour of**

⁶ based only on reason; opposite = **irrational**

People's views tend to change as they grow older and begin looking at life from a **different standpoint**⁷. Young people are more likely to be **radical**⁸ but then become more **reactionary**⁹ or **conservative**¹⁰ with age, considering their younger opinions **immature**¹¹.

⁷ set of principles or beliefs on the basis of which opinions are formed

⁸ believing that there should be extreme political or social change

⁹ (disapproving) opposed to political or social change or new ideas

¹⁰ not inclined to trust change, especially if it is sudden

¹¹ (disapproving) lacking in experience; opposite = **mature**

An **ideology** is a theory or set of beliefs or principles, particularly one on which a political system or organisation is based. It often has slightly negative associations in English, implying something that is rigid and restricting. A **philosophy**, on the other hand, suggests a set of beliefs that is much more thoughtful and serious.

1.3.2. Word combinations relating to points of view

<i>word combination</i>	<i>example</i>	<i>meaning</i>
to hold views	My grandfather holds some surprisingly progressive views .	has opinions
to adopt/take a stance	It is important that the university should adopt a principled stance towards research.	take a position
to change/shift your position	Luisa was initially totally opposed to the idea but she has slightly shifted her position .	changed her point of view a little
have ethical objections to	Increasing numbers of people have ethical objections to the war.	dislike for reasons relating to morality
the principles underlying	'Treat others as you would like to be treated' is a principle underlying much religious teaching.	basic idea lying behind

to encounter prejudice	As one of the few female students of the 1920s, my grandmother encountered a certain amount of prejudice .	experienced unreasonable negative behaviour
deep-rooted prejudice	John does not share his father's deep-rooted prejudices against women.	strong, unreasonably negative views

Ex. 5. Change the words in bold to words which mean the *opposite*.

- 1 The views she expressed were totally **rational**.
- 2 The committee seemed to be biased **against** applications from younger people.
- 3 The book is an **objective** account of life in a small town in the 1920s.
- 4 The club rules were prejudiced **in favour of** children.
- 5 The President's daughter was quite **mature** for her age.
- 6 He has rather **radical** views about marriage.
- 7 Her views on education are rather **radical**. (use a different word from 6)
- 8 Supreme Court judges always act in a **biased** way.

Ex. 6. Use the words in the box in an appropriate form to complete the sentences.

root shift adopt encounter underlie philosophy hold ethical

- 1 The _____ principles of Asian and European are very similar.
- 2 People tend _____ a more conservative stance as they get older.
- 3 She has always _____ the view that primary education should not start before the age of seven.
- 4 Many people have _____ objections to investing in companies which support corrupt regimes.
- 5 Some employers still have a deep-_____ prejudice against employing older people, and many older people _____ such prejudice when they apply for jobs.
- 6 The government seems to have _____ its position recently.

Ex. 7. Answer the questions.

- 1 What verb could be used instead of *shifted* in Ex. 6?
- 2 What verb could be used instead of *adopt* in Ex. 6?
- 3 Which is incorrect: (a) in my point of view, (b) in my opinion, (c) from my point of view?
- 4 In what way does calling something an ideology make it sound slightly more negative than calling it a philosophy?
- 5 What single noun is formed from the noun *point* and the verb *stand*?

Ex. 8. Vary these sentences by rewriting them using the word in brackets.

- 1 The people of the area have some unusual views about nature. (HOLD)
- 2 Most young people seem not to like the proposals on student fees. (OBJECTIONS)
- 3 Examiners tend to prefer candidates with clear handwriting. (BIASED)

4 Girls look at their careers in a different way from their mothers. (STANDPOINT)

5 Let us now discuss the principles behind this approach. (UNDERLYING)

Ex. 9. Read this short text and underline any words and phrases connected with points of view, opinions and ideas. Look them up in a dictionary if necessary and note them in your vocabulary book.

Academics have traditionally taken the view that their discipline is intellectually independent from all others. However, inter-disciplinary degrees are becoming more and more common, suggesting that preconceptions about what and how one should study may be somewhat misplaced. A more liberal view of education would advocate greater freedom to explore the links between different fields of learning, thus pushing the frontiers of knowledge in new and exciting directions. Many academics now feel that the future lies in this blending of ideas and the cross-fertilisation of thought which emerges from it.

1.3.3. Understanding the degrees of certainty in writing

Being tentative

It is a common mistake for students to present something as a proven fact when it is actually an opinion. In a serious piece of academic writing you should not, for example, write *Girls are better at learning languages than boys*; you could write, instead, *There is some evidence to suggest that girls may be better at learning languages than boys* or *It can be argued that girls are better at learning languages than boys*.

Here are some other expressions that are useful when presenting ideas that may be true but are not proven facts.

It may not be the case that girls are naturally better at foreign languages.

It would seem/appear that girls are more interested in languages than boys.

We can presume that all humans have the ability to learn a second language. [believe something to be true because it seems very likely]

There appears/seems to be some evidence linking diet with language ability.

There is some evidence that previous studies are unreliable.

We can draw the **tentative** conclusion that early language skills determine how successful a child will be at school. [possible, not yet certain]

It is true or almost certainly true

It is **undoubtedly** true that language ability is not simply a matter of intelligence. [without doubt, certainly]

It is, **of course**, essential to check data carefully. [shows the writer sees this as obvious]

It is **evident** that girls and boys develop at slightly different rates. [obvious, clear]

The best age for language learning is, **apparently**, the teenage years.

Pronunciation of unfamiliar sounds **presumably** comes more easily to young children.

The research **is likely to** lead to some interesting results. = The research **will probably** lead to some interesting results.

Boys **tend to** have better practical skills than girls. [are likely to]

There is a tendency for boys to be more enthusiastic about team sports than girls. [it is often the case that]

There is every likelihood that the research will be completed by June. [it is probable]
The situation **is liable to** change. [may change, is likely to change]

The writer is unsure

The research has **allegedly** come to some very significant conclusions. [it is claimed; the use of this adverb suggests that the writer does not believe the claims are true]

Boys **are considered to be** more inclined to take risks than girls. [people think that – the implication is that the writer may not agree]

The **perception** of boys as poor language learners can be shown to be false. [common view, often one which the writer feels is inappropriate in some way]

The article is **reportedly** an excellent piece of work. [it is reported that; the use of the adverb makes it clear the writer has not seen the article]

In the absence of evidence to the contrary we can assume that Laing is correct. [as there is no evidence to suggest the opposite]

Ex. 10. Match the beginning of each sentence with the most appropriate ending.

- | | |
|------------------------|---|
| 1 We may | assume that the exchange rate will continue to fluctuate. |
| 2 It would seem | not to be the case that all the questions were answered honestly. |
| 3 Of course it | to appear from all the findings that the test is reliable. |
| 4 We can certainly | well discover that the problem was caused by overheating. |
| 5 It may well turn out | argued that conflict was inevitable after the events of recent years. |
| 6 It could be | is true that not all factories cause huge amounts of pollution. |

Ex. 11. Insert adverbs based on the words in italics into suitable places in the sentences.

- 1 Russo was a member of a terrorist organisation, but it was never proved. *allege*
- 2 At that time, the population of tigers was widespread in the region. *report*
- 3 The collapse of the roof caused a sprinkler system pipe to burst. *appear*
- 4 To get a better job is a main motivation for going on to higher education. *presume*
- 5 We may conclude that water shortages are likely to increase rather than decrease. *tentative*
- 6 The students were guessing some of the answers instead of using their knowledge of the context. *evidence*

Ex. 12. Change these sentences. Use different forms of the words in bold, as instructed.

- 1 There is little **likelihood** that everyone will fail the test. (use the adjective)
- 2 Students **tend to** leave preparation for exams till the last minute. (use the noun)
- 3 We saw **evidence** that some students had copied each other's answers. (use the adjective)
- 4 People commonly **perceive** that older people cannot learn musical instruments to a professional standard. (use the noun)

5 The melting of the polar ice caps **seems** to be inevitable. (use the adverb)

Ex. 13. Complete the missing forms in the table. Use a dictionary if necessary. Do not fill the shaded boxes.

<i>noun</i>	<i>verb</i>	<i>adjective</i>	<i>adverb</i>
	tend		
evidence			
	seem		
		likely	
	perceive		

Ex. 14. Make the sentences more formal by replacing the underlined words or phrases.

1 People generally think that rats are carriers of diseases.

2 There isn't much evidence to support the opinion that diesel cars cause more pollution than petrol cars.

3 It is extremely likely that rail passenger numbers will continue to decline.

4 In the absence of other evidence, we must conclude that right-handedness is not linked to intelligence in any way.

5 Of course, it is true that engineering graduates are in increasing demand.

6 The area near the river often floods in winter.

1.3.4. Reporting verbs

In her latest article Morton **explains** how information technology is changing society.

Schmidt **describes** the process of language change.

Kon **suggests** that all poets are strongly influenced by their childhood. [says indirectly or tentatively]

Lee **states** that problems arose earlier than was previously thought. [says directly]

Black **claims/asserts/contends/maintains/declares** that the causes of the revolution can be traced back to the 18th century. [says something is true directly and firmly, often used when others disagree]

Van Ek **implies** that other historians have misinterpreted the period. [suggests indirectly]

Patel **argues** that governments should continue to fund space research. [use of this verb suggests he gives reasons for his view]

Greenberg **emphasises/highlights/stresses** the importance of taking a liberal approach. [gives particular importance to]

Levack **observes/notes/comments/points out** that there are contradictions in Day's interpretation of the poem. [states but does not develop at length]

Kim **demonstrates/shows** how Bach's music draws considerably on earlier composers' work.

Gray **proves** there is a link between obesity and genes. [shows that something must be true]

In the book Dean **mentions** some new research in the field. [refers to briefly]

McIntosh **pinpoints** the key features of the period in question. [focuses in on]

Vaz **advances/puts forward/proposes** a new theory. [used with idea, theory, hypothesis]

Davidson **casts doubt** on previous research in the field. [suggests it is inaccurate]

Gerhard **questions** previous interpretations of the play. [expresses doubts about]

1.3.5. Reporting nouns

Morton **provides an explanation** as to how information technology is changing society.

Schmidt **gives** a description of the process of language change.

Kon's **suggestion** that poets are influenced by their childhood is uncontroversial.

Lee's **statement** that problems arose earlier than previously thought has been challenged.

Black's **claim/assertion/contention** that the causes of the revolution can be traced back to the 18th century is worth considering in some depth.

Van Ek's **implication** that other historians have misinterpreted the period has caused some controversy. [suggests indirectly]

Patel's **argument** that governments should continue to fund space research is convincing.

Greenberg's **emphasis/ stress** on the importance of taking a liberal approach is not new.

Levack's **observation** that there are contradictions in Day's interpretation of the poem has been supported by a number of other scholars.

Kim's **demonstration** of the way in which Bach's music draws on the work of earlier composers is fascinating.

Gray's **proof** of the link between obesity and genes is of considerable interest.

Ex. 15. Fill in the missing verbs and nouns

<i>noun</i>	<i>verb</i>
implication	
	observe
argument	
assertion	
	contend

<i>noun</i>	<i>verb</i>
	describe
statement	
	emphasise
	explain
demonstration	

Ex. 16. Rewrite the sentences using nouns instead of the verbs in bold and beginning as shown.

- 1 Harkov **contends** that continued population growth will be a more serious problem than global warming, but this is not accepted by many scientists. (Harkov's ...)
- 2 'Global symmetry' **states** that the laws of physics take the same form when expressed in terms of distinct variables. ('Global symmetry' is ...)
- 3 The report **implies** that no individual government will ever be able to control the internet. (The report makes ...)
- 4 Dudas **demonstrates** how dangerous genetic modification might be. (Dudas provides ...)
- 5 Groot **emphasises** the role of schools in preventing teenage drug abuse. (Groot puts ...)
- 6 Lenard **observes** that women use expressions such as 'you know' in English more than men but this was later proved to be inaccurate. (Lenard's ...)
- 7 Plana **explained** the possible origins of the pyramids in Guelcoga but this has been disputed by Ruiz. (Plana's ...)
- 8 Wilson **describes** the ancient alphabet of the Guelcoga people. (Wilson gives ...)
- 9 Wu **argues** that daylight-saving time should be extended throughout the year. (Wu puts ...)
- 10 The President **asserts** that he cares about fighting poverty. (The President makes ...)

Ex. 17. In each sentence two of the options in italics are possible and one is not. Which is not?

- 1 The author *notes / observes / pinpoints* that commodity prices change depending on the season.
- 2 Grey *puts forward / proves / advances* a controversial theory to explain climate change.
- 3 Philipson *claims / questions / challenges* the accuracy of Malwar's Figures.
- 4 Trakov *stresses / emphasises / asserts* the importance of pilot testing before carrying out a survey.
- 5 Ripoll *advances / demonstrates / shows* how large-scale urban planning can go wrong.
- 6 Thompson's *assertion / contention / description* that no member of the committee was informed of the director's plan is incorrect.
- 7 Evans *declared / cast doubt / maintained* there was no causal link between the events.

Ex. 18. There is one mistake in each of these sentences. Find and correct it.

- 1 According to me, courses in academic writing should be compulsory for all new students.
- 2 It has not yet been proof that the virus can jump from species to species.
- 3 Richardson emphasises on a number of weaknesses in the theory.
- 4 Taylor mentions to several studies which have looked at the problem in the past.
- 5 Pratt's suggest that the poet may have suffered from depression is an interesting one.
- 6 Our latest results cast doubt to our original hypothesis.

1.4. Presenting an argument

What is an argument?

Much of the work done by academics involves understanding, reporting and interpreting the work of others. But knowledge is created by original research, and original research requires original thinking. If someone is to think originally, they have to think critically and be able to argue.

The academic argument begins with a statement (thesis) that is debatable: that is, an idea you believe in, but with which other people might disagree. The remainder of your text provides evidence for your thesis statements and against opposing arguments. Your aim is to convince your readers of the correctness of your thesis by providing evidence that they will find convincing and by defeating alternative arguments that they might have believed.

1.4.1. Useful language for presenting arguments

Developing an argument: what it is about

This essay **is based on** findings from recent **research into** cold fusion.

The arguments I shall put forward **are relevant to** our understanding of Newton's laws.

For the purposes of this essay, two opposing theories will be scrutinised. I shall **refer to** Ashbach's and Linn's work, respectively.

Many articles have been **published on the subject of** genetic modification of crops.

The political arguments concerning population control are **beyond the scope of** this essay.

The first section reviews recent literature, **with reference to** the arguments concerning economic policy.

Adding points to an argument

Bad diet and high stress levels, **as well as** lack of exercise, are key factors in causing heart disease; **on top of which** there is smoking, which is one of the most damaging factors.

In addition to the questionnaire, we also conducted interviews with some of the subjects.

A **further** argument in support of raising the retirement age is that life expectancy is increasing. **Moreover / Furthermore**¹, many people enjoy working; **for example / for instance**², in a recent survey, 68% of people said they would like to work till they were at least 70.

¹ *moreover* is much more frequently used in academic style than *furthermore*

² *for example* is much more frequently used in academic style than *for instance*

Qualifying: limiting and specifying an argument

Dr O'Malley is leading a class discussion on human rights.

O'Malley: OK. 'Human rights are rights which you possess simply because you are human.' **To what extent** can we say that? What are **the pros and cons**¹ of this view?

Anna: Well, I think it's too simplistic, **in the sense that**² it ignores the rights of victims and everyone else's right to life. So, **provided that** we remember this, then we can give people basic rights, **albeit**³ with limitations.

Kirsten: Mm, **that's all very well, but**⁴ if you say human rights depend on, say, government decisions about national security, then they're no longer *rights*, are they? They become privileges. **Having said that**⁵, it's a complex issue with no simple answer. **Even so**, I still think we must be careful not to give our rights away.

O'Malley: OK. Fine. **Apart from** victim's rights, are there other arguments for restricting rights? I mean we could look at protecting property, ending a chronically sick person's life, **and so on / and so forth**⁶. Let's talk about **the degree / extent to** which these are relevant.

Ricardo: Every sick person has the right to life, **but at the same time** we should be free to decide when we want to die.

O'Malley: Well, a lot of sick people can't make that decision for themselves, **despite the fact** that we may respect their right to a dignified death.

Ricardo: Hmm. **Nevertheless / Nonetheless**⁷, I think it's a key issue.

¹ (slightly informal) advantages and disadvantages

² used to explain precisely what has just been said

³ (formal) although

⁴ (informal, typical of spoken contexts) indicates a partial agreement, followed by a disagreement

⁵ (typical of spoken contexts) said when you wish to add a point which contrasts with what has just been said

⁶ (typical of spoken contexts) can be used separately or together (*and so on and so forth*); can also be *et cetera* (more common in writing – *etc.*)

⁷ however; *nevertheless* is more frequent in academic style than *nonetheless*

Ex. 19. Fill in the prepositions in this text about the first wife of Henry VIII of England (1491–1547).

This essay examines the early life of Catherine of Aragon (1485–1536), focusing particularly _____ the period of her brief marriage to Prince Arthur, his death at the age of 15 and her subsequent marriage _____ his brother Prince Henry, later to become King Henry VIII of England. _____ the purposes _____ this essay, I shall pay little attention _____ either the earlier or the later periods of her life. Her eventual divorce from King Henry is, thus, _____ the scope _____ this essay. Much more has already been written _____ the subject _____ this later period of her life. The literature _____ reference _____ the period is extensive but my essay is largely based _____ a couple of key sources, which are particularly relevant _____ any discussion of this period, and I shall refer _____ these throughout.

Ex. 20. Which word comes next in these phrases?

- | | |
|--------------------------|------------------------------|
| 1 the pros and _____ | 5 that's all very well _____ |
| 2 at the same _____ | 6 the extent to _____ |
| 3 and so on and so _____ | 7 in addition _____ |
| 4 having said _____ | 8 as well _____ |

Ex. 21. Use phrases from the box to replace phrases from the paragraph with the same meaning.

nevertheless	the degree	as well as
advantages and disadvantages	for instance	furthermore
provided that		

There are a number of pros and cons to take into account when considering the purchase of a hybrid (gasoline-electric) car. Such cars are, for example, undoubtedly better for the environment in the sense that they cause less air pollution. Moreover, the extent to which they rely on oil, a natural resource which is rapidly becoming depleted, is much less than is the case with conventional cars. Nonetheless, hybrid cars are not without their problems. Cost may be an issue and also the technical complexity of this relatively new type of engine. As long as you take these factors into account, there is no reason not to buy a hybrid car.

Ex. 22. Choose the correct word or phrase to complete each sentence.

- 1 She wrote an excellent essay _____ with a certain amount of help.
A even so B albeit C despite the fact
- 2 A _____ point must also now be made against a change in the law.
A furthermore B respective C further
- 3 He is a great poet _____ his work has had a great influence on other writers.
A in the sense that B on top of which C provided that
- 4 Let us now discuss the influence of the revolution on the rich and the poor _____.
A say B respectively C moreover
- 5 The riots resulted in much damage. _____, we should not ignore the fact that the disorder brought benefits to some.
A As well as B With reference to C Having said that
- 6 But there is a negative side to new technology. _____ the advantages we also need to consider a number of disadvantages.
A Be that as it may B Apart from C That's all very well but

1.5. Recognising categories and classifications

Discovering similarities and differences is something that we do both in academic and non-academic contexts. Academics do this by building systems of categorisation – as do people in everyday life. Being able to organise ideas and concepts into classes and categories is necessary for thinking, and it gives you a basic tool for academic writing.

These classes and categories form the main divisions, followed by sub-categories and sub-classes which are smaller and more closely defined.

1.5.1. Useful nouns when classifying

<i>word</i>	<i>example</i>	<i>meaning</i>
category	Each of our students falls into one of three categories .	a group that shares some significant characteristics
component	Milk is an essential component of any young child's diet.	a part which combines with other parts to create something bigger
existence	The existence of 'dark matter' in the universe was first proposed in 1933.	the fact that something or someone is or exists
feature	Effective use of metaphor is a feature of the poet's style.	typical part or quality
hierarchy	Humans can be described as being at the top of a hierarchy with amoebas on the bottom level.	system in which people or things are arranged according to their importance or power
nature	The nature of her work means that she is under a lot of stress.	type or main characteristic of something
structure	In this unit we shall be looking at the structure of the heart.	the way in which the parts of a system are arranged
type	The lion is one type of large cat.	group with similar characteristics, a smaller division of a larger set

1.5.2. One example of a classification system

There is an enormous **variety/diversity** of living things (or organisms). To help study them, biologists have **devised**¹ ways of naming and classifying them **according to** their **similarities** and **differences**. The system most scientists use puts each living thing into seven groups organised from most **general** to most **specific**. Therefore, each species **belongs to**² a genus, each genus belongs to a family, each family belongs to an order, etc. Species are the smallest groups. A species **consists of**³ all the animals of **the same type** who are able to breed and produce young of the same kind; each species is **distinct from**⁴ all other species. Biologists **allocate**⁵ all organisms to a position in this system.

¹ thought of, invented

² is part of

³ includes, **is made up of**

⁴ significantly different from

⁵ place (also **assign**)

1.5.3. Categorising people

When categorising people, it is often necessary to take **age**, **gender**¹, **social class**, **occupation**, **marital status** and **ethnic background**² into account. It may also be appropriate to consider the **urban-rural**³ **dimension**⁴. Age, for example, is important in that different **generations** tend to have different attitudes and other **characteristics**. Social class **can be described** in different ways; the term **blue collar** may be used to mean working class while **white collar denotes**⁵ middle class. The categories of student, **homemaker** (i.e. **housewife/househusband**), and **senior citizen**, as well as types of **employment**⁶ are **subsumed**⁷ under the **heading**⁸ of occupation or **occupational background/status**.

¹ sex, male or female

² racial background

³ city versus countryside

⁴ aspect, way of considering something

⁵ means

⁶ paid work

⁷ included as part of a larger group

⁸ title summing up a group

Ex. 23. Choose the words to complete these extracts from (1) a lecture and (2) a class.

1 **belong categories components consist distinct diversity fall
feature structure type**

‘Computer programming languages usually _____ into one of four _____: imperative, functional, object-oriented and logic. These languages are _____ from one another in how they operate. The _____ of imperative languages is based on commands, you know, “do this, do that thing”. Languages such as Fortran and COBOL _____ to this _____. Functional languages _____ of mathematical functions. The _____ of object-oriented languages are commands which are combined with the data to create “objects”. The main _____ of logic languages is that they state facts or relations between things. Now, in the case of human languages, _____ is considered a good thing. In the case of programming languages, it suggests we still haven’t found the best one!’

2 **blue collar class devise employment ethnic gender generations
homemakers occupational senior citizens**

‘For your end-of-year project, you must carry out a survey of consumer preferences for one product or a type of product. You’ll need to _____ a questionnaire, and you’ll need to take a lot of factors into account. These include _____, that is how many males and/or females are in your sample, social _____ and so on. And also different _____; will it just be adults, or young people too? And what about _____? They may be retired, but they still buy a lot of things. Also, what about _____ status? Are you going to separate _____ and white collar workers? Or are you also interested in people who are not in _____,

such as _____, but who are open the ones who buy the goods? And in our multicultural society, don't forget _____ background.'

Ex. 24. Complete the table. Use a dictionary if necessary.

<i>noun</i>	<i>verb</i>	<i>adjective</i>	<i>adverb</i>
		similar	
		different	
	allocate		
	describe		

Ex. 25. Now choose a word from Ex. 24 to complete these sentences.

- 1 It is hard to _____ between these two _____ plants. They hardly _____ at all.
- 2 The professor persuaded the university to _____ more resources to his department.
- 3 There are some magnificent _____ passages in the writer's later novels.
- 4 In your essay comment on the _____ and the _____ between the two poems.

Ex. 26. Vary the sentences by using words of similar meaning instead of the words in bold.

- 1 It is difficult to **categorise** human emotions as we know little about their **basic characteristics**.
- 2 Sensation and action can both be **included** under the term *behaviour*.
- 3 Linguists **allocate** all languages to a place in the system of language families, based on their grammars and other key **aspects**.
- 4 The atmosphere of the planet **consists of** different gases.
- 5 **City** and **country** people often differ in their political attitudes. Whether one is **married** or **single** is also a relevant factor.

1.6. Exploring comparison and contrast structures

When there are two or more bodies of knowledge, theories, arguments or other content, it is useful to compare those aspects that are similar and contrast those that differ. You can use either of two structures to do this effectively in academic writing.

1.6.1. Prepositional expressions for comparison and contrast

<i>expression</i>	<i>notes</i>
Problems in pain measurement: a comparison between verbal and visual rating scales	<i>Between</i> is used when two different things are being compared. <i>Of</i> is used when different examples of the same thing are being compared.
A comparison of different methods and approaches to home-schooling	
Mobility in the EU in comparison with the US	<i>With</i> and <i>to</i> are both used nowadays with similar meanings in these expressions.

The effects of risk on private investment: Africa compared with other developing areas	American English generally prefers <i>compared with</i> .
An exploration of the average driver's speed compared to driver safety and driving skill	
Reduced rate of disease development after HIV-2 infection as compared to HIV-1	This expression indicates that there is indeed a difference between the things which are compared.
Some psycho-physical analogies between speech and music	Comparisons between things which have similar features; often used to help explain a principle or idea.
Differences and similarities between mothers and teachers as informants on child behaviour	<i>Between</i> is used with <i>difference</i> when different groups of people or things are compared. <i>In</i> is used when different aspects of one thing are compared (here 'ethical perceptions').
Differences in ethical standards between male and female managers: myth or reality?	
Children's understanding of the distinction between real and apparent emotion	A distinction is a difference between two similar things.
Is globalisation today really different from globalisation a hundred years ago?	<i>Different to</i> is also used in UK academic usage, but <i>different from</i> is much more frequent. <i>Different than</i> is often found in US English.

1.6.2. Useful linking expressions for comparison and contrast

44 % of the male subjects responded negatively. **Similarly**, 44 % of the female subjects said they had never voted in any election. [*likewise* could also be used here]

There is a **contrast between** fiction and reality.

Older teenagers were found **to be more likely** than younger teenagers to purchase music CDs.

Conversely, younger teenagers purchased more video games. [in an opposite way]

Unlike Scotland, Irish mortality rates were relatively low for such a poor country.

Verb endings in some languages can show present, past or future tense, **whereas** in English, verb endings can only show present or past. [*while* could also be used here; note the comma]

A recent study suggested that building a network of good friends, **rather than** maintaining close family ties, helps people live longer into old age.

On the one hand, critics accuse the police of not protecting the public from crime. **On the other hand**, people also complained that the police were too oppressive. [used to compare two different facts or two opposite ways of thinking about a situation]

In the north, the rains are plentiful. In the south **the reverse is true** and drought is common.

Ex. 27. Complete these sentences about comparing and contrasting.

1 The study looked at the different life chances of working-class children _____ to those of middle-class children.

2 The results showed a marked _____ (*three possible answers*) between the two groups of plants being tested.

3 The title of her paper was: 'Retail price differences in large supermarkets: organic foods _____ to non-organic foods'.

4 My project was a _____ of different styles of industrial architecture in the late 20th century.

5 The result of the second experiment was very different _____ that of the first.

6 It would be interesting to do a _____ between the musical skills of teenage girls and those of teenage boys.

7 The physicist drew an _____ between the big bang and throwing a stone into a pond.

8 Gronsky believes cold fusion will soon be achieved in the laboratory. _____, his colleague Ladrass believes cold fusion is simply theoretically impossible.

Ex. 28. Rewrite the sentences using an expression which includes the word in brackets instead of the underlined words.

1 The two groups were not the same as each other. (DIFFERENT)

2 The two groups of children were different. (CONTRAST noun)

3 The three liquids had many things in common with one another. (SIMILAR)

4 The data revealed that the informants' responses were different. (DIFFERENCES)

5 The title of her paper was: 'A comparison of male attitudes towards prison sentencing and female attitudes'. (COMPARED)

6 In a similar way to the manner in which the economy of the north is booming, the south is also enjoying an economic upturn. (SIMILARLY)

Ex. 29. Use linking expressions based on the word(s) in brackets to rewrite these pairs of sentences as one sentence. Make any other changes necessary.

1 The south of the country has little in the way of forests. The north of the country is covered with thick forests. (UNLIKE)

2 A questionnaire is good. In this case, face-to-face interviews are better. (RATHER)

3 Asian languages such as Vietnamese are quite difficult for learners whose first language is a European one. The opposite is also true. (CONVERSELY)

4 Oil is plentiful at the present time. It will run out one day. (HAND)

5 Boys tend to prefer aggressive solutions to problems. Girls, on the other hand, prefer more indirect approaches. (WHEREAS)

6 In the post-war period, public transportation enjoyed a boom. Nowadays, it is little used. (REVERSE)

Ex. 30. Are these statements true or false? Circle T or F. Use a dictionary if necessary. If the statement is false, explain why.

- 1 If two things are mutually exclusive, one makes the other impossible. T F
- 2 If two methods of doing something are compatible, they cannot both be used. T F
- 3 If two things are equated, they are said to be similar or the same. T F
- 4 If there are parallels between two phenomena, they are very different from each other. T F
- 5 If there is an overlap between two things, they share some properties. T F

1.7. Writing definitions

Definitions are the basic tool for ensuring clarity in referring to concepts. Definitions are important because whenever we write – and especially when we write academic texts – we must be clear.

1.7.1. The Clarity Principle

When we write we have to remember that our readers may not always understand the meaning of the more specialised words and expressions we wish to use. In writing in English we try to predict what readers need, so as to produce clear texts for them. You will learn as you do your academic work that the Clarity Principle is taken very seriously in English academic writing. The Clarity Principle states that a writer should make everything clear to the reader he or she has in mind. In terms of academic writing, ‘the reader’ is the particular academic community the writer is addressing.

1.7.2. Useful words when writing definitions

The importance of meaning

Academic study in any subject inevitably requires precision with regard to the meanings of the **terms**¹ used. Many textbooks provide a **glossary**² of the **terminology**³ of the subject and this should be referred to frequently, whenever the meaning of some new term is not **transparent**⁴. Often there are **subtle distinctions**⁵ between the way in which a word is used in a non-academic context and the way in which it is used in a specific academic discipline and the student needs to be able to **distinguish between** these different **senses**⁶ of the same word. When writing an essay or an article it is often appropriate to begin by **defining**⁷ the key words relating to the topic. If this is not done then the reader may find the writing **ambiguous**⁸ and may **misinterpret**⁹ the text. In lectures, too, the audience will require the lecturer to **clarify** what they are saying by providing a **definition** of any unfamiliar terms. This is essential if the lecturer is to **communicate** their meaning in a clear and **coherent**¹⁰ way.

¹ words or expressions used in relation to a specific context

² list of words with explanations of their meanings

³ special words or expressions used in relation to a specific subject

⁴ clear, often used when referring to meaning

⁵ small differences

⁶ meanings

⁷ explaining the meaning of

- ⁸ having more than one possible meaning
- ⁹ understand in the wrong way
- ¹⁰ carefully organised and making sense

The power of words

Writers may use words to express ideas or to convey a **message**¹ or to **evoke**² an **atmosphere**³. In scientific **discourse**⁴, if words are not used precisely, then it is hard for the reader to **comprehend**⁵ what the writer is trying to say. In literature, especially in poetry, the **connotations**⁶ that words have may be at least as important if not more important than what those words **denote**⁷. The reader has to **infer**⁸ the poet's meaning and this may involve a sensitivity to **nuances of meaning**⁹ and the ability to see things from the poet's **perspective**¹⁰.

- ¹ key idea (e.g. in a book or film)
- ² make someone feel something
- ³ feeling or mood
- ⁴ written or spoken text
- ⁵ understand
- ⁶ associations
- ⁷ mean
- ⁸ form an opinion on the basis of indirect evidence
- ⁹ small differences in meaning
- ¹⁰ point of view

Ex. 31. Dr Babayan is advising Tomoko, one of his students who is about to start writing up her dissertation. Complete their conversation with words from 1.7.2.

Dr Babayan: In the first chapter, you need a section where you d_____ your t_____.

Tomoko: I'm sorry, what does that involve exactly?

Dr Babayan: You explain your t_____, the special technical words or phrases you're going to use and what precise meaning they have so that your text is t_____, and every reader knows exactly what you mean when you use a word or phrase.

Tomoko: Does it have to be in the First chapter?

Dr Babayan: Well, usually, yes, though an alternative way of doing it is to provide an alphabetical g_____ at the back of the dissertation where readers can look up the meaning. And remember, if you're using different s_____ of the same word you must explain each one.

Tomoko: That's my problem. I sometimes find it difficult to d_____ between the different meanings. There are so many s_____ d_____ between words and between the different meanings of the same words in English.

Dr Babayan: Yes, I know, but all languages are like that; it's just that you don't notice it in your own language. Look, a dissertation is all about c_____ your ideas in a clear, c_____ manner. If you use words which are a_____, your readers might m_____ your text. So it's always important to c_____ what you intend to say.

Tomoko: Hmm. Oh well, I'll try.

Ex. 32. Add negative prefixes to the words in bold, using a dictionary if necessary.

- 1 The sign had been _____ **translated**, so no one could understand what it meant.
- 2 I _____ **understood** one of the exam questions and wrote about the wrong subject.
- 3 The text was quite _____ **ambiguous**, so there was only one way of interpreting it.
- 4 Some of the totals had evidently been _____ **calculated**, so the results were unreliable.
- 5 The essay was quite _____ **coherent**, so it was almost impossible to follow the argument.
- 6 Sandra is good at French but _____ **pronounces** a lot of words.

Ex. 33. Use the words from the box in an appropriate form to complete the text.

denote	perspective	express	comprehend	evoke	nuance
discourse	convey	infer	connotation		

The American songwriter Bob Dylan is often considered to be as much a poet as a musician. He _____ his political ideas through folk songs in his early period. His melodies were often simple but his words _____ complex messages, often with subtle _____. In one of his songs, he speaks of a 'hard rain' which will fall after a nuclear war. On one level the words _____ real, radioactive rain, but the _____ of the words are many: life will be hard, perhaps impossible. Perhaps the consequences will fall hard on the politicians who started the war too. There are many things we can _____ from these words. The song is part of the political _____ of the Cold War of the 1960s. It _____ an atmosphere of fear and hopelessness. Seen from the _____ of the post-Cold-War era, it may seem difficult to _____ such fear, but at the time, that fear was very real.

1.8. Making Generalizations and writing descriptions

Generalisations are very important in academic writing. The sentence you have just read is a generalisation and exemplifies one important function of generalisations: they are very useful for starting off a piece of writing or a paragraph. They allow the writer to introduce the main properties of a concept in one statement – the generalisation – the details of which can then be developed in the text using appropriate information structures, such as examples, classifications and definitions.

1.8.1. The language of generalisations

Unless there is evidence to show 100 per cent certainty, academic writers do not use absolute generalisations. They use special language to make sure that their generalisations reflect their level of certainty about a statement. Hedges are uses of language that let people write (or speak) in a limited way and avoid overgeneralisations. This is in line with the Honesty Principle.

1.8.2. The Honesty Principle

The Honesty Principle says only say (or write) that for which you have evidence. This is an important principle for academic writers because there are many people who will read academic work closely, and criticise any generalisations or claims that are not

supported by evidence. Following the Honesty Principle helps you to write carefully considered statements and avoid exaggerated generalisations.

1.9. Evaluating and emphasising

1.9.1. Adjectives for evaluating: opening sentences from science articles

A The first **comprehensive**¹ survey of coral reefs is being carried out in the Indian Ocean.

Fundamental² problems exist in current theories of the universe, a physicist claims.

A **ground-breaking**³ discovery has been made in research into ageing and death.

Important new information about the planets has been gained from the *Orbis* space probe.

Working hours have increased and pressures at work have become more **intense** in the UK.

A **crucial** stage in global warming could be reached within ten years, scientists say.

The search for a unified theory of the human mind is **misguided**⁴, says a psychologist.

The discovery of a dinosaur-like bone fossil in Africa is **unique**, according to scientists.

In 1997, Irkan published a **significant** piece of research on open structures in bridges.

Current responses to the global energy crisis are **inadequate**, a scientist has warned.

¹ complete, including everything that is necessary

² basic, from which everything else originates

³ very new and a big change

⁴ based on bad judgment or on wrong information or beliefs

B Teachers' evaluations of student assignments

– Good! The only **criticism** I have is that there is a **notable**¹ lack of key references to work before 1990. You should have **given credit to**² earlier work by Wilson and Healey.

– I am concerned about the **validity**³ of some of your analysis, and as a result, some of your conclusions may be **invalid**. **Significantly**, you had problems in Section C.

– I don't think the two different analyses you did are **compatible**⁴. **It is not surprising that** you had problems matching the two results, which **could be viewed** as almost **contradictory**.

– There are some **solid**⁵ arguments in Section A, but I think your conclusion in B is **mistaken** and lacks **hard**⁶ evidence. Your data are* rather **limited**. [*may also sometimes be *is*]

¹ important and deserving attention

² stated the importance of

³ basis in truth or reason

⁴ able to exist successfully together

⁵ of a good standard; giving confidence or support

⁶ clear, able to be proven

1.9.2. Other evaluative expressions

It is **noteworthy** that Holikov (1996) also had difficulty explaining the phenomenon.

It is **worth recalling that** three previous studies failed to find a link between the two events.

We should **recognise/acknowledge** how difficult it is to interpret these data.

These results **are borne out by**¹ two other studies: Hermann (1998) and Wilson (2001).

In his **seminal**² work, Abaka **challenges**³ current techniques, revealing **flaws**⁴ in data interpretation.

¹ confirmed, shown to be true

² containing important new ideas, very influential

³ questions whether they are correct

⁴ faults, mistakes or weaknesses; we can say a method is *flawed* (adj)

1.9.3. Emphasising

The research **underlined/highlighted** the need for a new social policy for childcare.

- When used at the beginning of a sentence for extra emphasis, negative expressions are followed by inversion of the subject and verb. A form of *do* is used when there is no other auxiliary or modal verb.

Under / In no circumstances / On no account is it right to video people without consent.

Seldom / Never (before) / Rarely in the history of Europe has there been such a crisis.

In no way / By no means does this new study invalidate existing studies.

Only in 1985 did the government accept that something needed to be done urgently.

Ex. 34. Look at 1.9.1. and answer the following questions about the adjectives there.

1 Which two adjectives have negative associations?

2 Which adjective sounds most positive and exciting?

3 Which two words can be quite close synonyms and could be used, for example, in the phrase *to play a(n) _____ role in the development of?*

4 Which word has a similar meaning to the adjectives in 1.9.1 but is stronger or more extreme?

5 Which word means *the only one of its type?*

Ex. 35. Choose the best words from the box to complete each of these sentences.

acknowledged	borne	challenged	credit	crucial
evidence	flawed	flaws	ground-breaking	
limited	mistaken	seminal	validity	viewed

1 Nierinck gave _____ to the input of her research associates and _____ that they had played a _____ role in the project.

2 Unfortunately, these results are not _____ out by other work in the field and you are _____ to claim that there is hard _____ to support your theory. There are _____ in some of your calculations, and they need redoing.

3 Herbert _____ Evensson on the _____ of his conclusions claiming that his data were _____ and were too _____ to be reliable.

4 This superb article can be _____ as a _____ piece of work which has made _____ discoveries about the nature of cancerous cells.

Ex. 36. Rewrite these sentences beginning in the way indicated.

1 It is by no means certain that all the students will pass their Final exams.

By no means _____

2 Never before had he taught such an outstanding student.

He _____

3 The country has rarely witnessed such a display of public feeling.

Rarely _____

4 In no way will we be able to halt the process of global warming.

We _____

5 Students will not be allowed to defer the completion of their thesis longer than one month under any circumstances.

Under no circumstances _____

6 We will only know the answer when we gather a lot more data.

Only when we _____

Ex. 37. Rearrange the letters to make the word that fits the sentence.

1 The study _____ the need for more research. SHHHLTIIGG

2 I don't find your arguments either _____ or convincing. DOILS

3 Unfortunately, the two studies came up with results which were not _____
ABCELIMOPT

4 She wrote the first _____ study of this _____ period of Athenian history.
OIRCPMEENHVES / YEK

5 It is _____ that his work was initially criticised for being too _____. TROWH /
LLARIGNEC / IMITLDE

6 The article _____ the importance of literacy and numeracy skills in early education.
DLSIUENREN

1.10. How do you avoid plagiarism and repetitions

1.10.1. Quotations: respecting the words of others

Quotations are mainly used in writing to provide support for the writer's argument; to give examples of different viewpoints on a topic; or to highlight a position you will go on to disagree with. Instead, they are used by the author of this text to 'suggest' or 'indicate' a relationship between her or his own research or evidence or argument, and that of another person – usually a recognised authority on this topic.

If quotations are to fulfil their function they need to be identical to the original, word for word, and must be attributed to the author. Quotations rarely prove or disprove a point.

In the English language-using academic world it is vital that your thinking is your own, and that it is represented in your own words supported by reference to the words of others. You are to use citations to integrate other people's text into your own text. However, it is not always possible to use quotations; you may not be able to find an appropriate quotation, or it may be too lengthy to integrate. At times like this you will use the skills of paraphrase and summary.

Ex. 38. Which of the words and phrases in bold would you be able to cut and paste into your own work without stating the source because they are sufficiently generic that they could apply to any situation?

In this research project I will consider bilinguals as (1) **“those who use more than one language or a dialect in their everyday life”** (Grosjean, 2010). The inclusion of dialects is particularly relevant here, (2) **as part of the project involved Italian participants.** (3) **In Italy, different dialects are spoken in different regions.** These dialects are not just mild inflections from the mother tongue, but proper languages that may significantly differ in syntactic, semantic and phonological properties. For example, (4) **someone from Sicily who speaks Sicilian and Italian should be considered as bilingual** as someone from Barcelona who speaks Catalan and Spanish. As in most of the Italian regions a dialect can be spoken for historical and cultural reasons, (5) **we may say that a considerable proportion of Italians, especially in older generations, are bilinguals.**

(6) **What is bilingualism?** I asked this question to an artist, the one who painted the work represented at the beginning of this chapter. She replied:

(7) **“Bilingualism is my fourth dimension. It is the way I see things without boundaries, without communication constraints. Bilingualism is a space in which culture flies freely and the mind expands to new fascinating territories.”**

Perhaps this definition of bilingualism is too romantic. However, I feel that (8) **it captures the very nature of being bilingual in modern times.** According to Beatens Beardsmore (1982) the term bilingualism has an “open-ended semantics”. (9) **No definition can really explain the complexity of the cognitive, social, educational and cultural factors** that are embedded in those who embarked on a bilingual life. In this first chapter (10) **I will attempt to describe** what is bilingualism in the contemporary world, (11) **how it is studied,** and (12) **why it is important to understand** crucial cognitive mechanisms that support it in the human brain.

1.10.2. Paraphrase

Paraphrase involves putting someone else's text into your own words. We usually only paraphrase parts of a text: if you think you need to paraphrase a whole text, there is something wrong, because it means you are not using your own ideas and making your own points. Go back and think again about what you know about your subject. However well you paraphrase someone else's words, it is still important that you give credit to them for their ideas. You still need to make a citation to them.

Ex. 39. Replace the phrases in italics with a verb and make any other necessary changes.

The presence of mixtures of saccharide materials make *the identification of a plant gum in a paint sample a difficult task*.

= The presence of mixtures of saccharide materials make *it difficult to identify a plant gum in a paint sample*.

1. *The use of a microscope is essential for a full comprehension of the technique.* 2. In certain environments this could *lead to an enhancement in the lipid preservation.* 3. The anaerobic bacteria can cause *a strong degradation of the wood.* 4. The amount formed is *strictly dependent on the degree of oxidation, thus the values observed present a high variability* and are influenced by many factors. 5. Samples were directly monitored *for the observation of the morphological characteristics.* 6. *The assessment of this index was carried out by means of the correlation function.* 7. *The heating of the probe can be carried out in two different ways...* 8. The main drawbacks are the increase in volume and weight of the residue *which causes the loss of the advantage of the incineration process, and the production of a material that might still be very hazardous for the environment.* 9. This solution implies *the reaching of a consensus among these processes.* 10. The authors wish to thank the Department of Political Sciences for *the setting up and coordination of the project.*

1.10.3. Summary

A **summary** is a short and selective version of another text's main ideas. Summaries are substantially shorter than the original and take a broad overview of the text. It is necessary to attribute summarized materials with an in-text citation.

When summarising, it is useful to read the complete text and underline/highlight the main ideas, then to summarise in your own words the key main idea of the text.

Ex. 40. Compare the summary with the original text (Charles G. Morris, Psychology). Underline the parts of the text that appear in the summary (the first part is underlined as an example for you). Discuss with your partner what is included into the summary and what is left out. Write out the synonyms and synonymous expressions that are used in the summary instead of the following: to excel, researchers, economic factors, a higher need, seek approval by conforming.

Are Firstborns Better?

Freud, Kant, Beethoven, Dante, Einstein and Julius Caesar – what do they have in common? All of these eminent men were firstborn children. Although many later-born children also become famous, certain studies hint that a firstborn child is more likely to excel. For example, more firstborns become National Merit Scholars, earn doctor's degrees and rate mention in Who's Who.

Researchers suggest several explanations for the higher achievement of firstborns. Some believe that the reason is simply that firstborns are more likely than other children to attend college. They argue that economic factors alone could account for this difference, although firstborns typically get high grades before college as well.

Others suggest that firstborn children have a higher need to achieve (Rosen, 1964). This need to achieve may be an outcome of the special relationship between firstborn children and their parents. Firstborns have their parents' exclusive attention and seem to interact more with parents than other children (Gewirtz, 1965). Parents of firstborns also seem to expect more of them (Hilton, 1967). As a result, firstborns may seek approval by conforming to adult standards, including standards of achievement.

Whatever the reasons, firstborn children do tend to be more conforming, shyer, more anxious than their siblings, – and more likely to outdo them.

Ex. 41. Look at this advice about plagiarism [the serious offence of using other people's work while pretending it is your own, without clearly acknowledging the source of that information] given to students by an American university. Underline words and phrases which mean:

- 1 Expressing the same message in different words
- 2 Things known by everyone
- 3 Stating that one has obtained one's information from that source
- 4 Direct repetition of what someone has written or said
- 5 Stating that you have benefited from someone's work

How can students avoid plagiarism?

To avoid plagiarism, you must give credit by acknowledging your source whenever you use:

- another person's idea, opinion, or theory;

Summary

According to Charles G. Morris in his discussion of firstborns in Psychology, the first child in a family is more likely to have achieved excellence than are those children born later. Scientists explain this in a number of ways. The firstborn has a greater chance to receive higher education, if only financial elements are considered. Another suggestion is that these children have a deeper motivation for achievement possibly resulting from the fact that they relate to adults, particularly their parents, who have very high expectations of them. Thus, firstborn children might gain acceptance through conformity and meeting standards set for them.

- any facts, statistics, graphs, drawings – any pieces of information – that are not common knowledge;
- quotations of another person’s actual spoken or written words;
- a paraphrase of another person’s spoken or written words.

1.10.4. Avoiding repetition in writing

Using countable or uncountable nouns

Fact is a countable noun and **evidence** is uncountable – you can refer to one **piece of evidence** or to the **body of evidence** [large amount of evidence].

Some people consider **data** as a plural noun – *these data show an unexpected trend* – while others consider it as uncountable – *this data differs from last year’s*. *This is a particularly interesting piece/item of data*. The tendency is increasingly to use **data** as an uncountable noun but you will see both forms and may use it whichever way you prefer yourself.

Words often used with facts, evidence and data

Researchers try to **establish the facts**. They hope that **the facts will bear out**¹ or **support their hypothesis**. Most carefully **check their facts** before **presenting** them to others although there are, of course, dishonest people prepared to **distort**² **the facts** in order to claim that their facts are **interesting, relevant**³, **undeniable** or **little-known**.

¹confirm

²change

³connected to the topic being discussed

Notice how *fact* is also often used in sentences like the following:

It is hard to **account for the fact that**⁴ share prices rose over this period.

The problem **stems from the fact that**⁵ there is a basic conflict of interests.

The lecturer **drew attention to the fact that**⁶ the economy was starting to improve.

⁴explain why

⁵has arisen because

⁶emphasised that

Researchers may **look for, collect, examine** and **consider evidence**. The **evidence** they collect may **point to** or **suggest a conclusion**. If the evidence is **growing** or **widespread** it may serve to **support** a theory. In writing up their research they aim to **provide** or **offer** sufficient evidence to support their theories. They are happy if the evidence they find is **convincing** or **powerful** and are less happy if the evidence is **flimsy**⁷ or **conflicting**⁸. They are pleased if **new evidence comes to light**⁹ or emerges and if they find **abundant**¹⁰ **evidence**. They may talk about finding **hard evidence**¹¹.

⁷not strong

⁸contradictory

⁹becomes known

¹⁰plenty of

¹¹evidence which is reliable and can be proven, used mainly in spoken English

The data is	reliable ¹² . comprehensive ¹³ . accurate . empirical ¹⁴ .	You	obtain organise analyse data. interpret record	Data	suggests reflects indicates something. shows demonstrates
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¹² can be trusted

¹³ full, complete

¹⁴ based on observation rather than theory

Ex. 42. Write at least one synonym for each of the words / phrases in bold.

1. Last century this procedure was **considered to be** the most ... 2. Previous work has **only focused on** addressing the symptoms rather than the cause. 3. Concerns have **arisen** which question the validity of ... 4. This paper **outlines** a new approach to ... 5. The aim of our work was to **further** current knowledge of ... 6. Vitous [2015] has **provided** a new definition, in which ... 7. A growing body of literature has **examined** [Ref]. 8. An increase in the number of cases was first **noted** by ... 9. Experiments with this system were **conducted** in 2009 by a group of researchers from ... 10. He **claims** that ... 11. Many experts now **contend** that rather than using Pappov's approach it might be more useful to ... 12. To **assess** whether plastic could be converted into gold we ... 13. The set-up we used **can be found** in [Ref 2]. 14. Our experimental set up **bears a close resemblance to** the one proposed by Smith [2014]. 15. The apparatus **consists of** three main parts. 16. The interface can easily be **customized** to suit all requirements. 17. The resulting ad hoc device **can** function in various fields. 18. Having this system **enabled us** to incorporate several new parameters. 19. The interviewees were **divided** into two groups. 20. No significant difference was **revealed** between the two methods. 21. We **began** this project three years ago. 22. This **underlines** just how important this system is. 23. This **confirms** previous findings in the literature ... 24. Further tests carried out with this system **confirmed** our initial findings. 25. As **expected**, our experiments prove that... 26. The cost of this system **could account for the fact that** it is rarely used. 27. This research has **raised** the need for further investigation. 28. As was **mentioned** in the Methods, ... 29. Table 2 **proves** that this system is ... 30. Figure 1 **presents** the data on the new system.

2. RESEARCHING AND WRITING

2.1. Giving examples

You often need to **give** or **provide an example** to **illustrate the facts** you're presenting. A good example can be described as **striking, clear, vivid, illuminating** or **telling**. Sometimes, particularly in written English, the word **instance** is used as an alternative to **example**. *There is a striking instance of the author's use of metaphor in the final poem. We will now analyse one specific instance of this problem.* **Say** can be used in informal English instead of *for example*. *Try and finish writing the report by, say, next Friday.*

Ex. 43. Fill the gaps in this extract from a university seminar on forest conservation. Some students are questioning aspects of a presentation given by Sandra, one of the group. The first letter of each missing word is given to help you.

Aidan: I enjoyed your presentation, and you've e_____ some interesting facts about the loss of forests year on year, and it's u_____ that tropical forests are in danger. But I think the evidence you o_____ for your claim that sustainable forest exploitation is failing is very f_____ and not very c_____ at all. We need to c_____ a lot more data. Right now there's a lot of c_____ evidence, so we can't say for certain that it's not working.

Sandra: If you want h_____ evidence, just look at the International Tropical Timber Organisation, and read their latest report. Their evidence d_____ that only three per cent of tropical forests are being managed properly.

Petra: Well, I've read the ITTO report, and actually it d_____ attention to the fact that their previous report had found only *one* per cent of forests were properly managed, so you may be d_____ the facts a little by just looking at one year. And also, there's a lot of l_____ -k_____. work being done with local people to encourage them to conserve the forests, so you could say there's g_____ evidence that things are getting *better*.

Dr Li: Hmm, I don't think we're going to agree on this. I think, as usual, it's a question of how you i_____ the data. Thanks, anyway, for your presentation, Sandra.

Ex. 44. The sentences below are correct. Vary them by substituting the words in bold for words or expressions with similar meanings.

- 1 The data **show** that the drug education project has been successful.
- 2 The data in the latest study are more **complete** than in the earlier one.
- 3 This is the most interesting **piece** of data in the whole thesis.
- 4 What a **clear** example this is of the power of the human mind!
- 5 Unfortunately, the facts do not **bear** out the hypothesis.
- 6 We cannot **explain** the fact that attitudes are more negative now than five years ago.
- 7 The problem **arises** from the fact that the software was poorly designed.
- 8 The article **gives** examples of different methods which have been used over the years.
- 9 New evidence has **emerged** that the cabinet was not informed of the Minister's decision.
- 10 We need to **examine** the evidence before we can reach a conclusion.

- 11 The evidence suggesting that sanctions do not work is **plentiful** and very **strong**.
12 A considerable **amount** of evidence now exists, but we always try to **get** more.
13 We have a lot of **observed** data which suggest the problem is on the increase.
14 This is a clear **example** of how conservation can benefit local people.

Ex. 45. One word in each sentence does not fit the sentence. Which is it?

- 1 Thorsen's aim was to *establish / check / bear out / present* the facts.
2 The evidence *suggests / points to / supports / emerges* a different conclusion.
3 Lopez *collected / reflected / obtained / recorded* some fascinating data.
4 The writer provides some *growing / telling / striking / illuminating* examples.
5 The evidence Mistry presents is *convincing / flimsy / vivid / conflicting*.

2.2. Analysing numbers

The word **figure** is often used to refer to the symbol used for a number. *Write the total number in words and figures.*

Verbs that are frequently used with the word **number** include **calculate** [work out] **a number**, **estimate**¹ **a number**, **round a number up/down**², **total** [add up] **a set of numbers**. Numbers can also **tally**³. *My figures don't seem to tally with yours.* You can also **deduct** [take away, subtract] one number from another number.

¹ make a rough guess at

² make a fraction, e.g. 0.78 into the nearest **whole number**

³ match, agree

Values and **variables** are also useful terms when working with numbers. **Values** are individual numbers in a set of data. *The graph shows the temperature values for different months of the year.* **Variables** are characteristics that can take on different values for different members of a group or set being studied. *In investigating living standards you must take key variables such as social provision and cost of living into account.*

The **incidence** of something refers to how frequently it occurs. *The incidence of twins in the population is growing.* When talking about numbers, **magnitude** simply refers to the size of something, whereas in other contexts it indicates large size or importance. *Write down the numbers in order of magnitude, beginning with the smallest.*

When **making calculations** in, say, an exam, it is often a good idea to **make an estimate**⁴ first of what the answer is likely to be. Then you will see if your final answer is **in the right area**⁵ or not. Exam candidates are also often advised to **show their workings**⁶ so that the marker can see how they **arrived at their answer** and they may get credit for their method even if the final answer is incorrect.

⁴ rough guess

⁵ approximately the same

⁶ leave all their calculations on the page

Ex. 46. Dr Syal is advising one of his dissertation students who is interested in pollution in road tunnels. Complete the conversation. You are sometimes given the first letter to help you.

Dr Syal: You could c_____ the total number of private cars that use the tunnel each week, based on the day-to-day figures, and get an a_____ figure for how much carbon they're all emitting.

Melissa: How p_____ would that figure have to be?

Dr Syal: Oh, it doesn't have to be exact, you just need to e_____ more or less what the total pollution will be. Then you can check to see if those figures t_____ with the figures that have already been published for similar tunnels. And the figure won't be c_____ of course; it'll go up and down depending on lots of factors such as weather conditions, average speed, etc.

Melissa: But can we say if the figures will be true for the future too?

Dr Syal: Well, we do know that the traffic growth has been c_____ over the past ten years; it hasn't ever gone down, so I think you can make some useful predictions.

Melissa: Should I present each daily total as a d_____ item or can I just put them all together into one figure for each week?

Dr Syal: A weekly total is fine, and you can _____ it up or _____ to the nearest 100.

Melissa: Right, OK. Thanks so much for your help.

Ex. 47. Rewrite these spoken sentences so that they are more appropriate for writing, using the word in italics in an appropriate form.

1 There were fewer car accidents last year. *incidence*

2 We made a rough guess at what the final figure might be. *estimate*

3 The graph shows the results from the lowest to the highest. *magnitude*

4 A computer program helped us work out the significance of the different variables. *calculate*

5 Taking x away from y will help you arrive at the correct answer. *subtract*

6 The results from the first experiment were not the same as those we got from the repeat experiment. *tally*

Ex. 48. Fill in the gaps in this advice a maths lecturer is giving her students.

In the exam, don't forget to show all your (1) _____ as we want to see how you (2) _____ at your results. Make your (3) _____, very carefully – you'd be amazed at how many people submit answers that are hardly even in the right (4) _____. And please write legibly – we must be able to distinguish all your (5) _____! When doing graphs, plot your (6) _____ carefully and if asked to describe an experiment don't forget to take all significant (7) _____ into account. Good luck!

2.3. Working with statistics

2.3.1. Basic statistical terms

Six children are 7, 8, 8, 8, 11 and 12 years old. Their **average** age is 9 years old (the **sum** of their ages divided by six). The **mode** (the most frequent value) is 8. The **median** is 9.5 (the **halfway point** between the two **extremes** of the **range**).

A **normal distribution** of data means that most of the examples in a **set of data** are close to the average, while relatively few examples tend to one extreme or the other. Normally distributed data shown on a chart will typically show a **bell curve**. It will often be necessary to work out the extent to which individuals **deviate¹ from the norm²** and to calculate the figure that represents **standard deviation³**.

¹ differ

² the average

³ average difference from the norm

Statisticians are often concerned with working out **correlations⁴** – the extent to which, say, left-handedness **correlates with** intelligence. They must ensure that any data they collect is **valid**, i.e. that it is measuring what it claims to measure – all the subjects in the **sample⁵** must be appropriately and accurately assessed as left- or right-handed for example. The figures must also be **reliable**, i.e. they would be **consistent⁶** if the measurements were repeated. Usually statisticians hope that their calculations will **show/indicate a tendency**, e.g. that left-handed people will be shown to be **significantly⁷** more intelligent than right-handed.

⁴ connections, often as cause and effect

⁵ the subjects of the experiment or group representing the total population measured

⁶ the same

⁷ noticeably

A probability¹ problem

Notice the vocabulary in this problem from a statistics textbook.

Sue picks a card **at random²** from an ordinary pack of 52 cards. If the card is a king, she stops. If not, she continues to pick cards at random, without replacing them, until either a king is picked or six cards have been picked. The random **variable³**, C, is the total number of cards picked. Construct a **diagram** to illustrate the possible **outcomes⁴** of the experiment, and use it to calculate the **probability distribution⁵** of C.

¹ likelihood of something happening

² by chance

³ number or element of a situation that can change

⁴ results

⁵ assessment of probabilities for each possible value of C

2.3.2. Other useful nouns for talking about statistics

In a class of 8 women and 4 men, what **proportion¹** are male? Answer: one third

In the same class what is the female to male **ratio²**? Answer: 2:1

The figures show a **trend**³ towards healthier eating habits.

The study investigates the increase in the **volume**⁴ of traffic on the roads.

¹ number compared with another number

² relationship between two numbers showing how much bigger one is

³ change in a particular direction

⁴ amount, quantity

Ex. 49. Use the correct form of the words in the box to complete this text.

distribute trend significant probable random correlation outcome vary

Life insurance companies base their calculations on the laws of _____, that is they assess the likely _____, given the different _____ such as age, sex, lifestyle and medical history of their clients. The premiums are therefore not chosen at _____ but are carefully calculated. The _____ of ages at which death occurs and causes of death are studied to see if they _____ with other factors to be taken into account in setting the premiums. Naturally, the companies also monitor social _____ and react to any changes which might _____ affect mortality rates.

Ex. 50. Answer the questions:

1 There are 12 male students and 6 female students in the class. What is the **ratio** of males to females? And what **proportion** of the class is male?

2 If I am collecting data on course choices among second-year undergraduates and my **sample** is too small, what exactly do I need to do?

3 If my data show that students have a **tendency** to choose the type of clothing their friends choose, does it mean that they always, often or rarely choose similar clothes?

4 If I repeat the same experiment three times and the results are not **consistent**, is my method **reliable**?

5 If 20 out of 200 students fail an exam, what **proportion**, in percentage terms, failed?

6 If the **average score** in a test is 56, and Barbara scores 38, by how many points has she **deviated from the norm**?

7 If the **volume** of court cases increases, what changes: the type of case, the size of each case or the total number of cases?

8 What does **standard deviation** tell us? (a) What the standard of something is, (b) what the norm is, or (c) what the average difference from the norm is?

9 If a general survey of teenage eating habits asks questions about what teenagers eat for breakfast and lunch, is the survey likely to be **valid**?

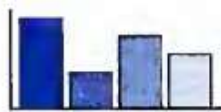
10 Here is a graph showing how many students got scores within each 10-mark band in a biology test. Are the scores **normally distributed**? What is the shape of the graph called?

2.4. Analysing diagrams

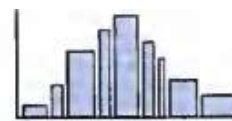
Diagrams are visual ways of **presenting data** concisely. They are often also called **figures**. In an academic article they are usually labelled Fig. (Figure) 1, Fig. 2, etc.



pie chart



bar chart



histogram

A **pie chart** is a circle divided into **segments** from the middle (like slices of a cake) to show how the total is divided up. A **key** or **legend** shows what each segment represents. A **bar chart** is a diagram in which different amounts are represented by thin vertical or horizontal bars which have the same width but vary in height or length. A **histogram** is a kind of bar chart but the bar width also varies to indicate different values.

Number	Amount
1	10
2	5
3	20

table



cross-section



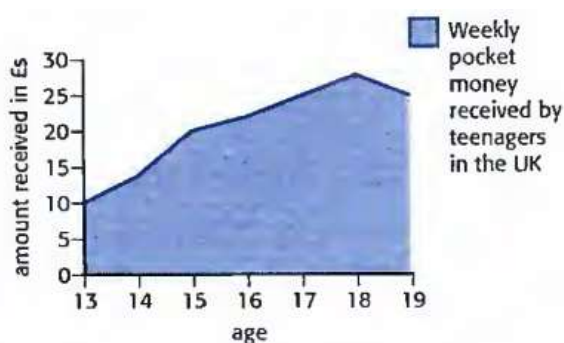
flowchart

A **table** is a grid with **columns** and rows of numbers.

A **cross-section** is something, or a model of something, cut across the middle so that you can see the inside. A cross-section of the earth's crust, for example, shows the different **layers** that make it up. A **label** gives the name of each part of the cross-section.

Cross-section can also be used to mean a small group that is representative of all the different types within the total group (e.g. *the survey looked at a **cross-section** of society*).

A **flowchart** is a diagram which indicates the stages of a process.



The **graph** presents data relating to teenagers and pocket money. A **random sample** of 1,000 teenagers were surveyed and the average pocket money received at each age has been **plotted** on the graph. The **x axis** or **horizontal axis** indicates age and the **y axis** or **vertical axis** shows the amount of money received per week. The **graph** shows that 15-year-olds receive twice as much pocket money as

13-year-olds. **From the graph we can see** that the amount received **reaches a peak** at the age of 18 and then starts **to decline**. This decline **can perhaps be explained by the fact** that many teenagers start earning and stop receiving pocket money at the age of 18.

Graphs are drawn by **plotting** points on them and then drawing a line to join **adjacent** points. If there are two lines on a graph – separate lines, for example, to indicate boys' and girls' pocket money – then the lines would probably **cross** or **intersect** at various points. Lines that **run parallel** to one another never intersect.

Graphs show how numbers **increase** or **decrease**. The nouns **increase** and **decrease** have the stress on the first syllable, but the verbs have the stress on the second syllable. Numbers can also be said to **rise** or **grow** and **fall**, **drop** or **decline**. The nouns **rise**, **growth**, **fall**, **drop** and **decline**, like **increase** and **decrease** are followed by **in** (to explain what is rising) or **of** (to explain the size of the change), e.g. *a rise of 10 % in the number of cars*. Other verbs used about growth include **double**¹, **soar**², **multiply**³, **appreciate**⁴ and **exceed**⁵.

¹ grow to twice the size; opposite = **halve**

² (dramatic word) rapid movement upwards; opposite = **plummet**

³ grow rapidly to a very large number

⁴ used about the value of something, e.g. a painting or car; opposite = **depreciate**

⁵ go over, expresses a number in relation to another number; opposite = **fall below**

Ex. 51. Do the tasks and answer the questions.

1 Draw examples of a pie chart and a bar chart.

2 What would be the best type of diagram to present the different layers of rock in the Grand Canyon?

3 In a table, what is the difference between columns and rows?

4 What would be the best type of diagram to present the different stages in a research project you did?

5 How many segments are there in the pie chart opposite?

6 If you look at two adjacent columns in a table, are they next to each other or separated?

7 What is another name for a legend in a diagram?

8 What type of data collection are you doing if you survey the first 50 people you come across?

9 What do two lines on a graph do if (a) they intersect and (b) they run parallel to each other?

Ex. 52. Make the rather informal words in bold sound more precise and academic.

1 The different **bits** of the pie chart show the numbers of people in each age group.

2 She kept a record by **marking** the midday temperature on a graph for a month.

3 People's salaries usually reach their **highest point** when they are in their late 40s.

3 This flowchart shows the different **bits** of our project over the next five years.

5 The two lines on the graph **cross each other** at point A.

6 Draw a line connecting the points that are **next** to each other.

7 The government's popularity in the opinion polls is beginning to **fall**.

8 If you look along the top **line** of the table you can see the figures for the 1950s.

Ex. 53. Change the sentences using words with the same meanings as the words in bold.

1 Populations of some bird species in South Asia have **crashed** by 97 % in recent years. **The number of cases** of death by poisoning has **increased** sharply.

2 in 2007 the child mortality rate **was lower than** 60 deaths per 1,000.

- 3 The average family car in the UK **goes down in value** by 20 % per year. This means its value has **fallen by more than half** after just three years.
- 4 A typical piece of land on the edge of the city will **go up in value** by 15% per year, and house prices have **gone up rapidly** in the last six months.
- 5 Business courses have **increased greatly in number** while science programmes have **gone down**.
- 6 The temperature **was higher than** 45°C in some parts of the country during the heatwave.
- 7 Between 1983 and 2006, the number of this species of condor went up from 22 pairs to 273. Other bird populations have **gone up by two times** in the same period.
- 8 The numbers of old soldiers attending regimental reunions **are becoming smaller** each year.

2.5. Writing about events in time

In many kinds of writing, an organisational pattern is used that is based on a sequence of events: most stories and novels are like this. This is called narrative. A narrative usually starts with the earliest time and proceeds to the latest time.

2.5.1. Periods of time

A **century** = 100 years. A **decade** = 10 years. An **annual** conference is one that happens every year. A **quarterly** journal is one that comes out four times a year. An **era** is a particular period of time that is marked by special events or developments, e.g. the post-war era, an era of rapid social change.

A **phase** is any stage in a series of events or process of development. A phase or stage can be **initial** [beginning], **intermediate** [middle] or **final**. It may also be described as preceding [happening before now], **current** [happening now], **critical** [particularly important] or transitional [in the process of change].

2.5.2. Adjectives relating to time

<i>adjective</i>	<i>example</i>	<i>meaning</i>
concurrent	There were concurrent riots in several northern towns.	occurring at the same time
contemporary	I studied all the contemporary accounts of the battle I could find. Jo is researching contemporary music.	dating from the same period existing now
eventual	The eventual cost of the project is likely to exceed \$10 million.	happening or existing later, after effort or problems
forthcoming	My article will be published in the forthcoming issue of the <i>New Scientist</i> .	happening soon
ongoing	Helen has a number of ongoing projects.	happening now
simultaneous	There were simultaneous concerts in	happening at the same

	several cities.	time
subsequent	The book examines the war and the subsequent changes in society.	happening after something else
successive	Successive governments would face similar problems.	happening immediately after something else
temporary	Georgia got a temporary position at the university.	not for a long period; not permanent

In recent times – particularly **the last 20 years** – society has **gone through a period** of considerable change. **Prior to** the 1990s very few people had access to a home computer. **Nowadays**¹ the majority of homes have at least one computer. This expansion in home computing has **coincided with**² **the emergence**³ of internet technology. **At the moment** we are at a stage where the situation is still **evolving**⁴. Subsequent generations will live in a very different world although we do not know exactly how things will develop **over the next few years, in the near future**⁵, or, least of all, **in the distant future**⁶.

¹ at the present time (used to compare with the past, particularly in spoken English or more informal writing)

² happened at the same time as

³ appearance

⁴ gradually changing

⁵ at a time which is not far away

⁶ far away in the future

Ex. 54. Read these emails sent out to staff and postgraduate students from their university. Complete the time expressions. You are given the first letters.

The i_____ p_____ of the construction of the new sports centre will begin on 1 st March. From that date until completion of the works, the West Car Park will be closed. A t_____ car park will be available during the period at Campus East, and a new, p_____ car park will be opened when the f_____ stage of construction of the centre is completed.

Due to o_____ technical problems, emails with large attachments may not be accepted by the university's server. This is likely to continue during the t_____ period while a new server is being installed. This will reach a c_____ stage next week, when problems may be greatest. We apologise for the inconvenience.

Please report by 29 July 2007 all publications for the c_____ academic year, including f_____ papers and books (with the expected date of publication). These are needed for the University's a_____ report for 2007. Include any publication from the p_____ year (2006) which was not published at that time but which has since appeared.

The University today celebrates a c_____ of research. 100 years ago this month, the Centre for Medical Research was officially opened. In the last d_____ alone, five major new research centres have opened, a record for a ten-year period. We look forward to the start of a new e_____ of research over the n_____ f_____ years.

Ex. 55. Choose the correct words in italics to complete these sentences.

- 1 *In / At* the moment, I'm writing up my thesis. I hope to finish in the *near / next* future.
- 2 Our research is *at / in* an *intermediate / ongoing* stage – we now need to analyse our data.
- 3 The *emergency / emergence* of internet technology has transformed the travel industry.
- 4 The university has *gone / got* through a period of great change in the *latest / last* decade.
- 5 In the *far / distant* future, scientists may be able to cure almost all common diseases.
- 6 Anti-social behaviour is *a nowadays problem / a problem nowadays* in many big cities.
- 7 A *series / serial* of events occurred in 1986 which changed the political climate in the country. In *consequent / subsequent* years, two new parties were formed which became engaged in *concurrent / eventual* attempts to win over voters.
- 8 Prior *of / to* 2001, the industry was unregulated. In *recent / the last* years, however, the government has introduced new regulations.
- 9 In 1968, a monetary crisis coincided *with / to* a huge budget deficit, and most *contemporary / temporary* political commentators warned that the *eventual / forthcoming* cost to the nation would be enormous.

Ex. 56. Fill in the missing forms. Do not fill the shaded boxes. Use a dictionary if necessary.

<i>noun</i>	<i>verb</i>	<i>adjective</i>	<i>adverb</i>
		eventual	
		successive	
	evolve		
emergence			
	coincide		
period			

3. ANALYSING RESEARCH MATERIAL AND METHODS

3.1. Types and characteristics of literature reviews

A review of the literature can serve numerous functions, but literature reviews (LRs) fall into two basic types:

- 1) a survey article (sometimes called a “review article” or a “state-of-the art” paper) and
- 2) a literature review as part of a research paper, proposal, thesis, or dissertation.

Survey articles are typically written by senior and well-known scholars and researchers, often by invitation. These LRs can be highly prestigious.

We will not be dealing with this type of LR in this unit, although of course much can be learned from seeing how the “experts” sort, survey, describe, and evaluate aspects of the literature in your field.

A literature review that forms part of a research paper, proposal, thesis, or dissertation may occur in one of three forms.

1. It may be a separate, independent section, a part of a chapter, or an entire chapter, which is likely called “A Review of the Literature” or something like that.
2. It may be incorporated more organically into the wider text.
3. It may be integrated throughout the whole work as the need for comparison and evaluation arises.

3.2. Writing a literature review

Every piece of research writing needs to review the relevant texts in its field of study, that is, to include a literature review. The purpose of a literature review is to situate your research in its context and explain its importance to your field of study. Your review should be proportional to the size of your project; the background reading for an undergraduate essay is less comprehensive than that required for a postgraduate dissertation, so the write-up of that reading into a literature review will also be shorter.

Ex. 57. Delete any unnecessary phrases in this extract from the Review of the Literature. You only need to delete phrases – do not make any other changes.

In a very interesting paper, MacNamara (1967) stressed the need to consider the degree of bilingualism not as a unitary component, rather as a level of competence in writing, reading, speaking and listening. In this view, bilingual competence is seen as a continuum in which individuals may vary in the degree of proficiency for each of the four linguistic skills. Several descriptors have been described in the literature that are used to define proficient or less proficient bilinguals. One of the most common, as reported in many papers, describes balanced bilinguals as those who have an equal mastering of both languages (Lambert, Havelka & Gardner, 1959; Starsky and Hutch, 1970; Bobzyer Oncle, 2011). Several authors in the more recent literature have argued that balanced bilingualism is very rare (see for example the following two works: Beatens Beardsmore, 1982; Grosjean, 1997). Thus, according to the literature taken as a whole, bilingual individuals may be more dominant in one language (L1) and have their second language (L2) as the subordinate language.

3.3. Referring to source materials

3.3.1. Useful vocabulary

This paper begins with a **review of the literature on**¹ patient communication. The **medical literature suggests** that patients with serious illnesses tend to communicate poorly, especially if the disease is not considered by the patient to be particularly threatening.

¹ a summary and evaluation of all the important works written on a particular subject

This essay **draws its data** from the most important **primary source**² of information on manufacturing in Nigeria: the Central Bank of Nigeria. I shall **make reference**³ to this source throughout this essay. Several recent **secondary sources**⁴ were also consulted.

² an original document or set of documents giving information about a subject

³ slightly more formal alternative to *refer to*

⁴ books or articles about a subject, not original documents

For this project, I consulted the county **archives**⁵ in an attempt to explain why there were so many deaths in 1846 and 1847. These proved a **valuable resource**. I also **surveyed the literature on**⁶ agricultural production during the 1840s. However, I only directly **cite**⁷ those works which are particularly relevant in **the present study**.

⁵ a collection of documents of historical importance

⁶ searched for all the important works, summarised and evaluated them

⁷ refer to for illustration or proof

An **extensive body of literature**⁸ **exists** on the effects of wildfires⁹. Wildfires have burned across the western United States for centuries, but their effects are not fully known or **documented**¹⁰. The present study **draws primarily on**¹¹ the work of Gordon (1996).

⁸ also 'body of knowledge'; note how it combines with *extensive* and *exist*

⁹ fires starting naturally, not caused by human action

¹⁰ written about

¹¹ uses information mainly from

As noted¹² in a recent report, Australia has been at the forefront of developments in e-learning. This success **is often attributed to**¹³ Australia's geographical position, but the factors **catalogued**¹⁴ in the report reveal a more complex picture.

¹² given special mention

¹³ people often say that this is the cause

¹⁴ recorded, listed

3.3.2. More ways of referring to sources

Beeching's **seminal**¹ work **laid the foundations**² for the field of functional analysis.

Keynes's ideas **were set out**³ in his book, *The General Theory of Employment, Interest and Money*, published in 1936. This work changed the way we look at how economies function.

Elsewhere⁴, Keynes claimed to be developing classical economic theory.

Design of compact heat exchangers **is dealt with in Appendix A** of the report, **treated**⁵ separately from the **main body**⁶ of the report.

¹ important and original work from which other works grow

² created the first ideas from which a major set of ideas grew

³ gave all the details of his ideas, or explained them clearly (especially used about writing)

⁴ in another work by him

⁵ more formal version of deal with

⁶ the main part

Ex. 58. Match the beginning of each sentence with the most appropriate ending.

- | | |
|--|---|
| 1 The letters proved to be a valuable | study, which focuses on metals only. |
| 2 An extensive body of literature | body of the book; they are in the appendix. |
| 3 Newspapers are a good primary | the literature on intellectual property rights. |
| 4 The data are not given in the main | exists on human to animal communication. |
| 5 Plastics are not dealt with in the present | source for the period 1980–1985. |
| 6 The thesis begins with a review of | resource for the study of the poet's life. |

Ex. 59. Complete the table. Use a dictionary if necessary. Do not fill in the shaded boxes.

<i>noun</i>	<i>verb</i>	<i>adjective</i>	<i>adverb</i>
	attribute		
document			
	consult		
		primary	
catalogue			
foundation			
note			
	suggest		
		extensive	
	cite		

Ex. 60. Rewrite the sentences using the word in brackets.

- The article refers to the work of Hindler and Swartz (1988). (MAKES)
- Schunker's book was a useful critique for understanding the pre-war period. I also consulted original government papers. (SECONDARY)
- Tanaka's book uses data from several Japanese articles on galaxy formation. (DRAWS)

4 In a different paper, Kallen reports on his research into cancer rates among farm workers. (ELSEWHERE)

5 Han consulted the documents of historical importance in the Vienna Museum. (ARCHIVES)

3.4. Explaining connections

3.4.1. Connecting data and evidence

In a child's life the progression from just making noises to using words meaningfully is still not completely understood. So an American scientist has collected 24,000 hours of video, **complemented**¹ by 33,000 hours of audio, of his baby son. The scientist hopes computers will **reveal links**² **between** the child's activities and his learning of language. He has divided each room into sections such as sink, table, fridge and stove. The computer picks out **combinations** of movements between these sections which are repeated. Researchers then **piece together**³ how these fragments **correlate with**⁴ specific activities, such as making coffee or doing the dishes. Eventually the computer will **bring** all the information **together** and provide statistics on how often the child observed an activity before finally producing a **related** word.

¹ which has made the video better or more useful

² show connections not seen before

³ try to discover the truth about something by collecting different pieces of information and considering them at the same time

⁴ are connected with, often in a way in which one of them influences the other

3.4.2. Expressing links and connections between people and things

Nowadays, the term 'hacker' is **synonymous with**¹ a criminal who attacks computer systems. Originally, the word **referred to**² a skilled programmer, and only later did it become **associated with**³ malicious attacks.

In humans and in chimpanzees, hand movements **accompanied by** speech or vocal sounds are made more often with the right hand than the left hand. **Taken together**, the data **suggest**⁴ that this phenomenon may date back as far as 5 million years ago.

In the 1980s, the wages of less-skilled US workers fell **relative to**⁵ those of more-skilled workers. The **mutual**⁶ influence of the inflow of less-skilled immigrants and the growth in US imports is also important.

Scientists have found **evidence of** an animal that can shrink and then grow again. Galapagos marine iguanas seem to change size, growing smaller or larger, possibly **reflecting** changes in the food supply.

The book examines the development of the **bond**⁷ between children and their parents. **The relationship between** individual development and the strength of the bond varies between sons and daughters.

In questionnaire A, zero **corresponds to** 'disagree strongly' and 5 indicates 'agree strongly'. In questionnaire B, the **reverse**⁸ is true, **in that**⁹ 5 is **equivalent to** 'disagree strongly'.

¹ the two are so closely connected that one suggests the other

- ² related to
- ³ connected in people's minds
- ⁴ show an idea without stating it directly or giving proof
- ⁵ if something is relative to something else, it varies according to the speed or level of the other thing
- ⁶ influencing each other
- ⁷ close connection
- ⁸ opposite
- ⁹ used before giving an explanation for something

Interaction¹⁰ between learner and learning material is a defining characteristic of education.

He studied the **interrelated**¹¹ effects of families and peers on African-American youths.

The article is concerned with the **interplay**¹² between emotions and logical thinking.

¹⁰ communication with or reaction to

¹¹ connected in such a way that each thing has an effect on or depends on the other

¹² the effect two or more things have on each other

Note: The prefix *inter-* indicates a link or relationship between things.

Ex. 61. Match the beginning of each sentence with the most appropriate ending, and add the missing prepositions.

- | | |
|---|--|
| 1 The study found links | _____ gentle curves and sharp angles. |
| 2 Jill's thoroughness is complemented | _____ scholars from all over the world. |
| 3 Musical talent correlates | _____ information from a range of sources. |
| 4 The sculpture is an unusual combination | _____ his previous research. |
| 5 The conference has brought | _____ a computer programmer. |
| 6 The researcher is trying to piece | _____ use of the drug and heart problems. |
| 7 Peter's study is closely related | _____ her co-researcher's originality. |
| 8 The term 'hacker' used to refer | _____ mathematical ability. |

Ex. 62. Correct the errors in these sentences.

- 1 There is usually a very strong bind between a mother and her child.
- 2 Salaries have fallen over the last few years not in real terms but relating to inflation.
- 3 In the UK black cats are associating with good luck.
- 4 In the experiment, group A performed best on the manual dexterity test and least well on the memory test whereas for group B the reversal was the case.
- 5 'Malicious' is more or less synonym with 'nasty'.
- 6 The problems discussed above are all closely interrelationship.
- 7 Took together, the studies by Johnson and Mahesh provide very strong evidence that previous theories on the nature of this disease were flawed.
- 8 The research is original in this it approaches the topic from a completely fresh angle.
- 9 The painter loved to explore the interplaying between light and shade.

Ex. 63. Choose words from the box to fill in the missing words in this text.

associated	corresponds	equivalent	evidence	suggest
interaction	mutual	reflects	relationships	reveals

_____ within a chimpanzee community is the theme of Gavros's fascinating new book. It describes the various different _____ between the animals, and _____ how an individual's behaviour _____ his or her position in the community, showing how the older females in particular offer each other _____ support. The book also provides _____ to _____ that chimpanzees use sounds in systematic ways to communicate with each other. One particular sound, for example, clearly _____ to the human cry of 'Watch out!' while another would seem to be the _____ of 'Help!' Certain gestures also seem to be _____ with specific meanings.

Ex. 64. Here are some more examples of words beginning with *inter-*. Use your knowledge of what this prefix means to help you explain what the words mean.

- 1 Alf won a prize in an **inter-university** chess competition.
- 2 **Interstate** highways in the USA are usually wide and well-maintained.
- 3 Our economic **interdependence** means that recession in the US also affects us.
- 4 **Intermarriage** throughout the centuries had meant that most European monarchs at the beginning of the twentieth century were quite closely related.
- 5 The internet has enormously facilitated the **interchange** of information between scholars worldwide.
- 6 The design was a complicated construction of **interconnecting** parts.

3.5. Describing problems

3.5.1. Introducing a problem

As the mining operations became deeper and deeper, **the problem** of flooding **arose**¹. In a recent survey, 34% of customers **experienced difficulties with** online buying. Walsh's paper discusses the **controversy**² **surrounding** privatisation of health services. Conservation driven by market forces seems to be **a contradiction in terms**³. The topic is inadequately treated, and several **errors are apparent**⁴ in the analysis. Integrating the new member states **poses**⁵ **a challenge** to the European Union. The research **raises**⁶ **the issue of** rainforests and the people who live in them. The patient **had difficulty in** remembering very recent events. Most theories of the origin of the universe **contain inconsistencies**⁷. The results **revealed shortcomings**⁸ **in** the design of the questionnaire.

¹ *question/issue/difficulty/controversy* also often combine with *arise*

² a lot of disagreement or argument about something

³ a combination of words which is nonsense because some of the words suggest the opposite of some of the others

⁴ can be seen

⁵ *threat/problem/danger* also are often used with *pose*; the verb *present* can also be used with these nouns

⁶ *question/problem* also are often used with *raise*

⁷ if a reason, idea, opinion, etc. has inconsistencies, different parts of it do not agree

⁸ faults or a failure to reach a particular standard

3.5.2. Responding to a problem

<i>verb</i>	<i>noun</i>	<i>example</i>	<i>meaning</i>
react	react/ reaction	It was a study of how small firms react to the problem of over-regulation.	act in a particular way as a direct result of
respond	response	The Minister's response to the problem of inflation was to impose a price freeze.	his/her reaction to what has happened or been said or done
deal with		How should training courses deal with the issue of violence in the healthcare setting?	take action in order to solve a problem
tackle		Governments do not seem to be able to tackle the problem of urban congestion.	try to deal with
address		Governments need to address the problem of waste from nuclear power plants.	(formal) give attention to or deal with
mediate	mediation	The community leaders attempted to mediate between the police and the people.	talk to the two groups involved to try to help them find a solution to their problems

3.5.3. Solving a problem

The researchers **solved** the problem by increasing the temperature.

The team **came up with / found a solution to** the problem of water damage.

By using video, the researchers **overcame** the problem of interpreting audio-only data.

The two governments finally **resolved**¹ the problem of sharing water resources. A successful **resolution**² to the crisis came in 1998.

The **answer to the problem lay in** changing the design of the experiment.

The book was entitled: '**Conflict Resolution: the Management of International Disputes**'.

¹ (more formal) solved or ended

² noun form of the verb

Ex. 65. Match the beginning of each sentence with the most appropriate ending.

- | | |
|---|--|
| 1 Students always seem to have difficulty | <i>surrounding the President.</i> |
| 2 Ford pointed out that the methodology had | <i>apparent.</i> |
| 3 The need to find replacement fuels poses | <i>some important questions for the Party.</i> |
| 4 The media continue to focus on the controversy | <i>many difficulties.</i> |
| 5 In the figures he presented several errors were | <i>arose fairly recently.</i> |
| 6 On their way across Antarctica they experienced | <i>in remembering this formula.</i> |
| 7 The results of the opinion poll raise | <i>a number of inconsistencies.</i> |
| 8 Problems caused by pollution in this area | <i>considerable challenges for scientists.</i> |

Ex. 66. There is a preposition missing in each of these sentences. Add it in the right place.

- 1 It is no easy task mediating unions and management.
- 2 In this lecture I plan to deal the later novels of Charles Dickens.
- 3 The answer to most problems in agriculture lies the soil.
- 4 He thought for a long time but was unable to come with a solution.
- 5 Green tourism may initially feel like a contradiction terms.
- 6 I wonder what the professor's reaction the article will be.
- 7 The company has experienced a number of difficulties the computer operating system.
- 8 Have you found a solution the problem yet?

Ex. 67. Complete these tables. Use a dictionary to help you if necessary.

<i>noun</i>	<i>verb</i>
	solve
reaction	
	contain
error	

<i>noun</i>	<i>verb</i>
resolution	
	respond
contradiction	
	mediate

Ex. 68. Choose one of the words from the tables in Ex. 67 to complete each sentence. You may need to change the form of the verbs.

- 1 The professor was very angry when the student _____ him so rudely and so publicly.
- 2 As the saying goes, to _____ is human – we all make mistakes.
- 3 I hope someone will eventually come up with a _____ to the problem of global warming.
- 4 The diplomats are hoping to _____ between the two sides and so prevent a conflict.
- 5 The library _____ many rare and beautiful books.
- 6 I am still waiting for the committee's _____ to my request for an extension for my dissertation.
- 7 At the beginning of the new academic year Marie _____ to make much more effort with her assignments.
- 8 The lecturer _____ very angrily when I questioned one of her conclusions.

3.6. Describing research methods

3.6.1. Useful word combinations

We may **carry out a procedure** or an **experiment** or a **pilot study**. [preliminary study]
 We use or, more formally, **employ a method** or a **technique** or an **approach** or an **instrument** or a **device**. [an object or method used for a special purpose] You can also **use** or **employ** any particular type of **research methodology**.

Apparatus [equipment for a lab experiment] is **assembled** and **checked**. *Apparatus* is an uncountable noun but you can talk about a **piece of apparatus**.

3.6.2. Types of research method

<i>research method</i>	<i>what the researcher does</i>	<i>limitation of method</i>
experimental study	manipulates ¹ a variable [anything that can vary] under highly controlled conditions to see if this produces [causes] any changes in a second [dependent] variable	done in the highly controlled setting of the laboratory – these conditions are artificial ² and may not reflect what happens in the infinitely more complex real world; other researchers often try to replicate ³ successful experiments
correlation study	attempts to determine the relationship between two or more variables , using mathematical techniques for summarizing data	only shows that two variables are related in a systematic way , but does not prove or disprove ⁴ that the relationship is a cause-and-effect relationship
naturalistic (empirical) observation (also known as field study)	observes and records some behaviour or phenomenon ⁵ , often over a prolonged period, in its natural setting without interfering with ⁶ the subjects or phenomena in any way	can be very time-consuming as researcher may have to wait for some time to observe the behaviour or phenomenon of interest; difficult to observe behaviour without disrupting ⁷ it
Survey	makes inferences from ⁸ data collected via interviews or questionnaires	intentional deception, poor memory, or misunderstanding of the question can all contribute to inaccuracies in the data
case study	keeps in-depth ⁹ descriptive records, as an outside observer , of an individual or group	often involves only a single individual as the subject of the study and this person may not be representative ¹⁰ of the general group or population

- ¹ makes changes to
- ² not natural
- ³ do in exactly the same way
- ⁴ show something is not true
- ⁵ something that exists and can be seen, felt, tasted, etc.
- ⁶ altering
- ⁷ making it change
- ⁸ comes to conclusions on the basis of
- ⁹ detailed
- ¹⁰ typical

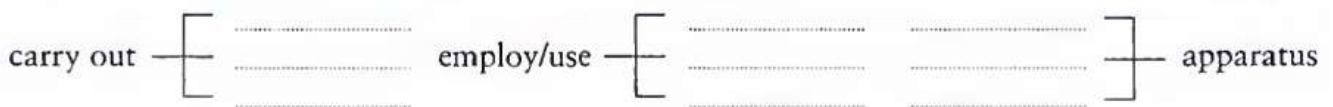
Ex. 69. Complete the sentences in these two texts with words from 3.6.

Scientists disagree as to whether cold fusion, the controlled power of the hydrogen bomb in the laboratory, is possible. In the past, some believed that e_____ s_____ under la_____ c_____ using palladium and platinum electrodes could in fact cause heavy hydrogen atoms to fuse into helium and release energy, as the sun does. In carefully controlled experiments, researchers believed they could ma_____ the v_____ arising from the complexity of the electrodes and other equipment used. In such co_____ co_____, they argued, cold fusion was possible. However, attempts to r_____ some of the experiments which claimed to be successful failed, and many now believe that cold fusion is in fact theoretically impossible.

Some linguists believe that we can best d_____ how language is processed by laboratory experiments. However, laboratory experiments are by definition ar_____ and may not r_____ what happens in the real world. Other linguists believe, therefore, that em_____ o_____ is better, and prefer to carry out f_____ studies and c_____ studies of individuals in na_____ se_____. In this way, i_____ -d_____ data can be c_____ by observers without i_____ with the process in any way, even though this may be a more t_____ -c_____ method. However, individual studies in real situations may not be r_____ of the general p_____ of second language learners. In short, both approaches have their advantages and disadvantages.

Ex. 70. Use the words in the box to complete the diagrams. Add *a/an* and anything else needed to complete the phrase.

check methodology pilot study procedure assemble
technique experiment device piece



Ex. 71. Now complete the sentences using phrases from Ex. 70.

- 1 It was a new _____ of apparatus so we _____ it first and then _____ it before using it.
- 2 The team carried out a _____ _____ before conducting the main _____ to see if the _____ they were using was reliable.
- 3 The team needed to employ a different _____ for measuring the pressure, so they used a new _____ which they manufactured in their own laboratory.

Ex. 72. Correct the eight spelling and other vocabulary mistakes in these sentences.

- 1 It was very difficult to make reliable interferences from the data as we had so little.
- 2 A correlational study is a good way of seeing if one phenomena is related to another in a system way.
- 3 The experiment neither proved nor deproved Jessop's theory.
- 4 We had to explain the unusual scores of five of the subjects in the sample, who all had totals well below the norm. It was possible there were inaccuracies in the data.
- 5 An exterior observer can often unintentionally erupt the behaviour of the subjects they are observing.

Ex. 73. Write your Methods section by answering some or all of the questions below. Your first subsection may be a general overview of the methods chosen, how they relate to the literature and why you chose them. Then in each subsequent subsection you:

- (a) Preview the part of the procedure / method you are talking about.
- (b) Detail what was done and justify your choices.
- (c) Point out any precautions taken.
- (d) Discuss any limitations in your method or problems you encountered.
- (e) Highlight the benefits of your methods (perhaps in comparison to other authors' approaches).

1. What / Who did I study? What hypotheses was I testing?
2. Where did I carry out this study and what characteristics did this location have?
3. How did I design my experiment / sampling and what assumptions did I make?
4. What variable was I measuring and why?
5. How did I handle / house / treat my materials / subjects? What kind of care / precautions were taken?
6. What equipment did I use (plus modifications) and where did this equipment come from (vendor source)?
7. What protocol did I use for collecting my data?
8. How did I analyze the data? Statistical procedures? Mathematical equations? Software?
9. What probability did I use to decide significance?
10. What references to the literature could I give to save me having to describe something in detail?
11. What difficulties did I encounter?

4. WRITING A RESEARCH PAPER

4.1. Text Structure

A common way of organising texts is: Situation, Problem, Solution and Evaluation (S-P-S-E).

Situation answers the question: 'What are we talking about?'

Problem answers the question: 'What is problematic about this?'

Solution answers the question: 'What is to be done about it?'

Evaluation answers the question: 'How good is the solution?'

4.2. Structure of a research paper

The most common structure of a research report, a thesis or a research article is referred to as IMRD, which stands for Introduction, Method, Results and Discussion. In the social sciences especially, the literature review is considered so important that (rather than being part of the Introduction) it is given a section to itself.

Key features of each aspect of a research paper structure

Introduction

Mapping of the field (in some disciplines, there will also be a literature review).

Identifying a research 'gap'.

Making a claim about needed research.

Giving some idea of the MRD approach that will be used.

Method

Answering: How will this research be done? With what materials or subjects? How many? etc.

Working according to the principles of Clarity and Reality.

Using the Relevance principle to dictate the amount of detail to use.

Results

Answering: What happened? Why? How sure can I be of the meaning of these results?

Working according to the principles of Honesty and Reality.

Discussion

This is probably the single most important part of the report, since it is here that you demonstrate that you understand and can interpret what you have done.

4.3. Organising your writing

4.3.1. Openings

This assignment **will address** the problem of socio-economic data in health studies.

This dissertation **is concerned with** individual differences in the ability to connect thoughts and emotions.

The aim of this paper is to explore constant acceleration formulae, **with a focus on** motion along a slope.

The purpose of this essay is to investigate the use of focus group interviews.

This thesis **consists of** four parts. Each part describes a different set of experiments which contribute to the final results.

This assignment is **divided into** three sections, with each section **devoted to** a different aspect of world trade.

4.3.2. Organising the main points

<i>useful when...</i>	<i>items</i>	<i>examples</i>
working through a list of different things	<ul style="list-style-type: none"> • first(ly), secondly, thirdly • next • lastly/finally 	<p>First(ly), let us look at the history of the problem.</p> <p>Next, there is the issue of air resistance.</p> <p>Finally, let us consider increased taxation as a possible solution.</p>
changing topics / bringing in new points	<ul style="list-style-type: none"> • we now / let us turn to • at this point 	<p>We now turn to the question of which model provides a better explanation of the phenomenon.</p> <p>At this point it is important to look again at the data.</p>
referring forward in the text	<ul style="list-style-type: none"> • below • in the next section • later • the following 	<p>We shall see below that depopulation has been a major factor.</p> <p>Later, I shall look at other possible reasons for this.</p> <p>The following example come from Hillson (1998).</p>
referring back to something	<ul style="list-style-type: none"> • above • in the preceding section • earlier • (as) we saw/have seen that/in 	<p>The above figures indicate a significant decrease.</p> <p>Three hypotheses were listed in the preceding section.</p> <p>I noted earlier that lack of fresh water was a serious problem.</p>
referring to examples, diagrams, pages, etc.	<ul style="list-style-type: none"> • see • consider • take, for example, • as can be seen in 	<p>For the complete results, see Appendix A, page 94.</p> <p>Consider Figure 1, which shows changes from 1976–8.</p> <p>Take, for example, Sweden, where industrialisation was rapid, as can be seen in Figure 2.</p>
referring separately to different people or things	<ul style="list-style-type: none"> • respectively • the former • the latter 	<p>Groups A and B consisted of 14-year-olds and 16-year-olds, respectively.</p> <p>Rostov and Krow both studied the problem. The former wrote a book; the latter published two papers.</p>

Ex. 74. Choose a word from 4.3. to fill in the missing words in this introduction to a paper.

The (1) _____ of this paper is to consider the nature of moral education in American children's literature. It is particularly (2) _____ with the moral values presented in books published with the (3) _____ of teaching reading at primary school. The thesis (4) _____ of four parts. The first part attempts to (5) _____ a number of general questions relating to children's literature from any historical period. Parts 2, 3 and 4 are (6) _____ specifically to the American example. Part 2 is (7) _____ into three main sections, the first of which discusses the nature of the American value system with a particular (8) _____ on the work ethic.

Ex. 75. Choose the correct word in italics to complete each sentence.

1 *Take / Put / Look*, for example, the case of Megginson which was described in Chapter 15.

2 *As first / Firstly* I would like to discuss the nature of 16th century English and then the impact that this had on the works of Shakespeare.

3 The *article concerns / devotes / addresses* the issue of the relationship between religion and politics in the modern world.

4 Look at Figure 3 *under / below / beneath* for more detailed information.

5 In the *following / preceding* section we shall deal with this issue in more detail.

6 For more detailed information *see / go / turn* Appendix B.

7 Let us now *deal / see / consider* Figure 2.1.

8 This aspect of the problem will be discussed *latter / later / lastly* in this article.

Ex. 76. Rewrite the parts in bold using a phrase which includes the word in brackets.

1 **As Table V shows** there has been an increase in the numbers of students in higher education. (SEEN)

2 In Section 3 we take up again some of the arguments from **Section 2**. (PRECEDING)

3 **Now** let us turn our attention to developments in Constantinople. (POINT)

4 The country **consists of** six provinces. (DIVIDED)

5 Let us now **consider** the issue of the reunification of Germany. (TURN)

4.4. Writing summaries and conclusions

Conclusions and summaries: typical paragraph starters

Summarising is concerned with expressing the most important facts or ideas about something or someone in a short and clear form.

Concluding is concerned with (a) stating your position or opinion after considering all the information about something, or (b) stating that you have come to the end of something.

Recapitulating is concerned with briefly repeating your main points.

4.4.1. Useful vocabulary for summarising and concluding

As we have seen, the data are consistent across the three separate tests.

To conclude / In conclusion, it seems that women's greater risk of depression is a consequence of gender differences in social roles.

To recapitulate¹ the findings of the present experiments: mothers' speech to young children was simpler than their normal speech.

From these comparisons we may **draw the following conclusions**. As was expected, there are large differences between Poland and the two Nordic countries (Finland and Sweden).

To sum up / To summarise / In summary², in the case of high achievers in all professions, emotional competence is twice as important as purely mental abilities. **In short**³, emotional competence is the key.

To bring the paper to a close⁴, I **summarise the main points**⁵ here: siblings influence the development of behaviour, and problems among siblings are linked to other problems.

¹ a less formal alternative is the short form *to recap*

² (more formal) can also be *in sum*

³ used before describing something in as few words and as directly as possible

⁴ or *bring to an end*

⁵ or *summarise the key points*

4.4.2. Other useful words and expressions for summarising and concluding

We may **summarise** the findings **in a few words**: conserving wetlands is an urgent priority.

The **final** point to stress is that pay is rarely the only factor in industrial disputes. **To put it briefly / Stated briefly**, complex motives contribute to strikes. [*final* is more formal than *last*]

Praditsuk (1996) **provides / gives a (brief) summary of** Asian economic cooperation.

In the **abstract** of the article, the authors claim to have made a breakthrough in cancer research. [shortened form of an article, book, etc., giving only the most important facts or arguments, usually printed at the beginning of the book or article]

The government only published a **précis** of the report, not the full report. [/'preisi:/ a short form of a text which briefly summarises the important parts]

In this essay, I have **attempted** to review **concisely** the arguments in favour of intellectual property rights in relation to the internet. [in academic style it is common to say that you have attempted / tried to argue or demonstrate something instead of directly saying you did it; *concisely* means in a short and clear way, without unnecessary words]

On balance, the **overall** picture seems to be that the political climate influences corporate strategy. [after thinking about the different facts or opinions; general rather than in particular]

In the final / last analysis, the only safe prediction is that the future is likely to be very different from the present. [said when talking about what is most important or true in a situation]

Ex. 77. Rewrite each sentence, using the word in brackets.

- 1 To conclude, the tests suggest the drug has no dangerous side effects. (CONCLUSION)
- 2 In short, losing the war was a humiliating defeat for the country on a number of different levels. (SUMMARISE)
- 3 To sum up, it is impossible to blame the disaster on one person alone. (SUMMARY)
- 4 From the survey we can conclude that advertising has a stronger effect on teenage girls than on other groups of the population. (DRAW / COME *give two answers*)
- 5 To recap, there were a number of different reasons why the experiment was less successful than had been hoped. (RECAPITULATE)

Ex. 78. Choose a word from the box to complete each sentence.

abstract analysis balance close eventually points provide put words

- 1 On _____ it would seem that more people are against the proposed law than for it.
- 2 Authors submitting an article for the journal are requested to provide a brief _____ outlining the contents of their article.
- 3 To _____ it briefly, General Pachai's attempts to manipulate the situation to his own advantage _____ led to his own downfall.
- 4 Most theses _____ a summary of the literature in the field in their opening chapter.
- 5 In the final _____ no one can be completely certain as to what caused the crash.
- 6 To summarise the problem in a few _____: manufacturing in the country has declined drastically in the last ten years.
- 7 Let us now recap the main _____ in the argument.
- 8 Before bringing this paper to a _____, I should like to suggest some areas requiring further research.

Ex. 79. Choose either *lastly* or *at last* to complete each of these sentences.

- 1 After several months of negotiations, the two sides have _____ reached agreement.
- 2 First, we shall consider the causes of the war, then we shall look at the events of the war and, _____, we shall discuss the consequences of the war.
- 3 She decided not to apply to Melbourne University. First and foremost, her marks were not likely to be good enough but also her parents did not want her to apply there. _____, none of her friends were considering going there.
- 4 My brother was very relieved when, _____, he finished writing his dissertation.
- 5 Many congratulations on having reached the final unit of this book _____.

Ex. 80. Correct the six errors in this paragraph.

This paragraph is a precise of *Academic Vocabulary in Use*. To sum, the book provides 50 units covering key aspects of academic vocabulary. Stated brief, each unit has tempted to present and practise the words that all students need. The overalls aim of the book is to help students not only to understand but also to use academic vocabulary. In

bringing the book to a closure, we hope we have helped you and wish you success in your future academic studies.

4.5. Writing about cause and effect

Much academic study is concerned with establishing cause and effect or the relationship that exists between events, objects, variables or states of affairs. Cause and effect is often described using conjunctions like *because*, prepositions like *due to* and *because of* and adverbs like *therefore* and *consequently*. In this unit, however, we focus on nouns and verbs relating to cause and effect. Pay particular attention to the prepositions they are used with.

4.5.1. Verbs relating to cause and effect

You are probably already familiar with these verbs relating to cause and effect: *make, cause, create, do, produce, force*. Here are some other useful verbs.

Her grandmother **influenced** / **had a considerable influence on** Sarah's choice of career.

Parental attitude **largely determines** how well a child adapts to school. [is the main factor affecting]

The teacher **motivated** them to work hard. [made them want to do something positive]

The flow of traffic through the town is **facilitated** by the one-way system. [made easier]

The speech **provoked** an angry response. [caused, usually something negative]

The explosion was **triggered** by the heat. [started, usually something sudden and negative]

The tilting of the earth on its axis **accounts for** the change in the seasons. [explains]

Sid's determination **springs/stems from** his desire to improve the world. [is the result of]

The country's victory **gave rise to** a new mood in society.

The mobile phone **contributed to** the information revolution. [was one factor influencing]

The child was given drugs to **stimulate** growth. [cause something to develop or function]

The exhibition **generated** a lot of interest. [aroused, caused to exist]

The drugs may **induce** nausea. [cause, often used in a medical context]

The teacher's presence **inhibited** the teenagers' discussion. [prevented it from being as free as it might otherwise have been]

A number of benefits can be **derived** from this situation. [gained as a result]

4.5.2. Nouns relating to cause and effect

<i>noun</i>	<i>example</i>	<i>meaning/comment</i>
chain reaction	The incident set off a chain reaction which affected us all.	set of related events in which each one causes the next one

consequence	The war had major consequences .	results
effect, impact	The effect/impact of the film on the audience was very powerful.	influence
end	Does the end justify the means?	note how <i>end</i> here means <i>aim</i>
origin/source	The accident was the origin/source of her later problems.	beginning or cause
outcome	We hope for a positive outcome to the discussions.	result or effect of an action
precedent	There are several precedents for taking such a decision.	something that already happened and provides a reason for doing the same
reason	What was the reason for his success / why he succeeded?	note how <i>reason</i> is often followed by <i>for</i> or <i>why</i>

Ex. 81. Replace the underlined words with a more precise verb of cause or effect. Note that all the sentences below are appropriate for essays apart perhaps from 6 with its use of 'got'.

- 1 Researchers are investigating why chocolate causes headaches in certain people.
- 2 Wilson's most recent paper has caused a great deal of interest among sociologists.
- 3 The drug caused headaches and dizziness among a number of subjects in the test.
- 4 Having an end-of-term prize helps students to do well in their class tests.
- 5 Intensive farming has been a significant factor in the decline of bird populations.
- 6 The missile test got an immediate and very strong response from adjacent governments and from the United Nations.
- 7 Astrologists believe that people's lives are largely affected by the planets and stars.
- 8 The barrier affects the flow of water into the area to prevent flooding in the rainy season.
- 9 A leak in the tank explained 40 % of the fuel loss, and evaporation took away another 5 %.
- 10 The renovated college buildings have wider doors and corridors to make the use of wheelchairs easier.
- 11 The Minister cut taxes in an attempt to affect the economy, which was performing poorly.
- 12 Britain has received many economic benefits from membership of the European Union.

Ex. 82. Match the beginning of each sentence with the most appropriate ending.

- | | |
|---------------------------------------|--|
| 1 The article explores the origins | major consequences for larger families. |
| 2 One small explosion set off a chain | precedents for his decision. |
| 3 The confusion probably stemmed | rise to a widespread sense of disillusionment. |
| 4 The proposed new tax could have | of the concept of democracy. |
| 5 The disastrous events of 2003 gave | reaction, causing massive damage. |

6 The judge explained that there were _____ from a lack of communication.

Ex. 83. Choose the correct word in italics to complete these sentences.

- 1 De Roua's work in the 1970s influenced *on / to / –* the development of computer science.
- 2 The acid seemed to have no *affect / effect* whatsoever on the plastic.
- 3 Everyone hoped for a positive outcome *upon / off / to* the meeting between the two governments.
- 4 The reason *for / to / of* the failure of the project was a lack of funding.
- 5 The impact of global warming *for / on / to* the polar ice caps is now understood more clearly.
- 6 The journalist wondered what particular *ending / end* the government had in mind when it decided to build a national tennis academy.

Ex. 84. What are the nouns from the same root as these verbs? Use a dictionary if necessary.

motivate facilitate influence provoke trigger contribute stimulate induce derive

Ex. 85. Now rewrite these sentences using a noun instead of the verb.

- 1 Byron's poetry influenced Romantic poets in a number of other European countries.
- 2 Tree pollen can trigger hay fever attacks in vulnerable people.
- 3 In obstetrics the drug can be used to help induce labour.
- 4 The new economic measures were introduced to stimulate the faltering economy.
- 5 Tomoko is studying what motivates world-class athletes.

4.6. Analysis of results

In a research essay, report or academic paper, the Results section describes but does not interpret your results. Its function is to provide the reader with a clear description of your findings. You can draw attention to data you think are very important or constitute trends.

4.6.1. Analysis in academic texts

Academic texts often include sections which deal with the analysis of data. In analysing a social or political issue, the writer may need to **come to / reach a conclusion** about the **advantages** and **disadvantages** of a particular **course of action**¹. The writer may, for instance, conclude that the **benefits outweigh**² the **drawbacks**³ or vice versa. An analysis may be a matter of **weighing up**⁴ both **sides of an argument**, **taking into account** all the **relevant aspects**⁵ of the issue and discussing all the **points**⁶ **raised** by the research. When analysing the results of a scientific experiment, the writer is likely to need to **take account of a range of variables**⁷. In their analysis scientists try to **deduce**⁸ as much as they can from their data, **drawing conclusions** that are **soundly**⁹ **based** on their results.

¹ way of doing something

² are of more importance than

³ disadvantages

⁴ think carefully about

⁵ (of a problem or situation) parts, features

⁶ idea, opinion or piece of information that has been presented in relation to the topic

⁷ number, amount or aspect of a situation which can change

⁸ reach an answer by thinking carefully about the known facts

⁹ completely, firmly

4.6.2 Weighing up results

In the text above did you notice an interesting metaphorical use of language – the image of **weighing up** ideas and of considering whether advantages **outweigh** disadvantages? Arguments are, as it were, placed on each **side** of the scales and the judge or jury then have to **come down on one side** or the other. A particularly strong argument may **tip the scales in favour of** one side.

Noticing how language can be used metaphorically may help you to extend the use of the words you know. Make a note of any examples that you come across and try to find other examples of language based round the same metaphor.

4.6.3. Sentences relating to analyses

The survey provided some useful **insights into** the problem. [points that help us to understand more clearly]

The results **point to** an interesting trend. [show, indicate]

On the basis of our data we would **predict** continuing social unrest. [say something will happen in the future]

We found that women **constitute** 40 % of the workforce. [account for]

We began with a **critical review** of the literature in the field. [giving opinions]

Most of our respondents were **critical of** the new law. [not pleased with, negative about]

We are reaching a **critical** period in terms of global climate change. [very important]

The patient is in a **critical** condition. [serious]

deeply critical = very negative; **absolutely critical** = extremely important

Ex. 86. Complete the expressions with a word which can combine with the words given.

1 [moment, review, comments] 2 come to, draw, reach } a 3 come down on one, be in favour of one, see both }(s) of an argument

5. MAKING PRESENTATIONS

5.1. Introducing the presenter

- **Let's welcome** Carmen Gregori, who's going to talk to us today **on the subject of** 'Healthcare in Paraguay'.
- OK, thank you everybody. Now, Dr Ulla Fensel is going to **present** her research to us.

- Now I'd like to **call on** Mieko to make/give her presentation. Mieko, thank you.
- **I'd like to introduce** Dr Li Meiju, who's going to **address**¹ the topic of 'Preventive medicine'.

¹ rather formal; we can also say formally *speak to the topic of X*, or, less formally *talk about X*

5.2. Getting started

'In this presentation I'd like to **focus on** recent developments in biomass fuels. I'll speak for about 45 minutes, to **allow time for** questions and comments. **Feel free** to¹ interrupt if you have any questions or want to **make a comment**.'

'First I'll **give a brief overview of** the current situation **with regard to** intellectual property rights, then I'd like to **raise a few issues** concerning the internet. I'll try to **leave**² **time for questions** at the end.'

'I'd like to **begin by** looking at some previous studies of ocean temperatures. **There's a handout going round**³, and there are some **spare**⁴ copies here if you want them.'

'In this talk I'll **present the results of** a study I did⁵ for my dissertation. I'll try not to **go over time** and **keep to** 20 minutes.'

¹ an informal way of giving permission

² less formal than *allow* – see 1

³ a more formal version would be *which is being distributed*

⁴ extra

⁵ or, more formal, *carried out / conducted*

5.3. Delivering and closing the presentation

Now let's turn to the problem of workplace stress.	begin to examine or talk about
Moving on , I'd like to look at the questionnaire results in more detail .	going on to the next point; less formal than <i>in greater detail</i>
I also want to talk about the supply of clean water, but I'll come back to that later.	or, more formal, <i>return to</i>

I'd just like to go back to the graph on the previous slide.	or, more formal, <i>return to</i>
Anyway, getting back to / to return to the question of inflation, let's look at the Thai economy.	<i>getting back to</i> is less formal than <i>to return to</i>
The results were not very clear. Having said that, I feel the experiment was worthwhile.	a less formal way of saying <i>nevertheless</i>
I'll skip the next slide as time is (running) short.	<i>skip</i> (informal) = leave out / omit
To sum up, then, urban traffic has reached a crisis. That's all I have to say*. Thank you for listening.	have no more time left * informal – not used in writing
Well, I'll stop there as I've run out of time. Thank you.	have no time left
Dr Woichek will now take questions*. Are there any questions or comments?	*rather formal = accept and answer questions

Ex. 87. Fill in the missing words in these introductions to presentations.

- 1 Dr Anwar Musat will now _____ his research on soil erosion in Malaysian forests.
- 2 I'd now like to _____ on our next speaker, Eva Karlsson, to _____ (*give two answers*) her presentation.
- 3 Ladies and gentlemen, let's _____ our next speaker, Professor Prodromou from the University of Athens.
- 4 Thanks, everybody. So, Masanori is going to talk to us now _____ _____ subject _____ 'Mental health issues in Japan'.
- 5 I'd like to _____ today's speaker, Dr Krishnan Guptar, who is going to _____ the topic of metal fatigue in rail tracks.

Ex. 88. Rewrite these sentences by changing the words in bold so they are less formal. Remember that both formal and informal styles may be correct, but that it may not always be appropriate to be informal.

- 1 We need to consider family income too, but I'll **return** to that later.
- 2 So, **to proceed to the next point,** I'll **omit** item 4 on the handout and instead talk about number 5 in **greater** detail.
- 3 I'll try to finish by 3.30, but **don't feel you need to ask permission** to leave if you have a class or other appointment to go to.
- 4 There is a handout **being distributed** and I have some **further** copies too if anyone wants them.
- 5 I'll finish there as my time has **come to an end.**
- 6 We didn't want to make people uncomfortable by having a camera in the room. **Nevertheless,** we did want to video as many of the sessions as possible.
- 7 I'd like to **return** to a point I made earlier about river management.
- 8 So, I believe our experiments have been successful. **I shall end there.** Thank you.

9 **To return to** the problem of large class sizes, I'd like to look at a study **carried out** in Australia in 2002.

10 I'll try not to **exceed my time**, so I'll speak for 30 minutes, to **allow time** for questions at the end.

Ex. 89. Fill in the missing prepositions.

1 I'd like to focus _____ waterborne diseases in this presentation.

2 The situation _____ regard _____ exports has been very good in recent years.

3 I'd now like to turn _____ a different problem.

4 I always find it difficult to keep _____ just 30 minutes, so please tell me when I have five minutes left.

5 I'd like to begin _____ asking you all to do a small task.

Ex. 90. Write six sentences you might hear during a presentation using appropriate combinations of the words in boxes A and B. You may use words in box A more than once.

Box A

present take raise make give

Box B

issue presentation results overview comment questions

APPENDIX

BASIC FRAMEWORK FOR A RESEARCH PAPER

Preliminaries	1	The title	The fewest words possible that adequately describe the paper.
	2	Acknowledgements	Thanking colleagues, supervisors, sponsors, etc. for their assistance.
	3	List of contents	The sections, in sequence, included in the report.
	4	List of figures/ tables	The sequence of charts or diagrams that appear in the text.
Introduction	5	The abstract	An extremely concise summary of the contents of the report, including the conclusions. It provides an overview of the whole report for the reader.
	6	Statement of the problem	A brief discussion of the nature of the research and the reasons for undertaking it. A clear declaration of proposals and hypotheses.
Main body	7	Review of the literature	A survey of selective, relevant and appropriate reading, both of primary and secondary source materials. Evidence of original and critical thought applied to books and journals.
	8	Design of the investigation	A statement and discussion of the hypotheses, and the theoretical structure in which they will be tested and examined, together with the methods used.
	9	Measurement techniques used	Detailed descriptions and discussion of testing devices used. Presentation of data supporting validity and reliability. A discussion of the analysis to be applied to the results to test the hypotheses.
	10	Results	The presentation in a logical order of information and data on which a decision can be made to accept or reject the hypotheses.
Conclusion	11	Discussion and conclusion	The presentation of principles, relationships, correlations and generalisations shown by the results. The interpretation of the results and their relationship to the research problem and hypotheses. The making of deductions and inferences, and the implications for the research. The making of recommendations.
	12	Summary of conclusions	A concise account of the main findings, and the inferences drawn from them.
Extras	13	Bibliography	An accurate listing in strict alphabetical order of all the sources cited in the text.
	14	Appendices	A compilation of important data and explanatory and illustrative material, placed outside the main body of the text.

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NOTES

