**Міністерство освіти і науки України**

**МИКОЛАЇВСЬКИЙ Національний університет**

**імені В.О. Сухомлинського**

Кафедра германської філології та перекладу

навчально-методичнИЙ комплекс

НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

ІНОЗЕМНА МОВА ЗА НАУКОВО-ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

***ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ***

Ступінь магістра

Галузь знань: 03 Гуманітарні науки

Спеціальність: 035 «Філологія»

Спеціалізація: 035.01 Українська мова та література

Освітня програма: Українська мова та література

Факультет іноземної філології

Автор:

Солодка А.К.

д.п.н., професор

Миколаїв 2018

**Зміст НМК**

1. Витяги з ОКХ, ОПП спеціальності.
2. Навчальна програма дисципліни.
3. Робоча навчальна програма дисципліни.
4. Засоби діагностики навчальних досягнень студентів.

5. Наочні та інші навчально-методичні посібники, методичні матеріали до технічних засобів навчання

1. Комплекс завдань для змістовно-модульних контрольних робіт.
2. Інструктивно-методичні матеріали до практичних занять.
3. Контрольні завдання до практичних занять.
4. Питання до заліку/екзамену.
5. Методичні рекомендації та розробки викладача.
6. Методичні матеріали, що забезпечують самостійну роботу студентів.
7. Глосарій
   * + 1. **Витяги з ОКХ, ОПП спеціальності.**

**Витяг із ОПП**

**Метою** викладання навчальної дисципліни є формування професійно-орієнтованої комунікативної мовленнєвої компетенції (лінгвістичної, соціолінгвістичної та прагматичної) магістрів для забезпечення їхнього ефективного спілкування в академічному та професійному середовищі.

Основними завданнями вивчення дисципліни є:

сформувати у магістрів загальні та професійно-орієнтовані комунікативні мовленнєві компетенції (лінгвістичну, соціолінгвістичну і прагматичну) для забезпечення їхнього ефективного спілкування в академічному та професійному середовищі;

сформувати у магістрів загальні компетенції; сприяти розвитку здібностей до самооцінки та здатності до самостійного навчання, що дозволятиме магістрам продовжувати навчання в академічному і професійному середовищі як під час навчання у ВНЗ, так і після отримання диплома про вищу освіту;

залучити магістрів до таких академічних видів діяльності, які активізують і далі розвивають увесь спектр їхніх пізнавальних здібностей;

допомогти магістрам у формуванні загальних компетенцій з метою розвитку їх особистої мотивації; зміцнювати впевненість студентів як користувачів мови, а також їх позитивне ставлення до вивчення мови;

сприяти становленню критичного самоусвідомлення та вмінь спілкуватися і робити вагомий внесок у міжнародне середовище, що постійно змінюється;

досягти широкого розуміння важливих і різнопланових міжнародних соціокультурних проблем, для того щоб діяти належним чином у культурному розмаїтті професійних та академічних ситуацій.

**Витяг із ОКХ**

Згідно з вимогами освітньо-професійної програми магістрант оволодіває такими компетентностями:

**І. Загальнопредметні:** Застосовує досягнення національної та світової культури у вирішенні власних професійних та життєвих завдань; володіє розвиненою культурою мислення, умінням ясно й логічно висловлювати свої думки; володіє навичками наукової організації праці; розвиває навички самостійного опанування нових знань; уміє працювати з довідковою літературою, різнотипними словниками, електронними базами даних, системами інформаційного пошуку.

**ІІ. Фахові:** *Лінгвістична компетенція:*знання граматичних структур, що є необхідними для гнучкого вираження відповідних функцій та понять, а також для розуміння і продукування широкого кола текстів в академічній та професійній сферах; розуміння правил англійського синтаксису, щоб дати можливість розпізнавати і продукувати широке коло текстів в академічній та професійній сферах; використання мовних форм, властивих для офіційних та розмовних регістрів академічного і професійного мовлення; володіння широким діапазоном словникового запасу (у тому числі термінології), що є необхідним в академічній та професійній сферах. *Соціолінгвістична та прагматична компетенці:* розуміння, що ключові цінності, переконаннята поведінка в академічному і професійномусередовищі України відрізняються припорівнянні однієї культури з іншими; розуміння різних корпоративних культур вконкретних професійних контекстах та їх співвідношення одна зодною; застосовування міжкультурного розуміння упроцесі безпосереднього усного і писемногоспілкування в академічному тапрофесійному середовищі;відповідна поведінка і реагуванняу типових академічних, професійних,світських і повсякденного ситуаціях, а такожзнати правил взаємодії між людьми у різнихситуаціях.

**ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ**

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**

**МИКОЛАЇВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ**

**ІМЕНІ В. О. СУХОМЛИНСЬКОГО**

Кафедра германської філології та перекладу

**ЗАТВЕРДЖУЮ**

Проректор із науково-педагогічної роботи \_\_\_\_\_\_\_\_\_\_\_\_\_ Н. І. Василькова

«5» вересня 2018 р.

**Програма навчальної дисциплінИ**

***ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ***

Ступінь магістра

Галузь знань: 03 Гуманітарні науки

Спеціальність: 035 «Філологія»

Спеціалізація: 035.01 Українська мова та література

Освітня програма: Українська мова та література

Факультет іноземної філології

Миколаїв – 2018

**Програму розроблено та внесено:** Миколаївський національний університет імені В. О. Сухомлинського

**РОЗРОБНИКИ ПРОГРАМИ:** ***Солодка Анжеліка Костянтинівна, д.п.н., професор***

Програму схвалено на засіданні кафедри

Протокол від «4» вересня 2018 року № 1

Завідувач кафедри германської філології та перекладу \_\_\_\_\_\_\_\_\_\_\_ (Майстренко М.І.)

Програму погоджено навчально-методичною комісією факультету іноземної філології

Протокол від «4» вересня 2018 року № 1

Голова навчально-методичної комісії \_\_\_\_\_\_\_\_\_\_\_\_ (Волченко О.М.)

Програму погоджено навчально-методичною комісією університету

Протокол від «5» вересня 2018 року №2

Голова навчально-методичної комісії університету\_\_\_\_\_\_\_ (Василькова Н. І.)

**Вступ**

Програма вивчення нормативної навчальної дисципліни «Іноземна мова за професійним спрямуванням» складена Солодкою А.К. відповідно до освітньої програми підготовки магістрів спеціальності 035 «Філологія», 035.01 українська мова та література

**Предметом** вивчення навчальної дисципліни є: іноземний науковий дискурс.

**Міждисциплінарні зв’язки**: «Іноземна мова за професійним спрямуванням».

**1. Мета та завдання навчальної дисципліни є:**

1.1. *Мета курсу:* формування навичок практичного володіння іноземною мовою як засобом спілкування в різних видах мовленнєвої діяльності в обсязі тематики, що обумовлена професійними потребами.

1.2.Основними завданнями вивчення дисципліни є:

сформувати у магістрів загальні та професійно-орієнтовані комунікативні мовленнєві компетенції (лінгвістичну, соціолінгвістичну і прагматичну) для забезпечення їхнього ефективного спілкування в академічному та професійному середовищі;

сформувати у магістрів загальні компетенції; сприяти розвитку здібностей до самооцінки та здатності до самостійного навчання, що дозволятиме магістрам продовжувати навчання в академічному і професійному середовищі як під час навчання у ВНЗ, так і після отримання диплома про вищу освіту;

залучити магістрів до таких академічних видів діяльності, які активізують і далі розвивають увесь спектр їхніх пізнавальних здібностей;

допомогти магістрам у формуванні загальних компетенцій з метою розвитку їх особистої мотивації; зміцнювати впевненість студентів як користувачів мови, а також їх позитивне ставлення до вивчення мови;

сприяти становленню критичного самоусвідомлення та вмінь спілкуватися і робити вагомий внесок у міжнародне середовище, що постійно змінюється;

досягти широкого розуміння важливих і різнопланових міжнародних соціокультурних проблем, для того щоб діяти належним чином у культурному розмаїтті професійних та академічних ситуацій.

**Результати навчання:**

* використання професійно профільованих знань для здійснення іншомовної професійної комунікації;
* уміння оперувати сучасним категоріально-термінологічним апаратом герменевтики та мовознавства англійською мовою;
* вільне володіння іноземною мовою й уміння висловлювати і тлумачити поняття, думки, факти в широкому діапазоні комунікації іноземною мовою.

1.3. Згідно з вимогами освітньо-професійної програми магістрант оволодіває такими компетентностями:

**І. Загальнопредметні:** Застосовує досягнення національної та світової культури у вирішенні власних професійних та життєвих завдань; володіє розвиненою культурою мислення, умінням ясно й логічно висловлювати свої думки; володіє навичками наукової організації праці; розвиває навички самостійного опанування нових знань; уміє працювати з довідковою літературою, різнотипними словниками, електронними базами даних, системами інформаційного пошуку.

**ІІ. Фахові:** *Лінгвістична компетенція:*знання граматичних структур, що є необхідними для гнучкого вираження відповідних функцій та понять, а також для розуміння і продукування широкого кола текстів в академічній та професійній сферах; розуміння правил англійського синтаксису, щоб дати можливість розпізнавати і продукувати широке коло текстів в академічній та професійній сферах; використання мовних форм, властивих для офіційних та розмовних регістрів академічного і професійного мовлення; володіння широким діапазоном словникового запасу (у тому числі термінології), що є необхідним в академічній та професійній сферах. *Соціолінгвістична та прагматична компетенці:* розуміння, що ключові цінності, переконаннята поведінка в академічному і професійномусередовищі України відрізняються припорівнянні однієї культури з іншими; розуміння різних корпоративних культур вконкретних професійних контекстах та їх співвідношення одна зодною; застосовування міжкультурного розуміння упроцесі безпосереднього усного і писемногоспілкування в академічному тапрофесійному середовищі;відповідна поведінка і реагуванняу типових академічних, професійних,світських і повсякденного ситуаціях, а такожзнати правил взаємодії між людьми у різнихситуаціях.

На вивчення навчальної дисципліни відводиться 180 годин / 6 кредитів ECTS.

**2. Інформаційний обсяг** **навчальної дисципліни**

Кредит 1. Академічне письмо

Кредит 2. Прийоми академічного письма

Кредит 3. Структурна характеристика академічного письма

Кредит 4. Елементи академічного письма

Кредит 5. Стиль академічного письма

Кредит 6. Стратегії написання наукових праць

**3. Рекомендована література**

**Базова**

1. Ian Lebeau, Gareth Rees. Language Leader Intermediate. Course book. Pearson:Longman. – 168 p.

2. Ian Lebeau, Gareth Rees. Language Leader Intermediate. Work book. Pearson:Longman. – 95 p.

**Допоміжна**

1. English for Everyday Communication / за ред. Шпака В. К. – Київ, Вища школа, 2003.

2. English grammar: Reference and Practice. Дроздова Т. Ю., Бурустова А. И. Химера, Санкт-Петербург, 2000. – 320 р.

3. English grammar: Reference and Practice. Дроздова Т. Ю., Бурустова А. И. Химера, Санкт-Петербург, 2000.

4. Murphy, Raymond. English Grammar in Use. – Cambridge, 1988. – 328 p.

5. Raymond Murphy. English Grammar in Use. Cambridge University Press. – 386 р.

6. Thompson A. J., Martinet A. V. A Practical English Grammar Exercises#2. Oxford University Press.

7. Thompson A.T. J., Martinet A.V. A Practical English Grammar Exercises#1. Oxford University Press.

8. Верба Г. В., Верба Л. Г. Довідник з граматики англійської мови. – К.: Освіта, 1993.

9. Каушанская В.Л. Грамматика английского языка. Пособие для студентов педагогических институтов и университетов. – М., 2000. – 320с.

10. Каушанская В.Л. Сборник упражнений по грамматике английского языка. – М.,2000. – 216с.

**13. Інформаційні ресурси**

1. <http://moodle.mnu.mk.ua/course/view.php?id=68>
2. <http://www.etymonline.com/>
3. <http://eldum.phil.muni.cz/course/view.php?id=15>
4. <http://ijl.oxfordjournals.org/>

**4.Форма підсумкового контролю успішності навчання:** залік/екзамен.

**5. Засоби діагностики успішності навчання:** контрольна робота, самостійна робота.

**РОБОЧА ПРОГРАМА НАЧАЛЬНОЇ ДИСЦИПЛІНИ**

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**

**МИКОЛАЇВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ**

**ІМЕНІ В. О. СУХОМЛИНСЬКОГО**

Кафедра германської філології та перекладу

**ЗАТВЕРДЖУЮ**

Проректор із науково-педагогічної роботи\_\_\_\_\_\_\_\_\_\_\_\_ Н. І. Василькова

5 вересня 2018 р.

## РОБОЧА ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

**ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ**

Ступінь магістра

Галузь знань: 03 Гуманітарні науки

Спеціальність: 035 «Філологія»

Спеціалізація: 035.01 українська мова та література

освітня программа: Українська мова та література

Факультет іноземної філології

2018-2019 навчальний рік

Робоча програма навчальної дисципліни «Іноземна мова за професійним спрямуванням» для студентів галузі знань 03 Гуманітарні науки, спеціальності 035 «Філологія», спеціалізації 035.01 українська мова та література

**Розробник:** Солодка Анжеліка Костянтинівна, д.п.н., професор кафедри германської філології та перекладу

Робоча програма затверджена на засіданні кафедри германської філології та перекладу.

Протокол № 1 від «4» вересня 2018 р.

Завідувач кафедри \_\_\_\_\_\_\_\_\_\_\_ (Майстренко М.І.)

«***4***» вересня 2018 р.

Програму погоджено групою забезпечення освітніх програм

Керівник проектної групи \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Філатова О. С.

1. **Опис навчальної дисципліни**

|  |  |  |  |
| --- | --- | --- | --- |
| Найменування показників | Галузь знань, напрям підготовки, освітньо-кваліфікаційний рівень | Характеристика навчальної дисципліни | |
| **денна форма навчання** | |
| Кількість кредитів – 6 | Галузь знань  03 Гуманітарні науки | нормативна | |
| 035 «Філологія»  035.01  українська мова та література | **Рік підготовки:** | |
| 1-й | |
| Індивідуальне науково-дослідне завдання: реферат, доповідь, презентація | **Семестр** | |
| Загальна кількість годин - 180 | 1-й | 2-й |
|  | |
| Тижневих годин для денної форми навчання:  аудиторних – 2  самостійної роботи студента – 8 | Ступінь:  магістр | **Лекції** | |
|  |  |
| **Практичні** | |
| 30 год. | 30 год. |
| **Самостійна робота** | |
| 60 год. | 60 год. |
| *залік* | *екзамен* |

**Мова навчання – англійська.**

**Примітка**.

Співвідношення кількості годин аудиторних занять до самостійної та індивідуальної роботи становить: для денної форми навчання – 180 год.: 60 год. – аудиторні заняття, 120 год. – самостійна робота (33% ~ 67%).

|  |  |  |  |
| --- | --- | --- | --- |
| Найменування показників | Галузь знань, напрям підготовки, освітньо-кваліфікаційний рівень | Характеристика навчальної дисципліни | |
| **заочна форма навчання** | |
| Кількість кредитів – 6 | Галузь знань  03 Гуманітарні науки | нормативна | |
| 035 «Філологія»  035.01  українська мова та література | **Рік підготовки:** | |
| 1-й | |
| Індивідуальне науково-дослідне завдання: реферат, доповідь, презентація | **Семестр** | |
| Загальна кількість годин - 180 | 1-й | 2-й |
|  | |
| Тижневих годин для денної форми навчання:  аудиторних – 2  самостійної роботи студента – 8 | Освітньо-кваліфікаційний рівень:  магістр | **Лекції** | |
|  |  |
| **Практичні** | |
| 6 год. | 6 год. |
| **Самостійна робота** | |
| 84 год. | 84 год. |
| *залік* | *екзамен* |

**Мова навчання – англійська.**

**Примітка**.

Співвідношення кількості годин аудиторних занять до самостійної та індивідуальної роботи становить: для заочної форми навчання – 180 год.: 12 год. – аудиторні заняття, 168 год. – самостійна робота (7% ~ 93%).

**2.Мета, завдання навчальної дисципліни та результати навчання**

*Мета курсу:* формування навичок практичного володіння іноземною мовою як засобом спілкування в різних видах мовленнєвої діяльності в обсязі тематики, що обумовлена професійними потребами.

*Завдання курсу:*

1. Розвинути вміння та навички письма, читання і перекладу англійською мовою.

2. Розвинути навички комунікативного спілкування англійською мовою за темами повсякденного спілкування.

3. Удосконалити вміння і навички сприймати мову як при безпосередньому спілкуванні, так і під час аудіювання.

4. Удосконалити вміння і навички діалогічно та монологічно спілкуватися в межах тем, зазначених програмою.

5. Навчити передавати в усній та письмовій формах здобуту при читанні інформацію англійською мовою.

**Передумови для вивчення дисципліни:**

**Результати навчання:**

* використання професійно профільованих знань для здійснення іншомовної професійної комунікації;
* уміння оперувати сучасним категоріально-термінологічним апаратом герменевтики та мовознавства англійською мовою;
* вільне володіння іноземною мовою й уміння висловлювати і тлумачити поняття, думки, факти в широкому діапазоні комунікації іноземною мовою.

1.3. Згідно з вимогами освітньо-професійної програми студент оволодіває такими компетентностями:

**І. Загальнопредметні:** Застосовує досягнення національної та світової культури у вирішенні власних професійних та життєвих завдань; володіє розвиненою культурою мислення, умінням ясно й логічно висловлювати свої думки; володіє навичками наукової організації праці; розвиває навички самостійного опанування нових знань; уміє працювати з довідковою літературою, різнотипними словниками, електронними базами даних, системами інформаційного пошуку.

**ІІ. Фахові:**  вміє застосовувати знання з граматики, лексикології, стилістики для здійснення іншомовної комунікації; усвідомлює і контролює організацію змісту, знань і навичок перцепції та продукції символів, із яких складаються письмові тексти; розуміє загальний зміст і суттєві деталі автентичних аудіо- і відеоматеріалів, пов’язаних з академічною та професійною сферами; розуміє основні ідеї та розпізнає конкретну інформацію в ході лекцій, семінарів, конференцій, дискусій за темами відповідного академічного і професійного спрямування; розуміє автентичні тексти, пов’язані з академічною та професійною діяльністю, з підручників, газет, популярних і спеціалізованих журналів та ресурсів мережі Інтернет; вміє визначати позицію і точки зору в автентичних текстах, пов’язаних з навчанням та спеціальністю, писати академічну та ділову документацію, пов’язану з особистою та професійною сферами (резюме, життєпис, заяви), анотувати наукові тексти іноземною мовою; володіє уміннями та навичками здійснювати іншомовну мовленнєву діяльність, зумовлену професійною та комунікативною метою.

**2.** **Програма навчальної дисципліни**

**Кредит 1. Академічне письмо**

**Кредит 2. Прийоми академічного письма**

**Кредит 3. Структурна характеристика академічного письма**

**Кредит 4. Елементи академічного письма**

**Кредит 5. Стиль академічного письма**

**Кредит 6. Стратегії написання наукових праць**

**3. Структура навчальної дисципліни**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Назви кредитів і тем | | Кількість годин | | | | | | | | | | | |
| усього | у тому числі | | | | | | | | | | |
| л | | п | | лаб | | інд | | ср | | |
| 1 | | 2 | 3 | | 4 | | 5 | | 6 | | 7 | | |
| **Кредит 1. Академічне письмо** | | | | | | | | | | | | | |
| Тема 1. **Академічне письмо**.Лексична тема: У світі реклами. Граматична тема: Умовний спосіб дієслів |  | | |  | | 6 | |  | |  | | | 10 |
| Тема 2. **Академічне письмо** Лексична тема: Реклама у кіно. Рекламне агентство. Граматична тема: Дієприслівник |  | | |  | | 6 | |  | |  | | | 10 |
| **Кредит 2. Прийоми академічного письма** | | | | | | | | | | | | | |
| Тема 1. **Елементи академічного письма** Лексична тема: Бізнес. Граматична тема: простий минулий час |  | | |  | | 4 | |  | |  | | | 10 |
| Тема 2. **Елементи академічного письма** Лексична тема: Розв’язання бізнес-дилем. Угода. Граматична тема: Числівник. Минулий час |  | | |  | | 4 | |  | |  | | | 10 |
| **Кредит 3. Структурна характеристика академічного письма** | | | | | | | | | | | | | |
| Тема 1. **Стратегії академічного письма** Розмовна тема “Дизайн”. Граматика: Модальні дієслова. |  | | |  | | 4 | |  | |  | | | 10 |
| Тема 2. **Стратегії академічного письма** “Дизайн та інновації”. Граматика: Модальні дієслова. |  | | |  | | 4 | |  | |  | | | 10 |
| **Кредит 4. Елементи академічного письма** | | | | | | | | | | | | | |
| Тема 1. **Структура академісного письма** .Розмовна тема “Освіта. Навчання”. “Навчання довжиною в життя”. Граматика: Відносні підрядні речення. |  | | |  | | 4 | |  | |  | | | 10 |
| Тема 2. **Структура академісного письма** Розмовна тема “Вища освіта в різних країнах”. Граматика: Відносні підрядні речення. |  | | |  | | 6 | |  | |  | | | 10 |
| **Кредит 5. Стиль академічного письма** | | | | | | | | | | | | | |
| Тема 1. **Моделі академічного письма.** Розмовна тема “Світ інженерії”. Граматика: Пасивний стан. |  | | |  | | 6 | |  | |  | | | 10 |
| Тема 2. **Моделі академічного письма.** Розмовна тема “Великі проекти”. Граматика: Артиклі. |  | | |  | | 6 | |  | |  | | | 10 |
| **Кредит 6. Стратегії написання наукових праць** | | | | | | | | | | | | | |
| Тема 1. **Стратегії написання наукової роботи.** Розмовна тема “Тренди і суспільство”. Граматика: Кількісні висловлювання. |  | | |  | | 4 | |  | |  | | | 10 |
| Тема 2. . **Стратегії написання наукової роботи.** Розмовна тема “Тренди і мода”. Граматика: Кількісні висловлювання. |  | | |  | | 6 | |  | |  | | | 10 |
| Разом за курс | 180 | | |  | | 60 | |  | |  | | 120 | |

Не завжди 30 год у кредиті

**5. Теми практичних занять**

|  |  |  |
| --- | --- | --- |
| **Кредит 1.** | | |
| Тема 1. Лексична тема: У світі реклами. Граматична тема: Умовний спосіб дієслів | 6 | |
| Тема 2. Реклама у кіно. Рекламне агентство. Граматична тема: Дієприслівник | 6 | |
| **Кредит 2.** | | |
| Тема 1. Лексична тема: Бізнес. Граматична тема: простий минулий час |  | 4 |
| Тема 2. Лексична тема: Розв’язання бізнес-дилем. Угода. Граматична тема: Числівник. Минулий час |  | 4 |
| **Кредит 3.** | | |
| Тема 1. Розмовна тема “Дизайн”. Граматика: Модальні дієслова. | 6 | |
| Тема 2. “Дизайн та інновації”. Граматика: Модальні дієслова. | 6 | |
| **Кредит 4.** | | |
| Тема 1. Розмовна тема “Освіта. Навчання”. “Навчання довжиною в життя”. Граматика: Відносні підрядні речення. | 6 | |
| Тема 2. Розмовна тема “Вища освіта в різних країнах”. Граматика: Відносні підрядні речення. | 6 | |
| **Кредит 5.** | | |
| Тема 1. Розмовна тема “Світ інженерії”. Граматика: Пасивний стан. | 4 | |
| Тема 2. Розмовна тема “Великі проекти”. Граматика: Артиклі. | 4 | |
| **Кредит 6.** | | |
| Тема 1. Розмовна тема “Тренди і суспільство”. Граматика: Кількісні висловлювання. | 4 | |
| Тема 2. Розмовна тема “Тренди і мода”. Граматика: Кількісні висловлювання. | 4 | |
| Разом за курс | 60 | |

**6. Самостійна робота**

|  |  |  |
| --- | --- | --- |
| №  з/п | Назва теми | Кільк.  год. |
| **Кредит 1.** | | |
| 1 | Проект: Reading: finding suitable sources | 10 |
| 2 | Веб-квест:Reading:developing critical approaches | 10 |
|  | **Кредит 2** |  |
| 3 | Індивідуальне творче завдання: Avoiding plagiarism | 10 |
| 4 | Проект: From understanding titles to planning | 10 |
| **Кредит 3.** | | |
| 5 | Індивідуальне творче завдання: Paraphrasing | 10 |
| 6 | Презентація: Summarizing | 10 |
|  | **Кредит 4** |  |
| 8 | Презентація References and Quotations | 10 |
| 9 | Дослідницьке завдання: Combining Sources | 10 |
| **Кредит 3.** | | |
| 10 | Тренінг: Organizing Paragraphs | 10 |
| 12 | Тренінг: Introductions and Conclusions | 10 |
| **Кредит 4.** | | |
| 13 | Проект: Re-writing and proof-reading | 10 |
| 14 | Веб-квест:Argument and Discussion | 10 |
| **Кредит 5.** | | |
| 15 | Проект: Problems and Solutions | 10 |
| 16 | Складання словника: Style | 10 |
| **Кредит 6.** | | |
| 17 | Презентація : Formal letters and emails | 10 |
| 18 | Індивідуальне творче завдання: Writing CVs | 10 |
|  | **Разом** | **120** |

**7. Індивідуальне навчально - дослідне завдання**

Доповіді, повідомлення, презентація.

**8. Методи навчання**

Теоретичні: лекція, аналіз і синтез, індукція та дедукція.

Практичні: опрацювання наукової літератури, розробка проектів.

**9. Методи контролю**

**Засоби оцінювання**

Виконання контрольних робіт, поточне опитування, поточне тестування, написання доповідей, підготовка повідомлень

**10. Розподіл балів, які отримують студенти**

**критерії оцінювання**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Поточне оцінювання та самостійна робота (1 семестр) | | | | | | | | | Сума |
| Кредит  1 | | | Кредит  2 | | | Кредит  3 | |  | 300 балів |
| **100** | | | **100** | | | **100** | |
| Поточне | 60 | | 60 | | | 60 | |
| С. р. | 40 | | 20 | | | 40 | |
| К.р. |  | | 20 | | |  | |
| Поточне оцінювання та самостійна робота (2 семестр) | | | | | | | | | Сума |
| Кредит  4 | | Кредит  5 | | Кредит  6 | всього | | Комп’ютерене тестування | | **300 балів** |
| **60** | | **60** | | **60** | **180** | | **120** | |
| Поточне | 40 | 40 | | 40 |  | |
| С. р. | 20 | 10 | | 20 |  | |
| К.р. |  | 10 | |  |  | |

**Шкала оцінювання: національна та ECTS**

|  |  |  |  |
| --- | --- | --- | --- |
| ОЦІНКА  ЄКТС | СУМА БАЛІВ | ОЦІНКА ЗА НАЦІОНАЛЬНОЮ ШКАЛОЮ | |
| екзамен | залік |
| A | 90-100 | 5 (відмінно) | 5/відм./зараховано |
| B | 80-89 | 4 (добре) | 4/добре/ зараховано |
| C | 65-79 |
| D | 55-64 | 3 (задовільно) | 3/задов./ зараховано |
| E | 50-54 |
| FX | 35-49 | 2 (незадовільно) | Не зараховано |

**11. Рекомендована література**

**Базова**

1. Ian Lebeau, Gareth Rees. Language Leader Intermediate. Course book. Pearson:Longman. – 168 p.

2. Ian Lebeau, Gareth Rees. Language Leader Intermediate. Work book. Pearson:Longman. – 95 p.

**Допоміжна**

1. English for Everyday Communication / за ред. Шпака В. К. – Київ, Вища школа, 2003.

2. English grammar: Reference and Practice. Дроздова Т. Ю., Бурустова А. И. Химера, Санкт-Петербург, 2000. – 320 р.

3. English grammar: Reference and Practice. Дроздова Т. Ю., Бурустова А. И. Химера, Санкт-Петербург, 2000.

4. Murphy, Raymond. English Grammar in Use. – Cambridge, 1988. – 328 p.

5. Raymond Murphy. English Grammar in Use. Cambridge University Press. – 386 р.

6. Thompson A. J., Martinet A. V. A Practical English Grammar Exercises#2. Oxford University Press.

7. Thompson A.T. J., Martinet A.V. A Practical English Grammar Exercises#1. Oxford University Press.

8. Верба Г. В., Верба Л. Г. Довідник з граматики англійської мови. – К.: Освіта, 1993.

9. Каушанская В.Л. Грамматика английского языка. Пособие для студентов педагогических институтов и университетов. – М., 2000. – 320с.

10. Каушанская В.Л. Сборник упражнений по грамматике английского языка. – М.,2000. – 216с.

**13. Інформаційні ресурси**

1. <http://moodle.mnu.mk.ua/course/view.php?id=68>
2. <http://www.etymonline.com/>
3. <http://eldum.phil.muni.cz/course/view.php?id=15>
4. <http://ijl.oxfordjournals.org/>

***Технічні засоби навчання***

- добір до теми, що вивчається, аудіовізуальних на­вчальних засобів, які відповідають освітньо-виховним за­вданням заняття;

-  попередній   перегляд   або   прослуховування   ма­теріалу з метою аналізу його змісту;

-  визначення доцільності використання дібраного ма­теріалу;

-  визначення форми навчального заняття (практичне заняття);

- визначення функції технічних засобів навчання в структурі заняття (повідомлення нової інформації, ілюст­рація, узагальнення, систематизація, закріплення, кон­троль);

-  вибір провідного методу у використанні технічних засобів навчання (наочно-ілюстративний, активно-еврис­тичний) і методичних прийомів показу (цілком, частина­ми, окремими кадрами);

-  визначення засобів активізації пізнавальної діяльнос­ті студентів на етапах використання технічних засобів на­вчання (повідомлення мети перегляду, постановка завдання, в т. ч. проблемного, контрольні запитання, складання пла­ну, виконання вправ, розв'язування задач, обговорення).

Рівні використання ТЗН: 1) епізодичний (використовуються викладачем від випадку до випадку), 2) си­стематичний (постійне застосування, що дає змогу розши­рювати і урізноманітнювати обсяг інформації); 3) синхронний (передбачає практично безперервне супроводжування ви­кладу матеріалу застосуванням ТЗН протягом всього занят­тя).

6. **Комплекс завдань для змістовно-модульних контрольних робіт.**

**МКР № 1**

**Варіант 1**

1. Add the missing words to the following idioms .

1. George always wants to hold centre \_\_\_\_\_. 2. \_\_\_\_\_\_\_\_\_\_ speak louder than words. 3. She’s the life of the \_\_\_\_\_\_\_\_\_\_. 4. I’ll have a \_\_\_\_\_\_\_\_\_\_ word with her. 5. I want to get \_\_\_\_\_\_\_\_\_\_ to the point.

1. Use the words from the box below to complete the passage.

|  |
| --- |
| sense contact charisma listener vocabulary  rambler pace body conversation appearance |

There are many ways to communicate and not all of them need you to master the words, the (1)… of a language. Often it is your (2)….., the way you look, that is the first form of communication. The second could be your (3)….. language. For example, are you sitting up straight or sitting with your feet up? Remember, even unspoken communication sends messages to the (4) ….. . If you are a friendly person or someone with (5)… then communication will always be easier for you. However, even the most comfortable speaker needs to be careful when speaking. A friend of mine loves speaking but he is a (6) …. and can never stay on the topic for very long. Another friend of mine does not maintain eye (7)…. when speaking and so the person listening quickly loses interest. If you speak too fast, it can be very annoying, so also think about the (8) …... of your speech. Finally, even in the most serious (9) ….., try to show a good (10) ….. of humour. Everyone likes to laugh.

3. Fill in the blanks with the word in the brackets in the simple or continuous aspect (present or past) .

1) What …..(you do)? It looks dangerous. 2) Can you turn the sound down? I ….(talk) on the phone. 3) The government …..(vote) on the law next Saturday. 4) She always …..(listen) to music when she’s studying. 5) Until the car is fixed, David …..(drive) me to work.

4. Put the verbs into the correct tense**:** *Present Indefinite, Present Continuous, Present Perfect, Present Perfect Continuous* .

1. I (to live) in St. Petersburg. 2. I (to live) in St. Petersburg since 1990. 3. She already (to do) her homework for two hours, but she (not yet to do) half of it. 4. I (to wait) for you since 2 o'clock. 5. What you (to do)? - I (to read). I (to read) for already two hours. 6. This man is a writer. He (to write) books. He already (to write) eight books. 7. What you (to do) here since morning? 8. 9. 10. Lena is a very good girl. She always (to help) her mother about the house. Today she (to help) her mother since morning. They already (to wash) the floor and (to dust) the furniture.

5. Complete the sentences with the Present Perfect or Present Perfect Continuous.

1. They \_*\_\_\_* (work) in this office for six weeks.

2. I \_\_\_\_\_\_\_\_\_\_\_\_ (know) the result since last week’s meeting.

3. How many cartons \_\_\_\_\_\_ (arrive) from Thailand?

4. Exam week \_\_\_\_\_\_\_\_\_\_ (not be) as frightening this year.

5. We \_\_\_\_\_\_\_\_\_ (see) more serious illnesses since last month.

6. \_\_\_\_you \_\_\_\_\_\_\_\_ (look) for the Satchell report? I’ve got it here.

7. The department \_\_\_\_\_\_\_ (investigate) the site for more than three years.

8. I’m sure he \_\_\_\_\_\_ (not finish) the project yet.

9. The company \_\_\_\_\_\_\_\_\_ (lose) money every day since he resigned.

10. How long \_\_\_\_\_\_ your dog \_\_\_\_\_\_\_ (not eat) his food?

6. Turn the following direct questions into indirect using the introductory clauses given.

1. Have you ever been to London? ( I wonder …)

2.   Who scored Fenerbae’s first goal last night? (Do you know…)

3.   When is she going to move to Ankara? (I have no idea…)

4.   Who brought this computer to the office? (I want to know..)

5.   Does your new girlfriend smoke? ( I wonder…)

6.  How many times has Mel been to New York? ( Could you tell me ….)

7.  Can she play the guitar? ( I wonder …)

8.  What were you doing when the earthquake happened? (I don’t remember…)

9. Has your family moved to a new flat? ( I don’t know...)

10.  What time did he leave the office? (I don’t remember….)

**Варіант 2**

1. Add the missing words to the following idioms.

1. I \_\_\_\_\_\_\_\_\_\_ it on the grapevine. 2. He \_\_\_\_\_\_\_\_\_\_ into laughter. 3. She couldn’t get a \_\_\_\_\_\_\_\_\_\_ in edgeways. 4. You never \_\_\_\_\_\_\_\_\_\_ out of things to say, do you? 5. She never \_\_\_\_\_\_\_\_\_\_ before she \_\_\_\_\_\_\_\_\_\_ .

2. Read the text and decide which answer (A, B, C or D) best fits .

I hate living in towns. People who talk about towns being lovely because they have a cosmopolitan atmosphere are unfortunately giving a 1\_\_\_\_\_\_\_\_ impression of what it is like to live in a city. They never talk about the high 2\_\_\_\_\_\_\_ rates and the 3\_\_\_\_\_\_\_ vandalism that you can see on every street. They do not talk about 4\_\_\_\_\_\_\_ congestion and the horrors of 5\_\_\_\_\_\_\_ hour. Instead they talk about the great 6\_\_\_\_\_\_\_ connections from one part of town to another. Cities are also so ugly. I hate those identical grey concrete 7\_\_\_\_\_\_\_ blocks. Give me the country anytime, where there are wide 8\_\_\_\_\_\_\_ spaces and 9\_\_\_\_\_\_\_ views. What’s more, at a time when there is real fear of 10\_\_\_\_\_\_ warming and extreme climate change, we should take advantage of the countryside while it is still there.

1 a significant b stunning c false d global

2 a traffic b noise c transport d crime

3 a mindless b rush c false d abandoned

4 a crime b traffic c apartment d climate

5 a rush b scientific c mindless d stunning

6 a global b transport c noise d satellite

7 a false b detached c apartment d scientific

8 a abandoned b false c open d significant

9 a detached b stunning c global d mindless

10 a significant b detached c climate d global

3. Fill in the blanks with the word in the brackets in the simple or continuous aspect (present or past)

1) During the meeting, I ….(hear) a lot of people complaining. 2) These days, I ….(do) a four-mile run in the mornings. 3) Journalists report that more and more famous couples …. (separate). 4)The minister ….. (just leave) the building when the protesters started throwing stones. 5) More people … (take) communication courses these days.

4. Put the verbs into the correct tense**:** *Present Indefinite, Present Continuous, Present Perfect, Present Perfect Continuous*.

1. 2. This is the factory where my father (to work). He (to work) here for fifteen years. 3. 4. 5. You (to find) your notebook? - No! I still (to look) for it. I already (to look) for it for two hours, but (not yet to find) it. 6. You (to play) with a ball for already three hours. Go home and do your homework. 7. Wake up! You (to sleep) for ten hours already. 8. I (to wait) for a letter from my cousin for a month already, but (not yet to receive) it. 9 - 10. Mary is a very good girl. She always (to help) her mother about the house. Now she (to cook) dinner.

5. Put the correct present form ( Present perfect continuous or Present perfect simple) of the verb in the brackets in the blanks.

1) She \_\_\_\_\_\_\_\_\_ (write) six novels since 1999.

2) \_\_\_\_(you attend) the extra lessons that Dr Smith is giving?

3) I know the film is showing at the cinema because I \_\_\_\_\_(see) it.

4) \_\_\_\_\_\_\_(you think) of resigning recently?

5) I \_\_\_\_\_\_\_ (not see) him for years.

6) ‘How long \_\_\_\_ (you wait)?’ ‘For ages!’

7) This is the third time that they \_\_\_\_ (win) the election.

8) ‘Can I collect my car?’ ‘Yes, we \_\_\_\_ (check) it and it seems to be fine’.

9) They \_\_\_\_\_\_(investigate) all week but haven’t found a single clue.

10) Over the last six months, companies \_\_\_\_(make) huge profits.

6. Complete the second sentence so that it has a similar meaning to the first sentence.

1 Who saw it happen? (I wonder\_\_).

2 What’s the answer? (I’d like to\_\_\_\_\_\_\_).

3 Did the representative sign the documents? (Could you tell\_\_\_?)

4 Why was the battle fought? (Does anyone know\_\_\_?)

5 Which car is the newest? (Can you tell\_\_\_\_\_?)

6 How many applicants were there? (I wonder\_\_\_\_\_).

7 Did he understand the instructions? (Do you know\_\_?)

8 How much time has passed? (I’d like to ).

9 What’s the time? ( Do you\_.....?)

10 Do you live in London? (He wanted to know…..)

**МКР № 2**

**Варіант 1**

1. Add the correct prepositions to the sentences, if necessary. If a preposition is not needed, add a zero (*0*).

1) Your explanation does not relate \_\_*\_\_\_\_\_* the subject

2) It’ll take me some time to adjust \_\_\_\_\_\_\_\_\_\_ the new conditions.

3) You have to be over the age of 18 to participate \_\_\_\_\_\_\_\_\_\_.

4) It took a while for him to decide \_\_\_\_\_\_\_\_\_\_ if he wanted to go.

5) My father doesn’t approve \_\_\_\_\_\_\_\_\_\_ my choice of job.

6 ) She gave her consent \_\_\_\_\_\_\_\_\_\_ the operation.

7) Competitors will participate \_\_\_\_\_\_\_\_\_\_ three challenges.

8) She said nothing but nodded her head to show consent \_\_\_\_\_\_\_\_\_\_.

9) I finally succeeded \_\_\_\_\_\_\_\_\_\_ getting through to him.

10) Are you usually successful \_\_\_\_\_\_ convincing people?

2. Fill in the blanks with the correct form (either future continuous, *going to* or present continuous) of the verb in brackets.

1) I have always wanted to be soldier so I \_\_\_\_\_\_ (join) the army when I finish school. 2) Unlike most weekends, I \_\_\_\_\_\_\_\_\_(spend) the whole of next weekend in the office. 3)\_\_\_\_\_(you attend) the conference in Exeter? It would be great if you could come. 4) They are afraid they can’t take on the project. They\_\_\_\_ (still complete) two other contracts throughout March. 5) He knows he failed the course but he \_\_\_\_\_\_\_\_(not repeat) it as he doesn’t like the lecturer. 6) DHL \_\_\_\_\_\_\_\_\_\_(deliver) the package tonight so could you take it for me? 7) They \_\_\_\_\_\_\_\_\_\_\_\_\_ (publish) the book on 4th August. 8) To deal with the many complaints, the office \_\_\_\_\_\_\_(open) their doors to people two hours earlier for just one day. 9) We ….to Venice in June. (to fly) 10) Look at the clouds! It….soon. (to rain).

3. Choose the correct future form to complete the sentences below.

1. I'm hungry - Oh, I ….(make) you a sandwich.
2. He …(study) Law at Sheffield University next year.
3. Oh darling! I love you so much, …. (you/marry) me?
4. The flight …. (leave) at 8 p.m.
5. Look at those clouds! It … (rain) any minute.
6. Jack …. (meet) Kim tomorrow afternoon.
7. I think he …. (be) very successful.
8. When ….you… (visit) me next year?
9. Class … (begin) at 9, it … (begin) at 10.
10. We … ( have) a staff meeting next Monday.
11. Look at those clouds on the horizon! It is … (rain) soon.
12. Who do you think … (win) the next national elections?
13. We … (fly) to Warsaw next week for a meeting with the advisory board.
14. I promise you: I … (finish) my homework on time next week.
15. I'll take this letter to the post office when I …(go) into town this afternoon.

4. Add the missing words to complete the following idioms (5 б.).:

1. Don’t ever take your \_\_\_\_\_\_\_ off the ball.
2. They’re trying to move the \_\_\_\_\_\_\_\_\_\_.
3. I think he \_\_\_\_\_\_\_\_\_\_ a bit of an own goal.
4. I tell you, it’s a \_\_\_\_\_\_\_\_\_\_ new ball game.
5. You need to be \_\_\_\_\_\_\_\_\_\_ the ball at all times.

5. Complete the text with "the" or nothing (15 б.).

I study at 1)…. Helsinki University. I' ve been at 2)… university for three years. I've been playing in 3)… hockey team for two of those years. 4)…team is not very strong and we really only play for 5)… fun. 6)… matches we play, which are usually played on 7)…. Saturdays, often mean we have to travel long distances. Last Saturday, to go to Dresden, we had to be at 8).. . university by 7 a.m. They have 9).. .strongest team in their country and we lost. 10)… journey home was not happy.

11) He lives somewhere in …. southern Germany.

12) Holistic medicine is practised by … Chinese.

13) I'm nervous because I've got to go to …. dentist.

14) I'm having …. dinner at Begonya's tonight.

15) Have you seen …. cheese in the new delicatessen?

6. Fill in the blanks with appropriate quantifiers: any, a little, little, a few, some, many (10 б.):

1. Are there ….computers in the library? 2. Are there……. ripe cherries on the tree? 3. Oh! These chips are horrible. There isn’t …. salt on them. 4. 'Would you like milk in your coffee?' 'Yes, please ….. .’ 5. This is a very boring place to live. There's ……to do. 6. 'Do you ever go to Atlantic City?' 'Yes, I go there ….. times every year.' 7. There is …..milk in the bottle. 8. I don't think Jill would be a good teacher. She's got …… patience. 9. Do you mind if I ask you …… questions? 10. There isn’t …… furniture at home.

**Варіант 2**

1. Match the first half of the sentences to the second to form correct future perfect or *will* sentences.

|  |  |
| --- | --- |
| 1 I’m sure he | a inform you when we have some information. |
| 2 By the time the train arrives | b we’ll buy the tickets. |
| 3 I will certainly | c given birth in time for summer. |
| 4 When Steve gets here | d give birth in the spring. |
| 5 They will | e have been completed by then. |
| 6 She will probably | f will be here for the meeting. |
| 7 They assure me that they will | g they will have bought their tickets. |
| 8 She will have | h have informed you by Tuesday. |

2. Put the words in the box in the correct columns.

|  |  |  |
| --- | --- | --- |
| injection surgeon diabetes transplant  midwife arthritis anaesthetist psychiatrist  infection painkiller fever vaccine | | |
| **Illnesses/Diseases** | **People** | **Treatments** |

3. Put in the verbs in brackets into the gap. Use future forms.

1. Philipp …….15 next Wednesday. *(to be)*

2) They ……a new computer. *(to get)*

3) I think, my mother ……this CD. *(to like)*

4) Paul's sister ……a baby. *(to have)*

5) They ……at about 4 in the afternoon. *(to arrive)*

6) Just a moment. I ……you with the bags. *(to help*

7) In 2020 people …….more hybrid cars. *(to buy)*

8) Marvin …..a party next week. *(to throw)*

9) We …….to Venice in June. *(to fly)*

10) Look at the clouds! It ……soon. *(to rain)*

11) I …. Jim at the airport (*to meet*).=-5trf

12) I …. tomorrow (*to leave*).

13) We ….. with friends when we get to Boston (*to stay*).

14) As soon as she arrives in Manchester she … ( to give) you a call.

15) We … a staff meeting next Monday (*to have*).

4. Add the missing words to complete the following idioms (5 б.).:

1. I’d like to start the ball \_\_\_\_\_\_\_\_\_\_ by making a suggestion.
2. You must always try to ensure a \_\_\_\_\_\_\_\_\_\_ playing field.
3. I think he \_\_\_\_\_\_\_\_\_\_ a bit of an own goal.
4. I tell you, it’s a \_\_\_\_\_\_\_\_\_\_ new ball game.
5. You need to be \_\_\_\_\_\_\_\_\_\_ the ball at all times.

5. Fill the gaps with the correct answer in brackets (10 б.)..

1. I'm tired. I'm going to \_\_\_\_\_\_\_\_\_\_\_\_\_\_. ( the bed / bed )
2. Blast! I forgot to go to \_\_\_\_\_\_\_\_\_\_\_\_\_\_. ( the bank / bank )
3. I hate going to \_\_\_\_\_\_\_\_\_\_\_\_\_\_, don't you? ( the church / church )
4. I'm nervous because I've got to go to \_\_\_\_\_\_\_\_\_\_\_\_\_\_. ( the dentist / dentist )
5. I loved being at \_\_\_\_\_\_\_\_\_\_\_\_\_\_. ( the university / university )
6. We need to be at \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in an hour. ( the airport / airport )
7. All politicians should be sent to \_\_\_\_\_\_\_\_\_\_\_\_\_\_. ( the prison / prison )
8. Her husband got home early from \_\_\_\_\_\_\_\_\_\_\_\_\_\_. ( the work / work )
9. I'm having \_\_\_\_\_\_\_\_\_\_\_\_\_\_ at Begonya's tonight. ( the dinner / dinner )
10. Why didn't someone tell me he was in \_\_\_\_\_\_\_? ( the hospital / hospital )

6. Fill in the blanks with appropriate quantifiers: a few, any, a little, much, some, many, a lot, a lot of (15 б.):

1. How ….children do you and Tony have?

2. I don't have ….patience and I find jigsaw puzzles boring.

3. We only have ….carrots. We should go and buy some more.

4. "Do we need any mushrooms?" "No, we have ….. Look, three bags!"

5. There was an explosion at the factory and …..people were injured. We don't know how many yet.

6. When you make the pie, put ….wine in too. But not too much! It makes it really tasty.

7. When you go out, buy me ….apples and a bottle of Coke.

8. I don't need ….advice from you. You don't understand the problem!

9. "Do you like this programme?" "Not ….. You can change the channel if you want."

10. ….. people in Spain like to take a siesta during the hottest part of the day.

11. I have been to America ….times. Twice in 1996 and again last year.

12. Can you give me ….information about the buses in the city centre please?

13. ….people think he is stupid, but he's actually quite intelligent.

14. We must be quick. We have … time.

15. Listen carefully. I'm going to give you …..advice.

**7. Інструктивно-методичні матеріали до практичних занять.**

**PART 1. ACADEMIC WRITING**

* 1. **THE PURPOSE OF ACADEMIC WRITING**

Writers should be clear why they are writing. The most common reasons for writing include:

• to report on a piece of research the writer has conducted

• to answer a question the writer has been given or chosen

• to discuss a subject of common interest and give the writer’s view

• to synthesis research done by others on a topic

Can you suggest any other reasons?

**Common types of academic writing**

Below are the most common types of written work produced by students.

**Match** the terms on the left to the definitions on the right.

|  |  |
| --- | --- |
| Notes  Report  Project  Essay  Dissertation/  Thesis  Paper | A piece of research, either individual or group  work, with the topic chosen by the student(s).  The longest piece of writing normally done by  a student (20,000+ words) often for a higher  degree, on a topic chosen by the student.  A written record of the main points of a text or  lecture, for a student’s personal use.  A general term for any academic essay, report,  presentation or article.  A description of something a student has done  e.g. conducting a survey.  The most common type of written work,  with the title given by the teacher, normally  1000–5000 words.. |

**3 The format of long and short writing tasks**

Short essays (including exam answers) generally have this pattern:

*Introduction*

*Main body*

*Conclusion*

Longer essays may include:

*Introduction*

*Main body*

*Literature review*

*Case study*

*Discussion*

*Conclusion*

*References*

*Appendices*

Dissertations and journal articles may have:

*Abstract*

*List of contents*

*List of tables*

*Introduction*

*Main body*

*Literature review*

*Case study*

*Findings*

*Discussion*

*Conclusion*

*Acknowledgements*

*References*

*Appendices*

Find the words in the lists above that match the following definitions:

*(a) A short summary of 100–200 words, which explains the paper’s purpose and main findings.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(b) A list of all the sources the writer has mentioned in the text.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(c) A section, at the end, where additional information is included.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(d) A short section where people who have helped the writer are thanked.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(e) Part of the main body in which the writer discusses relevant research.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(f) A section where one particular example is described in detail.*

**The features of academic writing**

There is considerable variation in the format of academic writing required by different schools and departments. Your teachers may give you guidelines, or you should ask them what they want. But some general features apply to most formats.

Read the text below and identify the features underlined, using the

words: *sentence, paragraph, heading, sub-title, title, phrase*

*(a)* A fishy story

*(b)* Misleading health claims regarding omega-3 fatty acids

(c) Introduction

(d) There has been considerable discussion recently about the benefits of omega-3 fatty acids in the diet. (e) It is claimed that these reduce the risk of cardiovascular disease and may even combat obesity. Consequently food producers have added omega-3s to products ranging from margarine to soft drinks in an attempt to make their products appear healthier and hence increase sales.

(f) However, consumers may be unaware that there are two types of omega-3s. The best (long-chain fatty acids) are derived from fish, but others (short-chain fatty acids) come from cheaper sources such as soya. This latter group have not been shown to produce the health benefits linked to the long-chain variety. According to Tamura et al. (2009) positive results may only be obtained either by eating oily fish three times a week, or by taking daily supplements containing 500mg of eicosapentaenoic acid (EPA) or docosahexaenoic acid (DHA).

*(a) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(b) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(c) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(d) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(e) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(f) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Some other common text features**

(a) Reference to sources using citation:

*According to Tamura et al. (2009)*

(b) The use of abbreviations to save space: *docosahexaenoic acid (DHA)*

(c) Italics: used to show words from other languages: Tamura *et al.* (= and others)

(d) Brackets:used to give subsidiary information or to clarify a point:*. . . but others (short-chain fatty acids) come from cheaper sources such* *as soya.*

**Simple and complex sentences**

Study the table below.

**Annual vehicle production 2005–9**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2005 | 2006 | 2007 | 2008 | 2009 |
| 135,470 | 156,935 | 164,820 | 159,550 | 123,075 |

All sentences contain verbs:

*In 2005 the company* **produced** *over 135,000 vehicles. Between 2005 and 2006 vehicle production* **increased** *by 20 per cent.*

Simple sentences are easier to write and read, but complex sentences are also needed in academic writing. However, students should make clarity a priority, and avoid writing very complex sentences until they feel confident in their ability. Complex sentences contain **conjunctions, relative pronouns** or **punctuation,** which link the clauses:

*In 2005 the company produced over 135,000 vehicles* **but** *between 2005 and 2006 production increased by 20 per cent.**Over 164,000 vehicles were produced in 2007***;** *by 2009 this had**fallen to 123,000.*

Write two simple and two complex sentences using data from the table above.

*(a) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(b) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(c) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(d) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Writing in paragraphs**

Discuss the following questions:

*What is a paragraph?*

*Why are texts divided into paragraphs?*

*How long are paragraphs?*

*Do paragraphs have a standard structure?*

Read the text below and divide it into a suitable number of paragraphs.

**BIOCHAR**

Charcoal is produced by burning wood slowly in a low-oxygen environment. This material, which is mainly carbon, was used for many years to heat iron ore to extract the metal. But when Abraham Darby discovered a smelting process using coke (produced from coal) in 1709 demand for charcoal collapsed. At approximately the same time the carbon dioxide level in the atmosphere began to rise. But a new use for charcoal, re-named biochar, has recently emerged. It isclaimed that using biochar made from various types of plants can both improve soil quality and combat global warming. Various experiments in the United States have shown that adding burnt crop wastes to soil increases fertility and cuts the loss of vital nutrients such as nitrates. The other benefit of biochar is its ability to lock CO2 into the soil. The process of decay normally allows the carbon dioxide in plants to return to the atmosphere rapidly, but when transformed into charcoal this may be delayed for hundreds of years. In addition, soil containing biochar appears to release less methane, a gas which contributes significantly to global warming. American researchers claim that widespread use of biochar could reduce global CO2 emissions by over 10 per cent. But other agricultural scientists are concerned about the environmental effects of growing crops especially for burning, and about the displacement of food crops that might be caused. However, the potential twin benefits of greater farm yields and reduced greenhouse gases mean that further research in this area is urgently needed.

**1.2. READING: FINDING SUITABLE SOURCES**

Students often underestimate the importance of effective reading, but on any course it is vital to be able to locate the most relevant and suitable sources. This unit:

• examines the most appropriate text types for academic work

• explores ways of locating relevant material in the library

• explains the use of electronic resources

**1 Academic texts**

You need to read a variety of text types for your course, so it is important to identify suitable types and recognise their features. This will help you to assess their value.

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

|  |  |
| --- | --- |
| **Text** | **Suitability?** |
| **1** | Yes, it summarises some relevant research, and  includes citations |
| **2** |  |
| **3** |  |
| **4** |  |

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

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

**TEXT 3.** Holiday trips to the Antarctica have quadrupled in the past decade and last year more than 46,000 people visited the land mass and surrounding oceans. However, safety fears and concerns about the impact visitors are having on the delicate frozen landscape have soared and

members of the Antarctic Treaty – an agreement between 28 nations, including the UK, on the use of the continent – are now meeting to discuss ways to regulate tourism. British officials are seeking to establish a ‘strategic agreement for tourism’ around the South Pole. If successful, it will see treaty members introduce new measures to improve the safety of tourist trips, while also reducing the impact that visitors will have on the environment. The regulations could see limits on the number of ships and landings, restrictions on how close they come to shore, a ban on building tourist facilities and hotels on the continent, and rules on waste discharges from ships.

**TEXT 4.** Equally, from a political perspective, the nature of state involvement in and policies for tourism is dependent on both the political-economic structures and the prevailing political ideology in the destination state, with comparisons typically made between market-led and centrally planned economies. For example, the Thatcher–Reaganinspired neo-liberalism of the 1980s, and the subsequent focus on privatization and the markets in many Western nations contrasted starkly with the then centrally planned tourism sectors in the former Eastern Europe (Buckley and Witt, 1990; Hall, 1991). At the same time, of course, it has also long been recognised that the political-economic relationship of one nation with another or with the wider international community (that is, the extent of political-economic dependency) may represent a significant influence on tourism development (Telfer, 2002). Thus, in short, tourism planning and development in the destination tends to reflect both the structures and political ideologies of the state and its international politicaleconomic relations.

**The main features of academic texts are listed in the table below.**

***Find examples of each using the texts above.***

|  |  |
| --- | --- |
| **Feature** | **Examples** |
| **1** *Formal vocabulary* | the marketing planning process in tourism marketing . . .  the extent of political-economic dependency . . . |
| **2** *Use of references* |  |
| **3** *Impersonal style* |  |
| **4** *Long, complex entences* |  |

**2 Types of text**

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

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

**1.3.READING:DEVELOPING CRITICAL APPROACHES**

Students are expected to adopt a critical approach to sources, which requires a full understanding of written texts. This unit

• explains effective reading methods

• examines common text features, including abstracts

• explores and practises a critical analysis of texts

**1 Reading methods**

It is easy for students to underestimate the importance of reading skills. Especially for international students, reading academic texts in the quantity required for most courses is a demanding task. But students will not benefit from attending lectures and seminars unless the reading is done promptly, while clearly most writing tasks require extensive reading. Moreover, the texts often contain new vocabulary and phrases, and may be written in a rather formal style. This means that distinct methods have to be adopted to cope with the volume of reading required, which is especially important when you are reading in another language. Clearly, you do not have time to read every word published on the topic you are studying. The chart below illustrates an approach to finding and dealing with texts.

***Discuss the following techniques in finding the text you need***

*Read intensively to make notes on key points*

*Scan text for information you need (e.g. names)*

*Survey text features (e.g. abstract, contents, index*

*Look at title and sub-title*

*Skim text for gist*

*Read extensively when useful sections are found*

Can you suggest any other reading skills to add to the chart above?

**Titles, sub-titles and text features**

Many books and articles have both a title and a sub-title: *The Right to Have Rights: Citizenship Practice and the* *Political Constitution of the EU.* The title is usually shorter; the sub-title often gives more information about the focus. After finding a relevant text, it is worth checking the following text features before starting to read:

**Author**

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

**Publication date and edition**

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

**Contents**

A list of the main chapters or sections. This should tell you what proportion of the text is devoted to the topic you are researching.

**Introduction or preface**

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

**References**

This list shows all the sources used by the author and referred to in the text. It should give you some suggestions for further reading.

**Bibliography**

These are the sources the author has used but not specifically referred to.

**Index**

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

how often.

**3 Reading abstracts**

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

***Study this example:***

**CITIZENSHIP NORMS AND THE EXPANSION**

**OF POLITICAL PARTICIPATION**

*Russell J. Dalton*

A growing chorus of scholars laments the decline of political participation in America, and the negative implications of this trend for American democracy. This article questions this position – arguing that previous studies misdiagnosed the sources of political change and the consequences of changing norms of citizenship for Americans’ political engagement. Citizenship norms are shifting from a pattern of duty-based citizenship to engaged citizenship. Using data from the 2005‘ Citizenship, Involvement, Democracy’ survey of the Center for Democracy and Civil Society (CDACS) I describe these two faces of citizenship, and trace their impact on political participation. Rather than the erosion of participation, this norm shift is altering and expanding the patterns of political participation in America. *(Dalton, R.J. (2008) Political Studies 56 (1) 76–98)*

Abstracts normally have a standard structure.

\_ Underline the main components of the abstract above.

*(a) Background position*

*(b) Aim and thesis of article*

*(c) Method of research*

*(d) Results of research*

**4 Fact and opinion**

When reading, it is important to distinguish between facts: *Rice is grown in warm wet climates.*

and opinions: *I like rice.*

***Decide if the following statements are facts, opinions or both.***

|  |  |  |
| --- | --- | --- |
|  | **Fact** | **Opinion** |
| **1** *Smoking can be dangerous to health.* |  |  |
| **2** *Smoking is addictive.* |  |  |
| **3** *Smoking should be banned.* |  |  |
| **4** *Smoking is dangerous so it should be banned.* |  |  |

If suggestions are made in academic writing (smoking should be banned), it is important that they are supported by true facts (smoking is dangerous).

***Read the following sentences and decide if they are fact or opinion.*** If they are fact, decide if they are true or false. If they are opinion,decide if you agree or disagree.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Fact or opinion?** | **Facts –true orfalse?** | **Opinions– agree or disagree?** |
| **1** *Britain has the highest crime rate in the world.* |  |  |  |
| **2** *In Britain, hundreds of crimes are committed*  *every day.* |  |  |  |
| **3** *Many criminals are never caught.* |  |  |  |
| **4** *The police are inefficient.* |  |  |  |
| **5** *The police should be abolished.* |  |  |  |

**5 Assessing internet sources critically**

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

questions about each site:

• Is this a reputable website, for example with ac. (= academic) in the URL?

• Is the name of the author given, and is he/she well-known in the field?

• Is the language of the text in a suitable academic style?

• Are there any obvious errors in the text, e.g. spelling mistakes, which suggest a careless approach?

***Compare these two internet texts on deforestation. Which is likely to be more reliable?***

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

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

There are several aspects of (1) which should make the reader cautious: the style is very personal (we are . . .) and informal (it’s down to . . .) and there is a word used wrongly (‘loose’ instead of ‘lose’). No sources are provided. But possibly more disturbing is carelessness with facts. Is it really possible that thousands of acres of rainforest are being cut down *every* *second*? The writer also claims that many species are being lost *every second*, but if we take the figure of 50,000 per year it means one species is lost every 10 minutes. Clearly the writer is seeking to dramatise the subject, but it is quite unsuitable as an academic source. In contrast, the second text is written in accurate, semi-formal language and includes a source. It seems more likely to be reliable.

**Practice**

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

**TEXT 1.** Hard up? Why struggle when you could live in luxury? Solve your money worries easily and quickly by working for us. No experience needed, you can earn hundreds of pounds for just a few hours’ work per day. Work when it suits you, day or night. Don’t delay, call today for an interview on 07795–246791.

**TEXT 2.** If you have money problems, there’s lots of ways you can save cash. Instead of spending money on new clothes, try buying them secondhand from charity shops, where you’ll find lots of stylish bargains. Eating out is another big expense, but instead you can get together with a few friends and cook a meal together; it’s cheaper and it’s fun. Bus fares and taxis can also cost a lot, so it might be worth looking for a cheap bicycle, which lets you travel where you want, when you want.

**TEXT 3.** Most students find that they have financial difficulties at times. It has been estimated that nearly 55 per cent experience financial difficulties in their first year at college or university. It’s often hard living on a small fixed income, and the cost of accommodation and food can come as a shock when you first live away from your parents. The most important thing, if you find you are getting nto debt, is to speak to a financial advisor in the Student Union, who may be able to help you sort out your problems.

|  |  |
| --- | --- |
| **1** |  |
| **2** |  |
| **3** |  |

***You find the following article in a recent magazine. Read it critically and decide whether you could use it in your work.***

**TEXT.** How can we get the world’s poorest children into school? This is a difficult question with no easy answer. In 1999 the UN adopted a set of goals called ‘Education for All’, but in many countries there has been little progress towards these aims. In Nigeria, for instance, the number of children not going to school has hardly changed since then. It is estimated that worldwide about 72m children never attend school, 45 per cent of whom are in sub-Saharan Africa. Even when schools and teachers are provided, there’s no guarantee that teaching is going on: World Bank research in India shows that a quarter of teachers don’t turn up on any day. Several proposals have been made to improve matters. A British academic, Professor Tooley, argues that low-cost private schools are more effective in delivering education to the poor since parental pressure maintains good standards. State schools could also relate pay to performance: research by Muralihadan and Sundararaman in India found that this improved students’ test performance far more significantly than spending the same money on teaching materials.

*Positive aspects: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Negative aspects:*

**Critical thinking**

Even when you feel that a text is reliable and that you can safely use it as a source, it is still important to adopt a critical attitude towards it. This approach is perhaps easiest to learn when reading, but is important for all other academic work (i.e. listening, discussing and writing). Critical thinking means not just passively accepting what you hear or read, but instead actively questioning and assessing it. As you read you should ask yourself the following questions:

*(a) What are the key ideas in this?*

*(b) Does the argument of the writer develop logically, step by step?*

*(c) Are the examples given helpful? Would other examples be better?*

*(d) Does the author have any bias?*

*(e) Does the evidence presented seem reliable, in my experience and using common sense?*

*(f) Is this argument similar to anything else I have read?*

*(g) Do I agree with the writer’s views?*

***Read the following text, thinking critically about the sections in bold. Then answer questions 1–9.***

**TEXT.** **The growth of the world wide web**

*In the history of civilisation there have been many significant developments,* **such as the invention of the wheel, money and****the telephone,** *but* **the development of the internet is perhaps****the most crucial of all***. In the space of a few years the world wide web has linked buyers in New York to sellers in Mumbai and teachers in Berlin to students in Cairo,* **so that few people**

**can imagine life without it. It is estimated that over 70 per cent of North Americans, for instance, have internet access,** *and this figure is steadily increasing.* **Physical shops are under threat, as growing numbers shop online.** *In areas such as travel it is now**impossible to buy tickets on certain airlines except on the**internet. The web also links together millions of individual**traders who sell to buyers through websites such as Ebay.**Beyond the commercial sphere, the internet is also critically**important in the academic world. A huge range of journals**and reports are now available electronically, meaning that**researchers can access a vast amount of information through**their computer screens,* **speeding up their work and allowing them to produce better quality research***. In addition, email**permits academics to make effortless contact with fellowresearchers**all over the world, which also assists them to**improve their output.**There is, of course, a darker side to this phenomenon, which is**the use criminals have made of their ability to trade illegal or**fraudulent products over the internet, with little control over**their activities. But such behaviour is hugely compensated for**by the benefits that have been obtained by both individuals**and businesses.* **We are reaching a situation in which all kinds of information are freely available to everyone, which must lead to a happier, healthier and richer society.**

*1* **‘. . . such as the invention of the wheel, money and the telephone . . .’***Are these really critical developments?*

*2* **‘. . . the development of the internet is perhaps the most crucial of all.’** *Is this true?*

*3* **‘. . . so that few people can imagine life without it.’***Is this claim credible?*

*4* **‘It is estimated that over 70 per cent of North Americans, for instance, have internet access .** *No source given. Does this figure seem likely?*

*5* **‘Physical shops are under threat, as growing numbers shop online.’** *Is the first part true, and if so, is it caused by online shopping?*

*6* **‘ . . . speeding up their work and allowing them to produce better quality research.’** *If the first part is true, does the result logically follow?*

*7* **‘We are reaching a situation in which all kinds of information are freely available to everyone, which must lead to a happier, healthier and richer society.’** *Does the first part need any qualification?**Is the conclusion justified?*

*8 Is the writer objective or biased?*

1. *Do I agree with this argument overall?*

**1.4.AVOIDING PLAGIARISM**

In the English-speaking academic world it is essential to use a wide range of sources for your writing, and to acknowledge these sources clearly. This unit explains why this is vital, and introduces the techniques students need to use.

**1 What is plagiarism?**

Basically plagiarism means taking ideas or words from a source without giving credit (acknowledgement) to the author. It is seen as a kind of theft, and is considered to be an academic crime. In academic work, ideas and words are seen as private property belonging to the person who first thought or wrote them. Therefore it is important for all students, including international ones, to understand the meaning of plagiarism and learn how to prevent it in their work. The main difficulty that students face is that they are expected:

*(a) to show that they have read the principal experts on a subject –by giving citations*

*(b) to explain these ideas in their own words and come to their own original conclusions*

There are several reasons why students must avoid plagiarism:

*• Copying the work of others will not help you develop your own understanding*

*• To show that you understand the rules of the academic community*

*• Plagiarism is easily detected by teachers and computer software*

*• It may lead to failing a course or even having to leave college*

**2 Acknowledging sources**

If you borrow from or refer to the work of another person, you must show that you have done this by providing the correct acknowledgement. There are two ways to do this:

**Summary and citation**

*Smith (2009) claims that the modern state wields power in newways.*

**Quotation and citation**

*According to Smith: ‘The point is not that the state is in retreat but that it is developing new forms of power . . .’ (Smith, 2009: 103).*

These in-text **citations** are linked to a list of **references** at the end of the main text, which includes the following details:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Author** | **Date** | **Title** | **Place of publication** | **Publisher** |
| *Smith, M.* | *(2009)* | *Power and the State* | *Basingstoke Palgrave* | *Macmillan* |
|  |  |  |  |  |

The citation makes it clear to the reader that you have read Smith and borrowed this idea from him. This reference gives the reader the necessary information to find the source if the reader needs more detail.

**3 Degrees of plagiarism**

Although plagiarism essentially means copying somebody else’s work, it is not always easy to define.

***Working with a partner, consider the following academic situations and***

***decide if they are plagiarism.***

|  |  |
| --- | --- |
| **Situation** | **Yes/No** |
| *1 Copying a paragraph, but changing a few words and giving a citation.* | Yes |
| *2 Cutting and pasting a short article from a website, with no citation.* |  |
| *3 Taking two paragraphs from a classmate’s essay, without citation.* |  |
| *4 Taking a graph from a textbook, giving the source.* |  |
| *5 Taking a quotation from a source, giving a citation but not using quotation marks.* |  |
| *6 Using something that you think of as general knowledge, e.g. large areas of rainforest have been cut down in recent years.* |  |
| *7 Using a paragraph from an essay you wrote and had marked the previous semester, without citation.* |  |
| *8 Using the results of your own research, e.g. from a survey, without citation.* |  |
| *9 Discussing an essay topic with a group of classmates and using some of their ideas in your own work.* |  |
| *10 Giving a citation for some information but mis-spelling the author’s name.* |  |

This exercise shows that plagiarism can be accidental. For example, situation (10) above, when the author’s name is mis-spelt, is technically plagiarism but really carelessness. In situation (9) your teacher may have encouraged you to discuss the topic in groups, and then write an essay on your own, in which case it would not be plagiarism. Self-plagiarism is also theoretically possible, as in situation (7). It can be difficult to decide what is general or common knowledge (situation 6), but you can always try asking colleagues.

However, it is not a good excuse to say that you didn’t know the rules of plagiarism, or that you didn’t have time to write in your own words. Nor is it adequate to say that the rules are different in your own country. In general, anything that is not common knowledge or your own ideas and research (published or not) must be cited and referenced.

**4 Avoiding plagiarism by summarising and paraphrasing**

Quotations should not be over-used, so you must learn to paraphrase and summaries in order to include other writers’ ideas in your work. This will demonstrate your understanding of a text to your teachers.

• Paraphrasing involves re-writing a text so that the language is substantially different while the content stays the same.

• Summarising means reducing the length of a text but retaining the main points.

Normally both skills are used at the same time, as can be seen in the examples below.

***Read the following text and then compare the five paragraphs below, which use ideas and information from it. Decide which are plagiarized and which are acceptable, and give your reasons in the table.***

**TEXT. Railway manias**

In 1830 there were a few dozen miles of railways in all the world – chiefly consisting of the line from Liverpool to Manchester. By 1840 there were over 4,500 miles, by 1850 over 23,500. Most of them were projected in a few bursts of speculative frenzy known as the ‘railway manias’ of 1835–7 and especially in 1844–7; most of them were built in large part with British capital, British iron, machines and know-how. These investment booms appear irrational, because in fact few railways were much more profitable to the investor than other forms of enterprise, most yielded quite modest profits and many none at all: in 1855 the average interest on capital sunk in the British railways was a mere 3.7 per cent. (From The Age of Revolution by Eric Hobsbawm, 1995, p. 45)

*(a) Between 1830 and 1850 there was very rapid development in railway construction worldwide. Two periods of especially feverish growth were 1835–7 and 1844–7. It is hard to understand the reason for this intense activity, since railways were not particularly profitable investments and some produced no return at all. (Hobsbawm, 1995: 45)*

*(b) There were only a few dozen miles of railways in 1830, including the Liverpool to Manchester line. But by 1840 there were over 4,500 miles and over 23,500 by 1850. Most of them were built in large part with British capital, British iron, machines and know-how, and most of them were projected in a few bursts of speculative frenzy known as the ‘railway manias’ of 1835–7 and especially in 1844–7. Because most yielded quite modest profits and many none at all these investment booms appear irrational. In fact few railways were much more profitable to the investor than other forms of enterprise. (Hobsbawm, 1995: 45)*

*(c) As Hobsbawm (1995) argues, nineteenth-century railway mania was partly irrational: ‘because in fact few railways were much more profitable to the investor than other forms of enterprise, most yielded quite modest profits and many none at all: in 1855 the average interest on capital sunk in the British railways was a mere 3.7 per cent.’ (Hobsbawm, 1995: 45)*

*(d) Globally, railway networks increased dramatically from 1830 to 1850; the majority in short periods of ‘mania’ (1835–7 and 1844–7). British technology and capital were responsible for much of this growth, yet the returns on the investment were hardly any better than comparable business opportunities. (Hobsbawm, 1895: 45)*

*(e) The dramatic growth of railways between 1830 and 1850 was largely achieved using British technology. However, it has been claimed that much of this development was irrational because few railways were much more profitable to the investor than other forms of enterprise; most yielded quite modest profits and many none at all.*

**Plagiarised or acceptable?**

|  |  |
| --- | --- |
| **A** |  |
| **B** |  |
| **C** |  |
| **D** |  |
| **E** |  |

**5 Avoiding plagiarism by developing good study habits**

Few students deliberately try to cheat by plagiarising, but some develop poor study habits that result in the risk of plagiarism.

***Working with a partner, add to the list of positive habits.***

*• Plan your work carefully so you don’t have to write the essay at the last minute.*

*• Take care to make notes in your own words, not copying from the source.*

*• Keep a record of all the sources you use (e.g. author, date, title, page numbers, publisher).*

*• Make sure your in-text citations are all included in the list of references.*

*• \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*• \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**6 Research**

Does your college or university have a policy on plagiarism? Look on the website to find out. It may raise some issues that you want to discuss with colleagues or your teachers. If you can’t find anything for your institution try one of these sites:

<http://owl.english.purdue.edu/owl/resource/589/01/>

<http://uefap.com/writing/plagiar/plagfram.htm>

**1.5. FROM UNDERSTANDING TITLES TO PLANNING**

In both exams and coursework it is essential for students to understand what an essay title is asking them to do. A plan can then be prepared, which should ensure the question is answered

fully, while preventing time being wasted. This unit looks at:

• key words in titles

• brainstorming ideas

• alternative methods of essay planning

**1 The planning process**

Although teachers frequently complain that students do not answer the question set, this problem can be avoided by more care at the start of the process. Planning is necessary with all academic writing, but clearly there are important differences between planning in exams, when time is short, and for coursework, when preparatory reading is required. However, in both cases the process of planning should include these three steps:

(a) Analyse the title wording and decide what is required.

(b) Brainstorm the topic to focus your ideas.

(c) Prepare an outline using your preferred method.

With coursework your outline will probably be revised as you read around

the topic.

**2 Analysing essay titles**

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

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

In this case ‘what’ is asking for a description and ‘why’ for a reason or explanation.

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

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

**3 Practice**

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

*(a) How and why has the market for international tourism segmented since the middle of the twentieth century? What are the economic and social forces that have driven this process?*

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

*(c) How can psychology contribute to the reduction of bullying behaviour in schools?*

*(d) Is there a move towards subjectivity in criminal law? Should there be?*

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

**4 Brainstorming**

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

**How and why:**

*• Package holidays made foreign holidays popular*

*• Internet allows travellers to plan own holidays*

*• In 60s jet aircraft permit faster travel – long and short haul holidays*

*• In 90s budget airlines lower costs – short breaks*

**Economic and political forces:**

*• Rising disposable incomes permit more spending on travel*

*• Developing countries see tourism as route to growth*

*• Older, retired people spend more on travel*

Working with a partner, brainstorm ideas for the title below.

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

**1.6. FINDING KEY POINTS AND NOTE-MAKING**

After finding a suitable source and identifying relevant sections of text, the next step is to select the key points that relate to your topic and make notes on them.

**1 Why make notes?**

***What are the main reasons for note-making? Add to the list below.***

*(a)* Topreareforessaywriting*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(b) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(c) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(d) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(e) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**2 Note-making methods**

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

**TEXT. The death of the press?**

A hundred years ago news was exclusively provided by newspapers. There was no other way of supplying the latest information on politics, crime, finance or sport to the millions of people who bought and read newspapers, sometimes twice a day. Today the situation is very different. The same news is also available on television, radio and the internet, and because of the nature of these media, can be more up-to-date than in print. For young people especially, the internet has become the natural source of news and comment. This development means that in many countries newspaper circulation is falling, and a loss of readers also means a fall in advertising, which is the main income for most papers. Consequently, in both Britain and the USA newspapers are closing every week. But when a local newspaper goes out of business an important part of the community is lost. It allows debate on local issues, as well as providing a noticeboard for events such as weddings and society meetings. All newspapers are concerned by these developments, and many have tried to find methods of increasing their sales. One approach is to focus on magazine-type articles rather than news, another is to give free gifts such as DVDs, while others have developed their own websites to provide continuous news coverage. However, as so much is now freely available online to anyone with a web browser, none of these have had a significant impact on the steady decline of paid-for newspapers.(Source: New Business Monthly, May 2010, p. 37)

**3 Finding key points**

***Read the following text and underline two key points. Then choose a title for the paragraph.***

*Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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

themselves as more youthful, while there is a huge variation in the profile of the baby boomers, ranging from healthy and active to the bed-ridden and infirm.

**4 Finding relevant points**

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

**Read the following article and underline the key points that relate to your essay topic.**

**A slimmer america?**

*Currently over two-thirds of Americans are believed to be either overweight or obese, but recently it has been discovered that the situation may have stabilised. The rate of increase appears to have virtually stopped, so that on average women and children weigh no more now than they did ten years ago. This trend may have important consequences for the health care system: according to a recent study (Finkelstein et al., 2009) an obese American is likely to cost the system over 40 per cent more than someone with normal weight. This is due to the increased risks of medical conditions such as diabetes, to which should be added extra costs connected with illness and resulting absence from work. Until recently it was assumed that the long-term trend would continue so that ultimately all Americans would become overweight; Wang (2008) had estimated that this would happen by 2048. Obviously, such an assumption implies steadily rising medical insurance costs. If the new trend continues there are clear benefits for public health and the associated finances, but medical researchers still struggle to understand the basic causes of the problem, which is that obesity in America is now three times greater than fifty years ago. There is substantial evidence that obesity is linked to social class: those with irregular and badly paid employment are more likely to eat what is convenient and tasty rather than have the time or energy to organise a healthy diet.*

*The number of people in this category may have risen in recent years. Another possibility is*

*that food now is cheaper relative to income, while free time is more valuable, so people are attracted to consuming convenient but often unhealthy fast food. In addition, washing machines and other devices mean that fewer calories are used in doing domestic chores around the house. Although valid, these factors apply in many other countries where the same growth in obesity*

*has not been seen. Recent years have certainly seen more pressure for informative food labeling and campaigns to encourage school children to eat more fruit and vegetables. Although Americans often dislike being told what to do by their government, these campaigns may finally be having an effect. Certainly about a third of the population attempt a slimming programme every year, and although many give up it appears that the number of people who succeed may be rising. (Herapath, T. (2010) Journal of Transatlantic Contexts 14, 319)*

**5 Effective note-making**

Notes are for your personal use so you should create your own style.

(a) You must use your own words and not copy phrases from the original to avoid the risk of plagiarism. The quantity of notes you make depends on your task: you may only need a few points, or a lot of detail.

(b) Always record the source of your notes, to save time when you have to write the list of references. (c) Notes are written quickly, so keep them simple. Do not write sentences. Leave out articles (a/ the) and prepositions (of/ to).

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

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

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

**6 Practice**

Complete the notes for ‘Does the state have a role in promoting public health?’ using the key points underlined in (4) above.

*Have Americans stopped getting fatter?*

|  |  |
| --- | --- |
| *(1)* | Americans overweight, but lately growth in obesity seems to have topped |
| *(2)* | May reduce future healthcare costs (obesity adds 40 per cent to medical  expenses – Finkelstein et al., 2009) |
| *(3)* |  |
| *(4)* |  |
| *(5)* |  |

**7 Practice**

***Read the following text and make notes on the relevant key points.***

**TEXT.** **Sleep and memory**

In many countries, especially in hot climates, it is the custom to take a short sleep in the afternoon, often known as a siesta. Now it appears that this habit helps to improve the ability to remember and therefore to learn. Researchers have known for some time that new memories are stored short-term in an area of the brain called the hippocampus, but are then transferred to the pre-frontal cortex forlong-term storage. They now believe that this transfer process occurs during a kind of sleep called stage 2 non-REM sleep. After this has occurred the brain is better able to take in new information, and having a sleep of about 100 minutes after lunch seems to be an effective way to permit this.

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

The most effective siesta seems to consist of three parts: roughly 30 minutes of light sleep to rest the body, followed by 30 minutes of stage 2 sleep which clears the hippocampus, and finally 30 minutes of REM sleep which is when dreams are experienced: possibly as a result of the new memories being processed as they are stored in the pre-frontal cortex. This process is believed to be so valuable that some researchers argue that a siesta can be as beneficial as a full night’s sleep. (Kitschelt, P. (2006) How the Brain Works. Berlin: Freihaus, p.73)

**1.7. PARAPHRASING**

Paraphrasing means changing the wording of a text. It is significantly different from the original source, without changing the meaning. Effective paraphrasing is a key academic skill needed to avoid the risk of plagiarism: it demonstrates your understanding of a source. This unit focuses on techniques for paraphrasing as part of the note-making and summarizing process.

**1 The elements of effective paraphrasing**

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

*There has been much debate about the reasons for the* *industrial revolution happening in eighteenth-century Britain,* *rather than in France or Germany.*

could be paraphrased:

*Why the industrial revolution occurred in Britain in the* *eighteenth century, instead of on the continent, has been the* *subject of considerable discussion.*

Note that an effective paraphrase usually:

• has a different structure to the original

• has mainly different vocabulary

• retains the same meaning

• keeps some phrases from the original that are in common use e.g. ‘industrial revolution’ or ‘eighteenth century’

**2 Practice A**

***Read the text below and then evaluate the three paraphrases (1=best), giving reasons.***

**THE CAUSES OF THE INDUSTRIAL REVOLUTION**

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

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

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

*(c) Allen (2009) claims that the clearest explanation for the UK location of the industrial revolution is seen by examining demand factors. By the eighteenth century cheap energy and high wages were both aspects of the British economy. As a result, the mechanisation of industry through inventions such as the steam engine and mechanical spinning was profitable because employers were able to save money on employees by spending on coal. At that time, Britain was the only country with significant deposits of coal.*

|  |  |
| --- | --- |
| *A* |  |
| *B* |  |
| *C* |  |

**3 Techniques for paraphrasing**

1. *Changing vocabulary by using synonyms:*

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

NB. Do not attempt to paraphrase every word, since some have no true synonym, e.g. demand, economy, energy

1. *Changing word class:*

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

1. *Changing word order:*

*the best explanation for the British location of the industrial* *revolution is found by studying demand factors.* *> A focus on demand may help explain the UK origin of the* *industrial revolution.*

**4 Practice B**

***Read the following text and then practise the techniques illustrated above.***

**FOUR WHEELS GOOD**

*The growth of the car industry parallels the development of modern capitalism. It began in France and Germany, but took off in the United States. There Henry Ford adapted the moving*

*production line from the Chicago meat industry to motor manufacturing, thus inventing mass production. In the 1920s Alfred Sloan’s management theories helped General Motors to become the world’s dominant car company. After the second world war the car makers focused on the styling of their products to encourage more frequent model changes. From the 1970s there was criticism of the industry due to the inefficiency of most vehicles, which used petrol wastefully. At the same time, trades unions became increasingly militant in defense of their members’ jobs. Today the industry owns some of the most famous brands in the world. However, many car makers are currently threatened by increased competition and saturated markets.*

(a) ***Find synonyms for the words underlined***.

*(i) The growth of the car industry parallels the development of modern capitalism.*

*Example: The rise of the automobile industry matches the progress of contemporary capitalism.*

*(ii) It began in France and Germany, but took off in the United States.*

*(iii) There Henry Ford adapted the moving production line from the Chicago meat industry to motor manufacturing, thus inventing mass production.*

(b) ***Change the word class of the underlined words, and then re-write the sentences***.

*(i) In the 1920s Alfred Sloan’s management theories helped General Motors to become the world’s dominant car company.*

*Example: In the 1920s, with help from the managerial theories of Alfred Sloan, General Motors dominated the world’s car companies.*

*(ii) After the second world war the car makers focused on the styling of their products, to encourage more frequent model changes.*

*(iii) From the 1970s there was criticism of the industry due to the inefficiency of most vehicles, which used petrol wastefully.*

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

*(i) At the same time, trades unions became increasingly militant in defense of their members’ jobs.*

*Example: At the same time increasingly militant trades unions defended their members’ jobs.*

*(ii) Today the industry owns some of the most famous brands in the world.*

*(iii) However, many car makers are currently threatened by increased competition and saturated markets.*

(d) Combine all these techniques to paraphrase the paragraph as fully as possible.

**5 Practice C**

***Use the same techniques to paraphrase the following text.***

**THE PAST BELOW THE WAVES**

*More than three million shipwrecks are believed to lie on the seabed, the result of storms and accidents during thousands of years of sea-borne trading. These wrecks offer marine archaeologists valuable information about the culture, technology and trade patterns of ancient civilisations, but the vast majority have been too deep to research. Scuba divers can only operate down to 50 metres, which limits operations to wrecks near the coast, which have often been damaged by storms or plant growth. A few deep sea sites (such as the Titanic) have been explored by manned submarines, but this kind of equipment has been too expensive for less famous subjects. However, this situation has been changed by the introduction of a new kind of mini submarine: the automatic underwater vehicle (AUV). This cheap, small craft is free moving and does not need an*

*expensive mother-ship to control it. Now a team of American archaeologists are planning to use an AUV to explore an area of sea north of Egypt which was the approach to a major trading port 4,000 years ago.*

**1.8. Summarising**

Making oral summaries is a common activity, for example when describing a film or a book. In academic writing it is a vital skill, allowing the writer to condense lengthy sources into a concise

form. Like most skills it becomes easier with practice, and this unit explains the basic steps needed to achieve an accurate summary.

**1 What makes a good summary?**

***Write a summary of one of the topics below in no more than 20 words.***

*(a) One of your parents*

*(b) A town or city you know well*

*(c) A film you have recently watched*

**2 Stages of summarising**

Summarising is a flexible tool. You can use it to give a one-sentence synopsis of an article, or to provide much more detail, depending on your writing needs. But in every case the same basic steps need to be followed in order to meet the criteria discussed in (1).

Study the stages of summary writing below, which have been mixed up. Put them in the correct order.

*(a) Write the summary from your notes, re-organizing the structure if needed.*

*(b) Make notes of the key points, paraphrasing where possible.*

*(c) Read the original text carefully and check any new or difficult vocabulary.*

*(d) Mark the key points by underlining or highlighting.*

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

**3 Practice A**

***Read the following text (3.1) and the summaries (a)–(c). Rate them 1 (best) – 3.***

*(a) Fruit crops have usually been picked by hand, as it is difficult to mechanise the process. But in rich countries it has become hard to find affordable pickers at the right time so fruit is often*

*wasted. Therefore intelligent machines have been developed that can overcome the technical problems involved, and also provide the farmer with useful data about the plants.*

**MECHANICAL PICKERS**

*Although harvesting cereal crops such as wheat and barley has long been done by large machines known as combine harvesters, mechanizing the picking of fruit crops such as tomatoes or apples has proved more difficult. Farmers have generally relied on human labour to harvest these, but in wealthy countries it has become increasingly difficult to find pickers willing to work for the wages farmers are able to pay. This is partly because the demand for labour is seasonal, usually*

*in the autumn, and also because the work is hard and demanding. As a result, in areas such as California part of the fruit harvest is often unpicked and left to rot. There are several obvious reasons why developing mechanical pickers is challenging. Fruit such as grapes or strawberries comes in a variety of shapes and does not always ripen at the same time. Outdoors, the ground conditions can vary from dry to muddy, and winds may move branches around. Clearly each crop requires its own solution: machines may be towed through orchards by tractors or move around by themselves using sensors to detect the ripest fruit.*

*This new generation of fruit harvesters is possible due to advances in computing power and sensing ability. Such devices will inevitably be expensive, but will save farmers from the complexities of managing a labour force. In addition, the more intelligent pickers should be able to develop a database of information on the health of each individual plant, enabling the grower to provide it with fertilizer and water to maintain its maximum productivity.*

*(b) Developing machines that can pick fruit such as tomatoes or apples is a challenging task, due to the complexity of locating ripe fruit in an unpredictable outdoor environment, where*

*difficult conditions can be produced by wind or water. But recent developments in computing ability mean that growers can now automate this process, which should save them money and increase their profits.*

*(c) Strawberries and grapes are the kind of crops that have always been hand-picked. But many farmers, for example in California, now find it increasingly difficult to attract enough*

*pickers when the fruit is ripe. However, computing advances have produced a solution to this problem, which will save farmers from worrying about the pickers, and also collect vital data.*

**4 Practice**

***Read the following text and underline the key points.***

**WEALTH AND FERTILITY**

*For most of the past century an inverse correlation between human fertility and economic development has been found. This means that as a country got richer, the average number of children born to each woman got smaller. While in the poorest countries women often have eight children, the rate fell as low as 1.3 in some European countries such as Italy, which is below the replacement rate. Such a low rate has two likely negative consequences: the population will fall in the long term, and a growing number of old people will have to be supported by a shrinking number of young. But a recent study by researchers from.*

*Pennsylvania University suggests that this pattern may be changing. They related countries’ fertility rates to their human development index (HDI), a figure with a maximum value of 1.0, which assesses life expectancy, average income and education level. Over 20 countries now have an HDI of more than 0.9, and in a majority of these the fertility rate has started to increase, and in some is*

*approaching two children per woman. Although there are exceptions such as Japan, it appears that ever higher levels of wealth and education eventually translate into a desire for more children.*

***Complete the notes of the key points below.***

*(a) Falling levels of fertility have generally been found*

*(b) In some, number of children born*

*(c) Two results: smaller populations and*

*(d) Recent research claims that*

*(e) Comparison of HDI (human development index: \_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) with fertility found that in most highly rated (+0.9) countries,*

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

This summary is about 35 per cent of the original length.

Summarise the summary in no more than 20 words.

**5 Practice**

*Summarize the following text in about 50 words.*

**THE LAST WORD IN LAVATORIES?**

*Toto is a leading Japanese manufacturer of bathroom ceramic ware, with annual worldwide sales of around $5 bn. One of its best-selling ranges is the Washlet lavatory, priced at up to $5,000 and used in most Japanese homes. This has features such as a heated seat, and can play a range of sounds. This type of toilet is successful in its home market since many flats are small and crowded, and bathrooms provide valued privacy. Now Toto hopes to increase its sales in Europe and America, where it faces a variety of difficulties. European countries tend to have their own rules about lavatory design, so that different models have to be made for each market. Although Toto claims that its Washlet toilet uses less water than the average model, one factor that may delay its penetration into Europe is its need for an electrical socket for installation, as these are prohibited in bathrooms by most European building regulations.*

**1.9. References and Quotations**

Academic writing depends on the research and ideas of others, so it is vital to show which sources you have used in your work, in an acceptable manner. This unit explains:

• the format of in-text citation

• the main reference systems

• the use of quotations

• the layout of lists of references

**1 Why use references?**

***There are three principal reasons for providing references and citations:***

(a) To show that you have read some of the authorities on the subject, which will give added weight to your writing.

(b) To allow the reader to find the source, if he/ she wishes to examine the topic in more detail.

(c) To avoid plagiarism.

***Decide if you need to give a reference in the following cases.***

|  |  |
| --- | --- |
| *(a) Data you found from your own primary research* | **Y/N** |
| *(b) A graph from an internet article* |  |
| *(c) A quotation from a book* |  |
| *(d) An item of common knowledge* |  |
| *(e) A theory from a journal article* |  |
| *(f) An idea of your own based on reading several sources* |  |

**2 Citations and references**

It is important to refer correctly to the work of other writers that you have used. You may present these sources as either a summary/ paraphrase or as a quotation. In each case a citation is included to provide a link to the list of references at the end of your paper:

*Smith (2009) argues that the popularity of the Sports Utility* *Vehicle (SUV) is irrational, as despite their high cost most are* *never driven off-road. In his view ‘they are bad for road safety,* *the environment and road congestion’ (Smith, 2009: 37).*

|  |
| --- |
| **References**  *Smith, M. (2009) Power and the State. Basingstoke:*  *Palgrave MacMillan.* |

Underline the citations in the example above. Which is a summary and which a quotation? What are the advantages of each?

**Giving citations**

|  |  |  |
| --- | --- | --- |
| *A quotation* | *Author’s name, date of publication, page no.* | *(Smith, 2009: 37* |
| *A summary* | *Author’s name, date of publication Smith* | *(2009)* |

**3 Reference verbs**

Summaries and quotations are usually introduced by a reference verb:

*Smith (2009***) argues** *that . . .*

*Janovic (1972)* **claimed** *that . . .*

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

source may still have validity.

**4 Reference systems**

There are various systems of referencing in use in the academic world, so you should ask your teachers if you are not sure which to use. With any system, the most important point is to be consistent.

(a) The Harvard system, generally used for English Language and Business, illustrated in (2) above.

(b) The Vancouver system, widely used in Medicine and Science. Numbers in brackets are inserted after the citation and these link to a numbered list of references:

*Jasanoff (5) makes the point that the risk of cross-infection is* *growing.*

|  |
| --- |
| *(5) Jasanoff, M. Tuberculosis: A Sub-Saharan* *Perspective. New York: Schaffter (2001)* |

1. The footnote system (also known as endnotes), commonly used in the Humanities, in which sources are listed at the bottom of the page and again at the end of the paper. The numbers in superscript run consecutively throughout the paper:

*The effects of the French Revolution were felt throughout* *Europe (3).*

|  |
| --- |
| *(3) Karl Wildavsky, The End of an Era: Spain 1785–1815(Dublin: University Press, 2006), p. 69* |

|  |
| --- |
| *NB. Referencing is a complex subject and students should use an online reference guide for detailed information. Their university library may provide one. For a full guide to the use of the Harvard system see: www.home.ched.coventry.ac.uk/caw/harvard/*  *For the Vancouver system see: www.imperial.ac.uk/Library/pdf/Vancouver\_referencing.pdf*  *For the footnotes system see: www.resources.glos.ac.uk/shareddata/dms/9F4295CDBCD42*  *A0399BA0A2A6E688835.pdf* |

**5 Using quotations**

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

• when the original words express an idea in a distinctive way

• when the original is more concise than your summary could be

• when the original version is well-known

All quotations should be introduced by a phrase that shows the source, and also explains how this quotation fits into your argument:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Introductory phrase** | **Author** | **Referenceverb** | **Quotation** | **Citation** |
| *This view is widely shared* | *as Friedman* | *stated:* | *‘Inflation is the oneform of taxation that*  *can be imposed without legislation’* | *(1974: 93)* |

(a) Short quotations (2–3 lines) are shown by single quotation marks. Quotations inside quotations (nested quotations) use double: *As James remarked: ‘Martin’s concept of “internal space”* *requires close analysis.’*

(b) Longer quotations are either indented (given a wider margin) or are printed in smaller type. In this case quotations marks are not needed.

(c) Page numbers should be given after the date.

(d) Care must be taken to ensure that quotations are the exact words of the original. If it is necessary to delete some words that are irrelevant, use points . . . to show where the missing section was: *‘Few inventions . . . have been as significant as the mobile* *phone.’*

(e) It may be necessary to insert a word or phrase into the quotation to clarify a point. This can be done by using square brackets [ ]: *‘modern ideas [of freedom] differ radically from those of the* *ancient world.*

**6 Practice**

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

*According to recent estimates there are at least 4 billion mobile phones in the world, and the majority of these are owned by people in the developing world. Ownership in the developed world reached saturation level by 2007, so countries such as China, India and Brazil now account for most of the growth. In the poorest countries, with weak transport networks and unreliable*

*postal services, access to telecommunications is a vital tool for starting or developing a business, since it provides access to wider markets. Studies have shown that when household incomes rise, more money is spent on mobile phones than any other item.*

*(a)* **Summary**

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

*(b)* **Quotation**

*According to Hoffman, mobile phone ownership compensates for the weaknesses of infrastructure in the developing world: ‘In the poorest countries, with weak transport networks and*

*unreliable postal services, access to telecommunications is a vital tool for starting or developing a business, since it provides access to wider markets’ (2009: 87).*

*(c)* **Summary and quotation**

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

Read the next paragraph of the same article.

*In such countries the effect of phone ownership on* *GDP growth is much stronger than in the developed* *world, because the ability to make calls is being offered for the* *first time, rather than as an alternative to existing landlines.* *As a result, mobile phone operators have emerged in Africa,* *India and other parts of Asia that are larger and more flexible* *than Western companies, and which have grown by catering* *for poorer customers, being therefore well-placed to expand* *down-market. In addition Chinese phone makers have* *successfully challenged the established Western companies*

*in terms of quality as well as innovation. A further trend is the provision of services via the mobile network which offer access to information about topics such as healthcare or agriculture.*

1. Write a summary of the main point, including a citation.
2. (b) Introduce a quotation to show the key point, referring to the source.
3. Combine (a) and (b), again acknowledging the source.

**7 Abbreviations in citations**

In-text citations use the following abbreviations, derived from Latin and printed in italics:

*et al.*: normally used when there are three or more authors. The full list of names is given in the reference list:

*Many Americans fail to vote (Hobolt et al., 2006: 137). ibid.*: taken from the same source (i.e. the same page) as the previouscitation:

*Older Americans are more likely to vote than the young (ibid.) . . .op. cit.*: taken from the same source as previously, but a different page.

**8 Organising the list of references**

At the end of an essay or report there must be a list of all the sources cited in the writing.

In the Harvard system, illustrated here, the list is organized alphabetically by the family name of the author. You should be clear about the difference between first names and family names. On title pages the normal format of first name then family name is used:

*Sheila Burford, Juan Gonzalez*

But in citations only the family name is used:

*Burford (2001), Gonzalez (1997)*

In reference lists use the family name and the initial(s):

*Burford, S., Gonzalez, J.*

If you are not sure which name is the family name, ask a classmate from

that cultural background.\

***Study the reference list below, from an essay on the effects of age on second language learning, and answer the following questions.***

**REFERENCES**

Bialystock, E. (1997) ‘The structure of age: In search of barriers to second language acquisition’. *Second Language Research* 13 (2) 116-37.

Dörnyei, Z. (2009) *The Psychology of Second Language Acquisition*. Oxford: Oxford University Press.

Flege, J. (1999) ‘Age of learning and second language speech’ in Birdsong, D. (ed.) *Second Language Acquisition and the Critical Period Hypothesis.* London: Lawrence Erlbaum Associates 101-32.

Gass, S. and Selinker, L. (2001) *Second Language Acquisition: An Introductory Course.* London: Lawrence Erlbaum Associates. Larson-Hall, J. (2008) ‘Weighing the benefits of studying a foreign language at a younger starting age in a minimal input situation’. Second Language Research 24 (1) 35-63.

Myles, F. (nd) ‘Second language acquisition (SLA) research: its significance for learning and teaching issues’. Subject Centre for Languages, Linguistics and Area Studies. [www.llas.ac.uk/resources/gpg/421](http://www.llas.ac.uk/resources/gpg/421). Accessed 1 May 2010.

The International Commission on Second Language Acquisition (nd) ‘What is SLA?’ http://hw.ac.uk/langWWW/icsla/icsla.htm#SLA. Accessed 6 May 2010

*(a) Find an example of: (i) a book by one author (ii) a journal article (iii) a chapter in an edited book (iv) an authored undated website article (v) an anonymous webpage (vi) a book by two authors*

*(b) What are the main differences in the way these sources are referenced?*

*(i) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(ii) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(iii) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(iv) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(v) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(vi) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(c) When are italics used?*

*(d) How are capital letters used in titles?*

*(e) How is a source with no given author listed?*

*(f) Write citations for summaries from each of the sources.*

*(i) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(ii) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(iii) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(iv) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(v) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(vi) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(vii) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**1.10. Combining Sources**

For most assignments students are expected to read a variety of sources, often reflecting conflicting views on a topic. In some cases the contrast between the various views may be the focus

of the task. This unit explains how a writer can present and organize a range of contrasting sources.

**1 Mentioning sources**

In the early stages of an essay it is common to mention the contributions of other writers to the subject, to show that you are familiar with their work.

***Read the following example, from a comparison of ‘technology readiness’ in Chinese and American consumers, and answer the questions below.***

*(a) How many sources are mentioned here?*

*(b) What was the subject of Meuter, Ostrom, Bitner and Roundtree’s research?*

*(c) Which source contrasted fear of computers with playing with computers?*

*(d) Which source examined the paradox of positive and negative attitudes to computers?*

*(e) How many sources are cited that studied attitudes to particular technologies?*

**TEXT**

The extent to which consumers desire to use new technology is commonly influenced by factors such as consumer attitudes toward specific technologies (Bobbit and Dabholkar, 2001; Curran et al., 2003), the level of technology anxiety exhibited by consumers (Meuter, Ostrom, Bitner and Roundtree, 2003), and consumer capacity and willingness (Walker, Lees, Hecker and Francis, 2002). Mick and Fournier (1998) argue that consumers can simultaneously exhibit positive feelings (such as intelligence and efficacy) and negative feelings (such as ignorance and ineptitude) towards new technology. Venkatesh (2000) found that ‘computer playfulness’ and ‘computer anxiety’ serve as anchors that users employ in forming perceptions of ease of use about new technology.

**2 Taking a critical approach**

The two texts below reflect different views on the topic of climate change. Read them both and then study the extract from an essay that mentions the two sources. Answer the questions that follow.

**CLIMATE CHANGE**

Most scientists now agree that global temperatures have risen over the last century, and that this trend is reflected in such phenomena as the melting of sea ice and the retreat of glaciers. There is also a consensus that over the period the level of carbon dioxide (CO2) in the earth’s atmosphere has also risen, mainly as a result of burning fossil fuels such as coal and oil. The common view is that the first change is the result of the second; in other words a warmer climate has been caused by the CO2, which has the effect of causing the warmth from the sun’s rays to be trapped inside the atmosphere; the so-called ‘greenhouse effect’. If these theories are accepted it can be expected that temperatures will continue to increase in future as carbon dioxide levels rise, and since this will have harmful effects on agriculture and other human activities, efforts should be made to reduce the burning of fossil fuels. (Lombardo, 2009)

The conventional view that global warming is caused by a rise in carbon dioxide levels has been criticized on a number of grounds. Some critics claim that the recent period of warming is part of a natural cycle of temperature fluctuations which have been recorded over the past few thousand years. They point out that Europe experienced a warm period about 800 years ago which was unrelated to CO2 levels. Other critics doubt the reliability of the basic temperature data and maintain that the apparent rise in temperatures is caused by the growth of cities, regarded as ‘heat islands’. In addition some claim that the warming is caused by a reduction in cloud cover, allowing more sunlight to reach the earth’s surface. This effect, they believe, is the result of solar activity or sunspots, which are known to fluctuate on an 11-year cycle. As a result of these doubts, skeptics argue that there is no need to attempt to reduce the industrial activity that causes carbon dioxide to be produced.

**HOW STRONG IS THE EVIDENCE FOR GLOBAL WARMING?**

Lombardo (2009) puts forward the view that the significant rise in the earth’s temperature over the past century is the product of increased levels of atmospheric CO2 caused by greater use of fossil fuels. He maintains that this position is now generally agreed, and that steps should be taken to reduce future warming by restricting the output of greenhouse gases such as carbon dioxide. However, Wong (2007) presents a range of counter-arguments. She mentions evidence of historical climate change which cannot have been caused by rising levels of CO2, and also discusses the difficulty of obtaining reliable data on temperature changes, as well as other claims that solar activity may affect the amount of cloud cover and hence temperature levels. Such uncertainty, she considers, may raise doubts about the value of cutting CO2 production.

***(a) The extract above summarises ideas from both Lombardo and Wong. Find two examples of a summary in the extract and match them with the original text from (a) or (b).***

|  |  |
| --- | --- |
| **Summary** | **Original** |
| *Example:*  . . . the significant rise in the earth’s temperature over the past century is the product of increased levels of atmospheric CO2 caused by greater use of fossil fuels. | There is also a consensus that over the period the level of carbon dioxide (CO2)in the earth’s atmosphere has also risen, mainly as a result of burning fossil fuels such as coal and oil. |

***(b) Which verbs are used to introduce the summaries?***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***(c) Which word marks the point where the writer switches from***

***summarising Lombardo to Wong?***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***(d) What other words or phrases could be used at this point?***

**3 Combining three sources**

***Read the third text on climate change below, and then complete the paragraph from the essay above titled:****‘How strong is the evidence for global warming?’* ***by summarising Lahav’s comments.***

**TEXT**

*Debate on the issues around climate change have intensified recently, since while most scientists agree that global temperatures are rising as a result of ever-higher levels of carbon dioxide in the earth’s atmosphere, a minority continue to argue that the rise is insignificant, short term or unrelated to CO2 levels. The controversy clearly has important political and economic consequences, since international agreement is needed to control the output of greenhouse gases. Climate sceptics insist that computer models are unable to handle the complexity of the world’s weather systems, and so should not be used as a basis for making major decisions. Their view is that because the science of global warming is uncertain, the money that would be spent, for example, on building wind farms could be better spent on improving health and education in the developing world. (Lahav, 2010)*

**1.11. Organizing Paragraphs**

Paragraphs are the basic building blocks of academic writing. Well-structured paragraphs help the reader understand the topic more easily by dividing up the argument into convenient

sections. This unit looks at:

• the components of paragraphs

• the way the components are linked together

• the linkage between paragraphs in the overall text

**1 Paragraph structure**

Discuss the following questions.

*• What is a paragraph?*

*• What is the normal length of a paragraph?*

*• Is there a standard structure for paragraphs?*

*• How is a paragraph linked together?*

**2 Example paragraph**

***Study the paragraph below. It is from the introduction to an essay titled***

*‘Should home ownership be encouraged?’*

The rate of home ownership varies widely across the developed world. Germany, for instance, has one of the lowest rates, at 42 per cent, while in Spain it is twice as high, 85 per cent. Both the USA and Britain have similar rates of about 69 per cent. The reasons for this variation appear to be more cultural and historic than economic, since high rates are found in both rich and poorer countries. There appears to be no conclusive link between national prosperity and the number of homeowners.

***This paragraph can be analyzed***:

|  |  |
| --- | --- |
| **1 Topic**  **sentence** | The rate of home ownership varies widely across the developed World |
| **2 Example 1** | Germany, **for instance**, has one of the lowest rates, at 42 per cent,  **while** in Spain it is twice as high, 85 per cent. |
| **3 Example 2** | Both the USA and Britain have similar rates of about 69 per cent. |
| **4 Reason** | **The reasons for** this variation appear to be more cultural and historic than economic, **since** high rates are found in both rich and poorer countries. |
| **5 Summary** | **There appears to be** no conclusive link between national prosperity and the number of homeowners. |

This example shows that:

(a) A paragraph is a group of sentences that deal with a single topic.

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

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

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

**3 Practice A**

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

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

*(a) Analyse the paragraph by completing the left hand column in the table below with the following types of sentence: Supporting point 1, Supporting point 2, Supporting point 3,*

*Example, Reason, Topic.*

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

(b) Underline the words and phrases used to link the sentences together.

(c) Which phrase is used to link this paragraph to the one before?

**4 Development of ideas**

**(a) The sentences below form the third paragraph of the same essay, but they have been mixed up. Use the table below to put them in the correct order.**

(i) These had been developed to allow higher-risk poorerfamilies to buy their own homes, but contributed to aproperty price bubble.

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

(iii) All these claims were challenged by the economic crash of 2008, which was in large part caused by defaults on American sub-prime mortgages.

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

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

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

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

***(b) Underline the phrase used to link the paragraph to the previous one.***

***(c) Underline the words and phrases used to link the paragraph together.***

**5 Linking paragraphs together**

In the examples above, each new paragraph begins with a phrase that links it to the previous paragraph, in order to maintain continuity of argument:

*Despite this (i.e. the lack of a conclusive link)*

*All these claims (i.e. arguments in favour of home ownership)*

In order to begin a new topic you may use:

*Turning to the issue of . . .*

*Rates of infection must also be examined . . .*

*. . . is another area for consideration*

Paragraphs can also be introduced with adverbs:

*Traditionally, few examples were . . .*

*Finally, the performance of . . .*

**6 Practice**

***(a) Use the notes below and the table on p. 82 to complete a paragraph of an essay titled:***

*‘High rates of home ownership are bad for the economy – Discuss.’*

• It is claimed that increases in rate of home ownership lead to unemployment

• Home ownership appears to make people more reluctant to move to find work

• e.g. Spain (high ownership + high unemployment) vs. Switzerland (low ownership + low unemployment)

• Other factors have been proposed, e.g. liquidity of housing markets (how easy to sell houses)

• Theory still controversial

|  |  |
| --- | --- |
| *1* **Topic** | It has been argued that rises in the rate of home ownership can increase the rate of unemployment. |
| *2* **Reason** |  |
| *3* **Example** |  |
| *4* **Argument** |  |
| *5* **Conclusion** |  |

***(b) Use the notes below to write the next paragraph of the essay, including a phrase linking it to the previous paragraph.***

• Recession of 2008–9 gave support to theory in some US states (e.g. California, Michigan and Florida)

• They had major housing boom in 1990s

• After recession rate of house moving fell sharply

• One factor was number of households in negative equity

• Having negative equity means selling house at loss

• High rates of ownership may deepen recession if labour is more static

|  |  |
| --- | --- |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |

**1.12. Introductions and Conclusions**

An effective introduction explains the purpose and scope of the paper to the reader. The conclusion should provide a clear answer to any question asked in the title, as well as summarizing

the main points. In coursework both introductions and conclusions are normally written after the main body.

**1 Introduction contents**

Introductions are usually no more than about 10 per cent of the total length of the assignment. Therefore in a 2,000 word essay the introduction would be about 200 words.

1. ***What is normally found in an essay introduction? Choose from the list below.***

|  |  |
| --- | --- |
| *(i) A definition of any unfamiliar terms in the title.* | **Y/N** |
| *(ii) Your opinions on the subject of the essay* |  |
| *(iii) Mention of some sources you have read on the topic.* |  |
| *(iv) A provocative idea or question to interest the reader.* |  |
| *(v) Your aim or purpose in writing.* |  |
| *(vi) The method you adopt to answer the question (or an outline).* |  |
| *(vii) Some brief background to the topic.* |  |
| *(viii) Any limitations you set yourself.* |  |

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

*(i) In the past 20 years the ability of juries to assess complex or lengthy cases has been widely debated.*

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

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

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

*(v) ‘Social cohesion’ is usually defined in reference to common aims and objectives, social order, social solidarity and the sense of place attachment.*

*(vi) This study will focus on mergers in the media business between 1990 and 2005, since with more recent examples an accurate assessment of the consequences cannot yet be made.*

**2 Introduction structure**

Not every introduction will include all the elements listed above.

***Which are essential and which are optional?***

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

|  |  |
| --- | --- |
| *a* | *Definition of key terms, if needed.* |
| *b* | *Relevant background information.* |
| *c* | *Review of work by other writers on the topic.* |
| *d* | *Purpose or aim of the paper.* |
| *e* | *Your methods and the results you found.* |
| *f* | *Any limitations you imposed.* |
| *g* | *The organisation of your work.* |

***Study the extracts below from the introduction to an essay titled:***

*‘Evaluate the experience of e-learning for students in higher education.’*

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

*There are a range of definitions of this term, but in this paper ‘e-learning’ refers to any type of learning situation where content is delivered via the internet.*

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

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

(c) While a longer article may have a separate literature review, in a shorteressay it is still important to show familiarity with researchers who havestudied this topic previously. This may also reveal a gap in researchthat justifies your work:

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

(d) The aim of your research must be clearly stated so the reader knows

what you are trying to do:

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

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

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

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

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

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

*The paper is structured as follows. The first section presents an analysis of the relevant research, focusing on the current limited knowledge regarding the student experience. The second part . . .*

**3 Opening sentences**

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

|  |  |  |
| --- | --- | --- |
| **Time phrase** | **Topic** | **Development** |
| *Currently,* | *the control of water resource* | *has emerged as potential cause of international friction.* |
| *Since 2008* | *electric vehicles* | *have become a serious commercial proposition.* |

It is important to avoid opening sentences that are over-general. Compare:

*Nowadays there is a lot of competition among different providers of news. Newspapers are currently facing strong competition from rival news providers such as the internet and television.*

***Write introductory sentences for three of the following titles.***

*(a) How important is it for companies to have women as senior managers?*

*(b) Are there any technological solutions to global warming?*

*(c) What can be done to reduce infant mortality in developing countries?*

*(d) Compare the urbanisation process in two contrasting countries.*

**4 Practice A**

***You have to write an essay with the title*** *‘Can everyone benefit from higher education?’*

Use the notes below to write the introduction in about 150 words (it is not necessary to refer to sources in this exercise).

Definition: Higher education (HE) = university education

Background: Increasing demand for HE worldwide puts pressure on national budgets > many states seek to shift costs to students. In most countries degree = key to better jobs and opportunities.

Purpose: To decide if access to HE should be restricted or open to all, given costs involved

Method/Outline: Discussion of following points: HE is expensive, so who will pay? Increasing numbers = lower quality. Is it fair for all taxpayers to support students who will earn high salaries? How to keep HE open to clever students from poor backgrounds?

Limitations: The use of your own country as an example

**5 Conclusions**

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

***Which of the following are generally acceptable in conclusions?***

*(a) A statement showing how your aim has been achieved.*

*(b) A discussion of the implications of your research.*

*(c) Some new information on the topic not mentioned before.*

*(d) A short review of the main points of your study.*

*(e) Some suggestions for further research.*

*(f) The limitations of your study.*

*(g) Comparison with the results of similar studies.*

*(h) A quotation that appears to sum up your work.*

***Match the extracts from conclusions below with the acceptable components above.***

*Example: a = vi*

*(i) As always, this investigation has a number of limitations to be considered in evaluating its findings.*

*(ii) These results suggest that the risk of flooding on this coast has increased significantly and is likely to worsen.*

*(iii) Another line of research worth pursuing further is to study the importance of language for successful expatriate assignments.*

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

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

*(vi) This study has clearly illustrated the drawbacks to family ownership of retail businesses.*

**6 Practice**

Look at 1.10 Organising paragraphs, section 6. Study the notes for the first two paragraphs, then write a concluding paragraph that summarizes the main points and answers the question in the title (i.e. Are high rates of home ownership bad for the economy?). Discuss any implications that arise and suggest possible further research.

**1.13.Re-writing and proof-reading**

In exams you have no time for re-writing, but for coursework assignments it is important to take time to revise your work to improve its clarity and logical development. In both situations proof-reading is essential to avoid the small errors that may make parts of your work inaccurate or even incomprehensible.

**1 Re-writing**

Although it is tempting to think that the first draft of an essay is adequate, it is almost certain that it can be improved. After completing your first draft you should leave it for a day and then re-read it, asking the following questions:

(a) Does this fully answer the question(s) in the title?

(b) Do the different sections of the paper have the right weight, i.e. is it well balanced?

(c) Does the argument or discussion develop clearly and logically?

(d) Have I forgotten any important points that would support the development?

**2 Practice A**

As part of a module on Qualitative Research Methods, you have written the first draft of a 1,000 word paper titled: ‘What would be an acceptable number of interviews to carry out for a Master’s dissertation?’

***Study the introduction to this paper below, and decide how it could be improved, listing your suggestions in the table.***

*An interview can be defined as a conversation with a definite structure* *and objective. It goes beyond an everyday discussion with no particular* *purpose. There are many possible interview situations, but all involve an* *interviewer and an interviewee. It is normal for the former to ask the latter direct* *questions, and record the answers. The questions may be prepared in advance or* *they may occur as the interview develops. The recording is often done on paper,* *but may also be done by audio or video recording. Interviews can take place* *anywhere, in a street, café, office, bar, restaurant etc. It is hard to say how many* *interviews can be carried out in one day. I personally think that two is the* *maximum because it can get very tiring. A lot depends on the subject being* *researched.*

**Suggestions for improvement**

|  |  |
| --- | --- |
| *(a)* |  |
| *(b)* |  |
| *(c)* |  |
| *(d)* |  |
| *(e)* |  |

***Comments on the first draft might include some of the following: With these points in mind, the introduction could be re-written as follows:***

**Practice**

***Read the next section on ‘Possible ethical issues raised by this kind of research’. Decide how it could be improved, and re-write it in the box below.***

a) Too much space given to basic points

b) No references are given

c) Sentences are too short

d) Style e.g. I personally think not suitable

e) Question in title not addressed

***With these points in mind, the introduction could be re-written as follows:***

*Organising an interview involves a series of steps (Davies, 2007) including recruiting interviewees, finding a suitable venue and writing appropriate guidelines. However, depending on the research subject a more flexible approach can be adopted, resulting in a less structured interview (Cooper and Schindler, 2008). For a Master’s dissertation, interviews must contain data relevant to the research topic which the interviewer can later process. As King states: ‘gathering*

*a large volume of cases does not guarantee the credibility of a study’ (King, 2004: 16). Most writers agree that two one-hour interviews per day are effectively the maximum for one interviewer, given the time needed for preparation and subsequent processing. Moreover, if audio or video recording is used there is more content to be analysed, for instance in terms of facial expression. The analysis of one interview can take up to three days’ work. In order to answer the question, clearly much depends on the research topic and the time the researcher has available.*

**Practice**

***Read the next section on ‘Possible ethical issues raised by this kind of research’.***

***Decide how it could be improved, and re-write it in the box below.***

*Any organisation that allows researchers to interview its employees runs a risk. They may complain about the boss or about other workers. The danger is that employees may feel obliged to give positive answers to questions instead of their honest opinions, because they are afraid of their bosses finding out what they really think. The reputation of the organisation may suffer. So it is the duty of researchers to ensure that this does not happen. They must make it clear why they are doing the research, and maintain the anonymity of everyone involved by using false names. If this is not done there is a good chance of the validity of the whole research project being threatened.*

**4 Proof-reading**

(a) Proof-reading means checking your work for small errors that may make it more difficult for the reader to understand exactly what you want to say. If a sentence has only one error:

*She has no enough interpersonal skills to handle different relationships . . .*

it is not difficult to understand, but if there are multiple errors, even though they are all quite minor, the cumulative effect is very confusing:

*Demolition of sevral uk banks like northren Rock and may others . . .*

Clearly, you should aim to make your meaning as clear as possible. Note that computer spellchecks do not always help you, since they may ignore a word that is spelt correctly but that is not the word you meant to use:

*Tow factors need to be considered . . .*

***(b) Examples of the most common types of error in student writing are shown below. In each case underline the error and correct it.***

*(i) Factual: corruption is a problem in many countries such as Africa*

*(ii) Word ending: she was young and innocence*

*(iii) Punctuation: However some strains of malaria are resistant . . .*

*(iv) Tense: Since 2005 there were three major earthquakes in the region*

*(v) Vocabulary: . . . vital to the successfulness of a company operating in China*

*(vi) Spelling: pervious experience can sometimes give researchers . . .*

*(vii) Singular/plural: one of the largest company in Asia*

*(viii) Style: . . . finally, the essay will conclude with a conclusion*

*(ix) Missing word: an idea established by David Ricardo in nineteenth century*

*(x) Word order: a rule of marketing which states that consumers when go out shopping . . .*

***(c) The following extracts each contain one type of error. Match each to one of the examples (i–x) above, and correct the error.***

*(i) Products like Tiger biscuits are well-known to kids . . .*

*(ii) Both companies focus on mass marketing to promote its line of products.*

*(iii) Failure to find the right coffee may lead to torment for consumers.*

*(iv) . . . different researchers have differently effects on the research.*

*(v) After the single European market was established in 1873 . . .*

*(vi) . . . experienced researchers can most likely come over these problems.*

*(vii) Firstly because, it provides them with an opportunity of*

*borrowing capital . . .*

*(viii) The company selected Hungry for setting up its research centre.*

*(ix) These cases demonstrate why specialists from the rest of world are eager to . . .*

*(x) Since 2003, few companies entered the French market . . .*

***d) Underline the errors in the paragraph below and then re-write it.***

**OPPORTUNITIES FOR NON-EUROPEANBUSINESSES IN EUROPE**

*Many non-European businesses are aiming to enter single European market as they see an unexploited potential there. There are two reasons of this interest. Firstly the noneuropean*

*organizations are keen to do a business in the European markets because it is one of leading investment destination and easiest place to set up and run a business. Secondly, the single European market provide foreign investors with an internationally competitive tax environment. Lastly there’s lots of rich people living in the country.*

**5 Confusing pairs**

When proof-reading it is important to check for mistakes with some confusing pairs of words, which have similar but distinct spellings and meanings: *The drought* **affected** *the wheat harvest in Australia.* *An immediate* **effect** *of the price rise was a fall in demand.* ‘Affect’ and ‘effect’ are two different words. ‘Affect’ is a verb, while ‘effect’ is commonly used as a noun.

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

**accept (verb)/ except (prep)**

*It is difficult to* **accept** *their findings. The report is finished* **except** *for the conclusion.*

**compliment (noun/ verb)/ complement (verb)**

*Her colleagues* **complimented** *her on her presentation. His latest book* **complements** *his previous research on African politics.*

**economic (adj)/ economical (adj)**

*Sharing a car to work was an* **economical** *move. Inflation was one* **economic** *result of the war.*

**its (pronoun)/ it’s (pronoun + verb)**

**It’s** *widely agreed that carbon emissions are rising. The car’s advanced design was* **its** *most distinct feature.*

**lose (verb)/ loose (adj)**

*No general ever plans to* **lose** *a battle. He stressed the* **loose** *connection between religion and psychology.*

**principal (adj/ noun)/ principle (noun)**

*All economists recognise the* **principle** *of supply and demand. Zurich is the* **principal** *city of Switzerland.*

**rise (verb** *– past tense* **rose)/ raise (verb** *– past tense* **raised)**

*The population of Sydney* **rose** *by 35% in the century. The university* **raised** *its fees by 10% last year.*

**site (noun)/ sight (noun)**

*The* **site** *of the battle is now covered by an airport. His* **sight** *began to weaken when he was in his eighties.*

**tend to (verb)/ trend (noun)**

*Young children* **tend** *to enjoy making a noise. In many countries there is a* **trend** *towards smaller families.*

***Choose the correct word in each sentence.***

(a) The company was founded on the *principals/ principles* of quality and value.

(b) Millions of people are attempting to *lose/ loose* weight.

(c) Sunspots have been known to *affect/ effect* radio communication.

(d) Professor Poledna received their *compliments/ complements* politely.

(e) The ancient symbol depicted a snake eating *it’s/ its* tail.

(f) Both social and *economical/ economic* criteria need to be examined.

(g) It took many years for some of Einstein’s theories to be *accepted/ excepted*.

**PART 2**

**Elements of writing**

**2.1***.***Argument and Discussion**

On most courses it is not enough to show that you are familiar with the leading authorities. Students are expected to study the conflicting views on any topic and engage with them. This means analysing and critiquing them if appropriate. This unit presents ways of demonstrating your familiarity with both sides of an argument and presenting your own conclusions in a suitably academic manner.

**1 Discussion vocabulary**

Essay titles commonly ask students to ‘discuss’ a topic: *‘Children will learn a foreign language more easily if it is* *integrated with another subject – Discuss.’*

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

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

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

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

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

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

**2 Organization**

The discussion section can be organized in two ways; either by groupingthe benefits in one paragraph and the disadvantages in another (vertical),or by examining the subject from different viewpoints (horizontal). Forexample, the following essay title can be discussed in the two ways as

shown: *‘Prisons do little to reform criminals and their use should be* *limited – Discuss.’*

1. Vertical

**Drawbacks:** Prisons are expensive, may be ‘universities of crime’, most prisoners re-offend after leaving, many prisoners have mental health problems that are untreated.

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

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

1. Horizontal

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

**Ethical**: What rights should prisoners have? Cases of wrongful imprisonment.

**Social**: Effect on families of prisoners, especially female prisoners with children. But also necessary to consider the victims of crime, especially violent crime.

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

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

**Practice**

***You have to write an essay titled:***

*‘Discuss whether some employees should be permitted to work from home.’*

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

|  |  |
| --- | --- |
| + | - |
| No time spent commuting to work |  |

***Discuss whether some employees should be permitted to work from home.***

**4 The language of discussion**

When discussing common ideas avoid personal phrases such as *in my opinion* or *personally, I think . . .*

Use impersonal phrases instead such as:

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

These phrases suggest a minority viewpoint:

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

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

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

**5 Counter-arguments**

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

***What is the writer’s position in the following example, on the topic of prisons (2 above)?***

It is claimed that prisons are needed to isolate dangerous criminals from society, but while this may be true in some cases, more commonly prisons act as ‘universities of crime’, which reinforce criminal behaviour.

Study the example below, and write two more sentences using ideas from the title in (3).

|  |  |
| --- | --- |
| **Counter-argument** | **Your position** |
| Some people believe that homeworkers become isolated, | but this can be avoided by holding weekly meetings for all departmental staff. |

**6 Providing evidence**

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

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

**DO ‘DIGITAL NATIVES’ EXIST?**

Various writers have argued that people born in the last two decades of the twentieth century (1980–2000) and who have been using computers all their lives have different abilities and needs to other people. Palfrey and Gasser (2008) refer to them as the ‘net generation’ and argue that activities such as putting videos on You Tube are more natural for them than writing essays. Similarly Prensky (2001a) claims that the educational system needs to be revised to cater for the preferences of these ‘digital natives’. But other researchers doubt that these claims can apply to a

whole generation. Bennett, Maton and Kervin (2008) argue that these young people comprise a whole range of abilities, and that many of them only have a limited understanding of digital tools. They insist that the so-called ‘digital native’ theory is a myth, and that it would be a mistake to re-organise the educational system to cater for their supposed requirements. Clearly there are some young people who are very proficient in online technologies, but taking a global perspective many

still grow up and are educated in a traditional manner. Teaching methods are constantly being revised, but there is no clear evidence of a need to radically change them.

The table below shows the structure of the text, but the descriptors have been mixed up. Re-arrange them in the correct order.

|  |  |
| --- | --- |
| *1 Arguments against* |  |
| *2 Writer’s viewpoint* |  |
| *3 Claims for ‘digital natives* |  |

**Practice**

***Write two paragraphs on the topic: ‘Is the exploration of space worthwhile?’ Use the ideas below and make your stance clear.***

|  |
| --- |
| **Pros**  *• Scientists need to collect information to understand universe*  *• Space engineering has produced many useful discoveries (e.g. satellite communication)*  *• Exploration promotes healthy co-operation between nations (e.g. space station) (Source: Donnet-Kammel, 2005)* |
| **Cons**  *• Huge amounts of money are spent with little result*  *• Resources should be spent on urgent needs on earth (e.g. disease control)*  *• National space programmes are testing potential weapons (e.g. missiles) (Source: Soroka, 2000)* |
|  |
|  |

**CHAPTER 2.2**

**Cause and Effect**

Academic work frequently involves demonstrating a link between a cause, such as a cold winter, and an effect, such as an increase in illness. This unit explains two methods of describing

the link, with the focus either on the cause or on the effect.

**1 The language of cause and effect**

A writer may choose to put the emphasis on either the cause or the effect. In both cases, either a verb or a conjunction can be used to show the link.

1. **Focus on causes**

|  |  |  |
| --- | --- | --- |
| *With verbs* | | |
| **The heavy rain** | *caused*  *created*  *led to*  *resulted in*  *produced* | *the flood* |
| *With conjunctions* | | |
| *Because of*  *Due to*  *Owing to*  *As a result of* | **the heavy rain** | *there was a flood* |

1. **Focus on effects**

|  |  |  |  |
| --- | --- | --- | --- |
| *With verbs* | | | |
| **The flood** | *was caused by*  *was produced by*  *resulted from*  *(note use of passives)* | *the heavy rain* | |
| *With conjunctions* | | | |
| *There was* **a flood** | *due to*  *because of*  *as a result of* | | *the heavy rain* |

Compare the following:

**Because** *children* **were vaccinated** *diseases declined*

*(because + verb)*

**Because of** *the* **vaccination** *diseases declined*

*(because of + noun)*

**As/ since** *children* **were vaccinated** *diseases declined*

*(conjunction + verb)*

**Owing to/ due to** *the* **vaccination** *diseases declined*

*(conjunction + noun)*

Conjunctions are commonly used with specific situations, while verbs tend

to be used in general cases:

*Printing money commonly* **leads to** *inflation*

*(general)*

**Due to** *July’s hot weather demand for ice cream increased*

*(specific)*

**Practice**

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

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

**Practice**

***Complete the following sentences with likely effects.***

*(a) Increasing use of the internet for shopping*

*(b) The violent storms last week \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(c) The new vaccine for TB \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(d) Building a high-speed railway line*

***Complete these sentences with possible causes.***

*(e) The serious motorway accident \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(f) The war of 1856–8 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(g) Earthquakes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(h) The rising prison population \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Practice**

***Use conjunctions or verbs to complete the following paragraph.***

**WHY WOMEN LIVE LONGER**

*Some British scientists now believe that women live longer than men (a)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ T cells, a vital part of the immune system that protects the body from diseases. Previously, various theories have attempted to explain longer female life expectancy. Biologists claimed that women lived longer (b)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ they need to bring up children. Others argued that men take more risks, (c)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ they die earlier. But a team from Imperial College think that the difference may be (d)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ women having better immune systems. Having studied a group of men and women they found that the body produces fewer T cells as it gets older, (e)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the ageing process. However, they admit that this may not be the only factor, and (f)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ another research project may be conducted.*

***Choose a similar situation in your own subject. Draw a flow chart showing some probable effects, and write a paragraph to describe them.***

**CHAPTER 2.3**

**Cohesion**

Cohesion means joining a text together with reference words (e.g. he, theirs, the former) and conjunctions (e.g. but, then) so that the whole text is clear and readable. This unit practices the use of reference words.

**1 Reference words**

These are used to avoid repetition:

|  |  |  |
| --- | --- | --- |
| **Leonardo da Vinci** | **finished works** | **Mona Lisa** |
| **he** | **they** | **the former** |

Examples of reference words and phrases

|  |  |
| --- | --- |
| **Pronouns** | *he/ she/ it/ they* |
| **Possessive pronouns** | *his/ her/ hers/ its/ their/ theirs* |
| **Objective pronouns** | *her/ him/ them* |
| **Demonstrative pronouns** | *this/ that/ these/ those* |
| **Other phrases** | *the former/ the latter/ the first/ the second/ such a* |

**2 Practice**

***Read the following paragraph and complete the table.***

**La Ferrera** *(1997) has researched the life cycle* **of new businesses***.* **She** *found that* **they** *have an* **average life of only 4.7 years***.* **This** *is due to two main reasons; one* **economic** *and one* **social***.* **The former** *appears to be a lack of**capital,* **the latte***r a failure to carry out sufficient market**research. La Ferrera considers that together* **these** *account for**approximately 70 per cent of business failures.*

|  |  |
| --- | --- |
| **Reference** | **Reference word/ phrase** |
| *La Ferrera*  *new businesses*  *average life of only 4.7 years*  *one economic*  *one social*  *the former. . ., the latter. .* | She |

**3 Preventing confusion**

To avoid confusing the reader it is important to use reference words only when the reference is clear. For example:

*Pablo Picasso moved to Paris in 1904 and worked with George Braque from 1908 to 1909.* **He** *became interested in the analysis of form, which led to cubism.*

In this case it is not clear which person (Picasso or Braque) ‘he’ refers to. So to avoid this write:

*Pablo Picasso moved to Paris in 1904 and worked with George Braque from 1908 to 1909.* **Picasso** *became interested in the analysis of form, which led to cubism.*

**Practice**

In the following paragraph, insert suitable reference words from the box below in the gaps (more words than gaps).

1

|  |
| --- |
| **he / he / his / his / his / it / them / they / this** |

**FAMOUS FOR ?**

*When Andy Warhol died at the age of 58 in 1987 few people guessed that (a)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ would soon become one of the most valuable artists in the world. In 2007 total sales of (b)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ work at auction reached 428 million dollars. When, a year later, (c)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ painting ‘Eight Elvises’ sold for over $100 million, (d)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was one of the highest prices ever paid for a work of art. In (e)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ working life (f)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ made about 10,000 artworks, and*

*dealers believe that (g)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will continue to be popular with collectors in future. (h)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is because of Warhol’s huge reputation as a super-cool trendsetter and innovator.*

**4.1**

**Practice**

***Read the paragraph below and replace the words in bold with reference words.***

**VELCRO**

*Velcro is a fabric fastener used with clothes and shoes.* **Velcro** *was invented by a Swiss engineer called George de Mestral.* **Mestral’s** *idea was derived from studying the tiny hooks found on some plant seeds.* **The tiny hooks** *cling to animals and help disperse the seeds. Mestral spent eight years perfecting* **Mestral’s** *invention, which* **Mestral** *called ‘Velcro’ from the French words ‘velour’ and ‘crochet’.* **The invention** *was patented in 1955 and today over 60 million metres of Velcro are sold annually.*

**Practice**

***Use the following information to write a paragraph about nylon, paying careful attention to the use of reference words.***

**Nylon**

*Inventor: Wallace Carothers*

*Company: DuPont Corporation (USA)*

*Carothers’ position: Director of research centre*

*Carothers’ background: Chemistry student, specializing in polymers (molecules composed of long chains of atoms)*

*Properties: Strong but fine synthetic fibre.*

*Patented: 1935*

*Mass produced: 1939*

*Applications: Stockings, toothbrushes, parachutes, fishing lines, surgical thread*

**CHAPTER**

**2.4****Comparisons**

It is often necessary to make comparisons in academic writing. The comparison might be the subject of the essay, or might provide evidence for the argument. In all cases it is important to explain clearly what is being compared and to make the comparison as accurate as possible. This unit deals with different forms of comparison and practices their use.

**1 Comparison structures**

(a) Some studies are based on a comparison:

*The purpose of this study is to compare Chinese and American consumers on their propensity to use self-service technology in a retail setting . . .*

In other cases a comparison provides useful context:

*The first attempt to decode the human genome took 10 years; now it can be done in less than a week.*

(b) The two basic comparative forms are:

*(i) France is* **larger** *than Switzerland.*

*The students were* **happier** *after the exam.*(*-er* is added to one-syllable adjectives and two-syllable adjectives endingin *-y*, which changes into an *i* )

*(ii) Learning Chinese is* **more difficult** *than learning English.* (*more . . .* is used with other adjectives of two or more syllables)

(c) These comparisons can be modified by the use of adverbs such as *slightly*, *considerably*, *significantly* and *substantially*: *France is* **substantially larger** *than Switzerland.* *Switzerland is* **slightly smaller** *than Holland.* *Winters in Poland are* **significantly colder** *than in Portugal.*

(d) Similarity can be noted by the use of *as . . . as* or *the same as*: *The population of France is* **the same as** *the population of* *Britain.* *Summers in Tokyo are* **as wet as** *in Singapore.*

This form can be used for quantitative comparison: *Britain is half* **as large as** *France. (also twice as large as, ten* *times as fast as).*

**Practice**

Study the table on the next page, which shows the price of quality residential property in various cities. Complete the following comparisons, and write two more.

*(a) Residential property in London is twice as expensive\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in Rome.*

*(b) Property in Moscow is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ cheaper than in New York.*

*(c) Tokyo property is nearly as expensive as property in\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .*

|  |  |
| --- | --- |
| **€ per sq. m.** | **City** |
| *28,000* | *London* |
| *16,500* | *New York* |
| *16,200* | *Moscow* |
| *16,000* | *Paris* |
| *15,850* | *Tokyo* |
| *13,500* | *Rome* |
| *11,850* | *Singapore* |
| *11,000* | *Sydney* |
|  |  |

*(e) London is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ expensive of the eight cities,while Sydney is the cheapest.*

**3 Forms of comparison**

Compare these three possible forms:

*Parisian property is more expensive than Roman (property).*

*Property in Paris is more expensive than in Rome.*

*The price of property in Paris is higher than in Rome.*

Note that high/ low are used for comparing abstract ideas (e.g. rates)

*The birth rate was* **higher** *20 years ago.*

more/ less must be used with *than + comparison*:

*This module is* **more difficult** *than the last one.*

*Divorce is* **less common** *in Turkey than in Germany.*

**4 Using superlatives (e.g. the largest/smallest)**

When using superlatives take care to define the group, e.g. ‘the cheapest car’ has no meaning:

*the cheapest car* **in the Ford range***/ the fastest car* **in the USA**

the most/ the least are followed by an adjective:

*the* **most interesting** *example is Ireland . . .*

the most/ the fewest are used in relation to numbers:

**the fewest** *students studied biogenetics (i.e. the lowest number)*

**Practice**

Study the table, which shows the income of the top ten clubs in world football. Then read the comparisons. Each sentence contains one error. Find and correct it.

|  |  |
| --- | --- |
| **Club** | **Revenue € m. 2007–8** |
| *Real Madrid* | *366* |
| *Manchester United* | *310* |
| *FC Barcelona* | *304* |
| *Bayern Munich* | *295* |
| *Chelsea* | *270* |
| *Arsenal* | *265* |
| *Liverpool* | *210* |
| *AC Milan* | *205* |
| *AS Roma* | *180* |
| *Internazionale* | *175* |

*(a) Real Madrid was the richest club.*

*(b) Real Madrid’s income was twice much as AS Roma’s.*

*(c) FC Barcelona earned significantly less than Manchester United.*

*(d) Internazionale had less revenue AC Milan.*

*(e) Liverpool’s income was slightly lower than AC Milan’s.*

**Practice**

***Study the table below and complete the gaps in the paragraph (one word per gap).***

**Marriage and divorce rates (per 1,000 population).**

|  |  |  |
| --- | --- | --- |
| **Country** | **Marriage rate** | **Divorce rate** |
| *Egypt* | *10.6* | *1.5* |
| *United States* | *8.4* | *4.7* |
| *Iran* | *8.4* | *0.8* |
| *Turkey* | *8.3* | *0.6* |
| *Japan* | *6.2* | *1.9* |
| *Russia* | *5.2* | *2.9* |
| *Spain* | *5.2* | *0.8* |
| *United Kingdom* | *5.2* | *3.1* |
| *South Africa* | *4.0* | *0.9* |
| *Libya* | *3.9* | *0.3* |

*The table (a) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ marriage and divorce rates in a variety of countries. The marriage (b) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ ranges from 10.6 per thousand in Egypt to 3.9 in Libya, while the rate of divorce (c) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ even more, from 4.7 in the USA to only 0.3 in Libya. The marriage rate in America is the (d)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as in Iran, which has a (e) \_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*higher rate (f) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Turkey’s. In countries such as Iran, Turkey and Libya only 10 per cent of marriages appear to end in divorce, but in Russia and the USA the number is (g) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ half. It seems possible that the (h) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ marriage rate in the USA may be partly due to second marriages.*

**Practice**

The table below compares the number of Nobel prize winners (Literature, Medicine and Physics) for eight countries between 1901 and 2002. Write comparative sentences based on this data.

|  |  |  |  |
| --- | --- | --- | --- |
| **Country** | **Literature** | **Medicine** | **Physics** |
| *USA* | *12* | *48* | *45* |
| *France* | *14* | *6* | *8* |
| *UK* | *9* | *21* | *19* |
| *Germany* | *7* | *14* | *17* |
| *Sweden* | *6* | *7* | *4* |
| *Italy* | *5* | *3* | *3* |
| *Russia* | *3* | *–* | *6* |
| *Switzerland* | *–* | *6* | *4* |

*(a) \_*F*\_*r*\_*a*\_*n*\_*c*\_*e*\_ \_*h*\_\_*a*\_*d*\_* t*\_*h*\_\_*e*\_* h*\_\_*ig*\_*h*\_*e*\_*s*\_\_*t*\_* n*\_*u*\_\_*m*\_*b*\_\_*e*\_*r *\_*o*\_\_*f*\_* p*\_\_*ri*\_*z*\_*e*\_ \_*wi n*\_*n*\_*e*\_*r*\_*s*\_ \_*f*\_*o*\_\_*r*\_* L*\_\_*it*\_*e*\_*r*\_*a*\_*t*\_*u*\_*r*\_*e*\_*.*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(b) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(c) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(d) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(e) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(f) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(g)*

**CHAPTER 2.5**

**Definitions**

Definitions are usually found in introductions (see Unit 1.11). They are not needed in every case, but if the title includes an unfamiliar phrase, or if the writer wants to use a term in a special way, it is important to make clear to the reader exactly what is meant in this context. This unit presents ways of writing both simple and complex definitions.

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

|  |  |  |
| --- | --- | --- |
| **Word** | **Category** | **Application** |
| *An agenda* | *is a set of issues* | *to be discussed in a meeting* |
| *A master’s degree* | *is an academic award* | *for post-graduate students, given on completion of a dissertation*EE |

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

|  |
| --- |
| *material theory behaviour organisation organs*  *instrument process period grains profession* |

*(a) A barometer is a scientific \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ designed to measure atmospheric pressure.*

*(b) Kidneys are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that separate waste fluid from the blood.*

*(c) A multi-national company is a business \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_that operates in many countries.*

*(d) Reinforced concrete is a building \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ consisting of cement, sand and steel rods.*

*(e) Bullying is a pattern of anti-social \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ found in many schools.*

*(f) Recycling is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in which materials are used again.*

*(g) A recession is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of reduced economic activity.*

*(h) Cereals are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ widely grown for food production.*

Write definitions for the following:

*(i) A lecture is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(j) Tuberculosis (TB) is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(k) The Red Cross is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(l) An idiom is*

**2 Complex definitions**

***Study the following examples and underline the term being defined.***

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

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

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

*(d) . . . the non-linear effect called ‘self-brightening’ in which large amplitude waves decay more slowly than small-amplitude ones . . .*

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

These examples illustrate the variety of methods used in giving definitions.

***Which of the above***

*(i) quotes a definition from another writer?*

*(ii) gives a variety of relevant situations?*

*(iii) explains a process?*

*(iv) uses category words?*

**Practice**

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

Example:

*Title: ‘Higher education should be free and open to all – Discuss.’*

*Higher education usually means university-level study for first or higher degrees, normally at the age of 18 or above.*

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

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

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

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

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

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

**CHAPTER**

**2.6 Examples**

Examples are used in academic writing for support and illustration. Suitable examples can strengthen the argument, and they can also help the reader to understand a point. This unit demonstrates the different ways in which examples can be introduced, and practises their use.

3**1 Using examples**

Generalisations are commonly used to introduce a topic:

*Many plants and animals are threatened by global warming.*

But if the reader is given an example for illustration the idea becomes more concrete:

*Many plants and animals are threatened by global warming.*

**Polar bears, for example, are suffering from the lack of Arctic ice.**

The example may also support the point the writer is making: *A participatory public has been a defining feature of American* *politics and historically a strength of the political system.*

**Alexis de Tocqueville’s classic treatise on ‘Democracy in America’ (1966) stressed the participatory tendencies of Americans in contrast to European publics.**

**Phrases to introduce examples**

(a) **for instance, for example** (with commas)

*Some car manufacturers, for instance Hyundai, now offer five-year guarantees.*

(b) **such as, e.g.**

*Many successful businessmen such as Bill Gates have no formal qualifications.*

(c) **particularly, especially** (to give a focus)

*Certain Masters courses, especially American ones, take two years.*

(d) **a case in point** (for single examples)

*A few diseases have been successfully eradicated. A case in point is smallpox.*

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

*Examples:*

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

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

*(a) Some twentieth-century inventions affected the lives of most people.*

*(b) Lately many countries have introduced fees for university courses.*

*(c) Various companies have built their reputation on the strength of one product.*

*(d) In recent years more women have become political leaders.*

*(e) Certain countries are frequently affected by earthquakes.*

*(f) Many musical instruments use strings to make music.*

*(g) A group of root crops constitute an important part of our diets.*

*(h) Politicians have discussed a range of possible alternative punishments to prison.*

**Practice**

Study the following text and add examples from the box where suitable, using one of the introductory phrases in (2) above.

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

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

**Practice**

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

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

**Restatement**

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

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

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

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

*(a) The company’s overheads doubled last year.*

*(b) The Roman empire was a period of autocratic rule.*

*(c) The Indian capital has a thriving commercial centre.*

*(d) Survival rates from the most common type of cancer are improving.*

1. *Participation rates in most democracies are in decline.*

|  |
| --- |
| 9*that is to say fewer people are voting*  *in other words the fixed costs*  *namely New Delhi*  *(27 BC – 476 AD)*  *i.e. breast cancer* |

0

**2.7 Generalisations**

Generalisations are often used to introduce a topic. They can be powerful statements because they are simple and easy to understand. But they must be used with care, to avoid being

inaccurate or too simplistic. This unit explains how to generalize clearly and effectively.

**1 Using generalisations**

(a) Generalisations are used to give a simple picture of a topic. Compare:

*The majority of smokers in Britain are women.*

and

*Of all smokers in the UK, 56.2 per cent are women and 43.8 per cent are men.*

Although the second sentence is more accurate, the first is easier to understand and remember. The writer must decide when accuracy is necessary, and when a generalisation will be acceptable.

(b) You must avoid using generalisations that cannot be supported by evidence or research, e.g. *Students tend to be lazy.*

***Decide which of the following are valid generalisations***:

*(a) Cats are more intelligent than dogs.*

*(b) Earthquakes are difficult to predict.*

*(c) There is a link between poverty and disease.*

*(d) Women work harder than men.*

*(e) Air travel is faster than train travel.*

**2 Structure**

Generalisations can be made in two ways:

(a) Most commonly using the plural: *Computers have transformed the way we live.*

(b) Using the singular + definite article (more formal): *The computer has transformed the way we live.*

Avoid absolute phrases in generalisations such as: *Young children learn second languages easily.*

Such statements are dangerous because there may well be exceptions. Instead, it is better to use cautious phrases such as: *Young children tend to learn second languages easily.*

***Read the following text and underline the generalisations.***

8What we look for in choosing a mate seems to vary from place to place. A recent study (Jones and DeBruine, 2010) explores the idea that female preferences in a mate might vary according to the society in which she lives. In their research nearly 5,000 women in 30 countries were shown the same pictures of male faces and asked to state which they found more attractive. In countries where disease is common women chose men with more masculine features, while in countries such as America with more advanced health care and lower levels of disease, more effeminate-looking men were preferred. The researchers conclude that in healthier societies women are more interested in men who may form long-term relationships and help with child-rearing, while in places where child mortality rates are high they choose strongly-featured men who seem more likely to produce healthy children.

2**Practice**

Write generalisations on the following topics.

*(a) fresh fruit/ health*

*\_*E*\_*a*\_*t*\_*i*\_*n*\_*g*\_ \_*f*\_*r*\_*e*\_*s*\_*h*\_ \_*f*\_*r*\_*u*\_*i*\_*t*\_ \_*is*\_ \_*i*\_*m*\_*p*\_*o*\_\_*r*\_*t*\_*a*\_*n*\_*t *\_*f*\_*o*\_\_*r*\_* h*\_\_*e*\_*a*\_*lt*\_*h*.*

*(b) regular rainfall/ good crop yields*

*(c) honest judges/ respect for the law*

1. *adequate sleep/ academic success*

*(e) industrial growth/ pollution*

*(f) cold weather/ demand for gas*

*(g) job satisfaction/ interesting work*

0

1**Practice**

***Study the table and write five generalizations using the information.***

**Results of a college survey on where students prefer to study**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Undergraduates (%)** | | **Graduates (%)** | |
|  | **Male** | **Female** | **Male** | **Female** |
| *Library* | *20* | *17* | *47* | *32* |
| *Own room in silence* | *21* | *27* | *26* | *38* |
| *Own room with music* | *25* | *13* | *12* | *14* |
| *Own room in bed* | *15* | *24* | *6* | *10* |
| *Outdoor* | *6* | *9* | *4* | *2* |
| *Other* | *13* | *10* | *5* | *4* |

*(a) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(d) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(e)*

**Building on generalisations**

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

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

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

*(a) Does tourism always have a negative effect on the host country?*

*(b) Should governments use taxation to promote public health?*

*(c) Is it more important to protect forests or to grow food?*

*(d) Is it better for the state to spend money on primary or university education?*

|  |  |  |
| --- | --- | --- |
| **Generalisation** | **Support** | **Development > Specific** |

**CHAPTER 2.8**

**Numbers**

Most students are required to write about statistical data clearly and accurately. This unit explains and practices the basic language of numbers and percentages, while presenting data in charts and tables is dealt with in Unit 2.11 Visual information.

**1 The language of numbers**

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

*Approximately 1800 children between the ages of five and 12 years were randomly selected…*

*The earth’s atmosphere appears to be gaining 3.3 billion metric tons of carbon annually . . .*

*. . . but five winters in the twentieth century were more than 2.4°C colder than average*

**Figures** and **numbers** are both used to talk about statistical data in a

general sense: *The* **figures/ numbers** *in the report need to be read critically.*

But number is used more widely: *13 is an unlucky* **number***.* *She forgot her phone* **number.**

**Digits** are individual numbers. *4,539 – a four* **digit** *number.*

Both **fractions** (1/2) and **decimals** (0.975) may be used. There is no final ‘s’ on hundred/ thousand/ million used with whole numbers: *Six* **million** *people live there.* *but:* **Thousands of** *people were forced to move from the area.*

When writing about **currencies** write *$440 m.* (440 million dollars). **Rates** are normally expressed as percentages (e.g. *the literacy rate rose to* *75%*) but may also be per thousand (e.g. *the Austrian birth rate is 8.7*). It is normal to write whole numbers as words from one to ten and as digits above ten: **Five** *people normally work in the café, but at peak times this* *can rise to* **14***.*

**2 Percentages**

These are commonly used for expressing degrees of change:

*Since 2008 the number of prisoners has risen by 22 per cent.*

Complete the following sentences using the data in the table opposite.

*(a) Between 2007 and 2008, the number of overseas students increased by \_\_\_\_\_\_\_\_ per cent.*

*(b) The number increased by \_\_\_\_\_\_\_\_ per cent the following year.*

*(c) Between 2007 and 2010 there was a \_\_\_\_\_\_\_\_ per cent increase.*

**Overseas students in the university 2007–2010**

|  |  |  |  |
| --- | --- | --- | --- |
| **2007** | **2008** | **2009** | **2010** |
| *200* | *300* | *600* | *1000* |

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

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

7

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

*(a) Only three people attended the meeting.*

*\_*F*\_*e*\_*w*\_\_ \_*p*\_*e*\_*o*\_*p*\_*l*\_*e*\_ \_*a*\_*t*\_*t*\_*e*\_*n*\_*d*\_*e*\_*d*\_* t*\_*h*\_\_*e*\_ \_*m*\_*e*\_*e*\_*t*\_*i*\_*n*\_*g*\_*.

*(b) 77 students applied for the scholarship.*

*(c) He re-wrote the essay three times.*

*(d) Last year 38 books were published on biogenetics.*

*(e) Five names were suggested but rejected for the new chocolate bar.*

*(f) The students thought of four good topics for their project.*

**Further numerical phrases**

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

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

could be written:

*The course fees doubled in two years.*

If appropriate, *roughly/ approximately* can be added:

*The course fees roughly doubled in two years.*

|  |  |
| --- | --- |
| *one in three* | **one in three** *engineering students is from China* |
| *twice/ three times as many* | **twice as many** *women as men study business law* |
| *a five/ tenfold increase there was* | **a fivefold increase** *in the price of oil* |
| *to double/ halve* | *the rate of infection* **halved** *after 2001* |
| *the highest/ lowest* | **the lowest** *rate of home ownership was in Germany* |
| *a quarter/ fifth* | **a fifth** *of all employees leave every year* |
| *the majority/ minority* | **the majority** *of births are in hospital* |
| *on average, the average* | **on average***, each judge hears two cases per day* |
| *a small/ large proportion the website generates* | **a large proportion** *of their sales* |

*NB. 5–20 per cent = a tiny/ small minority*

*21–39 per cent = a minority*

*40–49 per cent = a substantial/ significant minority*

*51–55 per cent = a small majority*

*56–79 per cent = a majority*

*80 per cent + = a large majority*

***Re-write each sentence in a simpler way, using a suitable expression from the list above.***

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

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(b) Out of 18 students in the group 12 were women.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(g) Tap water costs 0.07p per litre while bottled water costs, on average, 50p per litre.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(h) The rate of unemployment ranges from 18 per cent in Spain to 3 per cent in Norway.*

*(i) Seven out of every 100 computers produced had some kind of fault.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

2**Practice**

***The following data was collected about a group of 15 international students. Write sentences about the group using the data.***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mother**  **tongue** |  | **Future course** |  | **Age** |  | **Favourite sport** | |  |
| *Arabic* | *2* | *Architecture* | *1* | *21* | *1* | *climbing* | | *2* |
|  |  |  |  |  |  |  | |  |
| *Chinese* | *8* | *Economics* | *3* | *22* | *3* | *cycling* | *1* | |
| *French* | *1* | *Education* | *2* | *23* | *9* | *dancing* | *3* | |
| *Japanese* | *1* | *Maths* | *6* | *24* | *–* | *football* | *3* | |
| *Korean* | *2* | *Physics* | *2* | *25* | *–* | *swimming* | *5* | |
| *Spanish* | *1* | *Psychology* | *1* | *26* | *1* | *tennis* | *1* | |

*(a) \_*A*\_\_* s*\_\_*m*\_*a*\_*l*\_*l*\_* m*\_\_*a*\_*j*\_*o*\_*r*\_*it*\_*y*\_ \_*h*\_*a*\_*v*\_*e*\_ \_*C*\_*h*\_\_*in*\_*e*\_*s*\_*e*\_ \_*a*\_*s*\_ \_*t*\_*h*\_*e*\_*i*\_*r*\_ \_*m*\_*o*\_\_*t*\_*h*\_*e*\_*r*\_ \_*to*\_\_*n*\_*g*\_*u*\_*e*\_*.*\_\_\_\_*

*(b) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(c) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(d) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(e) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(f) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**2.9 Problems and Solutions**

Writing tasks frequently ask students to examine a problem and evaluate a range of solutions. This unit explains ways in which this kind of text can be organized. Argument and

discussion.

**1 Structure**

***Study the organisation of the following paragraph:***

**HOW CAN ROAD CONGESTION BE REDUCED?**

Currently, roads are often congested, which is expensive in terms of delays to the movement of people and freight. It is commonly suggested that building more roads, or widening existing ones, would ease the traffic jams. But not only is the cost of such work high, but the construction process adds to the congestion, while the resulting extra road space may encourage extra traffic. Therefore constructing more roads is unlikely to solve the problem, and other remedies, such as

road pricing or greater use of public transport, should be examined.

|  |  |
| --- | --- |
| *(a) Problem* | *Currently, roads are often congested, which is . .* |
| *(b) Solution A* | *It is commonly suggested that building more roads, or widening . . .* |
| *(c) Arguments against solution A* | *But not only is the cost of such work high, but . .* |
| *(d) Solutions B and C* | *other remedies, such as road pricing or greater use* |

**2 Alternative structure**

The same ideas could be re-ordered to arrive at a different conclusion:

**HOW CAN ROAD CONGESTION BE REDUCED?**

Currently, roads are often congested, which is expensive in terms of delays to the movement of people and freight. It is commonly suggested that building more roads, or widening existing ones, would ease the traffic jams. This remedy is criticized for being expensive and liable to lead to more road use, which may be partly true, yet the alternatives are equally problematic. Road pricing has many practical difficulties, while people are reluctant to use public transport. There is little alternative to a road building programme except increasing road chaos.

|  |  |
| --- | --- |
| ***Problem*** | *Currently, roads are often congested, which is . .* |
| *Solution A* | *It is commonly suggested that building more*  *roads, or widening . .* |
| *Arguments against solution A* | *This remedy is criticised for being expensive . .* |
| *Solutions B and C and*  *arguments against* | *Road pricing has many practical difficulties, while people are .* |
| *Conclusion in favour of solution A* | *There is little alternative to a road building*  *programme . .* |

**Practice**

***Analyse the following paragraph in a similar way:***

**MANAGING TOURISM GROWTH**

Many developing countries have found that the development of a tourism industry can bring social and environmental drawbacks. Growing visitor numbers can cause pollution and put pressure on scarce resources such as water. One possible solution is to target wealthier holidaymakers, in order to get the maximum profit from minimum numbers. However, there is a limited number of such visitors, and this market requires considerable investment in infrastructure and training. Another remedy is to rigorously control the environmental standards of any development, in order to minimize the impact of the construction. This requires effective government agencies, but is likely to ensure the best outcome for both tourists and locals.

|  |  |
| --- | --- |
| *Problem* |  |
| *Solution A* |  |
| *Argument against solution A* |  |
| *Solution B* |  |
| *Conclusion in favor of B* |  |

**4 Vocabulary**

The following words can be used as synonyms for ***problem*** and ***solution***.

|  |  |
| --- | --- |
| *three main* **difficulties** *have arisen* | *the best* **remedy** *for this may be* |
| *the main* **challenge** *faced by nurses* | *two* **answers** *have been put forward* |
| *one of the* **concerns** *during the* | *another* **suggestion** *is* |
| *recession* | *Matheson’s* **proposal** *was finally*  *accepted.* |
| *the new process created two* **questions** | *this was finally* **rectified** *by* |
| *the team faced six* **issues** |  |
| *our principal* **worry/ dilemma** *was* |  |

**Practice**

***Use the following points to build an argument in one paragraph, using the box below.***

**Topic:** *University expansion*

**Problem:** *Demand for university places is growing, leading to overcrowding in lectures and seminars*

**Solution A:** *Increase fees to reduce demand*

**Argument against A:** *Unfair to poorer students*

**Solution B:** *Government pays to expand universities*

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

**Conclusion:** *Government should subsidize poorer students*

**University expansion**

*Currently there is increasing demand . .* .

**Practice**

***Think of a similar problem in your subject area. Complete the table and write a paragraph that leads to a conclusion.***

|  |  |
| --- | --- |
| **Topic** |  |
| **Problem** |  |
| **Solution A** |  |
| **Argument against A** |  |
| **Solution B** |  |
| **Argument for/against B** |  |
| **(Solution C)** |  |
| **Conclusion** |  |

**CHAPTER**

**2.10 Style**

There is no one correct style of academic writing, and students should aim to develop their own ‘voice’. In general, it should attempt to be accurate, impersonal and objective. For example,

personal pronouns like ‘I’ and idioms (i.e. informal language) are used less often than in other writing. This unit gives some guidelines for an appropriate style.

**1 Components of academic style**

***Study this paragraph and underline any examples of poor style.***

*How to make people work harder is a topic that lots of people have written about in the last few years. There are lots of different theories etc and I think some of them are ok. When we think about this we should remember the old Chinese proverb, that you can lead a horse to water but you can’t make it drink. So how do we increase production? It’s quite a complex subject but I’ll just talk about a couple of ideas.*

Some of the problems with the style of this paragraph can be analyzed as follows:

|  |  |
| --- | --- |
| *How to make people work harder* | *Imprecise vocabulary – use ‘motivation’* |
| *lots of people* | *Vague – give names* |
| *the last few years.* | *Vague – give dates* |
| *lots of different* | *Avoid ‘lots of’* |
| *. etc* | *Avoid using ‘etc’ and ‘and so on’* |
| *I think* | *Too personal* |
| *are ok.* | *Too informal* |
| *When we think about this* | *Too personal* |
| *the old Chinese proverb* | *Do not quote proverbs or similar expressions* |
| *So how do we increase production?* | *Avoid rhetorical questions* |
| *It’s quite a* | *Avoid contractions* |
| *I’ll just talk about a couple* | *Too personal and informal* |

***The paragraph could be re-written***:

Motivation has been the subject of numerous studies during recent decades, but this essay will focus on Maslow’s hierarchy of needs theory (1943) and Herzberg’s two-factor theory (1966). Their contemporary relevance to the need to motivate employees effectively will be examined critically, given that this can be considered crucial to a firm’s survival in the current economic climate.

**2 Guidelines**

There are no rules for academic style that apply to all situations. The following are guidelines that should help you develop a style of your own.

(a) Do not use idiomatic or colloquial vocabulary: *kids, boss*. Instead use standard English: *children, manager*.

(b) Use vocabulary accurately. There is a difference between *rule* and *law,* or *weather* and *climate,* which you are expected to know if you studythese subjects.

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

(d) Conclusions should use tentative language. Avoid absolute statements such as *unemployment causes crime*. Instead use cautious phrases: *unemployment may cause crime* or *tends to cause crime*.

(e) Avoid adverbs that show your personal attitude: *luckily, remarkably, surprisingly.*

(f) Do not contract verb forms: *don’t, can’t.* Use the full form: *Do not, cannot.*

(g) Although academic English tends to use the passive more than standard English, it should not be over-used. Both are needed. Compare:

*Galileo discovered the moons of Jupiter.*

*The moons of Jupiter were discovered by Galileo.*

In the first case, the focus is on Galileo, in the second (passive) on the moons.

(h) Avoid the following:

• *like* for introducing examples. Use *such as* or *for instance*.

• *thing* and combinations *nothing* or *something*. Use *factor, issue* or *topic*.

• *lots of*. Use *a significant / considerable number.*

• *little / big*. Use *small / large*.

• ‘get’ phrases such as *get better / worse*. Use *improve* and *deteriorate*.

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

(i) Do not use question forms such as *Why did war break out in 1914?* Instead use statements: *There were three reasons for the outbreak of war . . .*

(j) Avoid numbering sections of your text, except in reports and long essays. Use conjunctions and signposting expressions to introduce new sections (*Turning to the question of detecting cancer . . .*).

(k) When writing lists, avoid using *etc* or *and so on*. Insert *and* before the last item: *The main products were pharmaceuticals, electronic goods* *and confectionery.*

(l) Avoid using two-word verbs such as *go on* or *bring up* if there is a suitable synonym. Use *continue* or *raise*.

**3 Practice**

In the following sentences, underline examples of bad style and rewrite them in a more suitable way.

*(a) Another thing to think about is the chance of crime getting worse.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(b) Regrettably these days lots of people don’t have jobs.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(c) Sometime soon they will find a vaccine for malaria.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(d) A few years ago the price of property in Japan went down a lot.*

*------------------------------------------------------------------------------------------*

*(e) You can’t always trust the numbers in that report.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(f) Sadly, the high inflation led to poverty, social unrest and so on.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(g) He was over the moon when he won the prize.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(h) I think we should pay students to study.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(i) A few years ago they allowed women to vote.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(j) What were the main causes of the Russian revolution?*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**4 Avoiding repetition and redundancy**

Repetition means repeating a word instead of using a synonym to provide variety, which makes the text more interesting. So instead of:

*Most family businesses employ less than ten people. These*

**businesses** *. . .*

Use:

*Most family businesses employ less than ten people. These*

Redundancy, i.e. repeating an idea or including an irrelevant point, suggests that the writer is not fully in control of the material. It gives the impression that either he does not properly understand the language or is trying to ‘pad’ the essay by repeating the same point. Avoid phrases such as: *Homelessness is a global problem in the whole world.* Good writing aims for economy and precision: *Homelessness is a global problem.*

***In the following text, remove all repetition and redundancy, re-writing where necessary.***

**FAST FOOD**

*Currently these days, fast food is growing in popularity. Fast food is a kind of food that people can buy ready to eat or cook quickly. This essay examines the advantages of fast food and the drawbacks of fast food. First above all, fast food is very convenient. Most of the people who work in offices are very busy, so that they do not have time to go to their homes for lunch. But the people who work in offices can eat in restaurants such as McDonalds, which are franchised in hundreds of countries. In addition, the second benefit of fast food is its cheapness. As it is produced in large quantities, this high volume means that the companies can keep costs down. As a result fast food is usually less expensive than a meal in a conventional restaurant.*

**5 Varying sentence length**

Short sentences are clear and easy to read:

*Car scrappage schemes have been introduced in many countries.*

But too many short sentences are monotonous:

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

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

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

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

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

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

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

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

*China is one developing country (but not the only one) which has imposed fees on students since 1997, but the results have been surprising: enrolments, especially in the most expensive universities, have continued to rise steeply, growing 200 per cent overall between 1997 and 2001; it*

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

**PART 3**

**Accuracy in writing**

**CHAPTER**

**3.1 Abbreviations**

Abbreviations are an important and expanding feature of contemporary English, widely used for convenience and space saving. Students need to be familiar with general and academic abbreviations.

**1 Types of abbreviation**

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

(a) **Shortened words** are often used without the writer being aware of the original form. ‘Bus’ comes from ‘omnibus’, which is hardly used in modern English. However, ‘refrigerator’ is still better in written English than the informal ‘fridge’. ‘Public house’ is now very formal (‘pub’ is acceptable), but ‘television’ or ‘TV’ should be used instead of the idiomatic ‘telly’.

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

(c) **Other abbreviations** are read as sets of individual letters. They include names of countries, organizations and companies (USA/ BBC/ IBM), and also abbreviations that are only found in written English (e.g. PTO means ‘please turn over’). Note that in many cases abbreviations are

widely used without most users knowing what the individual letters stand for (e.g. DNA, DVD).

**2 Some common abbreviations**

|  |  |
| --- | --- |
| *AGM* | *annual general meeting* |
| *BA* | *Bachelor of Arts* |
| *BSc* | *Bachelor of Sciences* |
| *CV* | *curriculum vitae* |
| *DIY* | *do-it-yourself* |
| *EU* | *European Union* |
| *FE* | *further education (non-university study above 18)* |
| *GM* | *genetically modified* |
| *GNP* | *gross national product* |
| *HE* | *higher education (university study above 18)* |
| *HRM* | *human resource management* |
| *ICT* | *information and communications technology* |
| *IMF* | *International Monetary Fund* |
| *LLB* | *Bachelor of Laws* |
| *MA* | *Master of Arts* |
| *MSc* | *Master of Science* |
| *PG* | *Postgraduate* |
| *PGCE* | *Postgraduate Certificate of Education* |
| *PhD* | *Doctor of Philosophy* |
| *PLC* | *public limited company* |
| *PR* | *public relations* |
| *UCAS* | *Universities and Colleges Admissions Service* |
| *UG* | *undergraduate* |
| *UN* | *United Nations* |
| *URL* | *uniform resource locator (website address)* |
| *VC* | *Vice-Chancellor* |
| *WTO* | *World Trade Organisation* |

However, writers also employ more specialised abbreviations in texts, which are explained in brackets on first use: *Starting from the resource-based view (RBV) of the firm, it is*

*argued that . . . The Technology Readiness Index (TRI) was introduced by Parasuraman (2000).*

**3 Punctuation**

There are many standard abbreviations that have a full stop after them to show that it is a shortened form (*lt.* = litre). Other examples are *govt.* (government), *co.* (company) and *Oct.* (October). With acronyms and other abbreviations there is no standard pattern for using full stops, so both BBC and B.B.C. are used. There is, however, a tendency to use full stops less. The important thing is to employ a consistent style in your work.

**4 Duplicate abbreviations**

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

**5 Abbreviations in writing**

Certain abbreviations are found in all types of academic writing. They include:

***anon.*** *anonymous (no author)*

***asap*** *as soon as possible*

***cf.*** *compare*

***ed.*** *editor/ edition*

***e.g****. for example*

***et al****. and others (used for giving names of multiple authors)*

***Fig.*** *figure (for labelling charts and graphs)*

***ibid****. in the same place (to refer to source mentioned immediately before)*

***i.e.*** *that is*

***K*** *thousand*

***NB****. take careful note*

***nd.*** *no date (i.e. an undated source)*

***op. cit****. in the source mentioned previously*

***p.a.*** *yearly (per annum)*

***pp.*** *pages*

***PS*** *postscript*

***re.*** *with reference to*

**6 Practice**

***Explain the abbreviations in the following sentences.***

*(a) The failure rate among ICT projects in HE reaches 40 per cent (Smith et al., 2008).*

*(b) GM technology is leading to advances in many fields e.g. forestry.*

*(c) The world’s most populous country (i.e. China) joined the WTO in 2001.*

*(d) NB. CVs must be submitted to HR by 30 June.*

*(e) See the OECD’s recent report on the UAE.*

*(f) The EU hopes to achieve a standard rate of VAT.*

*(g) Her PhD examined the threat of TB in SE Asia.*

*(h) Fig. 4. Trade patterns on the www (2003–2008).*

*(i) The VC is meeting the PGCE students.*

*(j) Director of PR required – salary approx. $75K.*

*(k) Re. the AGM next month: the report is needed asap.*

*(l) Prof. Wren claimed that the quality of MSc and MA research was falling.*

**CHAPTER 3.2**

**AcademicVocabulary**

To read and write academic texts effectively students need to be familiar with the rather formal vocabulary widely used in this area. This unit gives some examples, and provides practice in their use. See also Unit 3.6 Nouns and adjectives.

**1 Adjectives, nouns and verbs**

The table on the next page shows examples of some of the more common items.

Use a dictionary to check that you understand them all.

**2 Practice A**

Choose the most suitable word ending in each case.

*(a) In the 1950s nuclear power was pred\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to be cheap and clean.*

*(b) A signif\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ number of students have chosen to do that project.*

*(c) The rate of increase var\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ between 5 per cent and 8 per cent during the 1990s.*

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

*(d) The first computer was creat\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ during the second world war.*

*(e) Researchers frequently need to ask hypoth\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ questions.*

*(f) She invest\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ all her capital in the business.*

*(g) The company puts emph\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the reliab\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of its products.*

*(h) The essays were evaluat\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in terms of content and accuracy.*

*(i) Nylon was one of the first syn\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ fabrics in common use.*

*(j) Gandhi made a significant cont\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to Indian history.*

**Practice**

***Complete each sentence with a suitable word from the table.***

*(a) The experiment’s results were confusing; each researcher had her own \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

*(b) The word ‘algebra’ is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from Arabic.*

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

*(d) Dr Wagner published the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ work on South Asian snakes last year.*

*(e) Over 3,500 questionnaires were\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in terms of social class.*

*(f) Three \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ need to be considered when forecasting an economic upturn.*

**4 Academic adjectives**

The following adjectives are best understood and learnt as opposites:

|  |  |
| --- | --- |
| absolute  abstract  logical  metaphorical  precise  rational  relevant  subjective  theoretical | relative  concrete  illogical  literal  vague or approximate or rough  irrational  irrelevant  objective  practical or empirical or pragmatic |

*Inflation is an* **abstract** *concept.*

*The* **metaphorical** *use of the word ‘key’ is probably more common than its* **literal** *one.*

*The study of engineering is very* **relevant** *to architecture.*

*Her study of women in education was criticised for being too* **subjective.**

*In Europe,* **empirical** *research began in the sixteenth century.*

**Practice**

***Complete each sentence with a suitable adjective from the table in (4).***

*(a) The teacher complained that the quotes were\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the title.*

*(b) His \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ approach led him to ignore some inconvenient facts.*

*(c) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ examples are needed to make the argument clear.*

*(d) It is sufficient to give \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ figures for national populations.*

*(e) Poverty is usually regarded as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_concept.*

*(f) They approached the task in a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_way by first analysing the title.*

*(g) The students preferred examining case studies to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ discussion.*

**6 Formality in verbs**

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

*In the last decade the pace of change* **accelerated***.*

*Could Darwin have* **envisaged** *the controversy his work has caused?*

In spoken English we are more likely to use ‘speed up’ and ‘imagined’.

***Study the list below and find a synonym in each case.*** (Some of these verbs e.g. ‘hold’ are used in academic writing with a specialmeaning.)

|  |  |
| --- | --- |
| **Verb** | **Example of use** |
| *to adapt*  *to arise*  *to conduct*  *to characterise*  *to clarify*  *to concentrate on*  *to be concerned with*  *to demonstrate*  *to determine*  *to discriminate*  *to establish*  *to exhibit*  *to focus on*  *to generate*  *to hold*  *to identify*  *to imply*  *to interact*  *to interpret*  *to manifest*  *to overcome*  *to propose*  *to prove*  *to recognise*  *to relate to*  *to supplement*  *to undergo*  *to yield* | *the health system has been* **adapted** *from France*  *a similar situation* **arises** *when we look at younger children*  *the largest study was* **conducted** *in Finland*  *developing countries are* **characterised** *by . . .*  *the project was designed to* **clarify** *these contradictions*  *that study* **concentrated on** *older children*  *the programme is* **concerned** *primarily* **with** *. . .*  *further research has* **demonstrated** *that few factors . . .*  *the water content was experimentally* **determined**  *a failure to* **discriminate** *between the two species*  *the northern boundary was* **established** *first*  *half of the patients* **exhibited** *signs of improvement*  *her work* **focused on** *female managers*  *a question which has* **generated** *a range of responses*  *Newton’s second Law, F=ma,* **holds** *everywhere*  *three main areas have been* **identified**  *his absence* **implies** *a lack of interest*  *understand how the two systems* **interact**  *the result can be* **interpreted** *as a limited success*  *as* **manifested** *in anti-social behaviour*  *both difficulties were* **overcome** *in the first week*  *they* **propose** *that social class is the main factor*  *the use of solar power is* **proving** *successful*  *he is now* **recognised** *as a leading expert*  *the pattern was* **related to** *both social and physical factors*  *the diet was* **supplemented** *with calcium and iodine*  *the system* **underwent** *major changes in the 1980s*  *both surveys* **yielded** *mixed results* |

Students wishing to develop their academic vocabulary should study the Academic Word List (AWL). This is a list of 570 items commonly found in academic texts across various disciplines, created by Averil Coxhead. See Sandra Haywood’s website for information about the AWL, with further practice exercises: <http://nottingham.ac.uk/~alzsh3/acvocab/>

**CHAPTER 3.3**

**Articles**

Students often find the rules for using articles (‘a’, ‘an’ and ‘the’) confusing. This unit focuses on the definite article, ‘the’, and provides examples and practice.

**1 Use of articles**

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

*(a) Research is an important activity in universities.*

*(b)* **The** *research begun by Dr Mathews was continued by Professor Brankovic.*

*(c)* **An** *interesting piece of research was conducted among 200 patients in the clinic.*

In (a) research, which is usually uncountable, is being used in a general sense.

In (b) a specific piece of research is identified.

In (c) the research is being mentioned for the first time, and the word ‘piece’ is used to ‘count’ the research.

**2 Using definite articles**

***i) Decide why the is used, or not used, in the following examples.***

(a) The world’s fastest animal is the cheetah.

(b) The USA was founded in the eighteenth century.

(c) The government increased taxation in the 1970s.

(d) The French Revolution was partly caused by bad harvests.

(e) The *New Scientist* is published every week.

(f) The south is characterised by poverty and emigration.

(g) Pablo Picasso, the Spanish artist, was born in Malaga.

(h) The River Seine runs through the middle of Paris.

(i) The United Nations was founded in 1945.

(j) The euro was introduced in 2002.

ii) In general, the is used with:

(a) superlatives *(fastest)*

(b) time periods *(eighteenth century/ 1970s)*

(c) unique things *(government, world)*

(d) specified things *(French Revolution)*

(e) regular publications (*New Scientist)*

(f) regions and rivers *(south/ River Seine)*

(g) very well-known people and things *(Spanish artist)*

(h) institutions and bodies *(United Nations)*

(i) positions *(middle)*

(j) currencies (*euro*)It is **not** used with:

(k) things in general *(bad harvests)*

(l) names of countries, except for the UK, the USA and a few others

(m) abstract nouns e.g. poverty

(n) companies/ things named after people/ places e.g. Sainsbury’s, Heathrow airport

***Note the alternate forms:***

*The deserts of Australia are expanding.*

*Australian deserts/ Australia’s deserts are expanding.*

**3 Practice A**

***In the following sentences, decide if the words and phrases underlined are specific or not, and whether ‘the’ should be added.***

*Example:\_\_\_\_\_\_\_\_\_\_\_\_\_ inflation was the greatest problem for \_\_\_\_\_\_\_\_\_\_\_\_\_ Brazilian government. Inflation was the greatest problem for* **the** *Brazilian*

*government.*

*(a) \_\_\_\_\_\_\_\_\_\_\_\_\_ engineering is the main industry in \_\_\_\_\_\_\_\_\_\_\_\_\_ northern region.*

*(b) \_\_\_\_\_\_\_\_\_\_\_\_\_ insurance firms have made record profits in \_\_\_\_\_\_\_\_\_\_\_\_\_ last decade.*

*(c) \_\_\_\_\_\_\_\_\_\_\_\_\_ global warming is partly caused by \_\_\_\_\_\_\_\_\_\_\_\_\_ fossil fuels.*

*(d) \_\_\_\_\_\_\_\_\_\_\_\_\_ mayor has been arrested on \_\_\_\_\_\_\_\_\_\_\_\_\_ suspicion of corruption.*

*(e) \_\_\_\_\_\_\_\_\_\_\_\_\_ moons of Jupiter were discovered in \_\_\_\_\_\_\_\_\_\_\_\_\_ eighteenth century.*

*(f) \_\_\_\_\_\_\_\_\_\_\_\_\_ tourism is \_\_\_\_\_\_\_\_\_\_\_\_\_ world’s biggest industry.*

*(g) \_\_\_\_\_\_\_\_\_\_\_\_\_ forests of Scandinavia produce most of \_\_\_\_\_\_\_\_\_\_\_\_\_ Britain’s paper.*

*(h) \_\_\_\_\_\_\_\_\_\_\_\_\_ Thai currency is \_\_\_\_\_\_\_\_\_\_\_\_\_ baht.*

*(i) \_\_\_\_\_\_\_\_\_\_\_\_\_ computer crime has grown by 200% in \_\_\_\_\_\_\_\_\_\_\_\_\_ last decade.*

*(j) \_\_\_\_\_\_\_\_\_\_\_\_\_ main causes of \_\_\_\_\_\_\_\_\_\_\_\_\_ industrial revolution are still debated.*

*(k) Already 3 per cent of \_\_\_\_\_\_\_\_\_\_\_\_\_ working population are employed in \_\_\_\_\_\_\_\_\_\_\_\_\_ call centres.*

*(l) \_\_\_\_\_\_\_\_\_\_\_\_\_ latest forecast predicts \_\_\_\_\_\_\_\_\_\_\_\_\_ warmer winters in \_\_\_\_\_\_\_\_\_\_\_\_\_ next five years.*

*(m) Research on \_\_\_\_\_\_\_\_\_\_\_\_\_ energy saving is being conducted in \_\_\_\_\_\_\_\_\_\_\_\_\_ Physics Faculty.*

*(n) \_\_\_\_\_\_\_\_\_\_\_\_\_ best definition is often \_\_\_\_\_\_\_\_\_\_\_\_\_ simplest.*

**4 Practice B**

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

**THE ORIGINS OF @**

*Giorio Stabile, (a) \_\_\_\_\_\_\_\_\_\_\_\_\_ professor of (b) \_\_\_\_\_\_\_\_\_\_\_\_\_history at La Sapienza University in Rome, has demonstrated that (c) \_\_\_\_\_\_\_\_\_\_\_\_\_ @ sign, now used in email addresses, was actually invented 500 years ago. Professor Stabile has shown that (d) \_\_\_\_\_\_\_\_\_\_\_\_\_ @, now (e) \_\_\_\_\_\_\_\_\_\_\_\_\_ symbol of (f) \_\_\_\_\_\_\_\_\_\_\_\_\_ internet, was first used by (g) \_\_\_\_\_\_\_\_\_\_\_\_\_ Italian merchants during (h) \_\_\_\_\_\_\_\_\_\_\_\_\_ sixteenth century. He claims that it originally represented (i) \_\_\_\_\_\_\_\_\_\_\_\_\_ unit of volume, based on (j) \_\_\_\_\_\_\_\_\_\_\_\_\_ large jars used to carry liquids in (k) \_\_\_\_\_\_\_\_\_\_\_\_\_ ancient Mediterranean world. He has found (l) \_\_\_\_\_\_\_\_\_\_\_\_\_ first example of its use in (m) \_\_\_\_\_\_\_\_\_\_\_\_\_ letter written in 1546 by (n) \_\_\_\_\_\_\_\_\_\_\_\_\_ merchant from Florence. (o) \_\_\_\_\_\_\_\_\_\_\_\_\_ letter, which was sent to Rome, announces (p)\_\_\_\_\_\_\_\_\_\_\_\_\_ arrival in Spain of (q) \_\_\_\_\_\_\_\_\_\_\_\_\_ ships carrying gold from (r) \_\_\_\_\_\_\_\_\_\_\_\_\_ South America.*

**CHAPTER 3.4**

**Caution**

This unit presents more examples of tentative or cautious language, using modal verbs, adverbs and verbs, and practices its use.

**1 The use of caution**

A cautious style is necessary in many areas of academic writing to avoid making statements that can be contradicted: *Demand for healthcare* **usually** *exceeds supply.* **Most** *students find writing exam essays difficult.* *Fertility rates* **tend to** *fall as societies get richer.*

Areas where caution is particularly important include:

(a) outlining a hypothesis that needs to be tested (e.g. in an introduction)

(b) discussing the results of a study, which may not be conclusive

(c) commenting on the work of other writers

(d) making predictions (normally with **may** or **might**)

**2 The language of caution**

Caution is also needed to avoid making statements that are too simplistic: *Crime is linked to poor education.* Such statements are rarely completely true. There is usually an exception

that needs to be considered. Caution can be shown in several ways: *Crime* **may** *be linked to poor education. (modal verb)* *Crime is* **frequently** *linked to poor education. (adverb)* *Crime* **tends to** *be linked to poor education. (verb)*

***Complete the table below with more examples of each.***

|  |  |  |
| --- | --- | --- |
| **Modals** | **Adverbs** | **Verb/phrase** |
| *can* | *commonly* | *tends to* |

**3 Using modifiers**

Another way to express caution is to use **quite**, **rather** or **fairly** before an adjective.

*a* **fairly** *accurate summary*

*a* **rather** *inconvenient location*

**quite** *a significant discovery*

NB. **quite** is often used before the article. It is generally used positively,

while **rather** tends to be used negatively.

***Insert quite/ rather/ fairly in the following to emphasize caution.***

*(a) The company’s efforts to save energy were successful.*

*(b) The survey was a comprehensive study of student opinion.*

*(c) His second book had a hostile reception.*

*(d) The first year students were fascinated by her lectures.*

*(e) The latest type of arthritis drug is expensive.*

**4 Practice**

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

*(a) Private companies are more efficient than state-owned businesses.*

*(b) Exploring space is a waste of valuable resources.*

*(c) Older students perform better at university than younger ones.*

*(d) Word-of-mouth is the best kind of advertising.*

*(e) English pronunciation is confusing.*

*(f) Some cancers are caused by psychological factors.*

*(g) Global warming will cause the sea level to rise.*

*(h) Most shopping will be done on the internet in ten years’ time.*

**5 Caution in verbs**

When referring to sources, the verb used indicates the degree of caution appropriate. Compare:

*Tilic (2004)* **states** *that the cost of living . . .*

*(positive)*

*Lee (2007)* **suggests** *that more research is needed . . .*

*(cautious)*

Other verbs which imply tentative or cautious findings are:

*think/ consider/ hypothesise/ believe/ claim/ presume*

**6 Practice**

***Re-write the following text in a more cautious style.***

*A team of American scientists have found a way to reverse the ageing process. They fed diet*

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

**CHAPTER 3.5**

**Conjunctions**

Conjunctions are words or phrases which join parts of a sentence together, or link a sentence to the next one. Effective reading and writing requires clarity about their meaning. This unit describes the different functions of conjunctions and practices their use.

**1 Types of conjunctions**

***Study the way conjunctions work in the following:***

*Demand for food is increasing* **because** *the population is growing. (reason). Mechanisation has increased crop yields,* **yet** *production is still inadequate. (opposition)*

***Underline the conjunctions in the following sentences.***

*(a) A few inventions, for instance television, have had a major impact on everyday life.*

*(b) Furthermore, many patients were treated in clinics and surgeries.*

*(c) The definition of ‘special needs’ is important since it is the cause of some disagreement.*

*(d) The technology allows consumers a choice, thus increasing their sense of satisfaction.*

*(e) Four hundred people were interviewed for the survey, then the results were analysed.*

*(f) However, another body of opinion associates globalization with unfavourable outcomes.*

***There are six main types of conjunction. Match each of the types below to one of the sentences above.***

*(i) Addition (* **b** *)*

*(ii) Result ( )*

*(iii) Reason ( )*

*(iv) Opposition ( )*

*(v) Example ( )*

*(vi) Time ( )*

**2 Practice A**

When reading a text, conjunctions are a kind of signpost to help the reader follow the ideas.

***Read the paragraph below and underline the conjunctions, then decide what their functions are (i.e. types i – vi above).***

**BIOFUELS**

Newly published research examines some important questions about the growing use of befouls, such as ethanol made from maize. The production of these has increased sharply recently, but the replacement of food crops with fuel crops has been heavily criticised. Although initially seen as a more environmentally-friendly type of fuel, the research shows that producing some befouls, for instance biodiesel palm oil, is more polluting than using conventional oil. The ethanol produced from sugar cane, however, can have negative emissions, in other words taking carbon dioxide from the atmosphere instead of adding it. Consequently, it can be seen that the situation is rather confused, and that befouls are neither a magic solution to the energy problem, nor are they the environmental disaster sometimes suggested.

|  |  |  |  |
| --- | --- | --- | --- |
| **Conjunction** | **Type** | **Conjunction** | **Type** |
| *(a)* such as | example | *(f)* |  |
| *(b)* |  | *(g)* |  |
| *(c)* |  | *(h)* |  |
| *(d)* |  | *(i)* |  |
| *(e)* |  | *(j)* |  |

**3 Common conjunctions**

***Complete the table with as many examples of conjunctions as possible.***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Addition** | **Result** | **Reason** | **Opposition** | **Example** | **Time** |
|  |  |  |  | such as |  |

**4 Practice B**

***Insert a suitable conjunction into each gap.***

*(a) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ checking the equipment the experiment was repeated.*

*(b) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ most people use the train, a minority walk or cycle.*

*(c) Brick is a thermally efficient building material. It is,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, cheap.*

*(d) Demand has increased for summer courses,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ extra ones are offered this year.*

*(e) Many writers, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chekhov, have been doctors.*

*(f) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the increase in residence fees more students are moving out.*

*(g) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mustafa was in the lecture his car was being repaired.*

*(h) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ he was studying Italian he spent a semester in Bologna.*

**Practice**

***Insert a suitable conjunction into each gap.***

**GEOENGINEERING**

*Geoengineers believe that it may be possible to counteract the effects of global warming by large scale engineering projects, (a)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the ‘solar umbrella’ designed to reflect sunlight back into space. (b)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ no major schemes have yet been attempted, there is already controversy about the risks involved. Two different approaches are suggested: (c)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to block incoming sunlight, (d)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ alternatively to take carbon dioxide out of the atmosphere. One proposal, (e)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, consists of putting iron into the sea in order to encourage the growth of the tiny sea creatures that absorb carbon*

*dioxide. (f)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ this second approach is unlikely to create major problems, blocking sunlight is potentially dangerous, (g)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the risk of affecting rainfall patterns (h)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ even ocean currents. (i)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bioengineers are anxious to establish clear guidelines before any large-scale experiments are carried out.*

**6 Conjunctions of opposition**

***Note the position of the conjunctions in the following examples:***

*The economy is strong,* **but/ yet** *there are frequent strikes.*

**Although/ while** *there are frequent strikes the economy is strong.*

**In spite of/ despite** *the frequent strikes the economy is strong.*

*There are frequent strikes.* **However/ nevertheless***, the economy is strong.*

***Write two sentences in each case.***

*Example:*

*The equipment was expensive/ unreliable.*

*(i) The equipment was expensive but unreliable.*

*(ii) Although the equipment was expensive it was unreliable.*

*(a) The government claimed that inflation was falling. The opposition said it was rising.*

*(i) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(ii) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(b) This department must reduce expenditure. It needs to install new computers.*

*(i) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(ii) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(c) Sales of the new car were poor. It was heavily advertised.*

*(i) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(ii) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Practice**

***Finish the sentences in a suitable way.***

*(a) In contrast to America, where gun ownership is common,*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(b) Despite leaving school at the age of 14*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(c) The majority displayed a positive attitude to the proposal, but*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(d) While the tutor insisted that the essay was easy,*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Although the spring was cold and dry*

1. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**3.6 Nouns and Adjectives**

It is easy to confuse the noun and adjective form of words such as ‘possibility’ and ‘possible’. This unit gives examples of some of the most common pairs, and provides practice with their use.

**1 Using nouns and adjectives**

***Compare these sentences:***

*The* **efficiency** *of the machine depends on the* **precision** *of its construction.*

**Precise** *construction results in an* **efficient** *machine.*

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

**2 Practice**

***Complete the gaps in the table below***.

\* Compare the three nouns:

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

\* Compare the three nouns:

**Economics** *is a demanding undergraduate degree course.(academic subject)*

*The Greek* **economy** *is heavily in debt. (national economy ,countable)*

**Economy** *is needed to reduce the deficit. (saving money,uncountable)*

**3 Practice**

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

*(a) The students were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ their project would be successful.*

*(b) One of Tokyo’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is its excellent transport system.*

*(c) There is a strong \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that fees will rise next year.*

*(d) The students complained that the lecture was not\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to their course.*

*(e) The results are so surprising it will be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to repeat the experiment.*

*(f) The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ household size in Turkey is 4.1.*

*(g) Regularly backing up computer files reduces the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of losing vital work.*

*(h) Revising for exams is a tedious \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

*(i) These data appear to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and should not be trusted.*

*(j) The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ date of the founding of Rome is 750 BC.*

*(k) The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ consequences of the war were inflation and unemployment.*

*(l) They attempted to make a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of all the different proposals.*

**4 Practice**

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

*Example:*

*Several steel producers are likely to shut down next year.*

*(*likelihood*)*

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

*(\_\_\_\_\_\_\_\_\_\_\_\_\_\_)*

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

*(\_\_\_\_\_\_\_\_\_\_\_\_\_\_)*

*(c) Nylon was one of the earliest synthetic fibres. (\_\_\_\_\_\_\_\_\_\_\_\_\_\_)*

*(d) Her major contribution to the research was her study of antenatal*

*care. (\_\_\_\_\_\_\_\_\_\_\_\_\_\_)*

*(e) All advertising must respect cultural differences.*

*(\_\_\_\_\_\_\_\_\_\_\_\_\_\_)*

*(f) Some progress was made in the theoretical area.*

*(\_\_\_\_\_\_\_\_\_\_\_\_\_\_)*

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

*(\_\_\_\_\_\_\_\_\_\_\_\_\_\_)*

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

*(\_\_\_\_\_\_\_\_\_\_\_\_\_\_)*

*(i) The Department of Social Policy is offering three courses this*

*year. (\_\_\_\_\_\_\_\_\_\_\_\_\_\_)*

*(j) Finally, the practical implications of my findings will be*

*examined. (\_\_\_\_\_\_\_\_\_\_\_\_\_\_)*

**5 Abstract nouns**

A range of nouns is used to express common ideas in academic writing:

*Political geography is an interesting* **field.** *The* **concept** *of class was first discussed in the eighteenth**century. Drucker developed a new* **approach** *in his second book.*

***Read the following and find a synonym for each word in bold from the box below (there are more words than sentences).***

*(a) The second* **factor** *in the recession was the loss of confidence.*

*(b) Smith’s* **concept** *of the division of labour was first presented in 1776.*

*(c) Snow is a rare* **phenomenon** *in Rome.*

*(d) The President’s resignation gave a new* **aspect** *to the national crisis.*

*(e) A barcode scanner is a* **device** *used at supermarket checkouts.*

*(f) Her* **field** *is integrating content and language learning.*

*(g) The World Bank is a* **body** *created to support developing countries.*

*(h) Mendel’s work on genetics provided new* **perspectives** *for agronomists.*

*(i) Their main* **concern** *is to prevent a further increase in crime.*

*(j) The new* **system** *allows errors to be detected in 12 seconds.*

*(k) The survey identified three* **categories** *of voluntary workers.*

*(l) The most serious* **issue** *raised at the meeting was student accommodation.*

|  |
| --- |
| **process organisation machine theory**  **event types worry answer area**  **views cause feature problem** |

**CHAPTER 3.7**

**Prefixes and Suffixes**

Prefixes and suffixes are the first and last parts of certain words. Understanding the meaning of prefixes and suffixes can help you work out the meaning of a word, and is particularly useful when you meet specialist new vocabulary.

**1 How prefixes and suffixes work**

‘Unsustainable’ is an example of a word containing a prefix and suffix. Words like this are much easier to understand if you know how prefixes and suffixes affect word meaning.

**Prefixes** *change or give the meaning.*

**Suffixes** *show the meaning or the word class (e.g. noun, verb). The rate of growth was* **unsustainable***. (i.e. could not be continued)*

**2 Prefixes**

(a) Negative prefixes: UN-, IN-, MIS- and DIS- often give adjectives and verbs a negative meaning: **un**clear, **in**capable, **mis**hear, **dis**agree

(b) A wide variety of prefixes define meaning e.g. PRE- usually means ‘before’, hence **pre**fer, **pre**history and, of course, **pre**fix!

**Common prefixes of meaning**

Find the meaning(s) of each prefix (NB. some prefixes have more than one meaning).

|  |  |  |
| --- | --- | --- |
| **Prefix** | **Example** | **Example sentence** |
| *auto* | *automatically* | *Over-18s* **automatically** *have the right to vote.* |
| *co* | *co-ordinator* | *The* **co-ordinator** *invited them to a meeting.* |
| *ex* | *ex-president* | *The* **ex-president** *gave a lecture on climate change.* |
| *ex* | *exclusive* | *It is difficult to join such an* **exclusive** *club.* |
| *macro* | *macroeconomics* | *Keynes focused on* **macroeconomics***.* |
| *micro* | *microscope* | *She examined the tiny animals with a* **microscope***.* |
| *multi* | *multinational* | *Ford is a* **multinational** *motor company* |
| *over* | *oversleep* | *He missed the lecture as he* **overslept***.* |
| *post* | *postpone* | *The meeting is* **postponed** *until next Monday.* |
| *re* | *retrain* | *The firm* **retrained** *the staff to use the new software.* |
| *sub* | *subtitle* | *Chinese films often have* **subtitles** *in the West.* |
| *under* | *undergraduate* | *Most* **undergraduate** *courses last three years.* |
| *under* | *undercook* | *Eating* **undercooked** *meat can be dangerous.* |

**3 Practice**

Prefixes allow new words to be created.

***Suggest possible meanings for the recently developed words in bold.***

*(a) Criminal activity seems to be very common among the*

**underclass***.*

*(b) The passengers found the plane was* **overbooked** *and had to wait for the next flight.*

*(c) The* **microclimate** *in this district allows early vegetables to be grown.*

*(d) It is claimed that computers have created a* **post-industrial** *economy.*

*(f) Most film stars have* **ex-directory** *phone numbers.*

*(g) The class was* **underwhelmed** *by the quality of the lecture.*

**4 Suffixes**

(a) Some suffixes like –ION, -IVE or –LY help the reader find the word class e.g. noun, verb or adjective.

(b) Other suffixes add to meaning, e.g. –FUL or –LESS after an adjective have a positive or negative effect (thought**ful**/ care**less**).

**5 Word class suffixes**

|  |  |
| --- | --- |
| **Nouns** | *-ER often indicates a person: teacher, gardener*  *-EE can show a person who is the subject: employee, trainee*  *-ISM and –IST are often used with belief systems and their*  *supporters: socialism/ socialist*  *-NESS converts an adjective into a noun: sad/ sadness*  *-ION changes a verb to a noun: convert/ conversion* |
| **Adjectives** | *-IVE effective, constructive*  *-AL commercial, agricultural*  *-IOUS precious, serious* |
| **Verbs** | *-ISE / -IZE to form verbs from adjectives: private/ privatise*  *NB. In the USA only –ize spelling is used, but both forms are*  *accepted in the UK* |
| **Adverbs** | *-LY most (but not all) adverbs have this suffix: happily* |

**6 Meaning suffixes**

A few suffixes contribute to the meaning of the word:

*-ABLE has the meaning of ‘ability’: a* **watchable** *film,*

**changeable** *weather*

*-WARDS means ‘in the direction of’: the ship sailed*

**northwards**

*-FUL and -LESS:* **hopeful** *news, a* **leaderless** *team*

**7 Practice B**

***Give the word class and suggest possible meanings for:***

*(a) cancellation (f) unpredictable*

*(b) coincidental (g) saleable*

*(c) unco-operatively (h) interviewee*

*(d) evolutionary (i) consumerism*

*(e) protester (j) symbolically*

**8 Practice C**

***Study each sentence and find the meaning of the words underlined.***

*(a) The film is a French-Italian co-production made by a subsidiary company.*

*(b) When the car crashed she screamed involuntarily but was unharmed.*

*(c) Using rechargeable batteries has undoubted benefits for the environment.*

*(d) The unavailability of the product is due to the exceptional weather.*

1. *There is a theoretical possibility of the machine disintegrating.*

**CHAPTER 3.8**

**Prepositions**

Prepositions are generally short words such as ‘by’ or ‘at’ which are often linked to nouns, verbs and adjectives. Their use may seem confusing, but this unit explains how they can be understood. Students should consult a standard English grammar for a full list of prepositional combinations.

**1 Using prepositions**

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

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

The table lists the main ways of using prepositions. Find one example of each in the text 1.1.

|  |  |
| --- | --- |
| **Noun + preposition** | purpose of |
| **Verb + preposition** |  |
| **Adjective + preposition** |  |
| **Phrasal verb** |  |
| **Preposition of place** |  |
| **Preposition of time** |  |
| **Phrase** |  |

Note the difference between phrasal verbs and verbs with prepositions:

*The cars are* **made in** *Korea. (verb + preposition = easy to understand)*

*The researcher* **made up** *some of his data. (phrasal verb = hard to understand)*

**2 Practice**

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

*(a) There are a number* **of** *limitations to be considered . . .*

*(* noun + *)*

*(b) The results would be applicable* **to** *all children . . .*

*(\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)*

*(c) . . . the data was gathered* **from** *a questionnaire.*

*(\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)*

*(d) All the items were placed* **within** *their categories.*

*(\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)*

*(e) The results* **of** *the investigation are still pertinent . . .*

*(\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)*

*(f) The respondents had spent* **on** *average 4.9 years . . .*

*(\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)*

*(g) . . . most countries* **in** *sub-Saharan Africa . . .*

*(\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)*

*(h) . . .* **within** *a short spell of four years.*

*(\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)*

**3 Prepositions and nouns**

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

*(a) Evidence is presented in support \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the value of women’s work.*

*(b) A small change \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ wind direction can lead to large temperature changes.*

*(c) Many examples \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tax evasion were found.*

*(d) The answer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the problem was 0.585.*

*(e) Globalisation, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a political sense, involves a loss of national authority.*

*(f) The second point is their impact \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ developing countries.*

**4 Prepositions in phrases**

Complete the following phrases with the correct preposition.

*(a) \_\_\_\_\_\_\_\_\_\_\_\_ the whole (e) in support \_\_\_\_\_\_\_\_\_\_\_\_*

*(b) point \_\_\_\_\_\_\_\_\_\_\_\_ view (f) \_\_\_\_\_\_\_\_\_\_\_\_ the other hand*

*(c) in respect \_\_\_\_\_\_\_\_\_\_\_\_ (g) \_\_\_\_\_\_\_\_\_\_\_\_ order to*

*(d) \_\_\_\_\_\_\_\_\_\_\_\_ spite of (h) standard \_\_\_\_\_\_\_\_\_\_\_\_ living*

**5 Prepositions of place and time**

Note the difference between ‘among’ and ‘between’:

**Among** *14 students in the class, only two were from Africa.*

*(large group)*

*He divided his time* **between** *the offices in Barcelona and Madrid. (limited number)*

***Complete the following sentences with suitable prepositions of place or time.***

*(a) \_\_\_\_\_\_\_\_\_\_\_\_ the respondents, few had any experience of working abroad.*

*(b) The illiteracy rate declined gradually \_\_\_\_\_\_\_\_\_\_\_\_ 1976\_\_\_\_\_\_\_\_\_\_\_\_ 1985.*

*(c) Most workers \_\_\_\_\_\_\_\_\_\_\_\_ the European Union retire before the age \_\_\_\_\_\_\_\_\_\_\_\_ 60.*

*(d) Leonardo da Vinci was born \_\_\_\_\_\_\_\_\_\_\_\_ Florence\_\_\_\_\_\_\_\_\_\_\_\_ 1452.*

*(e) Chocolate sales fall \_\_\_\_\_\_\_\_\_\_\_\_ summer and peak\_\_\_\_\_\_\_\_\_\_\_\_ Christmas.*

*(f) \_\_\_\_\_\_\_\_\_\_\_\_ the surface, there is no difference \_\_\_\_\_\_\_\_\_\_\_\_male and female responses.*

**6 Practice B**

***Complete the following text with suitable prepositions.***

*This study sets (a)\_\_\_\_\_\_\_\_\_\_\_\_ to answer the controversial question (b)\_\_\_\_\_\_\_\_\_\_\_\_ whether increased food supply (c)\_\_\_\_\_\_\_\_\_\_\_\_ a country makes a significant contribution*

*(d)\_\_\_\_\_\_\_\_\_\_\_\_ reducing malnutrition (e)\_\_\_\_\_\_\_\_\_\_\_\_ children. It uses data collected (f)\_\_\_\_\_\_\_\_\_\_\_\_ 75 countries (g)\_\_\_\_\_\_\_\_\_\_\_\_ 1969 and 1987. The findings are that there was a*

*considerable improvement (h)\_\_\_\_\_\_\_\_\_\_\_\_ the majority (i)\_\_\_\_\_\_\_\_\_\_\_\_ countries, despite increases in population (j)\_\_\_\_\_\_\_\_\_\_\_\_ the period. However, a clear distinction was found (k)\_\_\_\_\_\_\_\_\_\_\_\_ the poorest countries (e.g.)(l)\_\_\_\_\_\_\_\_\_\_\_\_ South Asia), where the improvement was greatest, and the wealthier states such as those (m)\_\_\_\_\_\_\_\_\_\_\_\_ North Africa. Other factors, notably the educational level (n)\_\_\_\_\_\_\_\_\_\_\_\_ women, were also found to be critical (o)\_\_\_\_\_\_\_\_\_\_\_\_ improving childhood nutrition.*

**CHAPTER 3.9**

**Punctuation**

Accurate punctuation and use of capitals help the reader to understand exactly what the writer meant. While some aspects of punctuation, such as the use of commas, can be a matter of individual style, correct punctuation in areas such as quotation is important.

**1 Capitals**

It is difficult to give precise rules about the use of capital letters in modern English. However, they should be used in the following cases:

(a) The first word in a sentence *In the beginning . . .*

(b) Names of organisations *Sheffield Hallam University*

(c) Days and months *Friday 21 July*

(d) Nationality words *France and the French*

(e) Names of people/ places *Dr Martin Lee from Sydney*

(f) Book titles (main words only) *Power and the State*

**2 Apostrophes ( ’ )**

These are one of the most misused features of English punctuation. They are mainly used in two situations:

(a) to show contractions

*He’s the leading authority* (NB. contractions are not common in academic English)

(b) with possessives

*The professor’s secretary (singular)*

*Students’ marks (plural)*

**3 Semi-colons ( ; )**

They are used to show the link between two connected phrases, when a comma would be too weak and a full stop too strong.

*20 people were interviewed for the first study; 33 for the second.*

Semi-colons are also used to divide up items in a list when they have a complex structure, as in a multiple citation: *(Maitland, 2006; Rosenor, 1997; New Scientist, 2006b;* *University of Michigan, 2000).* NB. semi-colons are quite rare in many types of writing.

**4 Colons ( : )**

(a) to introduce explanations

*The meeting was postponed: the Dean was ill.*

(b) to start a list

*Three aspects were identified: financial, social and . . .*

(c) to introduce a quotation

*As the Duchess of Windsor said: ‘You can never be too rich or too thin’.*

**5 Commas**

There is some flexibility in the use of commas, and overuse can slow down the reader. Some examples of necessary comma usage are:

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

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

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

**6 Quotations marks/ inverted commas (“ ”/ ‘ ’)**

(a) Single quotation marks are used to emphasise a word: *The word ‘factory’ was first used in the seventeenth century.*

to give quotations from other writers: *Goodwin’s (1977) analysis of habit indicates that, in general, ‘it will be more difficult to reverse a trend than to accentuate it’.* to show direct speech: *‘Can anyone find the answer?’ asked the lecturer.*

NB. Longer quotations are usually indented (i.e. have a wider margin) and/ or are set in smaller type. (American English uses double quotation marks to show quotations).

(b) Double quotation marks are used to show quotations inside quotations (nested quotations): *As Kauffman remarked: ‘his concept of “internal space”* *requires close analysis.’*

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

*Marketing 6, 14–17.*

**7 Others**

Hyphens ( – ) are used with certain words and structures: *well-engineered/ co-operative/ three-year-old*

Exclamation marks (!) and question marks (?) *‘Well!’ he shouted, ‘Who would believe it?’*

Brackets or parentheses ( ) can be used to give additional detail: *Relatively few people (10–15 per cent) were literate in* *sixteenth-century Russia.*

**8 Practice**

***Punctuate the following sentences.***

*(a) the study was carried out by christine zhen-wei qiang of the national university of singapore*

*(b) professor rowans new book the end of privacy is published in new york*

*(c) as keynes said its better to be roughly right than precisely wrong*

*(d) three departments law business and economics have had their funding cut*

*(e) as cammack 1994 points out latin america is creating a new phenomenon democracy without citizens*

*(f) thousands of new words such as app enter the English language each year*

*(g) the bbcs world service is broadcast in 33 languages including somali and vietnamese*

*(h) she scored 56 per cent on the main course the previous semester she had achieved 67 per cent*

**9 Practice**

***Punctuate the following text.***

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

**3.10 Singular or plural?**

The choice of singular or plural can be confusing in various situations, such as in the use of countable and uncountable nouns. This unit illustrates the main areas of difficulty and provides practice with these.

**1 Five areas of difficulty**

The main problem areas for international students are shown below.

(a) Nouns should agree with verbs, and pronouns with nouns: *Those problems are unique.* *There are many arguments in favour.*

(b) Uncountable nouns and irregular plurals usually have no final ‘s’: *Most students receive free* **tuition.** *The main export is tropical* **fruit.**

(c) General statements normally use the plural: *State* **universities** *have lower* **fees.**

(d) ‘Each/ every’ are followed by singular noun and verb forms: *Every* **student gets** *financial support.*

(e) Two linked nouns should agree: *Both the* **similarities** *and* **differences** *are important.*

***Find the mistake in each of the following sentences and decide what type (a – e above) it is.***

*(a) The proposal has both advantages and disadvantage.(\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)*

*(b) A majority of children in Thailand is vaccinated against measles. (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)*

*(c) There are few young people in rural area. (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)*

*(d) Many places are experiencing an increase in crimes.(\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)*

*(e) Each companies have their own policies.(\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)*

**2 Group phrases**

Study the following ‘group’ phrases.

|  |  |  |
| --- | --- | --- |
| **Singular+ plural** | **Plural +plura** | **Plural+ uncountable** |
| *half the universities*  *a range of businesses*  *one of the elements* | *two types of institution*  *various kinds of course*  *many varieties of*  *response* | *three areas of enquiry*  *several fields of research*  *rates of progress* |

**Note** that if a verb has more than one subject it must be plural, even if the preceding noun is singular: *Scores of students, some teachers and the president* **are** *at the* *meeting.* *Their valuable suggestions and hard work* **were** *vital.*

Certain ‘group’ nouns, e.g. team/ army/ government can be followed by either a singular or plural verb: *The team* **was** *defeated three times last month. (collectively)* *The team* **were** *travelling by train and bus. (separately)*

**3 Uncountable nouns**

1. Most nouns in English are countable, but the following are generally uncountable, i.e. they are not usually used with numbers or the plural ‘s’.

|  |  |
| --- | --- |
| accommodation  information  scenery  advice  knowledge  staff  behaviour  money  education  progress  vocabulary  trouble | equipment  research  weather  furniture  rubbish  work  traffic  commerce  news  travel  data  permission |

Many of these can be ‘counted’ by using an extra noun:

**A piece** *of advice.*

**Three patterns** *of behaviour.*

**An item** *of equipment.*

**Six members** *of staff.*

(b) Another group of uncountable nouns is used for materials:

*wood/ rubber/ iron/ coffee/ paper/ water/ oil/ stone Little* **wood** *is used in the construction of motor vehicles. Huge amounts of* **paper** *are needed to produce these*

*magazines.*

1EEEMany of these nouns can be used as countable nouns with a rather different

meaning: *Over 20 daily* **papers** *are published in Delhi.* *Most* **woods** *are home to a wide variety of birds.*

(c) The most difficult group can be used either as countable or uncountable nouns, often with quite different meanings (further examples: business/ capital/ experience):

*She developed* **an interest** *in genetics. (countable)*

*The bank is paying 4 per cent* **interest***. (uncountable)*

Other nouns with a similar pattern are used for general concepts (love/ fear/ hope):

*Most people feel that* **life** *is too short (in general)*

*Nearly 20* **lives** *were lost in the mining accident (in particular)*

**4 Practice A**

***In the following sentences, choose the correct alternative.***

*(a) Little/ few news about the accident was released.*

*(b) He established three successful businesses/ business in 2008.*

*(c) Substantial experiences/ experience of report writing are/ is required.*

*(d) It is often claimed that travel broadens/ travels broaden the mind.*

*(e) Paper was/ papers were very expensive in the twelfth century.*

*(f) How much advice/ many advices were they given before coming to Australia?*

*(g) She had little interest/ few interests outside her work.*

*(h) The insurance policy excludes the effects of civil war/ wars.*

*(i) Irons were/ iron was first powered by electricity in the twentieth century.*

*(j) They studied the work/ works of three groups of employees over two years.*

**5 Practice**

***Read the text and choose the correct alternative.***

*A large number of company/ companies has/ have developed website/ websites in the last few years. Trading using the internet is called e-commerce/ ecommerces, and this/ these is/ are divided into two main kinds: B2B and B2C. The former involves trading between business/ businesses, but many company/ companies want to use the internet to sell directly to its/ their customers (B2C). However, large numbers have experienced trouble/ troubles with security/ securities and other practical issues. In addition, the high start-up costs and the expense/ expenses of advertising means/ mean that this/ these company/ companies often struggle to make a profit.*

**CHAPTER 3.11**

**Synonyms**

Synonyms are different words with a similar meaning. A good writer uses them to avoid repetition and thus provide more interest for the reader. Synonyms should also be used when paraphrasing or note-making to avoid plagiarism.

**1 How synonyms work**

***Underline the synonyms in the following text and complete the table.***

*Royal Dutch Shell is the* **largest** *oil company in the world by revenue, with a significant share of the global hydrocarbon market. The* **giant** *firm employs over 100,000 people internationally, including over 8,000 employees in Britain.*

|  |  |
| --- | --- |
| **word/phrase** | **synonym** |
| largest  oil  company  in the world  people | giant |

(a) Synonyms are not always exactly the same in meaning, but it is important not to change the register. ‘Firm’ is a good synonym for ‘company’, but ‘boss’ is too informal to use for ‘manager’.

(b) Many common words e.g. culture, economy or industry have no effective synonyms.

**2 Common synonyms in academic writing**

***Match the academic synonyms in each list.***

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

**3 Practice A**

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

*(a) Professor Hicks questioned the findings of the research.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(b) The statistics show a steady expansion in applications.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(c) The institute’s prediction has caused a major controversy.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(e) They will concentrate on the first option.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(g) Three issues need to be examined.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(h) The framework can be retained but the goal needs to be*

*altered.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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

**4 Practice**

***Identify the synonyms in this text by underlining them and linking them to the word they are substituting for.***

*Example: agency – organisation*

|  |
| --- |
| The chairman of the UK’s food standards **agency** has said that a national advertising campaign is necessary to raise low levels of personal hygiene. The **organisation** is planning a £3m publicity programme to improve British eating habits. A survey has shown that half the population do not wash before eating, and one in five fail to wash before preparing food. There are over six million cases of food poisoning in this country every year, and the advertising blitz aims to cut this by 20 per cent. This reduction, the food body believes, could be achieved by regular hand washing prior to meals. |

**5 Practice**

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

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

**predict** *that 10 per cent of cars will be powered by electricity in five years’ time*

**CHAPTER 3.12**

**Time words**

Time words such as ‘during’ and ‘since’ are often used in introductions or general statements. The use of some of these words is restricted to particular tenses.

**1 How time words are used**

***Study the use of the following***:

|  |  |
| --- | --- |
| *She went on a training course* **for** *six weeks.* | *(with numbers, without start date)* |
| *The report must be finished* **by** *12 June.* | *(on or before)* |
| *He has been president* **since** *2007* | *(with present perfect, must specify start date)* |
| *They are studying in Bristol* **until** *March.* | *(end of a period)* |
| *The library was opened two years* **ago.** | *(usually with past)* |
| *The hotel is closed* **during** *the winter.* | *(with nouns)* |
| **Before** *writing he studied 100 sources. form; also* **after)** | *over (often followed by –ing* |
| *He applied in May and was accepted two months* **later** | *(often used with numbers;*  *also* **earlier***)* |

**2 Time words and tenses**

***Compare the tenses used with the following time words and phrases:***

|  |  |
| --- | --- |
| **Last year** *there* **was** *an election*  *in Spain.* | *(past)* |
| **In the last year** *there* **has been** *a decline in inflation* | *(present perfect)* |
| **Recently***, there* **has been***a sharp rise in internet use.* | *(present perfect)* |
| **Currently***, there* **is** *widespread concern about plagiarism.* | *(present)* |

*.*

**3 Practice**

***Choose the best alternative in each case.***

(a) *Currently/ recently* she has been researching the life cycle of a Brazilian wasp.

(b) He worked there *until/ during* he retired.

(c) Dr Hoffman has lived in Melbourne *since/ for sixteen* years.

(d) Last *month/ in the last month* a new book was published on capital punishment.

(e) Applications must be received *by/ on* 25 November.

(f) *Since/ during* her arrival last May she has reorganized the department.

(g) *During/ for* the winter most farmers in the region find work in the towns.

**4 Practice**

Study the schedule for Professor Wang’s recent trip and complete the sentences below with a suitable word. It is now 16 April.

|  |  |
| --- | --- |
| *March 12* | *Fly London – Barcelona* |
| *March 13–14* | *Conference in Barcelona* |
| *March 15* | *Train Barcelona – Paris* |
| *March 16* | *Lecture visit to Sorbonne* |
| *March 17* | *Fly Paris – Shanghai* |
| *March 18–19* | *Meeting with colleagues* |
| *March 20* | *Fly Shanghai – London* |

*(a) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ month Professor Wang made a lengthy trip.*

*(b) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ her trip she visited three countries.*

*(c) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 18 March she had travelled 11,000 kilometres.*

*(d) She was away from home \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ nine days altogether.*

*(e) A month \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ she was in Paris.*

*(f) Two days \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ she was in Shanghai.*

*(g) She stayed in Shanghai \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 20 March.*

*(h) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ she is writing a report on her trip.*

**5 Practice**

***Complete each gap in the following text with a suitable word.***

**EATING OUT**

*(a)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the last few decades there has been a significant change in eating habits in the UK. (b)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the early 1980s eating out in restaurants and cafes has increased steadily. There are several reasons for this trend. 50 years (c)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ most women were housewives, and cooked for their families every day. But (d)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, with more women working outside the home, less time has been available for food preparation.*

*(e)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, 71 per cent of women aged 20–45 are at work, and (f)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2020 it is estimated that this will rise to 85 per cent. Another factor is the growth in disposable income, which has risen significantly (g)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the late 1970s. With more money in their pockets people are more likely to save the trouble of shopping and cooking by visiting their local restaurant.*

**6 Practice**

***Study the details of Napoleon’s life, and complete the biography below(one word per gap).***

*1769 Born in Corsica*

*1784 Entered military school in Paris*

*1789 French revolution started*

*1793 Promoted to brigadier general*

*1796 Appointed to command army of Italy; married Josephine*

*1799 Returned from Egypt and became First Consul of France*

*1807 France controlled most of continental Europe*

*1810 Divorced Josephine and married Marie-Louise, daughter of*

*Austrian emperor*

*1812 Forced to retreat from Russia*

*1814 Exiled to island of Elba*

*1815 Defeated at battle of Waterloo and exiled to island of St*

*Helena*

*1821 Died in exile*

**NAPOLEON**

*Napoleon entered military school at the age of 15, five years (a)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the start of the French revolution. He quickly gained promotion, becoming brigadier general at 24 and commander of the Italian army three years (b)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. At the age of 30 he was effectively the French dictator, and due to his military genius France controlled most of Europe (c)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1807. When he divorced his first wife, Josephine, in 1810, they had been*

*married (d)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 14 years. (e)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the divorce he married Marie-Louise, an Austrian princess. His campaigns were successful (f)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1812, but in*

*that year the disastrous retreat from Moscow marked the start of his decline. However, (g)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his years of absolute power he had made significant changes to European*

*law and government. Although he died nearly 200 years (h)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Napoleon’s influence is still felt throughout the European continent.*

**3.13 Verbs –Passives**

The passive form is a feature of much academic writing, making it more impersonal and formal, but the passive should not be used exclusively. This unit provides practice in developing a

balanced style.

**1 Active and passive**

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

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

**Walter Trimble** *founded the college in 1925. (active)*

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

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

The cause of the action can be shown by adding ‘by . . .’: *The city was flooded* **by a severe hurricane.**

The passive is also used in written work to provide a more impersonal style: *The findings* **were evaluated***. (not ‘I evaluated the findings’)*

**2 Structure**

All passive structures have two parts:

|  |  |
| --- | --- |
| **Form of the verb to be** | **Past participle** |
| *is*  *was*  *will be* | *constructed*  *developed*  *re-organised* |

***Change the following into the passive.***

*(a) We collected the data and compared the two groups.*

*(b) I interviewed 120 people in three social classes.*

*(c) They checked the results and found several errors.*

*(d) We will make an analysis of the findings.*

*(e) He asked four doctors to give their opinions.*

*(f) She wrote the report and distributed ten copies.*

**3 Using adverbs**

An adverb can be inserted in a passive form to add information: *This process is* **commonly** *called ‘networking’.*

***Change the following sentences from active to passive and insert a suitable adverb from the box below (more words than sentences).***Decide if it is necessary to show a cause.

*Example:*

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

*(a) The Connors family ran the company until 1981.*

*(b) Dr Weber has predicted that prisons will be unnecessary in the future.*

*(c) They provided pencils for all students in the exam.*

*(d) The researchers calculated the percentages to three decimal places.*

*(e) The students handed in the essays on Tuesday morning.*

*(f) She researched the life cycle of over 15 types of mice.*

|  |
| --- |
| *optimistically helpfully punctually accurately*  **eventually** *vividly carefully profitably* |

**4 Practice**

In most texts the active and the passive are mixed.

Read the following text and underline the passive forms.

**BOOTS**

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

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

**5 Practice**

***List the passives in the table below. Decide if the active could be used instead, and re-write it if so.***

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

***What would be the effect of using the passive throughout the text?***

**6 Practice C**

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

In the following text, which continues the history of the Boots Company, passives are used throughout. ***Change some of them into the active.***

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

**CHAPTER 3.14**

**Verbs of Reference**

When introducing quotations or summaries of other writers’ ideas it is necessary to use verbs of reference such as ‘claims’ or ‘states’. These verbs indicate the position of the writer whose

ideas are being summarized. This unit gives examples of common verbs of reference and practises their use.

**1 Using verbs of reference**

Referring verbs are used to summarise another writer’s ideas: *Previn* **argued** *that global warming was mainly caused by the* *solar cycle.* *Bakewell (1992)* **found** *that most managers tended to use* *traditional terms . . .*

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

**2 Common referring verbs**

Most of these verbs are followed by a noun clause beginning with ‘that’.

(a) The following mean that the writer is presenting a case: *argue claim consider hypothesize suggest* *believe think state*

*Melville (1997)* **suggested** *that eating raw eggs could be harmful.*

(b) A second group describe a reaction to a previously stated position: *accept admit agree deny doubt*

*Handlesmith* **doubts** *Melville’s suggestion that eating raw eggs*

(c) Others include: *assume conclude discover explain imply indicate maintain presume reveal show*

*Patel (2003)* **assumes** *that inflation will remain low.*

**3 Practice A**

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

*Example: Z: ‘My research shows that biofuels are environmentally*

*neutral’. Z* **claimed/ argued** *that biofuels were environmentally neutral.*

*(a) A: ‘I may have made a mistake in my calculations on energy loss’.*

*(b) B: ‘I did not say that women make better doctors than men’.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(c) C: ‘Small firms are more dynamic than large ones’.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(d) D: ‘I support C’s views on small firms’.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(e) E: ‘I’m not sure, but most people probably work to earn money’.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(f) F: ‘After much research, I’ve found that allergies are becoming*

*more common’.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(g) G: ‘I think it unlikely that electric cars will replace conventional ones’.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(h) H: ‘Somebody should investigate the reasons for the increase in winter storms’.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(i) I: ‘There may be a link between crime and sunspot activity’.*

**4 Further referring verbs**

A small group of verbs is followed by the pattern **(somebody/ thing + for + noun/ gerund):**

*Lee (1998***) blamed** *the media for creating uncertainty. blame censure commend condemn criticise*

NB. All except ‘commend’ have a negative meaning.

Another group is followed by **(somebody/ thing + as + noun/ gerund):**

*Terry* **interprets** *rising oil prices as a result of the Asian recovery. assess characterise classify define describe evaluate identify interpret portray present*

**5 Practice B**

***Rewrite the following statements using verbs from the lists in (4).***

*Example:*

*K: ‘Guttman’s work is responsible for many of the current social problems.’*

*K* **blamed** *Guttman’s work for many of the current social problems.*

*(a) L: ‘She was very careless about her research methods’.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(b) M: ‘There are four main types of children in care’.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(c) N: ‘That company has an excellent record for workplace safety’.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(d) O: ‘The noises whales make must be expressions of happiness’.*

*(e) P: ‘Wind power and biomass will be the leading green energy sources’.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(f) Q: ‘Darwin was the most influential naturalist of the nineteenth century’.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(g) R: ‘An insect is a six-legged arthropod’.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*S: ‘Law students are hard-working but open-minded’.*

**CHAPTER 3.15**

**Verbs – tenses**

This unit focuses on the main tenses used in academic writing and explains the way their use is controlled by time words

**1 Using tenses**

Decide which tenses are used in the following examples (verbs in bold)and complete the table overleaf to explain why.

*(a)According to Hoffman (1996) small firms* **respond** *more rapidly to change . . .*

*(b) Currently, student numbers* **are falling** *but class sizes* **are rising***.*

*(c) Since the summer house prices* **have increased** *steadily.*

*(d) In the last three years more students* **have been working** *parttime.*

*(e) Two years ago the island* **opened** *its third airport.*

*(f) During the winter* **she was studying** *Japanese history.*

*(g) The report was published in June. It showed that in 2009 profits* **had increased** *by 55 per cent.*

*(h) The forecast concludes that infection rates* **will peak** *next month.*

|  |  |  |
| --- | --- | --- |
|  | **Tense** | **Reason for use** |
| *a* | Present simple | General rule |
| *b* |  |  |
| *c* |  |  |
| *d* |  |  |
| *e* |  |  |
| *f* |  |  |
| *g* |  |  |
| *h* |  |  |

**2 Practice**

***Complete the following sentences by using the most suitable tense for the verb in brackets.***

*(a) Home ownership \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (rise) steadily since 1950.*

*(b) DIY \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (stand for) do it yourself.*

*(c) Last year they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (sell) nearly five million books.*

*(d) By the time he died in 1987 he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (take out) over 50 patents.*

*(e) In ten years most people in the world*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (have) a mobile phone.*

*(f) At the moment the class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (work) on an engineering project.*

*(g) The professor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (give) a lecture when the earthquake happened.*

*(h) Lee (1965) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (dispute) Sakamoto’s theory.*

*(i) In the last six years inflation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (fall) sharply in Europe.*

**3 Simple or continuous?**

(a) In general, the continuous is used to focus on the activity itself or tostress its temporary nature. Compare the following:

*She* **has been writing** *that report for six days.(to show duration of temporary activity)*

*He* **is writing** *an article on probability theory.(to show temporary nature of activity)*

*She* **writes** *stories for teenage girls.(to demonstrate her normal work)*

(b) Also note that certain verbs are rarely used in the continuous. They are **state** verbs such as prefer, own and believe. Another similar group is known as **performative** verbs (assume, deny, promise, refuse, suggest).

***Select either simple or continuous in each case:***

*(a) This year the team at Yale \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (work) on a study of rice farming in Indonesia.*

*(b) He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (believe) he will finish the book early next year.*

*(c) This magazine \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (look for) a writer on business law.*

*(d) Two years ago she was managing a branch but now she\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (run) the head office.*

*(e) The average age of marriage in Italy\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (rise) by six years between 1970 and 1990.*

*(f) The company \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (own) factories in 12 countries.*

*(g) Most people in the city \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (live) within two kilometres of their work.*

*(h) Dr McPherson \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (attend) a conference in South America this week.*

**4 Using time phrases**

When writing paragraphs, it is important to be clear about which time phrases control the tenses of verbs.

***Study the following paragraph:***

**THE AMERICAN FAMILY**

*Recently, the condition of the family* **has produced** *some of the strongest debate heard in America. The statistics of collapse* **have appeared** *simple and clear. The proportion of children born outside marriage* **rose** *from 18 per cent in 1980 to 33 per cent in 1999. The share of households made up of two parents and their children* **fell** *from 45 per cent in 1960 to only 23 per*

*cent in 2000.*

The time phrase *Recently* controls the tense of the first two sentences (present perfect). The next two sentences are in the simple past because of the dates *1980, 1999, 1960* and *2000*, which show finished periods:

|  |  |
| --- | --- |
| **Time phrase** | **Verbs controlled** |
| *Recently* | *has produced*  *have appeared* |
| *1980*  *1999*  *1960*  *2000* | *rose*  *fell* |

**5 Practice B**

***Read the text below and select the most suitable tense for each verb in brackets, considering the time phrases in bold.***

**THE BOLOGNA PROCESS**

*The first university in Europe was founded in Bologna, Italy, in 1088.* **In 1999,** *911 years later, European education ministers (a)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (meet) there to plan a common framework for universities in Europe. The aim (b)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) to standardise the system of studying for degrees to permit students to study in different countries. After 11 years of preparation,* **in****2010***, a meeting of 46 ministers in Leuven, Belgium, (c)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(agree) the creation of a European higher education area. This (d)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (allow) students to take the credits they have gained in one country and transfer them to a degree programme in another. It seems that many governments* **currently** *(e)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (support) the process as a method of reforming their universities, which (f)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(face) strong competition from America. The international league tables continue to be dominated by the ‘Ivy League’ universities, which (g)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (have) much higher incomes than most European institutions. The USA (h)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (spend) twice as much of its GDP on higher education as the European average. But* **in future** *the Bologna process (i)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (give) universities more freedom to employ and promote staff, which*

*(j)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (make) them more competitive with their transatlantic counterparts.* **By 2020** *it is hoped that universities in Europe (k)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) better funded and more independent.*

**PART 4**

**Writing Models**

**PAR 4.1 Formal letters and emails**

Although less common than before electronic communication became available, letters are still important for formal matters, or when an email address is unknown. They are also considered to be more reliable than emails. However, due to its convenience email is increasingly used for semi-formal as well as informal communication. It is widely seen as a way of having a permanent record of an arrangement or discussion.

**1 Letters**

You have applied for a place on an MSc course at a British university. Read the letter on p. 250 you have received in reply.

***Label the following features of formal letters with the letters (a-l) from the left margin.***

|  |  |  |  |
| --- | --- | --- | --- |
| *(* d *)* | *Date* | *( )* | *Address of recipient* |
| *( )* | *Ending* | *( )* | *Address of sender* |
| *( )* | *Request for response* | *( )* | *Reason for writing* |
| *( )* | *Greeting* | *( )* | *Sender’s reference* |
| *( )* | *Further details* | *( )* | *Signature* |
| *( )* | *Subject headline* | *( )* | *Writer’s name and job title* |

|  |
| --- |
| **(a)** *Central Admissions OfficeWye House*  *Park Campus*  *University of Mercia*  *Borchester BR3 5HT*  *United Kingdom*  **(b)** *Ms P Tan*  *54 Sydney Road*  *Rowborough RB1 6FD*  **(c)** *Ref: MB/373*  **(d)** *3 May 2010*  **(e)** *Dear Ms Tan,*  **(f) Application for MSc Sustainable Building Technology**  **(g)** *Further to your recent application, I would like to invite you to the university for an informal interview on Tuesday 21st May at 11 am. You will be able to meet the course supervisor, Dr Schmidt, and look round*  *the School of the Built Environment.*  **(h)** *A map of the campus and instructions for finding the university areenclosed.*  **(i)** *Please let me know if you will be able to attend on the date given.*  **(j)** *Yours sincerely,*  **(k)** M. Bramble  **(l)** *Mick Bramble*  *Administrative Assistant*  *Central Admissions Office*  *Enc.* |

**4.1****Formal letters and emails**

Although less common than before electronic communication became available, letters are still important for formal matters, or when an email address is unknown. They are also considered to be more reliable than emails. However, due to its convenience email is increasingly used for

semi-formal as well as informal communication. It is widely seen as a way of having a permanent record of an arrangement or discussion.

**Note** the following points:

(a) The example above is addressed to a known individual and the ending is ‘Yours sincerely’. However, when writing to somebody whose name you do not know, e.g. The Manager, use *Dear Sir* and *Yours faithfully.*

(b) A formal letter generally uses the family name in the greeting (*Dear Ms Tan*). Certain organisations may, however, use a first name with afamily name or even a first name alone (*Dear Jane Tan, Dear Jane*).

(c) If the sender includes a reference it is helpful to quote it in your reply.

**2 Practice**

Write a reply to Mr Bramble making the following points:

*(a) You will attend the interview on the date given.*

*(b) You would like to have the interview one hour later, due to train times.*

**3 Emails**

**Starting and finishing**

The following forms are acceptable ways to begin an email if you know the recipient:

*Hi Sophie, Dear Sophie, Hello Sophie*

If you have not met the recipient it may be safer to use:

*Dear Sophie Gratton, Dear Ms Gratton, Dear Dr Gratton*

If you need to send an email to a large group (e.g. colleagues) you may use:

*Hi everyone, Hello all*

In all cases to close the message you can use:

*Regards, Best wishes, Best regards*

You may also add a standard formula before this:

*Look forward to meeting next week/ Let me know if you need further information.*

**The main text**

Here you can use common contractions (I’ve, don’t) and idiomatic language, but the normal rules for punctuation should be followed to avoid confusion. Spelling mistakes are just as likely to cause misunderstanding in emails as elsewhere. Always check for spelling and grammar problems before pressing the ‘send’ key. Note that emails tend to be short, although longer documents may be added as attachments.

**4 Practice**

***Read the following and decide who the sender and recipient might be.***

Would Rachel expect a reply?

|  |
| --- |
| *Hello Dr Hoffman,*  *I’m afraid I can’t attend your Accounting Methods class this*  *week, as I have to go for a job interview then. However, I will*  *be there next Tuesday, when I am giving my paper (attached,*  *as requested).*  *See you then,*  *Rachel* |

**5 Practice**

***Write suitable emails for the following situations:***

*(a) You are writing to Mark, a colleague at work, to ask him to suggest a time to meet you tomorrow.*

*(b) Write to your teacher, Tricia James, to ask her to recommend another book for your current essay.*

*(c) Write to a group of classmates asking them how they want to celebrate the end of the course.*

*(d) Write an email in response to the one below. You have never had this book.*

|  |
| --- |
| *According to our records, the copy of Special Needs in*  *Education you borrowed from the library on 12 October is*  *now overdue. Your fine is currently £2.15. Please arrange to return this book as soon as possible.*  *Best wishes,*  *Tim Carey*  *Library services* |

**CHAPTER 4.2**

**Writing CVs**

A CV (US resumé) is a summary of your education and work experience used when applying for a job. This unit illustrates the most common format and explains the main points to consider when preparing or updating your own.

**1 The contents of a CV**

A CV is a personal statement over which you have complete control. When you apply for a job your CV will probably be one of dozens seen by the firm’s HR department, so in order to impress it should be as clear, accurate and well-presented as possible. Even if the writers are highly qualified, CVs that contain irrelevant material, are badly organised and include spelling mistakes may well cause the sender to be rejected.

Note the following:

• There is no need to give your gender, date of birth or marital status.

• Two sides is the maximum that most employers want to read.

• Details should be relevant to the particular job you are applying for.

• Avoid clichéd claims such as ‘team worker’ or ‘self starter’.

• Information such as education details is normally presented in reverse chronological order (i.e. the most recent comes first).

• Details of your early education or hobbies are probably irrelevant to the post.

**2 Practice**

Study the example CV below. How could it be improved?

|  |
| --- |
| **Charles Moreno**  **31 Cavendish Avenue**  **London SW3 5GT**  **07356–723837**  *cmoreno@swiftserve.net*  **PROFILE**  *I am a recent marketing graduate with a background in psychology and some*  *valuable experience of running mixed-media campaigns, looking for a rewarding*  *position that will allow me to build on my knowledge and qualifications.*  **EDUCATION**  *Oct 2009–Sep 2010 Mercia Business School, Borchester*  *MSc Marketing (modules included Marketing Studies;*  *Operational Marketing; Marketing Contexts)*  *Sep 2005–Jun 2008 West London University, London*  *BSc Psychology (2.1) (Research project in group*  *behaviour)*  *Sep 2003–Jun 2005 Trent Valley College, Newark*  *A-Levels in Psychology, English and German*  **EMPLOYMENT**  *Aug 2008–Jul 2009 Voluntary post with ‘Help the Homeless’ organising fundraising*  *campaign. Experience with designing leaflets and*  *posters, contacting press and preparing viral marketing*  *strategy.*  *Jan 2006–May 2007 Part-time post as office assistant with Advantage Market*  *Research, Holland Park, London. General office duties and*  *interviewing.*  **SKILLS and QUALIFICATIONS**  *• fluent German speaker*  *• familiar with most common software, e.g. Excel, MS Office*  *• clean driving licence* |

**3 Practice**

***Write a CV for yourself. When you are satisfied with the format, store it electronically so it can be updated when necessary***.

**4.3 Reports, case studies and literature reviews**

Although essays are the most common assignments in manyacademic disciplines, students of science and business are oftenasked to write reports. Both essays and reports may include

sections looking at one example in detail (case studies) or evaluating other published research on the topic (literature reviews). This unit examines the organisation of these types of text and provides examples.

**1 Writing reports**

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

(a) an experiment you have conducted

(b) a survey you have carried out

(c) a comparison of alternative proposals to deal with a situation

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

**Introduction**

• background to the subject

• reasons for carrying out the work

• review of other research in the area

**Methods**

• how you did your research

• description of the tools/ materials used

**Results**

• what you discovered

• comments on likely accuracy of results

**Discussion**

• of your main findings

• comments on the effectiveness of your research

**Conclusion**

• summary of your work

• suggestions for further research

**2 Essays and reports**

In comparison with essays, reports are likely to

(a) be based on primary as well as secondary research

(b) use numbering (1.1, 1.2) and sub-headings for different sections

(c) be more specific and detailed

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

(a) have a clear and logical format

(b) use objective and accurate academic style

(c) include citations and references

(d) make use of visual information in the form of graphs and tables

(e) include appendices where necessary

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

|  |  |  |
| --- | --- | --- |
| **Topic** | **Report** | **Essay** |
| *1 The development of trade unions in South Africa* |  |  |
| *2 Two alternative plans for improving the sports centre* |  |  |
| *3 A study you conducted to compare male and female attitudes to eating* |  |  |
| *4 An overview of recent research on the human*  *genome* |  |  |
| *5 The arguments for and against capital punishment* |  |  |

**3 Case studies**

A case study is a detailed example. It may be the main subject of an essay, or part of a longer report. In either case it is intended to show exactly what happened in a particular situation. For example, if you are discussing methods of fighting malaria in rural areas, a case study might follow the real-life efforts of a medical team in a specific district of Indonesia over a

period of months.

*What are the advantages of including case studies?*

*What are the disadvantages?*

***Match the topics on the left with the case studies on the right.***

|  |  |
| --- | --- |
| **Topics** | **Case studies** |
| *Methods of teaching dyslexic children*  *Improving crop yields in semi-deserts*  *Reducing infant mortality*  *Building earthquake-resistant bridges*  *Dealing with re-offending among prisoners*  *Improving recycling rates in large cities* | *A programme to cut smoking among pregnant women in a Greek clinic*  *Work and learning – how a Brazilian scheme encouraged convicts to stay out of jail*  *The Berlin experiment: increasing publicparticipation in collecting and sorting waste*  *Using solar power to operate irrigation pumps in Ethiopia*  *The lessons from Chile – how three structures withstood the 2010 quake*  *An experimental approach to reading difficulties with under-8s in Singapore* |

**4 Example case study**

**Read the following example and answer the questions below.**

*Topic: Adapting international brands to local markets*

*Case study: The experience of IKEA in China*

**Introduction**

*The Chinese economy has expanded at an annual rate of over 8 per cent for the past 30 years. Parallel to this, the Chinese furniture industry has grown vigorously, with annual sales recently rising by over 20 per cent a year. Legislation to privatize home ownership and rapidly rising income levels have created unprecedented growth in the home improvement market. According to estimates from the Credit Suisse group, China will be the world’s second largest furniture market by 2014. This demand has boosted domestic production and also prompted international furniture manufacturers to enter this lucrative market. IKEA, a Swedish furniture company, was one of the international companies to move into China. It is a major furniture retailer operating in over 40 countries around the world and has annual sales of over 21 billion euros (IKEA website). It entered the Chinese market in 1998 with its first store in Beijing, and sees great potential in the country, having already expanded to ten stores and five distribution centres. Despite this successful growth, IKEA has found itself facing a number of challenges in terms of local differences in culture and business practices.*

**Marketing IKEA in China**

*Marketing management needs to be largely tailored to local contexts. IKEA has kept this notion in mind when designing marketing strategies and trying to appeal to local customers while maintaining profitability. The company attempts to find the best possible compromise between standardization and adaptation to the local markets. Its product policy pays careful attention to Chinese style and integrates the set of product attributes effectively (Armstrong and Kotler, 2006).*

*The store layouts reflect the floor plan of many Chinese apartments, and since many of these have balconies, the stores include a balcony section. In contrast with traditional Chinese furniture, which is dark with much carving, IKEA introduces a lighter and simpler style. However, efforts have been made to adapt its products to Chinese taste. For instance, it has released a series of products just before each Chinese New Year. In 2008, the year of the rat, the series ‘Fabler’ was*

*designed, using the colour red, which is associated with good luck. Changes were also made to some product ranges. In Sweden, people are used to sleeping in single beds, or to putting two single beds together to form a double bed. However, this idea was not very well received by Chinese couples, due to the fact that sleeping in separate beds symbolizes a poor relationship and is believed to bring bad luck. In addition, Chinese brand names should have positive connotations. The Chinese name of IKEA (Yi Jia) means ‘comfortable home’, which gives the company a useful advantage in the market. An important feature of a retailer is the services it offers. The Shanghai store, for instance, has a children’s playground and a large restaurant, which make it distinctive. However, Chinese consumers expect free delivery and installation, and although IKEA has reduced its charges for these, it still compares unfavourably with its competitors.*

**Price**

*When the company first entered China its target market was couples with an income of 5–8,000 Rmb per month. Following steady price reductions this has now been lowered to families with just over 3,000 Rmb. Various strategies have been adopted to achieve these reductions; the most effective being to source locally. 70 per cent of its products sold in China are now made in the country (Song, 2005). Furthermore, IKEA replaced its thick, annual catalogue with thinner brochures which now appear five times a year. These not only cut printing costs but also give greater flexibility to adjust prices. Accessibility is also an important issue for the Chinese market. In most countries IKEA stores are sited near main roads, but as only 20 per cent of likely customers own cars in China, easy access to public transport is vital (Miller, 2004). Advertising plays an important role in the total promotional mix. IKEA uses advertising effectively, with adverts in the local newspapers to keep customers informed of special offers. All TV commercials are produced locally with Chinese characters. Public relations are also vital to building a good corporate image. In China, IKEA co-operates with the Worldwide Fund for Nature (WWF) on forest projects. The company insists on using environmentally friendly and recyclable materials for the packaging of their products, as part of their efforts to build a good corporate image.*

**Discussion and conclusion**

*IKEA’s product policy in China has been to successfully standardize products as much as possible, but also customize as much as needed. But it has learned that service is also vital: free delivery and installation are the perceived rules in the local market which it needs to follow. It has further found that it is better to locate in a downtown area, easily accessible with public transport, when free delivery is not provided. International companies which operate in China, such as IKEA, face morecomplicated marketing decisions than local companies. They must become culture-conscious and thoroughly research local requirements rather than simply introduce a standard model of business.*

*(a) What has IKEA done to adapt to the Chinese market?*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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*(b) Give examples of problems the company has faced in this*

*market.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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*(c) What could be done to improve the case study?*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**5 Literature reviews**

In most papers a summary of relevant and recent authorities on the subject is included in the introduction. Only a minority have a separate section headed ‘The Literature’ or ‘Literature Review’, although this is standard in dissertations. In all cases it is usually necessary to show that you are familiar with the main sources, so that your writing can build on these. Occasionally the whole focus of an essay may be a lengthy literature review, but in most student writing it will only form a relatively short section of the paper. A literature review is not simply a list of sources that you have studied. It can be used to show that there is a gap in the research that your work attempts to fill:

*This article has a different standpoint from other studies, because it believes that the influence of the state on the market has structurally increased since the neo-liberal era. This article focuses on information production, not information accessibility. That is the difference between this research and previous studies . . .*

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

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

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

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

**6 Example literature review**

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

**CONTENT AND PROCESS THEORIES**

*The various theories of motivation are usually divided into content theories and process theories. The former attempts to ‘develop an understanding of fundamental human needs’ (Cooper et al., 1992: 20). Among the most significant are Maslow’s hierarchy of needs theory, McClellan’s achievement theory and Herzberg’s two-factor theory. The process theories deal with the actual methods of motivating workers, and include the work of Vroom, Locke and Adams.*

**Content theories**

*Maslow’s hierarchy of needs theory was first published in 1943 and envisages a pyramid of needs on five levels, each of which has to be satisfied before moving up to the next level. The first level is physiological needs such as food and drink, followed by security, love, esteem and self-fulfillment (Rollinson, 2005: 195–6). This theory was later revised by Alderfer, who reduced the needs to three: existence, relatedness and growth, and re-named it the ERG theory. In addition, he*

*suggested that all three needs should be addressed simultaneously (Steers et al., 2004: 381). McClelland had a slightly different emphasis when he argued that individuals were primarily motivated by three principal needs: for achievement, affiliation and power (Mullins, 2006: 199).*

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

*field, and is still widely used today, despite being the subject of some criticism, which will be considered later.*

**Process theories**

*Vroom’s expectancy theory hypothesises a link between effort, performance and motivation. It is based on the idea that an employee believes that increased effort will result in improved performance. This requires a belief that the individual will be supported by the organisation in terms of training and resources (Mullins, 2006). In contrast, Locke emphasised the importance of setting clear targets to improve worker performance in his goal theory. Setting challenging but realistic goals is necessary for increasing employee motivation: ‘goal specificity, goal difficulty and goal commitment each served to enhance task performance’ (Steers et al., 2004: 382). This theory has implications for the design and conduct of staff appraisal systems and for management by objective methods focusing on the achievement of agreed performance targets. Another approach was developed by Adams in his theory of equity, based on the concept that people value fairness. He argued that employees appreciate being treated in a transparently equitable manner in comparison with other workers doing similar functions, and respond positively if this is made apparent (Mullins,2006). This approach takes a wider view of the workplace situation than some other theories, and stresses the balance each worker calculates between ‘inputs’ i.e. the effort made, and ‘outputs’, which are the rewards obtained.*

*(a) How many types of motivation theory are described?*

*(b) How many different theorists are mentioned?*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(c) How many sources are cited?*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(d) Why has the writer not referred to the work of the theorists directly but used secondary sources instead?*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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**8. Контрольні завдання до практичних занять.**

**Тест №1**

1. Petra started at a factory last week. … factory is very new

a) a b) an c) the d) - e)that

2. I don’t really enjoy watching … documentaries

a) that b) an c)- d) the e) a

3.Look at this picture. Do you like … dress she is wearing?

a) an b)- c) that d) the e) a

4.Do you like … computer games?

a) - b) an c) this d) the e) a

5. I really like … photos in this magazine

a) an b)- c) that d) the e) a

6. I enjoy all …documentaries I watched last night.

a) an b) a c) this d) the e)-

7. … soap operas are boring

a) that b) an c)- d) the e) a

8. This is … presenter who interviewed Bill Gates on TV

a) an b)- c) this d) the e) a

9. The shop sells …DVDs

a) that b) an c)- d) the e) a

10. Do you know \_\_\_\_\_\_ good Italian search engine?

a) an b)- c) this d) the e) a

11. There isn’t … coffee in the cup.

a) any b) some c) a

12. This armchair is …than that armchair.

a) comfortabler b) most comfortable c) more comfortable

d) the most comfortable e) comfortable

13. I think that picture is….

a) worse b) the worst c) worst d) badder e) baddest

14. How …money did you spend?

a) much b) few c) many d) a much e) a few

15. We have … eggs in the fridge.

a) any b) little c) a few d) much e) a little

16. Sleeping pills are as … as warm milk and honey if you can’t fall asleep at night.

a) better b) good c) best d) gooder e) goodest

17. You see, this car is … than that one.

a) less more expensive b) much more expensive c) much expensive

d) expensive e) more expensiver

18. … you try, … you learn.

a) the hardest, the fastest b) the harder, the faster c) the hard, the fast

d) the most harder, the most faster e) the more harder, the more faster

19. Have you got … ink in your pen?

a) many b) few c) a few d) much e) an

20. At the conference we met … people whom we knew well.

a) much b) a few c) little d) a little e) a

**Тест №2**

1. If you have … spare time, look through this book.

a) many b) a few c) a little d) few e) fewer

2. She gave him … water to wash his hands and face.

a) many b) few c) a few d) a little d) a

3. The rivers in America are much … than those in England.

a) bigger b) the biggest c) big d) more big e) the most big

4. What is the name of the … mountain in Asia?

a) high b) higher c) the highest d) more high e) the most high

5. The London underground is … in the world.

a) old b) older c) elder d) the oldest e) the eldest

6. Unless it … considerably altered, the offer will not be accepted.

a) is b) will be c) won’t be d) are e) am

7. He … this translation for an hour already but he has not finished it yet.

a) has been doing b) has done c) had done d) have done e) have been doing

8) I … the washing up when the phone rang.

a) am doing b) had been doing c) was doing d) were doing e) is doing

9) If we … him he will take us there.

a) asked b) will ask c) ask d) asks e) has asked

10) He will see you as soon as Mr. Brown … .

a) leaves b) will leave c) is leaving d) are leaving d) left

11) He could … ill, if he hadn’t taken the medicine.

a) have fallen b) fall c) fell d) falls е) is falling

12) This time next week I’ll probably … on a beautiful beach.

a) lie b) lye c) be lying d) are lying e) lies

13) We’re late. I think the film will already … by the time we get to the cinema.

a) start b) be starting c) have started d) has started e) starts

14) The room … cleaned when I arrived.

a) was being b) was c) has been d) were e) have been

15) When we got back from the holiday we found out that our house … .

a) was broken into b) had been broken into c) was being broken into

d) were being broken into e) has been broken into

**9. Питання до заліку/екзамену.**

1. It … a lot in Britain.

а) rain b) rains c) is rain d) rainy e) are rain

2. I … pizza very much.

а) likes b) is like c) am like d) like e) alike

3. I … English very well.

а) not speak b) no speak c) speak not d) don’t speak

e) doesn’t speak

4. I … married.

а) am not b) is not c) don’t d) doesn’t e) aren’t

5. Your brother … tennis very well.

а) play b) plays c) is play d) are play e) playing

6. Mozart … more than 600 pieces of music.

а) writes b) writed c) wrote d) was write e) was wrote

7. We … David in town a few days ago.

а) did see b) was saw c) did see d) was see e) saw

8. I … to the cinema three times last week.

а) went b) going c) did go d) goed e)was go

9. The film wasn't very good. I … it very much.

а) enjoyed b) wasn’t enjoy c) didn’t enjoyed d) didn’t enjoy

e) enjoying

10. The window was open and a bird … into the room.

а) fly b) flew c) was flew d) did fly

e) flying

11. He … five letters.

а) write b) was write c) has written d) is write

e) writing

12. We … a severe storm in this area recently.

а) has b) was have c) did have d) has had e) have had

13. They … an electric car.

а) never drive b) never have drive c) have never driven d) drives never

e) never drived

14. She … a new dress.

а) just buy b) has just bought c) has just buy d) just is buy e) is just buy.

15. I …to Italy yet.

а) have not been b) not be c) not am d) is not e) have not

16. He … when the phone rang.

a) was sleeping b) were sleeping c) sleeped d) slept e) sleeps

17. All the rivers and lakes ... yesterday.

a) freeze b) froze c) freezes d) were freezing e) frozed

18. At six o’clock I … for Jennie at the station.

a) waited b) wait c) waites d) was waiting e) had waited

19. Toby ... up very late yesterday. (wakes, woke, wake)

a) wake b) wakes c) will wake d) waken e) woke

20. Nora ... her friends in the park last week.

a) meets b) met c) has met d) meet e) was meeting

21. While my son …. for my call, somebody knocked at the door.

a) waits b) was waiting c) waited d) has waited e) wait

22. I … by the window when I heard the noise.

a) sat b) sits c) have sat d) sit e) was sitting

23. Anna ... her cousin at the party a fortnight ago.

a) saw b) see c) sees d) have seen e) had seen

24. When we came in, the children …. their desks.

a) clean b) cleaned c) had cleaned d) were cleaning e) clean

25. He ... to join them because of a very bad weather.

a) refuses b) will refuse c) had refused d) refused e) refuse

26. She ... to play the piano in her childhood.

a) hasn't like b) doesn't like c) likes d) don't like e) didn't like

27. When I arrived, they … tennis.

a) were playing b) play c) played d) plays e) would play

28. Their brother ... a lot last year.

a) had travelled b) travelled c) have travelled d) travel e) travels

29. Yesterday at six I … dinner.

a) prepare b) was preparing c) have prepared d) prepared e) prepares

30. He ... a poem at the party yesterday.

a) recite b) recites c) have recited d) was reciting e) recited

31. I have bought a computer, … is more expensive than this one.

a) who b) which c) what d) where e)whose

32. This is a school … I used to study

a) whose b) which c)where d) that e) who

33. This is the girl … comes from Spain

a) that b) whose c) who d) what e) which

34.I talked to the girl … car had broken down in front of the shop

a) who b) which c) what d) where e)whose

35.Thank you very much for your e-mail … was very interesting

a) what b) whose c) who d) what e) which

36.What did you do with the money … your mother lent you?

a) whose b) what c)where d) that e) who

37.That's Peter, the boy … has just arrived at the airport

a) who b) which c) what d) where e)whose

38.I’m … actor.

a) a b) an c) the d) - e)that

39. People drive … cars too fast

a) this b) an c)- d) the e) a

40. He works as … painter

a) an b)- c) this d) the e) a

**10. Методичні рекомендації та розробки викладача.**

*Поради з планування та організації часу,*

*необхідного для вивчення навчальної дисципліни*

Самостійна робота студента є основним засобом оволодіння навчальним матеріалом у час, вільний від обов’язкових навчальних занять. Зміст самостійної роботи при вивченні дисципліни «Практичний курс іноземної мови» визначається навчальною програмою дисципліни, завданнями та вказівками викладача, даними методичними вказівками.

Кількість годин для самостійного вивчення дисципліни складає 70% від загального навантаження, тому саме самостійна робота студентів є основним засобом оволодіння навчальним матеріалом дисципліни у час, вільний від аудиторних занять. Головною метою самостійної роботи є закріплення, розширення та поглиблення набутих у процесі аудиторної роботи знань, вмінь та навичок, а також самостійне вивчення і засвоєння нового матеріалу під керівництвом викладача, але без його безпосередньої участі.

Забезпечується самостійна робота студента системою навчально-методичних засобів, передбачених для вивчення дисципліни: підручники, навчальні та методичні посібники, конспект лекцій викладача, методичні вказівки для виконання практичних занять тощо.

**Самостійна робота студентів під час вивчення навчальної дисципліни«Практичний курс іноземної мови» включає такі форми:**

* + 1. **Самостійне опрац**ювання лекційного матеріалу.
    2. Виконання індивідуальних творчо-дослідницьких завдань.
    3. Конспектування першоджерел з певною дидактичною настановою. (
    4. Укладання текстів за вказаними параметрами
    5. Розробка конспектів уроків для основної школи з лінгвістики тексту, формулювання визначень, опорних схем.
    6. Виконання завдань, спрямованих на встановлення міжпредметних зв’язків
    7. Робота з інтернет-ресурсами (Чи погоджуєтеся ви з визначенням тексту, поданим у «Вікіпедії» (http://www.wikipedia.org.)? ω Чи погоджуєтеся ви з визначенням дискурсу, яке подане в інтернет-енциклопедії:<http://www.wikipedia.org.)>?;
    8. Пошукова робота.
    9. Мовні спостереження.
    10. Самостійна робота зі словниками, конструювання понять, доповнення класифікацій.
    11. Здійснення цілісного лінгвістичного аналізу тексту за поданою схемою. Ідея СРС з лінгвістичного аналізу тексту полягає у тому, щоб навчити студента вчитися самостійно. Викладач у цьому разі виконує роль консультанта.
    12. Індивідуальні навчально-дослідні завдання (ІНДЗ) – це різновид позааудиторної індивідуальної роботи студента з лінгвістичного аналізу тексту дослідницького характеру, який використовується під час опанування студентом курсу і входить до складників модульного контролю. На першому занятті студентам пропонуються на вибір ІНДЗ, які виконуються упродовж семестру і подаються викладачеві на перевірку у письмовій формі за два тижні до заліково-екзаменаційної сесії. Передбачений також усний захист ІНДЗ.

Орієнтовна тематика ІНДЗ може бути такою: 1) Своєрідність часткового етнолінгвістичного аналізу тексту; 2) Види адресатів у публіцистичних текстах; 3) Функціональні вияви заголовків у рекламних текстах; 4) Фактуальна, підтекстова й концептуальна інформація в художньому тексті; 5) Специфіка часткового психолінгвістичного аналізу тексту; 6) Текст, підтекст, контекст: порівняльна характеристика; 7) Лінгвовізуальні (креолізовані) тексти та їх специфіка; 8) Мовна реалізація категорії часу у публіцистичному тексті; 9) Мовне вираження категорії інтертекстуальності у тексті тощо.

* + 1. **Підготовка рефератів, доповідей презентацій за програмою дисципліни.**

**Оцінювання результатів проводиться за такими критеріями:**

**“відмінно” (5 – А)** відповідає виявленню всебічного системного і глибокого знання програмного матеріалу; засвоєння основної та додаткової літератури; чітке володіння понятійним апаратом, методами, методиками та інструментами, передбаченими програмою дисципліни; вміння використовувати їх для вирішення як типових, так і нетипових практичних ситуацій; виявлення творчих здібностей в розумінні, викладі і використанні навчально-програмного матеріалу;

**“добре” (4 – В, С)** відповідає виявленню знань основного програмного матеріалу; засвоєння інформації в основному з лекційного курсу; володіння необхідними методами, методиками та інструментами, передбаченими програмою; вміння використовувати їх для вирішення типових ситуацій, допускаючи незначні помилки;

**“задовільно” (3 – D, E)** відповідає виявленню значних прогалин в знаннях основного програмного матеріалу; володіння окремими поняттями, методиками та інструментами, допускаючи при їх використанні принципові помилки;

**“незадовільно” (2 – F, FX)** відповідає відсутності знань програмного матеріалу навіть в лекційному обсязі, не володіння методами, методиками та інструментами, передбаченими програмою.

Практичні та індивідуальні завдання з дисципліни виконуються студентами протягом семестру згідно програми курсу з метою закріплення теоретичних знань. Викладачем, який веде практичні заняття, здійснюється поточний контроль виконання практичних та індивідуальних завдань шляхом перевірки наявності виконаних завдань та індивідуальної співбесіди із студентом по кожному завданню. Кожне завдання оцінюється окремо у відповідності із встановленими критеріями оцінки.

Одним з видів самостійної роботи для студентів під час вивчення дисципліни є виконання індивідуальних завдань. Завдання оформлюються в окремому зошиті або на стандартних аркушах паперу, скріплених у папку. Вимоги до оформлення – аналогічні вимогам до оформлення реферату. Кожне завдання повинно мати назву, відповідні пояснення. Завдання подаються в систематизованому, охайному вигляді. Самостійна робота студента над засвоєнням навчального матеріалу може виконуватися у бібліотеці вищого навчального закладу або в домашніх умовах.

***Опис послідовності дій студента під час***

***засвоєння змісту навчальної дисципліни***

З самого початку вивчення дисципліни «Практичний курс іноземної мови» студент повинен бути ознайомлений як з програмою дисципліни і формами організації навчання, так і зі структурою, змістом та обсягом кожного з її навчальних модулів, а також з усіма видами контролю та оцінювання навчальної роботи.

Вивчення студентом навчальної дисципліни відбувається шляхом послідовного і ґрунтовного опрацювання навчальних модулів. Змістовий модуль – це відносно окремий самостійний блок, який логічно об’єднує кілька навчальних елементів дисципліни за змістом та взаємозв’язками. Тематичний план дисципліни складається з двох змістових модулів.

***Рекомендації щодо використання матеріалів НМК***

Зміст вивчення дисципліни «Практичний курс іноземної мови» визначено її робочою програмою. Інформативну частину навчання складають навчальні посібники, розроблені викладачами кафедри, конспекти лекцій у паперовій та електронній формі, план, зміст та методичні вказівки до проведення практичних занять, методичні вказівки до виконання контрольних робіт, перелік рекомендованої до вивчення літератури.

У методичних вказівках для проведення практичних занять з дисципліни міститься план занять та перелік питань, які підлягають розгляду за кожною темою, з посиланнями на додаткові навчально-методичні матеріали, які дозволяють вивчити їх глибше. Окрім цього у даних методичних вказівках можна ознайомитися з питаннями, що виносяться на обговорення, та списком літератури, необхідної для цілеспрямованої роботи студента при підготовці до заняття, умовами завдань, які розглядаються на практичних заняттях.

***Рекомендації щодо роботи з літературою***

При опрацюванні матеріалу потрібно дотримуватись таких правил:

- зосередитися на тому, що читаєш;

- виділити головну думку автора;

- виділити основні питання тексту від другорядних;

- зрозуміти думку автора чітко і ясно, що допоможе виробити власну думку;

- уявити ясно те, що читаєш.

У процесі роботи над темою тлумачення незнайомих слів і спеціальних термінів слід знаходити у фаховій літературі, словниках.

Після прочитання тексту необхідно:

- усвідомити зв’язок між теоретичними положеннями і практикою.

- закріпити прочитане у свідомості.

- пов’язати нові знання з попередніми у даній галузі.

- перейти до заключного етапу засвоєння і опрацювання – записам.

Записи необхідно починати з назви теми та посібника, прізвища автора, року видання та назви видавництва. Якщо це журнал, то рік і номер видання, заголовок статті. Після чого скласти план, тобто короткий перелік основних питань тексту в логічній послідовності теми.

Складання плану, або тез логічно закінченого за змістом уривка тексту, сприяє кращому його розумінню. План може бути простий або розгорнутий, тобто більш поглиблений, особливо при опрацюванні додаткової літератури за даною темою. Записи необхідно вести розбірливо і чітко. Вони можуть бути короткі або розгорнуті залежно від рівня знань студента, багатства його літературної і професійної лексики, навичок самостійної роботи з книгою.

Для зручності користування записами необхідно залишати поля для заміток і вільні рядки для доповнень. Записи не повинні бути одноманітними. В них необхідно виділяти важливі місця, головні слова, які акцентуються різним шрифтом або різним кольором шрифтів, підкреслюванням, замітками на полях, рамками, стовпчиками тощо. Записи можуть бути у вигляді конспекту, простих або розгорнутих тез, цитат, виписок, систематизованих таблиць, графіків, діаграм, схем.

Після вивчення літературних джерел доцільно детально ознайомитися з нормативними документами, які регламентують певне питання методики та організації аудиту або аудиторської діяльності.

***Поради з підготовки до поточного та підсумкового контролю***

Контрольні заходи включають поточний і підсумковий контроль знань студентів. Поточний контроль є органічною частиною навчального процесу і проводиться під час лекцій та практичних занять.

*Форми поточного контролю*:

- усна співбесіда за матеріалами розглянутої теми на початку практичного заняття з оцінкою відповідей студентів;

- письмове фронтальне опитування студентів на початку чи в кінці практичного заняття.

- перевірка домашніх завдань;

- тестова перевірка знань студентів;

- модульний контроль;

- інші форми.

Теми самостійної роботи входять у модуль, який контролюються після закінчення логічно завершеної частини лекцій та інших видів занять з дисципліни та їх результати враховуються при виставленні підсумкової оцінки.

***Список рекомендованої літератури***

**Рекомендована основна навчальна література:**

**Базова**

1. Ian Lebeau, Gareth Rees. Language Leader Upper-Intermediate. Course book. Pearson: Longman, 2008. – 168 p.

2. Ian Lebeau, Gareth Rees. Language Leader Upper-Intermediate. Work book. Pearson: Longman, 2008. – 95 p.

**Допоміжна**

1. English grammar: Reference and Practice. Дроздова Т. Ю., Бурустова А. И. Химера, Санкт-Петербург, 2000. – 320 р.

2. Murphy R. English Grammar in Use. – Cambridge, 1988. – 328 p.

3. Thompson A. J., Martinet A. V. A Practical English Grammar Exercises#2. Oxford University Press.

4. Thompson A.T. J., Martinet A. V.. A Practical English Grammar Exercises#1. Oxford University Press.

5. Верба Г. В., Верба Л. Г. Довідник з граматики англійської мови. – К.: Освіта, 1993.

6. Каушанская В.Л. Грамматика английского языка. Пособие для студентов педагогических институтов и университетов. – М., 2000. – 320с.

7. Каушанская В.Л. Сборник упражнений по грамматике английского языка. – М.,2000. – 216с.

**11. Методичні матеріали, що забезпечують самостійну роботу студентів.**

*Методичні рекомендації щодо організації самостійної роботи студентів*

1) Підготовка до практичних занять вимагає самостійного поглибленого вивчення теоретичних питань, аналізу і синтезу навчально-методичних матеріалів з підготовкою виступу (презентації) на практичних заняттях підготовлених матеріалів з викладом теоретичних положень та ілюстрацією прикладів;

2) Поглиблене вивчення теми передбачає індивідуальне дослідження актуальних проблем методики навчання іноземної мови з вивченням наукових джерел і викладом в формі доповіді / реферату (рекомендується в якості альтернативної форми підсумкового контролю);

3) Практичні завдання вимагають попередньої самостійної підготовки студентів, аналізу фрагментів уроків на різних ступенях навчання з подальшим обговоренням на практичних заняттях;

4) Самостійна підготовка фрагментів уроків або плану-конспекту урока передбачає творчий пошук, аналіз теоретичної літератури і шкільних підручників.

**Самостійна робота 1**

**1. Робота на закріплення лексико-граматичного матеріалу теми**

*People and organisations*

1. Put each of the words in the box into the paragraph.

*staff, civil servants, Ambassador, committee, spokesperson, Minister*

The 1\_\_\_\_\_\_\_\_\_\_\_\_\_ of Norway visited government offices today to have important talks with the 2\_\_\_\_\_\_\_\_\_\_\_\_\_ for Foreign Affairs. They had discussions about oil fields in the North Sea, which also included a 3\_\_\_\_\_\_\_\_\_\_\_\_\_ from each of the three top environmental groups working in the area. Together they decided to form a 4\_\_\_\_\_\_\_\_\_\_\_\_\_ to help protect the environment in the area. The group will also include 5\_\_\_\_\_\_\_\_\_\_\_\_\_ from oil companies and 6\_\_\_\_\_\_\_\_\_\_\_\_\_ from various other related government departments.

*Present continuous for future arrangements*

2. Look at the coming week in a civil servant’s diary. Use the information to write sentences using the present continuous.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | NOTES |
| *10 a.m. Meeting – the planning committee* | *1 p.m. Speak to spokesperson of Animal Help Charity* | *Visit Manchester all day* | *9 a.m. Visit to children’s hospital* | *7 p.m. Dinner with Minister for Charities* | *Second meeting with planning committee next week* |

*Past simple passive*

3. Rewrite these active sentences using the Past Simple passive.

1. The restaurant manager gave him a job in the kitchen.

2. The property company bought all of the houses in the street.

3. David showed me how to cook spaghetti bolognese.

4. The caretaker let them into the building.

5. One of the best chess players in the world taught him.

4. Complete the sentences using the Past Simple passive.

1) Coffee…(grow) in Brasil and Colombia. 2) Kangaroos… (find) in America. 3) El Prado…(visit) by hundreds of people every day. 4) How often…(held) general elections ? 5) Dogs… (allow) in restaurants in most countries.

5. Put the sentences into the Past Simple passive.

a) Etienne Lenoir made the first motor car in Belgium. b) How many paintings did the police found? c) I didn’t paint *Las Meninas*. d) Lennon and McCartney wrote the song *Yesterday*. e) The government ordered them to build a new bridge. f) When did Cook discover Australia?

6. Put these sentences into the passive (present or past)

a) The airline sent our passage to Australia by mistake. b) Farmers grow soy in Argentina. c) People export Spanish tortilla to the US. d) El Greco painted *The Burial of the Count of Orgaz*. e) You don’t find penguins at the North Pole. f) Columbus didn’t discover America in 1491. g) They draw some paintings. h) My uncle sold the bicycle. i) The child broke all the plates in the cupboard. j) She didn’t find the book.

7. Put these sentences into the Past Simple passive.

1. She sang a song. 2. Somebody hit me. 3. We stopped the bus. 4. A thief stole my car. 5. They didn't let him go. 6. She didn't win the prize. 7. They didn't make their beds. 8. I did not tell them. 9. Did you tell them? 10. Did he send the letter? 11. Children could not open these bottles easily. 12. The government built a road right outside her front door. 13. Mr. Ross broke the antique vase as he walked through the store. 14. When she arrived, the changes amazed her. 15. The construction workers made street repairs. 16. The party celebrated his retirement. 17. His professors discussed his oral exam right in front of him. 18. My son ate all the homemade cookies. 19. Corrosion damaged the hull of the ship. 20. Some children visited the old homestead while I was there. 21. They made shoes in that factory. 22. People did not leave bicycles in the driveway. 23. They built that skyscraper in 1934. 24. The students finished the course last July. 25. They repaired the streets last month. 26. They made these tools of plastic. 27. They finished the new product design. 28. They cooked dinner when I arrived. 29. Smithers painted 'Red Sunset' in 1986. 30. Did the plan interest you? 31. They finished the preparations yesterday. 32. Someone spoke Japanese at the meeting. 33. Karen prepared the refreshments. 34. They grew coffee in Kenya. 35. They published The Times newspaper in London. 36. They transported oranges from Valencia to Germany in special crates. 37. They sent the parcel by sea. 38. They destroyed the forests in Indonesia. 39. The shark ate the man. 40. The arsonist started the fire.

**Самостійна робота 2**

**Робота з текстом “History of the mobile phone”. Прочитати текст, перекласти незнайомі слова, виконати завдання, переказати зміст з використанням нової лексики з тексту.**

HISTORY OF THE MOBILE PHONE

The first mobile phone design was registered with the US government as early as 1908. However, this phone was more like a two-way radio than the little hand-held phone that so many people carry everywhere with them today. The earliest phones were fixed in vehicles, such as cars and boats, and were mostly used by the army and navy. In Europe, these mobile radio-phones were first used on German trains between Berlin and Hamburg in 1926, for first-class passengers only. All of these early mobile phones were operated by staff who were specially trained.

The first publicly available mobile phone service was introduced in Sweden in 1956. The problem was that the phone weighed 40kg! However, the size of phones was gradually reduced during the 1960s and 1970s. Still, the majority of these phones, right through until the 1980s, were installed in cars rather than carried around by people.

In the 1980s, mobile phones started to become more common and the more people used mobile phones, the easier it was for the companies to grow. The phones used in the 1980s were still large and bulky by our standards. Lighter phones, weighing only 100–200g, were introduced in the 1990s. Until this point development had been slow over 90 years. Recently, however, with the introduction of digital technology and the increasing popularity of mobile phones, this has changed.

Since the 1990s, mobile phone technology has progressed incredibly fast. Cameras were first put into mobile phones in 1997, and phones able to store and play music files were introduced in 2004. Nowadays, anything digital – from computer games and video cameras to personal organisers and even computers – can be built into your mobile phone.

1. Answer these questions about the text.

1. In what way was the first registered mobile phone different from the ones we use today?

2. Which was the first country in Europe to use mobile phones?

3. What was the difference between the phones introduced in Sweden in 1956 and those available before that?

4. Describe what happened to the size of mobile phones between the 1950s and 1990s.

5. What is the biggest difference in mobile phone development before the 1990s and after?

6. Why has this change in development happened since the 1990s?

2. Can you guess the meaning of these phrases?

1. (two-way radio) It’s a radio that \_\_\_\_\_\_\_\_.

2. (hand-held phone) It’s a phone that \_\_\_\_\_\_\_\_\_\_\_\_.

3. (first-class passenger) It’s a passenger who \_\_\_\_\_\_\_\_\_\_.

**Самостійна робота 3**

**Комунікативна ситуація “Improving your listening” .**

Listening activities can be split into two categories, *interactive* and *passive*.

*INTERACTIVE listening* occurs when you are talking to another person – you can interact with them. That means you can ask them questions, stop them or ask for explanation. The listening is a two-way process.

*PASSIVE listening* occurs in situations in which you do not interact. The listening is a one-way process.

1. Divide the following into *interactive* and *passive* listening activities.

1. Going to a lecture. 2. Using the telephone. 3. Listening to a presentation.

4. Talking to your friend about last night’s TV. 5. Buying a ticket at a train station.

6. Listening to an announcement at a train station. 7. Going to the cinema to see a film. 8. Doing speaking practice in a language classroom. 9. Listening to the radio news. 10. Doing listening practice in a language classroom. 11. Attending a tutorial.

1. Interactive: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Passive: \_\_\_\_\_\_\_\_\_\_\_\_

2. Someone studying a language, or any other subject, often has to do quite a lot of *passive* listening. Which of the strategies below do you think would be useful in classes in which you have to do a lot of *passive* listening?

1. Make sure you know the topic that is going to be taught.

2. Think about what you want to know about the topic in advance.

3. Write down some questions you want answered about the topic.

4. Talk to your partner about the questions while the teacher is talking.

5. Try to ignore the parts your really don’t understand and focus on the parts you do.

6. Ask the teacher some of your questions that you think weren’t fully answered.

3. Which of these strategies would you use in *interactive* listening activities?

1. Ask yourself questions about what was said.

2. Record what is said.

3. Ask the speaker questions about what was said.

4. Ask for the person to repeat what was said.

5. Repeat information back to the speaker to check you understand.

6. Don’t get stuck on what you don’t understand.

7. Write down questions before you start listening.

8. Make sure you know the subject before you start listening.

**Самостійна робота 4**

**Написання твору "A for and against essay".**

Write a for and against essay on one of the topics:

1) Having a lot more police officers on the streets of our cities:

2) Police forces having a lot more female officers;

3) Using plain-clothes police (without uniform);

4) Sending criminals who are not dangerous to prison.

**Робота з текстом “The United Nations Convention on the Rights of the Child”. Прочитати текст, перекласти незнайомі слова, виконати завдання, переказати зміст з використанням нової лексики з тексту.**

The United Nations Convention on the Rights of the Child

The United Nations Convention on the Rights of the Child reflects the vision of the UN to take rights away from parents, thereby allowing the government to raise your children while indoctrinating them into the new "global consciousness". The convention describes children as a member of a family and the community, placing much of the responsibility for their well-being on the state rather than the parents.

The Declaration of the Rights of the Child is the name given to a series of related children's rights proclamations. The first was drafted by Eglantyne Jebb and adopted by the International Save the Children Union, Geneva, on February 23, 1923 and endorsed by the League of Nations General Assembly on November 26, 1924 as the World Child Welfare Charter.

The original document, in the archives of the city of Geneva, carries the signatures of various international delegates, including Jebb, Janusz Korczak, and Gustave Ador, a former President of the Swiss Confederation. The International Save the Children Union merged into the International Union of Child Welfare by 1946, and this group pressed the newly formed United Nations to continue to work for war-scarred children and for adoption of the World Child Welfare Charter.

The initial 1923 document consisted of the following stipulations:

The child must be given the means requisite for its normal development, both materially and spiritually.

The child that is hungry must be fed, the child that is sick must be nursed, the child that is backward must be helped, the delinquent child must be reclaimed, and the orphan and the waif must be sheltered and succored.

The child must be the first to receive relief in times of distress.

The child must be put in a position to earn a livelihood, and must be protected against every form of exploitation.

The child must be brought up in the consciousness that its talents must be devoted to the service of its fellow men.

The history of the UN Convention on the Rights of the Child continued soon after the World War II. The primal aims of foundation of the new organization were to help war victims, especially children. The United Nations International Children's Emergency Fund (UNICEF) was created by the United Nations General Assembly on December 11, 1946, to provide emergency food and healthcare to children in countries that had been devastated by World War II. In two years, in 1948 the United Nations General Assembly accepted the Universal Declaration of Human Rights. It was admited that children are objects of special protection in Declaration regulations and in the ones of the International pacts of 1966 concerning human rights.

There are National Committees in 36 industrialized countries worldwide, each established as an independent local non-governmental organization. The National Committees raise funds from the private sector. Many people in developed countries first hear about UNICEF's work through the activities of National Committees for UNICEF. These non-governmental organizations are primarily responsible for fundraising, selling UNICEF greeting cards and products, creating private and public partnerships, advocating for children’s rights, and providing other invaluable support.

In 1953, UNICEF became a permanent part of the United Nations System Headquartered in New York City. UNICEF provides long-term humanitarian and developmental assistance to children and mothers in developing countries. UNICEF relies on contributions from governments and private donors and UNICEF's total income for 2006 was about $2,8 billion. Governments contribute two thirds of the organization's resources, private groups and some 6 million individuals contribute the rest through the National Committees. UNICEF's programs emphasize developing community-level services to promote the health and well-being of children.

UNICEF was awarded the Nobel Peace Prize in 1965 and the Prince of Asturias Award of Concord in 2006. The World Conference for the Well-being of Children in Geneva, Switzerland proclaimed June, 1 to be the International Children's Day in 1925. The holiday is celebrated in June, 1 each year. It is usually marked with speeches on children's rights and well-being, children TV programs, parties, various actions involving or dedicated to children, families going out etc.

On November, 20 1959 the United Nations General Assembly adopted a much expanded version as its own Declaration of the Rights of the Child, with ten principles in place of the original five. This date has been adopted as the Universal Children's Day, which is celebrated on November, 20 annually.

The Convention on the Rights of the Child was drafted over the course of 10 years (1979 - 1989) by representatives of a variety of religions and cultures along with members of the United Nations Commission on Human Rights and several non-governmental organizations. Like all human rights treaties, the Convention on the Rights of the Child had first to be approved, or adopted, by the United Nations General Assembly.

On November, 20 1989, the governments represented at the General Assembly agreed to adopt the Convention into international law. It has since been ratified by 191 countries with only the United States and Somalia abstaining. The treaty obligates all those countries who ratify it to abide by not so small list of mandates that effectively take the job of raising your children away from you and hand it over to the government. The Convention on the Rights of the Child came into force on September 2, 1990, after it was ratified by the required number of nations. As of November 2009, 194 countries have ratified it.

The Convention was signed by the USSR on January, 26 1990; ratified on June 13, 1990. It was entered into force for the USSR on September 15, 1990. The original of the present Convention was deposited with the Secretary General of the United Nations Organisation (Javier Perez de Cuellar), in August 15, 1990.

UNICEF uses the UN Convention on the Rights of the Child as a framework for all its work. The UN Convention on the Rights of the Child is a comprehensive human rights treaty that enshrines specific children’s rights in international law. These rights define universal principles and standards for the status and treatment of children worldwide. Nations that ratify this convention are bound to it by international law. Once a year, the Committee submits a report to the Committee of the United Nations General Assembly.

Governments of countries that have ratified the Convention are required to report to, and appear before, the United Nations Committee on the Rights of the Child periodically to be examined on their progress with regards to the advancement of the implementation of the Convention and the status of child rights in their country. Their reports and the committee's written views and concerns are available on the committee's website.

Two Optional Protocols were adopted on May 25, 2000. The First Optional Protocol restricts the involvement of children in military conflicts, and the Second Optional Protocol prohibits the sale of children, child prostitution and child pornography. Both protocols have been ratified by more than 120 states. The Convention requires that states act in the best interests of the child. This approach is different from the common law approach found in many countries that had previously treated children as possessions or chattels, ownership of which was sometimes argued over in family disputes.

1. Translate the new words and expressions:

The United Nations Convention on the Rights of the Child; The Declaration of the Rights of the Child; The International Save the Children Union; The World Child Welfare Charter; The International Union of Child Welfare; The United Nations International Children' Emergency Fund; The United Nations General Assembly; The Universal Declaration of Human Rights; The UN System headquarted in New-York City; The Nobel Peace Prize; The Prince of Asturias Award of Concord; The World Conference for the Well-being of Children; The International Children's Day; The Universal Children's Day; The United Nations Commission on Human Rights; The United Nations Committee on the Rights of the Child; Optional Protocols.

2. Answer the questions:

1. What does the UN Convention on the Rights of the Child reflect?
2. What do you know about Eglantyne Jebb, Janusz Korczak, Gustave Ador?
3. When was the World Child Welfare Charter adopted?
4. Who signed the World Child Welfare Charter?
5. What stipulations did the World Child Welfare Charter (the initial 1923 document) contain?
6. When was the United Nations International Children's Emergency Fund (UNICEF) created?
7. What was the aim of the UNICEF?
8. When was the Universal Declaration of Human Rights accepted?
9. How many National Committees for the UNICEF are there in the world?
10. When did the UNICEF become a permanent part of the UN System headquarted in New-York?
11. What is the aim of the UNICEF?
12. What prizes was the UNICEF awarded?
13. When was the International Children's Day proclaimed?
14. When was the UN Convention on the Rights of the Child adopted?
15. Haw many countries did ratify the Convention?
16. When did the UN Convention on the Rights of the Child come into force?
17. When was the Convention signed by the USSR?
18. When was the Convention entered into force in the USSR?
19. Must governments of the countries that ratified the Convention report to the UN Committee on the Rights of the Child?
20. How many optional protocols were adopted on May 25, 2000?

**Самостійна робота 5**

**Робота на закріплення лексико-граматичного матеріалу теми**

1. Put the verbs into *Present perfect continuous*.

1. We ... TV set since morning (to watch). 2. Larry ... the experiments for a year (to conduct). 3. How long ... you ... football (to play)? 4. They ... this book for a month (to read). 5. Why ... you ... me for an hour (to follow)? I'll call the police. 6. Carol ... not ... here since December (to work). 7. Naomi ... there for two hours (to sit). 8. How long ... Patrick ... for this firm (to work)?

*Containers and materials*

2. Complete each of the sentences with one of the words in the box.

glass, cans, tube, paper, packets, jar

1) They will collect all the waste \_\_\_\_\_\_\_\_ from your photocopier for recycling.

2) Can I have the cardboard \_\_\_\_\_\_ from the middle of your roll of paper?

3) Too many people drop their cigarette \_\_\_\_\_\_\_\_ in the street.

4) He dropped the \_\_\_\_\_\_\_\_\_ bottle and it broke all over the floor.

5) Jam and honey are often sold in a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

6) Aluminium drinks \_\_\_\_\_ are now recycled and used to make new ones.

*Phrasal verbs*

3. Put the words in the correct order to make a sentence.

1) these you class out Could to the give? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2) her years She ago company up three set. \_\_\_\_\_\_\_\_\_\_\_\_

3) manage pick Did to that you up bag? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4) throw bag that plastic Don’t away. \_\_\_\_\_\_\_\_\_\_\_\_

5) number down phone call and later Write my me. \_\_\_\_\_\_\_\_\_\_\_

6) Internet his looked on biography up the I. \_\_\_\_\_\_\_\_\_\_

4. Put the verbs into the Present Perfect or Present Perfect Continuous.

I (play) …..football for five years. 2. My team (win / only) ……two matches so far. 3. The others (be / always) …..better. 4. Are we not there yet? We (walk) …..for hours. 5. But we (cover / only) …..an area of five miles so far. 6. I (finish/just) …..my homework. 7. I (work) ….on this essay since two o'clock. 8. Jane (go out) ….with Bob for seven years. 9. Martin (date) ….three girls this week. 10. How long (wait / you) …..for us? 11. They \_*\_\_\_* (work) in this office for six weeks.12. I \_\_\_ (know) the result since last week’s meeting. 13. How many cartons \_\_ (arrive) from Thailand? 14. Exam week \_\_\_\_(not be) as frightening this year. 15.We \_\_ (see) more serious illnesses since last month. 16. \_\_\_you \_\_ (look) for the Satchell report? I’ve got it here. 17. The department \_\_ (investigate) the site for more than three years. 18. I’m sure he \_\_\_ (not finish) the project yet. 19. The company \_\_ (lose) money every day since he resigned. 20. How long \_\_\_ your dog \_\_\_ (not eat) his food? 21. One can see through the windows again. Jane (clean) ….them. 22. You are absolutely sunburned. You (sit) ….in the sun too long. 23. We can watch the film now. Michael (connect) …..the DVD player. 24. The room looks much nicer now. I (hang) …..up some pictures. 25. Freddy is so wet. He (wash) …..the dog. 26. I am not hungry. I (eat / already) ….something. 27. Can I go outside? I (do) ….my homework. 28. My eyes are red because I (cut) …..onions. 29. Martin (date) ….three girls this week. 30. How long (wait / you) …..for us?

**Самостійна робота 6**

**Робота з текстом “Two sides of the global warming”. Прочитати текст, перекласти незнайомі слова, виконати завдання, переказати зміст з використанням нової лексики з тексту.**

TWO SIDES OF THE GLOBAL WARMING

A: Human action does not cause global warming

Changes in global temperatures have occurred throughout the millions of years the Earth has existed. When the dinosaurs lived, the planet was three degrees warmer than it is now. During the ice age, the planet was seven degrees colder. Temperatures and weather conditions have been changing throughout the history of mankind.

The worried people who tell us that global warming is caused by humans, the ones who want us to believe that the end of the world is coming, say we need to change the way we live and find new types of fuel. What they don’t talk about is the scale of human suffering that will result from these changes. The economic effect on developed countries will be huge, and the effects on the developing countries, which do not have enough money to make these changes, will be disastrous.

B: Human action does cause global warming

Scientists agree and all of the evidence shows that the temperature on our planet has increased more rapidly in the last 200 years than in all the rest of human history. There is little doubt that this is the direct effect of things that we humans have done – why else would the rise in temperature have happened? Ever since the 19th century, humans have been burning fossil fuels.

The worst thing we can do is nothing. If the human effect on global warming is true and we do nothing, the problems created will be too huge to think about. Millions if not billions of people will die, huge numbers of animal and plant species will be destroyed, and life as we know it on this planet will be completely changed. And if it’s not true? Can we risk believing that it is not?

1. According to writer A, are the following statements true or false?

1. The world was always colder than it is now. T/F

2. People who believe in human effect are thinking positively. T/F

3. Making the changes to stop global warming will be bad for everyone. T/F

2. According to writer B, are the following statements true or false?

1. Burning fossil fuels leads to an increase in global temperature. T/F

2. It is definitely true that there is a human effect on the environment. T/F

3. Believing there is no human effect is dangerous. T/F

**Самостійна робота 7**

**Комунікативна ситуація “Allocating funds”.**

You have a total of 100000$ available. Decide which project you will fund. You can suggest possible changes to the project if that means you might fund them.

**Розмовна тема “Як готувати доповідь”.**

Exploring reading texts

1. Read the web article below and answer these questions.

1. Where did the text appear?

2. Who wrote it and who will read it?

3. When was it written?

4. What is it about?

5. Why was it written?

*Top scientists say global warming stopped years ago*

Michael Barry of the campaign group Global Warming Concern commented recently, “I have no doubt . . . that the problem of global warming exists.” However, why was he so sure when there is evidence to say that it is not true?

These are the facts. Firstly, the World Governmental Group on Climate Change has statistics which show that average global temperatures have not changed since 1998. Secondly, there has, in fact, been little or no global warming since 1979, apart from warming caused by natural events such as large volcanic eruptions and tropical storms. Thirdly, some studies suggest that, rather than warming, the environmental signs are that we are about to go into a period of cooler weather over the next few decades.

How, then, is it possible for scientists to say that global warming is caused by human action? Read more here.

Brian Carnegie (Petroleum Sciences Committee)

15 June 2007

http://www.global-warming-not-true.com/article\_21.htm

2. Write and then answer further questions about the text in each of the following topics. Refer to Lesson 11.4 for ideas on the kinds of questions you might ask.

1 Asking about the quality of information \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 Asking why something is in the text \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 Asking about what is missing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 Asking about language \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Do you think the text is useful as research or reference material? Why?

**Самостійна робота 8**

**Підготувати доповідь за темою "Modern ecological problems"**

**Самостійна робота 9**

**Виконання вправ на закріплення лексико-граматичного матеріалу**

1. Match each sport to its description.

*Sports:* gymnastics, archery, fencing, judo, dragon boat racing

A a rowing race with a traditional Chinese style of long boat

B a sport in which you hold and throw your partner

C the sport of sword fighting

D this requires strength, balance and body control

E shooting an arrow from your bow at a target

*Second conditional*

2. Complete the following sentences using *would* or *might*.

1 If children learned judo at school, \_\_\_\_.

2 If cycling were on TV every day, \_\_\_\_\_\_\_.

3 If more people came to the sports centre, \_\_\_\_\_\_\_.

4 If there was a swimming pool in my town, \_\_\_\_\_\_\_.

5 If I thought that anyone would come, \_\_\_\_\_\_.

6 If I won a million dollars, \_\_\_\_\_\_\_\_.

*Too and enough*

3. Complete each sentence using either *too* or *enough*.

1 Do we have \_\_\_\_\_\_\_\_\_ people for the committee yet?

2 We don’t have \_\_\_\_\_\_\_\_\_ water. Could you fill the jugs, please?

3 There’s \_\_\_\_\_\_\_\_\_ much work to do today. We’ll never finish.

4 Do you think your brother is clever \_\_\_\_\_\_\_\_\_ to pass the exam?

5 Don’t you think you’ve got \_\_\_\_\_\_\_\_\_ many plates on that tray?

6 Don’t ask her, she’s \_\_\_\_\_\_\_\_\_ boring to want to play.

**Самостійна робота 10**

**Підготувати доповідь за темою "My favourite kind of sport".**

**Комунікативна ситуація “How to write a formal Email” .**

How to write a formal Email

Whether you’re writing to friends, colleagues or to a potential business partner, your main goal is to get your message across. If you use language that isn’t considered Standard English, or there are too many mistakes in your e-mail, not only might you fail your aim, you might also fail to make a good impression on the reader. To avoid this, you can run your e-mail through a [grammar and spell checker](http://tr.grammarly.com/aff_c?offer_id=3&aff_id=1858), however, this, in itself, won’t guarantee that you’re using the right words and expressions.

In this article, you’ll find examples of language that are commonly used in different e-mailing situations, so that you won’t have to worry about whether your wording is correct or not. The examples are labelled ’formal’ and ’informal’- please note that most informal expressions are perfectly suitable to use in ’semi-formal’ situations, such as between business associates who have worked together for some time and have established a good relationship.

GREETINGS

Formal

- Dear Sir/ Madam,

- Dear Sir or Madam,

- To whom it may concern: (especially AmE)

- Dear Mr/ Ms Jones,

- Dear Dr Smith,

(note: First names are NOT used. Using Miss or Mrs to address a woman  is not good form anymore: you cannot know whether she’s married or not)

Informal

Hi Dennis, Hello Claire, Dear Mum,

(note: salutations are followed by a **(,) comma**, exception: ’To whom it may concern:’)

**REASON FOR WRITING / REPLYING**

Formal

- I am writing **to** make a reservation/ to apply for the position of…/ to confirm my booking/ to ask for further information about …

- I am writing **with regard** **to** the sale of …/ to the complaint you made on 29 February  
- Thank you for your e-mail of 29 February regarding the sale of… / concerning the conference in Brussels.

- With reference to our telephone conversation on Friday, I would like to let you know that…

Informal

- Just a quick note **to** invite you to…/ to tell you that…

- **This is to** invite you to join us for a picnic on 20 May.  
- Thanks for your e-mail, it was wonderful/great to hear from you.

**MAKING A REQUEST / ASKING FOR INFORMATION**

Formal

- Could you please let me know if you can attend the fair/ if you are available for a meeting on 12 December?

- I would appreciate it if you could send me a brochure/ if you could reply within two days.  
- Could you possibly arrange a meeting with my secretary?

- I would also like to know if there are any swimming pools in your area.  
- Please, let me know how much the tickets cost.

Informal

- I was wondering if you could come and see me sometime next week

- Would you mind coming early to help me clear up the place?

- Do you think you could call Jerry for me?

- Can you call me/ get back to me asap? (as soon as possible)

**OFFERING HELP / GIVING INFORMATION**

Formal

- We are happy to let you know that your article has been selected for publication.  
- I am glad to inform you that we will be holding our annual conference in Brussels on 20 September 2014.

- We regret to inform you that the show has been cancelled due to bad weather conditions.  
- We are willing to arrange another meeting with the CEO.

- We would be glad to send you another statement if necessary.

- Please, let me know if I can be of further assistance.

- Should you need any further information/assistance, do not hesitate to contact us.

Informal

- I’m sorry, but I can’t make it tomorrow. (= I can’t come tomorrow.)

- I’m happy to tell you that John and I are getting married next month.

- Would you like me to come early and help you clear up the place?

- How about I come and help you out?

- Do you need a hand with moving the furniture?

**COMPLAINING**

Formal

- I am writing to express my dissatisfaction with… / to complain about…  
- I regret to say that I was not completely satisfied with the room you provided us.  
- We regret to inform you that your payment is considerably overdue.  
- I would like to receive a full refund and compensation for the damages.  
- I am interested to hear how your company can compensate us for the distress we suffered.

Informal

- I’m sorry to say that you’re late with the payments.

- I hope you won’t mind me saying that the place you’d recommended to us wasn’t as nice as we’d expected.

**APOLOGIZING**

Formal

- We would like to apologize for any inconvenience caused.

- Please accept our apologies for the delay.

- Please let us know what we can do to compensate you for the damages caused.  
- We will make sure that this will not happen again in the  future.

– I am afraid I will not be able to attend the conference.

Informal

- I’m sorry for the trouble I caused.

- I apologize for the delay.

- I promise it won’t happen again.

– I’m sorry, but I can’t make it to the meeting.

ATTACHING FILES

Formal

- I am attaching my CV for your consideration

- I am sending you the brochure as an attachment.

- Please see the statement attached.

- Please find attached the file you requested.

- I am afraid I cannot open the file you have sent me.

- Could you send it again in … format?

Informal

- I’m attaching/sending you the holiday photos.

- Sorry, but I can’t open it. Can you send it again in … format?

**ENDING**

Formal

- I look forward to hearing from you.

- I look forward to hearing when you are planning to visit our town.

Informal

- Hope to hear from you soon.

- I’m looking forward to seeing you.

**CLOSING FORMULA**

Formal

- Yours faithfully, (when you start with Dear Sir/ Madam,)

- Yours sincerely, (when you start with the name e.g. Dear Ms Collins)

- Sincerely Yours, (AmE)

- Sincerely, (AmE)- Yours Truly, (AmE)

Informal

- Love, Thanks,- Take care,- Yours,- Best regards, (semi-formal, also BR)

One more thing to keep in mind is that in formal correspondence contractions are rarely used, so remember to write ’I do not’ instead of ’I don’t’ or ’they cannot’ instead of ’they can’t’ and so on.

**Самостійна робота 11**

**Робота з текстом “Response to the letter”**. **Прочитати текст, перекласти незнайомі слова, виконати завдання, переказати зміст з використанням нової лексики з тексту.**

1. The letter below is a response to the letter from Michaela Scrivin. Read it to answer these questions.

Dear Ms Scrivin

The Prime Minister would like to thank you for your letter regarding funding for minority sports. As I am sure you can understand, the Prime Minister’s busy schedule does not allow him to reply personally. However, he has asked me to respond on his behalf.

It is very pleasing to learn about the efforts you are making on behalf of minority sports, and also to read about the great pleasure taken by young people in the activities which you have witnessed around the country. We would like to assure you that the government is aware of and supports the great diversity of sporting activity that occurs in this country.

Under the current government there has been a very real increase in spending on sporting facilities around the country. In the coming years, this is going to increase as we prepare for the Olympic Games, with a very large investment being made in facilities and promotion of sports, not only in London but all around the country.

Unfortunately, given the huge variety of sports we are talking about, there has to be a limit. It often becomes necessary to prioritise between activities which have very few participants and those which are enjoyed by a larger number of people.

You mention that you would like to see a more sympathetic media towards minority sports. While we do of course agree with you completely on this point, I hope you can see that it is beyond our abilities to directly influence what the media chooses to cover.

I hope this goes some way to responding to the issues you raise. Can I suggest that you contact your local Member of Parliament if you have any further queries.

Yours sincerely

*Dominic Fraser-Darling*

Secretary to the Office of the Prime Minister

1. Who is the letter from?

2. Does the letter respond to all of the issues brought up by Michaela?

3. Do you think Michaela would be happy with this response?

2. Can you guess the meaning of these words from the text?

witnessed, diversity, investment, participant

3. Answer the following questions about the text.

1. Do you think the Prime Minister’s office has taken a lot of time to think about these problems?

2. Why do you think Mr Fraser-Darling suggests Michaela should contact her Member of Parliament?

3. If you were Michaela Scrivin, what would you do after receiving this letter?

**Самостійна робота 12**

**Написання твору "Sport and health".**

**Самостійна робота 13**

**Робота з текстом .** **Прочитати текст, перекласти незнайомі слова, виконати завдання, переказати зміст з використанням нової лексики з тексту.**

[Ukraine](http://www.europe-cities.com/en/630/ukraine/) is a country that offers very good possibilities for many types of active holidays. It has vast endless plains, gentle hills and beautiful mountains that are a wonderful setting for hiking and cycling in the summer and cross-country skiing in the winter. The big rivers and long coastline provide watersport lovers with a range of leisure activities. All this means that your active holiday in Ukraine will certainly be an unforgettable experience, especially if you combine it with exploring the unique culture and enjoying the hospitality of local people.

***Cycling***Cycling is a very popular activity in Ukraine. The diverse landscapes, wild fields and plenty of attractions will keep boredom at bay while you cross the country on two wheels. Most cycling trails include less used roads between charming traditional villages, where you will feel close to nature and local people. Numerous tourist attractions, monuments, bike shops and accommodation of different kinds guarantee you the perfect cycling trip. The best place for fit and experienced bikers is in the Carpathian Mountains with its steep slopes that are perfect for mountain biking. Local travel agencies offer all types of tours – from short mountain-bike descents to 400 kilometre-long guided tours through the countryside that last more than a week.

***Hiking*** Ukraine is a hiking destination that suits all tastes and abilities. The most prominent places for hiking are in the Carpathian Mountains to the west and the unique Crimean Mountains to the south. The full pleasure of hiking, apart from physical exercise, also includes the magnificent scenery and the abundance of wildlife roaming in the countryside. Hiking trails in Ukraine are not always well marked, and occasionally you will find yourself without a fixed path to walk on, but this adds to the authenticity of the experience. Many tour operators and adventure travel companies in Ukraine offer a variety of hiking packages and you can always find one that suites your needs and skills. The best season for hiking in Ukraine is from late May through early June and  September through October.

***Skiing*** Ukraine is still relatively unknown as a skiing destination worldwide. Nevertheless, many resorts were renovated and now offer first-class facilities and accommodation. There is a great advantage in its relative unfamiliarity as general prices are still regarded quite low in comparison to European standards. The most famous ski resorts are Dragobrat and Bukovel, and special attention belongs to Slavsko - which has an abundance of small ski areas surrounded by quaint villages and towns and is practically untouched by modern civilisation. Plenty of cross-country skiing trails cross the whole country from one end to another, offering a salubrious and pleasant way to spend your holiday in Ukraine. The main ski season begins in January and ends in early March.

***Swimming*** Ukraine enjoys warm and pleasant summers and offers great opportunities for swimming at the seaside. There are plenty of beaches along the coasts of the Black Sea and the Azov Sea and modern resorts offer various attractions for a more extensive summer holiday. Good swimming, however, is not associated only with the seaside, as Ukraine has a large number of big rivers like Dnepr. They are lined with sandy beaches and are a favourite place for both local citizens and visitors. In the cities many public swimming pools offer fun and recreation for everyone.

Ukrainian sports are quite well developed and some Ukrainian athletes rank with the world stars. Evidence of this is found in the Olympic results. It can be said that Ukraine’s participation in the world Olympic movement started in 1894, when a 56-year-old Ukrainian General by the name of Oleksii Butovsky, born in the village of Piatybortsi, Poltava Gubernia, visited Paris to attend the Athletic Congress, where he became one of the founding members of the Movement. Another Ukrainian found himself on the Com­mittee a hundred years later. In 1994 Valerii Borzov, the famous sprinter of the 1970s, was elected member of the IOC.

In 1994 Independent Ukraine sent its national team to vie in the Games for the first time. At the 17th Winter Games in Lilehammer, young figure skater Oksana Baiul went down into Olympic history, winning the first gold medal for Ukraine.

The Olympic victories of Ukrainian athletes are quite impressive: 400 trophiee, including 180 gold medals. By its athletic attain­ments over the past 40 years Ukraine ranks with the world’s 20 leading Olympic countries. Among the best known team athletes are the Kyiv Dynamo soccer players who in 1975 and 1986, led by noted coach V.Lobanovsky, took the European Cup Holders’ Cup. Practically every tournament was won for almost 20 years on qnd by the Kyiv Spartak handball team, led by L.Turchyn. Great success was achieved by women’s bosketboll team winning the 1995 European Championship.

The Ukrainian school of gymnastics is recognized the world over. At different periods I.Deriuhina, O.Tymoshenko, O.Skaldina, K.Serebrianska, O.Vitrychenko and others won world and Euro­pean championships. Also at different periods chess players V.Ivanchuk, O.Biliavaky, O.Romnnyahyn; checkers players A.Hantvarh, O.Chyzhov, and tennis player A.Medvediev were named among the world’s 10 Best.

S.Bubka, this world-famous pole vaulter who was the first in Ukraine to receive the title “Merited Master of Sport of Ukraine” followed by that of “Master of Sport, International Class” is the holder of 35 world records the last being registered in 1994 when he chalked up 6.14 m in Italy. Brothers Vitaly and Volodimir Clichko show not only the highly professional boxing, but an example of rather intelligent and bright personalities. V. Clichko has become a title-holder of all-round international cham­pion in 1999. A number of prominent sportsmen came from the Ukrainian diaspora, among them hockey players T.Sawchuk and D.Hawerchlik, and the American football legend W.Chizhowicz.

Thousand of people go to the stadiums to support their favou­rite sportsmen or teams. But Ukrainians are not only sports fans. They are a lot of amateur clubs andj keep fit centres in Ukraine where people go in for aerobics, yoga, bodybuilding, swimming, skating, jogging .

1. When did this event happen?

1. Ukraine’s participation in the Olympic Games started… .

2. V. Borzov was elected member of the IOC ... .

3. Independent Ukraine sent its national team to vie in the Games for the first time .. .

4. O.Baiul won the first gold medal for Ukraine ... .

5. The Kyiv Dynamo soccer players took European Cup Holders’ Cup... .

6. The Kyiv Spartak handball team won the European Championship... .

7. S.Bubka chalked up 6.14 m ... .

8. V.Clichko won a title of all-round champion in boxing in ... .

**13.** **Глосарій**

**GLOSSARY OF TERMS USED TO DISCUSS ACADEMIC WRITING**

**Abbreviation**

The short form of a word or phrase (See 3.1)

**Abstract**

A short summary of the aims and scope of a journal article (see 1.2B)

**Acknowledgements**

A list of people the author wishes to thank for their assistance, found in books and articles

**Appendix**

(plural – appendices) A section at the end of a book or article which contains supplementary information

**Assignment**

A task given to students, normally for assessment

**Authority**

A well-known expert on a subject

**Back issue**

A previous issue of a journal or magazine

**Bias**

A subjective preference for one point of view

**Bibliography**

A list of sources an author has read but not specifically cited

**Brainstorm**

A process of collecting ideas on a topic at random (see 1.4)

**Case study**

A section of an essay that examines one example in detail (see 4.3)

**Citation**

An in-text reference providing a link to the source (see 1.3 and 1.8)

**Cohesion**

Linking ideas in a text together by use of reference words (See 2.3)

**Conclusion**

The final section of an essay or report (see 1.11)

**Contraction**

A shortened form of pronoun and verb e.g. she’s, I’d

**Coursework**

Assessed assignments given to students to complete during a course

**Criteria** (singular – criterion)

The principles on which something is judged or based

**Deadline**

The final date for completing a piece of work

**Draft**

The first attempt at a piece of writing

**Edited book**

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

editor

**Extract**

A piece of text taken from a longer work

**Formality**

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

**Format**

The standard pattern of layout for a text

**Heading**

The title of a section of text

**Higher degree**

A Master’s degree or Doctorate

**Hypothesis**

A theory that a researcher is attempting to explore/ test

**Introduction**

The first part of an essay or article (see 1.11)

**Journal**

An academic publication in a specialized area, usually published quarterly (see 1.2A)

**Literature review**

A section of an article describing other research on the topic in question (see 4.3)

**Main body**

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

**Margin**

The strip of white space on a page around the text

**Module**

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

**Outline**

A preparatory plan for a piece of writing (see 1.4)

**Paraphrase**

A re-writing of a text with substantially different wording and organisation but similar ideas

**Peer-review**

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

**Phrase**

A few words that are commonly combined (see 1.1)

**Plagiarism**

Using another writer’s work without acknowledgement in an acceptable manner (see 1.3)

**Primary research**

Original research, e.g. a laboratory experiment or a sociological enquiry

**Quotation**

Use of the exact words of another writer to illustrate your writing (see 1.8)

**Redundancy**

The unnecessary repetition of ideas or information (See 2.10)

**References**

A list of all the sources you have cited in your work (see 1.8)

**Register**

The level of formality in language

**Restatement**

Repeating a point in order to explain it more clearly

**Scan**

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

**Skim**

A related reading technique to quickly find out the main ideas of atext

**Source**

The original text you have used to obtain an idea or piece ofinformation

**Summary**

A shorter version of something (see 1.7)

**Synonym**

A word or phrase with a similar meaning to another (see 3.11)

**Synopsis**

A summary of an article or book

**Term**

Word or phrase used to express a special concept

**Word class**

A grammatical category, e.g. noun, adjective