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ROUTLEDGE

The Essentials of Academic Writing for International Students

Stephen Bailey

Second Edition



Praise for *Academic Writing: A Handbook for International Students*

Academic Writing is organized in a way that makes sense for teaching writing skills. The content covers a diverse body of samples from various fields, so it works wonderfully for my undergrad or graduate students. I especially like the section on common language errors, which includes extra practice for students; there is a good balance between writing instruction and discrete skill practice. It isn't easy to find a text that addresses plagiarism in a way that is clear for students to understand, and this text does the job!

Ixchell Reyes, *University of Southern California, USA*

This book is an excellent example of inclusive teaching. It is aimed primarily at international students, but reaches further, as it is equally useful for British students and students who come from a more practice-focused background. It is also a strong companion to books on research methods that need a solid basis for academic skills. The clear structure, accessible content, and well thought through activities in this book, all give students the confidence to write effective academic work without the fear of breaking rules of plagiarism or academic malpractice. This is the book I recommend to all my students at the beginning of each academic year, independent of the subject I teach and the composition of my cohort.

Maria Lonsdale, *University of Leeds, UK*

Academic Writing is simply organised, allowing ease of access for beginner writers and specifically introducing them to the language needed to enter the conversations on academic writing.

Djuddah Leijen, *University of Tartu, Estonia*

The fifth edition of *Academic Writing* includes many new features which are extremely useful for all university students who are inexperienced in writing for academic purposes. The book provides both information on important aspects of academic writing and practice exercises which all students will find invaluable. It is a useful book for anyone who is new to writing for academic purposes, regardless of her level of proficiency in English.

Radhika Jaidev, *Singapore Institute of Technology, Singapore*

An excellent book that, although aimed at international students, would also benefit UK students who come from a more practice-focused background. Study skills tutors can use it to strengthen particular issues or areas of study that students might be struggling with.

Jan Beechey, *Dyslexia Review*

Praise for *Academic Writing for International Students of Business and Economics*

> The book provides insight into writing quality and can be used in person or online by teachers or learners studying on their own. It is clear, accessible, objective, and user friendly, with a glossary, answer keys, and index, which can support autonomous, independent learning. Thus, the book provides several insights into the fundamental principles behind the art of writing, I highly recommend this volume, particularly to international students whose responsibilities include academic writing in business and economics.
>
> **Maria Claudia Nunes Delfino**, *JALT Journal*

Praise for *Academic Writing for University Students*

> This volume provides an accessible and thorough introduction to academic writing, with content relevant to students across a wide range of disciplines.
>
> **Benjamin Kooyman**, *The Australian National University, Australia*

The Essentials of Academic Writing for International Students

Written to help international students write essays and reports for their English-language university courses, this key title covers the essentials needed to achieve academic writing success. An easy-to-follow course that builds writing confidence and can be used both in the classroom and for self-study, this second edition has been thoroughly revised and updated to contain relevant examples, explanations and exercises.

Split into two key areas, the first part explains and demonstrates every stage of essay writing, from choosing the best sources, reading and note-making, through to referencing and proofreading. The second part explores key areas such as academic vocabulary and punctuation and is organised alphabetically for easy reference. A progress check at the end of each part allows students to assess their learning. All units are fully cross-referenced, and a complete set of answers to the practice exercises is included. There is also additional online support material available including a full set of teaching notes, more challenging exercises, revision material and links to other sources as well as interactive quizzes and videos to help develop knowledge. Additional features of the book include:

- Use of authentic academic texts from a wide range of disciplines
- Designed for self-study as well as classroom use
- Useful at both undergraduate and postgraduate level
- Fully updated, with sections on using electronic sources

All international students wanting to maximise their academic potential will find this practical, concise and easy-to-use book an invaluable guide to writing in English for their degree courses.

Stephen Bailey taught English for Academic Purposes at the University of Nottingham, UK. Previously he taught in Barcelona, Tokyo, Johor Bahru and Prague. His other books include *Academic Writing, A Handbook for International Students, Academic Writing for International Students of Business and Economics* and *Academic Writing for University Students*, all published by Routledge.

Online resources for all of Stephen Bailey's books have been compiled at:

academicwriting.routledge.com

The Essentials of Academic Writing for International Students

Second Edition

Stephen Bailey

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Acknowledgements

I would like thank the students I have taught over the years, on Academic Writing courses both in Britain and abroad. Whatever their career choices – Law, Medicine, Engineering or Business – learning to write for academia is a challenging proposition. But it is their enthusiasm and interest that have motivated me to develop these materials and so have been the inspiration for this book.

Introduction

This second edition of *The Essentials of Academic Writing for International Students* has been written to help students who are not native speakers of English with their written academic work. The course can be used by both undergraduate and postgraduate students, since in either case their written work has the same requirements: to be objective, accurate, precise and fully referenced.

The course is designed to be used in a variety of learning situations: with a teacher in the classroom, on full-time or part-time language courses, or by students studying on their own.

Teachers do not expect international students to write perfect English, but students should consider that their academic course, at any level, provides an ideal chance to develop their writing skills, not only for academic success but also for their future career.

The book is divided into two parts:

Part	Topic	Main Application
1	The Writing Process and Writing Skills	Classroom use
2	Elements of Writing	Classroom use, self-study and reference

Part 1 is a step-by-step guide to the whole process of academic writing, in 12 units. Each stage of the process is linked to a key writing skill, for example Unit 6 on summarising and paraphrasing links this with finding synonyms. Each unit contains practice exercises, and an answer key to these is included at the end of the book. The emphasis throughout is on simple explanation and maximum student involvement through writing.

Part 2 consists of 12 units that explain key areas for writing accuracy such as academic vocabulary, using numbers and punctuation. These units can be used in conjunction with Part 1 or for self-study and reference, when required.

Note that *The Essentials of Academic Writing for International Students* uses authentic reading texts from a variety of disciplines (e.g. medicine, politics, law, engineering) that were selected to be of general interest.

Using the book

Instructions to students are printed like this:

■ Choose the correct alternative in these sentences.

Cross-referencing to relevant sections in other units is shown thus:

► **See Unit 2.1 Academic Vocabulary: Nouns and Adjectives**

The index on page 231 can be used to find specific information.

While every effort has been made to make the book both accurate and relevant to students' needs, improvements can always be made, and I would be glad to receive any comments or suggestions for future editions from both students and teachers.

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Academic Writing Quiz

How much do you know about academic writing? Find out by doing this quiz, with a partner or by yourself.

1. An important difference between academic writing and other writing is that academic writing:
   a) uses longer words
   b) tries to be precise and unbiased
   c) is harder to understand

2. Teachers frequently complain about students:
   a) not answering the question given
   b) not writing enough
   c) writing in pencil

3. The purpose of an introduction is:
   a) to give your aims and methods
   b) to amuse the reader
   c) to summarise your ideas

4. Making careful notes is essential for:
   a) writing essays
   b) revising for exams
   c) all academic work

5. Paraphrasing a text means:
   a) making it shorter and simpler
   b) changing both vocabulary and structure
   c) adding more detail

6. Paragraphs always contain:
   a) six or more sentences
   b) an example
   c) a topic sentence

7. Proofreading means:
   a) getting a friend to check your work
   b) checking for minor errors
   c) rewriting the text

8. Teachers expect students to adopt a critical approach to their sources:
   a) sometimes
   b) only at postgraduate level
   c) always

9. A suitable synonym for 'a business' is:
   a) a firm
   b) an organisation
   c) an outfit

10. 'Progress' and 'research' are both nouns. What kind of noun?
    a) countable
    b) uncountable
    c) proper

11. An abstract is normally found:
    a) on the back cover of books
    b) before journal articles
    c) in exam questions

12. When making notes you should always include:
    a) your own ideas
    b) a full reference
    c) the date

13. A pie chart is used to show:
    a) changes in time
    b) proportion
    c) the structure of an organisation

14. Acknowledgements are generally used:
    a) to admit possible errors
    b) to suggest more research
    c) to thank people who helped

15. The conclusion to an article usually includes:
    a) results of the study
    b) additional data
    c) references

Answers on page 186.

PART 1

The Writing Process and Writing Skills

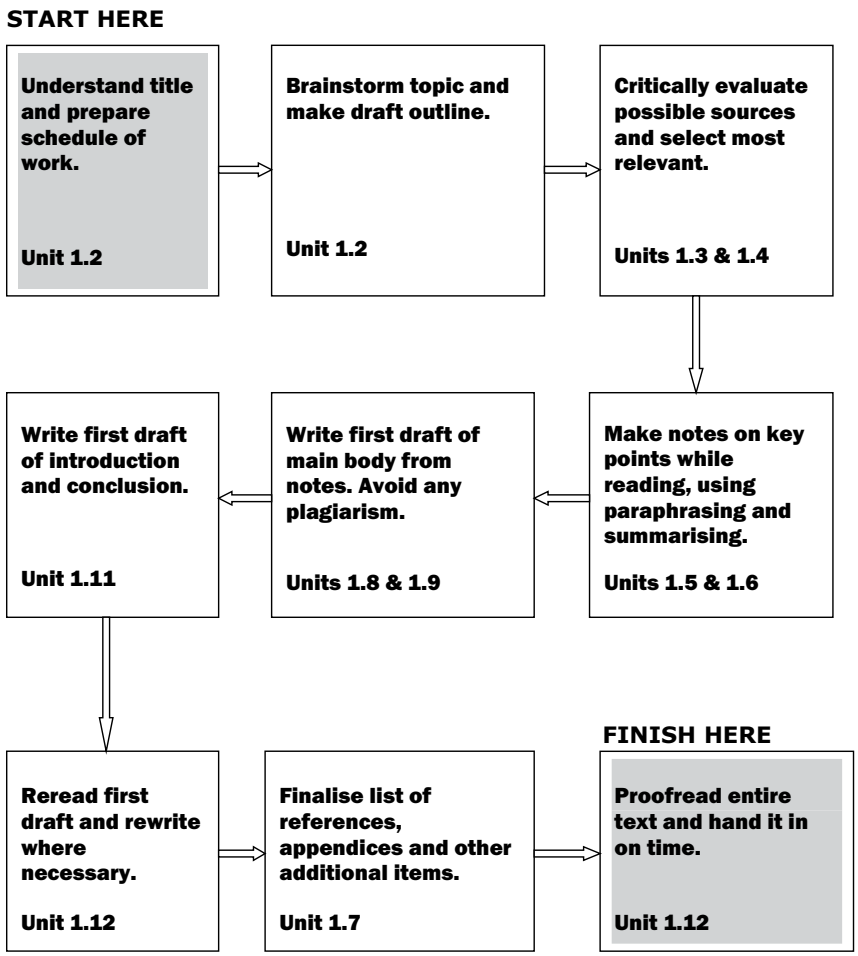
This first part of the course provides a step-by-step guide to the entire process of academic writing. It begins by clarifying some basic vocabulary, and then explains and practises the whole sequence from understanding an essay question to proofreading the final paper. Each unit integrates this process with a key writing skill, so that for instance finding synonyms is linked to summarising and paraphrasing.

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The Writing Process Diagram

- Study the flowchart below, which illustrates the stages of academic writing.

  Each stage is fully explained in the relevant units.



UNIT

1.1

The Writing Process

Writing Basics

Writing Skills

Approaches to Vocabulary

Most academic courses test students through written assignments. These tasks include coursework, which may take weeks to write, and exam answers, which often have to be completed in an hour. This unit explains:

- The purpose of academic writing
- The main features of academic texts
- The names of different writing tasks
- The format of short and longer writing tasks
- The use of paragraphs

Key vocabulary issues that face students when reading academic texts include processing new vocabulary, understanding phrases from other languages and avoiding confusion between similar words, which are all practised in this section.

1 Why do we write?

Academic writing allows us to share ideas, discoveries and arguments with other students and researchers in our field, all over the world. Our purpose may be:

- to **report** on a piece of research the writer has conducted
- to **discuss** a subject of common interest and give the writer's view
- to **synthesise** research done by others on a topic
- to **answer** a question the writer has been given or chosen

■ Ask a partner if they can suggest any other reasons.

- _____
- _____

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2 What makes academic writing different from other writing genres?

- Working with a partner, name as many writing genres (e.g. poetry) as you can. Then suggest answers to the question 'What makes academic writing different from other writing genres?'
- Compare these two extracts from longer texts. What are the main differences between the two genres?

  a) Carrying their few possessions in bags and shopping trolleys, hundreds of desperate storm victims in the Bahamas gathered at a port in Grand Abaco yesterday, hoping to get off the hurricane-blasted island amid rising frustration about the speed of the relief effort. 'It's chaos here,' said Gee Rolle, who was waiting with his wife for a boat to the capital, Nassau. 'It's not livable for nobody. Only animals can live here.'

  b) Despite the reputation of 'engineering' as a politically innocent, technocratic kind of expertise that is above partisan wrangles, the modern engineering profession has from its inception been bound up with power-infused processes of socio-spatial and material transformation. As Andrew Barry (2005:94) argues, 'far from having anti-political effects the calculations of engineers [have] had political resonances'.

Extract (a) is from a newspaper, reporting an event in vivid language and emotional phrases (desperate storm victims), and using comments from local people. Extract (b) is from an academic article, and illustrates several common features of academic writing:

- rather formal words and phrases are used to explain complex ideas:
  (power-infused processes of socio-spatial and material transformation)
- citation and quotation to support the writer's argument:
  (*As Andrew Barry (2005:94) argues …*)
- tendency to use the passive:
  (*been bound up with …*)

Although there is no fixed standard of academic writing, and the style may vary from subject to subject, academic writing is clearly very different from the style of newspapers or novels.

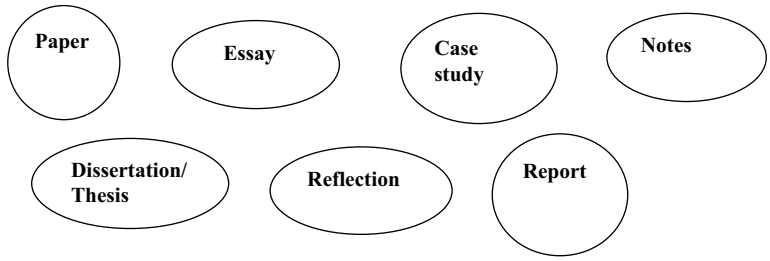
- What other differences can you think of? Working alone or in a group, list your ideas below about academic writing.

- *Impersonal style - generally avoids using 'I' or 'we'*
- _____
- _____
- _____
- _____

3 Common types of academic writing

Look at these common types of written work produced by students.

- Discuss the differences between them with a partner.



- Match definitions a–g to the types above:
  a) The longest piece of writing normally done by a student, often for a higher degree (20,000+ words).
  b) A general term for any extended piece of academic writing.
  c) A description of a situation or process, often with suggestions for dealing with a problem.
  d) The answer to a question or task set by the teacher, often on a theoretical subject.
  e) A detailed account of a particular situation or organisation.
  f) A piece of writing in which students critically examine how they dealt with a situation or task and what they learned from it.
  g) A condensed summary of something read or listened to, for a student's own use.

4 The format of written assignments

There is no standard format for written work, but in most subjects the following sections are commonly included in shorter essays and reports (1,000–5,000 words).

- Discuss the meaning of these terms with a partner and then arrange the sections in the most suitable order using the framework below:

  Appendices
  Conclusion
  Discussion
  Literature review
  References
  Case study
  Introduction

• •
• • •
• •

Longer papers such as dissertations and journal articles may have the following format:

Abstract **List of contents** **List of tables** **Introduction**
Main body **Literature review** **Case study** **Findings** **Discussion**
Conclusion **Acknowledgements**[1] **References** **Appendices**

In addition, books may also include:

Foreword[2] **Preface** **Bibliography/Further reading**

■ Match the following definitions to terms listed above:

a) A short initial summary which explains the paper's purpose and main findings.

_____

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

_____

[1] May be placed before the introduction.
[2] Short introduction usually written by a well-known authority.

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 views of other writers on the topic are discussed.

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

g) A preliminary part of a book in which the author may explain her reasons for writing.

5 Common text features

a) Use of **titles** and **sub-titles**. The title is often short and may be more eye-catching; the sub-title tends to contain more detail:
The Engineer and the Plumber: Mediating Mumbai's Conflicting Infrastructural Imaginaries

b) Reference to sources using **citation**:
… while the second (Karlan and Zinman, 2009) compared borrowers and non-borrowers.

c) The use of **abbreviations** for convenience:
Massachusetts Institute of Technology (MIT)

d) ***Italics*** are used to show words from other languages, to highlight examples or to add emphasis:
… proposals that all players prefer to the *status quo*.

e) **Brackets** are used to give extra information or to clarify a point:
… the means by which the circulation of vital substances (such as water) is achieved.

f) **Inverted commas** are used to draw attention to a word or phrase:
Despite the reputation of 'engineering' as a politically innocent …

g) The use of **footnotes** or **endnotes** to give extra information. Footnotes are found at the bottom of the page, while endnotes are listed at the end of the chapter or paper.
… the local Community Empowerment Network (CEN)[1]

6 Writing clear sentences

Sentences are the basic component of all types of writing. Sentences generally have a subject and a verb:

Robin Hood *(subject)* ***is*** *(verb) a legendary figure in English history.*

Sentences generally contain one main idea (legendary figure), but can have two or more clauses containing extra information:

Robin Hood, ***who is the hero of many tales****, is a legendary figure in English history.*

■ Study the table below.

Analysis of writing assignments by student level in the Business School			
Type	**Undergraduate**	**Graduate**	**Total**
Case study	22	57	79
Article/book report	13	43	56
Business report	11	19	30
Business proposal	7	6	13
Reflection paper	7	4	11
Research proposal	1	4	5

Simple sentences such as:

More graduates than undergraduates wrote case studies.

are easier to read and write, but longer sentences are necessary to include more detail:

Articles and book reports are more commonly required from graduates, who were given about three quarters of the total set.

Students should make clarity a priority and avoid writing very lengthy sentences with several clauses until they feel confident in their ability.

Sentences containing two or more clauses use **conjunctions**, **relative pronouns** or **punctuation** to link the clauses:

Undergraduates were rarely asked to write research proposals, ***but*** *business proposals were more common.* (conjunction)
Reflection papers, ***which*** *were written by both student groups, were less common.* (relative pronoun)
*Business reports were commonly required at both levels****:*** *11 on the undergraduate programme and 19 for the postgraduates.* (punctuation)

► **See Unit 1.12.12 Varying sentence length.**

7 Writing in paragraphs

■ Discuss the following questions with a partner:

What is a paragraph?
Why are texts divided into paragraphs?
How long are paragraphs?
Do paragraphs have a standard structure?

► **For answers see Unit 1.10.1 Organising Paragraphs.**

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

The unpredictable effects of energy efficiency

It has often been argued that by raising standards of energy efficiency, for example making cars more fuel efficient, both consumers and the planet would benefit. In other words, drivers would spend less on petrol, and less fossil fuel would be burnt. In fact, the International Energy Agency recently claimed that if the world's GDP doubled by 2040, higher standards of fuel efficiency would only cause a small increase in demand for energy. However, some economists have disputed this claim. They point out that as countries get richer, their energy use rises. A recent study (Rausch and Schwerin, 2018) explores the example of the USA since 1960. As efficiency gains made energy cheaper, demand for energy rose: people drove further, but also had spare money for other energy-demanding products. Described as 'rebound effects', these unexpected results mean that energy savings are often reduced or eliminated. But this effect is likely to vary in relation to a country's level of economic development. In more developed countries there is less appetite for driving extra distances, while in developing economies there may be more latent demand, resulting in a larger potential increase in total energy use. The macro-economic model created by Rausch and Schwerin relates energy use to efficiency-increasing technological development, and aims to predict energy consumption by relating energy consumption to changes in the cost of capital and energy. Their conclusion was that gains in fuel efficiency in America between 1960 and 2011 resulted in higher energy use overall, resulting in no benefit for the environment.

Writing Skills

Approaches to Vocabulary

8 Vocabulary issues

■ The text below, taken from a journal article about the 2008 global financial crisis, illustrates some of the vocabulary difficulties students may experience when reading academic texts. Read it carefully and underline any words or phrases you do not understand.

> The postmodern rejection of 'grand narratives' that swept the social sciences (apart from economics) during the 1990s and dissatisfaction with conventional methodological strictures have combined to produce a revived empiricism that is thinly disguised behind a methodological eclecticism that is intended to license a greater degree of ontological freedom. To put it simply, one can choose one's fundamental axioms, select from the range of available data while applying the desired measures of inductive and deductive reasoning, and reach conclusions that were possibly in view from the start but which now rest upon a much more respectable, ostensibly scientific, edifice.

Likely difficulties include:

postmodern	*methodological*	*strictures*
empiricism	*eclecticism*	*ontological*
axioms	*inductive*	*deductive*

■ Discuss the meaning of these words with a partner. Are they nouns or adjectives? Look up any that you still don't understand in a dictionary.

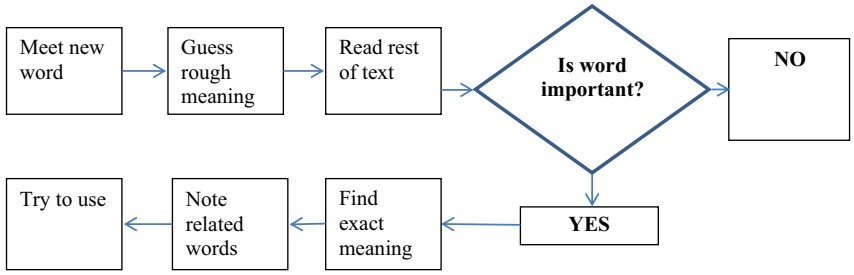
The vocabulary highlighted above is typical of much academic language, which uses words that are rather formal and not found in normal conversation or writing. You must learn to deal with these words, some of which may be specific to your subject, whereas others (e.g. *empiricism*) are found more widely in many academic texts.

Building vocabulary is more than learning 'lists of words'. It is useful to adopt a critical approach as you read, and focus on the most important terms, such as those rather formal academic items listed above.

9 Dealing with new vocabulary

Instead of trying to learn all the new vocabulary you encounter, you should screen it to select which words are worth learning. These may be words that are repeated, or printed in italics or

bold type. It can be a mistake to attempt to learn too many new words at once: for most students subject-specific language will have priority. The process can be understood as shown in the diagram:



It is vital not to be put off by unfamiliar vocabulary. Re-using the new vocabulary items you have come across and learnt within your own writing will help you to understand and remember them better. When you have selected a word or phrase to learn, make a note of its part of speech and any useful related words, along with its meaning, e.g.:

empiricism (noun) – an approach relying on practice rather than theory
empirical (adjective)
empirically (adverb)

10 Confusing pairs

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

*The drought **affected** the wheat harvest in Australia.*
*One **effect** of the drought was a rise in the price of flour.*

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

- Study the differences between other similar confusing pairs (the most common form of usage 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 South African fauna.*
criticism (noun)/critique (noun/verb) *Their **criticism** of his teaching was quite unfair.* *She wrote a lengthy **critique** of Freud's theory of the Oedipus complex.*

economic (adj.)/economical (adj.) *Inflation was one **economic** result of the war.* *Sharing a car to go to work was an **economical** move.*
its (possessive pronoun)/it's (subject pronoun + verb) *The car's low price was **its** most distinct feature.* ***It's** widely agreed that carbon emissions are rising.*
lose (verb)/loose (adj.) *No general ever plans to **lose** a battle.* *He stressed the **loose** connection between religion and psychology.*
principal (adj./noun)/principle (noun) *Zurich is the **principal** city of Switzerland.* *All economists recognise the **principle** of supply and demand.*
rise (verb – past tense rose)/raise (verb – past tense raised) *The population of Sydney **rose** by 35% in the last 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.*

- 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 depicts a snake eating it's/its tail.
  f) The Eiffel Tower is one of the most famous sites/sights in Paris.

11 Words and phrases from other languages

When reading academic texts you may meet words and phrases from other languages – usually Latin, German or French. They are commonly used because there is no exact English equivalent, and they are often printed in italics:

> During her father's illness she was the *de facto* sales manager.

You are not expected to use these phrases in your own writing, but it is useful to understand them when you read. They can be found in a dictionary, but some of the more common ones are listed below:

Latin	
ad hoc	unplanned
de facto	as it really is
de jure	according to law
inter alia	among others
pro rata	proportional
French	
à propos de	on the subject of
ancien régime	old ruling system
coup d'état	military take-over
déjà vu	sensation of having seen something before
fait accompli	accomplished fact
raison d'être	reason for living
vis-à-vis	with relation to
German	
Bildungsroman	a story of growing-up
Mitteleuropa	central Europe
Realpolitik	political reality
Schadenfreude	pleasure from another's misfortune
Weltanschauung	world view
Zeitgeist	spirit of the times

12 Practice

- Revise some of the vocabulary (all nouns) used in this unit by matching the words on the left with the meanings on the right.

acknowledgement	a group of words commonly used together
appendix	a part of a complete thing
assignment	lettering angled to the right
citation	a lengthy piece of work written for a higher degree
component	additional information added to the end of a paper
format	any task given to students by their teacher
italics	**recognition of assistance given to a writer**
phrase	a link, included in the text, to a reference
project	the organisation or layout of a text
dissertation	a piece of work on a topic chosen by the student

► **See Units 2.1 and 2.2 Academic Vocabulary**

UNIT

1.2

The Writing Process

Understanding Essay Questions

Writing Skills

Showing Cause and Effect

In both coursework and exams it is essential for students to understand what an essay title is asking them to do. A plan can then be prepared, which should prevent time being wasted, while ensuring the question is answered fully. This unit looks at:

- Key words in titles
- Essay length and organisation
- Alternative methods of essay planning

Academic work often involves explaining a link between a cause (e.g. a cold winter) and an effect (such as an increase in illness). This unit demonstrates two methods of describing the link, with the focus either on the cause or on the effect.

1 The planning process

■ Discuss this question with a partner:
What's the first stage in writing a paper?

Teachers frequently complain that students do not answer the question set, but this can be avoided by taking more care at the start of the process: the planning stage. 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
b) Decide how long each section should be
c) Prepare an outline using your favourite method

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Note that when writing coursework over a period of weeks or even months, your first outline will be quite basic, but as you develop your ideas and do more reading it will probably be revised and become more detailed. This is a useful process and you should always try to be flexible and adjust your perspective as your understanding increases.

2 Analysing essay questions

Titles contain key words which tell students what to do:

> ***What** is meant by a 'disruptive technology'? **Illustrate** your explanation with two examples.*

Note that titles often have two (or more) parts. In this case 'what' is asking for a description and 'illustrate' for examples.

Many essay titles also include a context, such as a time period or geographical area:

Instruction	Subject	Context
Discuss	*the growth of nationalism*	*in nineteenth-century Western Europe*
Compare	*the development of high-speed railways*	*in China and Japan*

Clearly, it is important to limit your answer to the given context. You will lose marks if you ignore this limitation.

- Underline the key words in the following question titles and consider what they are asking you to do. Then decide if any context is given.

  a) Describe some of the reasons why patients do not always take their medication as directed. Suggest possible methods of remedying this situation.

  b) What are the benefits of learning a second language at primary school (age 6–11)? Are there any drawbacks to early language learning?

  c) What are the most significant sources of renewable energy? Evaluate their contribution to the reduction of carbon emissions in the last 15 years.

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

  e) To what extent can government policy (e.g. taxation) persuade people to adopt a healthier lifestyle? Compare the situation in South Korea and Malaysia.

3 Practice A

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

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

► **See Unit 1.4.6 Argument and Discussion**

4 Brainstorming

In an exam, it is often helpful to start thinking about a topic by writing down the ideas you have, in any order. Taking the example from 2b) earlier, you might collect the following ideas:

SECOND LANGUAGE LEARNING IN PRIMARY SCHOOL

Benefits

- Young children less self-conscious, more open to experiment
- Primary school children seem to have better memories
- Younger children can learn better pronunciation
- Learning one second language makes it easier to learn more later

Possible drawbacks

- Curriculum is already crowded
- Young children may not understand the culture behind the language
- Teachers may not be qualified to teach languages

■ Working with a partner, brainstorm ideas for another title from task 2 earlier.

5 Essay length

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

As a basic guide, 20% is usually sufficient for the introduction and conclusion together (references are not included in the word count). Therefore, in a 2,000 word essay the introduction and conclusion would have 400 words and the main body 1,600 words.

If title 2b) earlier was 2,000 words in total, you might decide on the following allocation:

Benefits	650 words
Possible drawbacks	350 words
Discussion	600 words
Total	**1,600 words**

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

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

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

Title	Part 1 (%)	Part 2 (%)
a) How can schools make better use of IT (information technology)? Illustrate your answer with examples.		
b) Discuss the response of buildings and soil to earthquakes, indicating what measures can be used to ensure structural stability.		
c) What are the most significant sources of renewable energy? Evaluate their contribution to the reduction of carbon emissions.		

6 Outlines/Plans

An outline should help the writer to answer the question as effectively as possible. Care at this stage will save wasted effort later. The more detail you include in your outline, the easier the

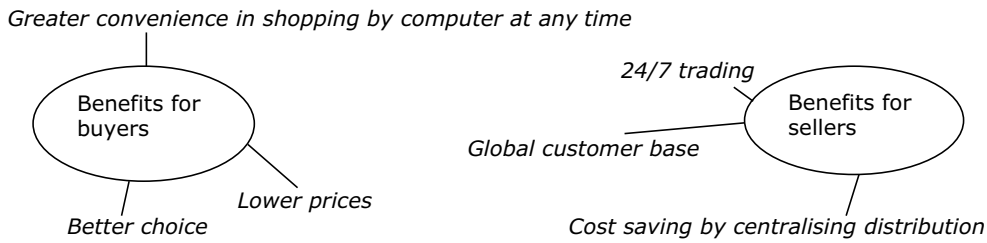
writing process will be. Note that for coursework it is usually better to write the main body first, then the introduction and finally the conclusion. Therefore you may prefer to outline just the main body at this stage.

There is no fixed pattern for an outline; different methods appeal to different students. For example, with the title:

'Summarise the main reasons for the growth of e-commerce'

a) The outline might be a list:
   1. Benefits for buyers
      - greater convenience in shopping by computer at any time
      - lower prices
      - better choice
   2. Benefits for sellers
      - cost saving by centralising distribution
      - global customer base
      - 24/7 trading

b) An alternative is a mind map:



c) ■ Discuss the advantages and drawbacks of each method with a partner.

d) ■ Write an outline for the question:

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

Writing Skills

Showing Cause and Effect

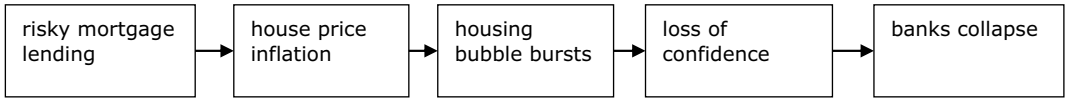
7 Causes and effects

■ Read the text and underline the causes (-------) and effects (_____).

The recession of 2008–9

The 2008–9 Recession resulted from a loss of confidence in the international financial system and led to a housing price crash, higher unemployment and the failure of various banks. The trigger may have been risky mortgage lending to unsuitable borrowers in the USA, causing house price inflation. When this bubble burst some financial institutions, such as Lehman Brothers, found they were holding worthless assets, and this led to their collapse. Other consequences of the recession were higher government debt, reduced government spending and more unemployment.

This example shows that in many situations cause and effect can be a chain of events, as each effect leads to a further development:



8 The language of cause and effect

A writer may choose to emphasise either the cause or the effect. In both cases, either a verb or a conjunction can be used to show the link.

NB: Conjunctions are linking words and phrases such as *because*, *therefore*, *then* or *so*.

a) **Focus on causes**

With verbs		
The poor harvest	***caused*** ***led to*** ***resulted in*** ***produced***	*higher prices*

With conjunctions		
Because of ***Due to*** ***Owing to*** ***As a result of***	*the poor harvest*	*prices rose*

b) **Focus on effects**

With verbs*		
The higher prices	***were caused by*** ***were produced by*** ***resulted from***	*the poor harvest*
With conjunctions		
There were price rises	***due to*** ***because of*** ***as a result of***	*the poor harvest*

* *Note use of passive*

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 in passive)
Owing to/ due to *the* ***vaccination*** *diseases declined.*	(conjunction + noun)

Note the position of the conjunctions in the following:

The teacher was ill, ***therefore / hence / so / consequently*** *the class was cancelled.*

9 Practice B

■ Match the causes with their likely effects and write two sentences linking each together, one emphasising the cause and the other the effect. Use a different conjunction in each.

Causes	Effects
the cold winter of 2021	more tourists arriving
higher rates of literacy	a new government formed
construction of the airport	greater demand for secondary education
last year's national election	**increased demand for electricity**
installing speed cameras on main roads	reduced infant mortality
opening a new hospital in 2019	a fall in the number of fatal accidents

Example:

i) (cause) **Owing to** the cold winter of 2021 there was increased demand for electricity.
ii) (effect) The increased demand for electricity was **due to** the cold winter of 2021.

a) _____
_____
b) _____
_____
c) _____
_____
d) _____
_____
e) _____
_____

■ Develop one of the 'effect' sentences above by adding a further effect.

Example: Owing to the cold winter of 2021 there was increased demand for electricity, which led to some power cuts.

_____
_____

10 Practice C

■ Complete the following sentences with likely effects.

Example: Increasing use of email for messages has led to fewer letters being sent.
a) The violent storms last week _____
b) The new vaccine for tuberculosis (TB) _____
c) Building a high-speed railway line _____

■ Complete these sentences with possible causes.

Example: The serious motorway accident resulted from drivers speeding in dense fog.

d) The high price of bread _____
e) The increase in obesity _____
f) Earthquakes _____

11 Practice D

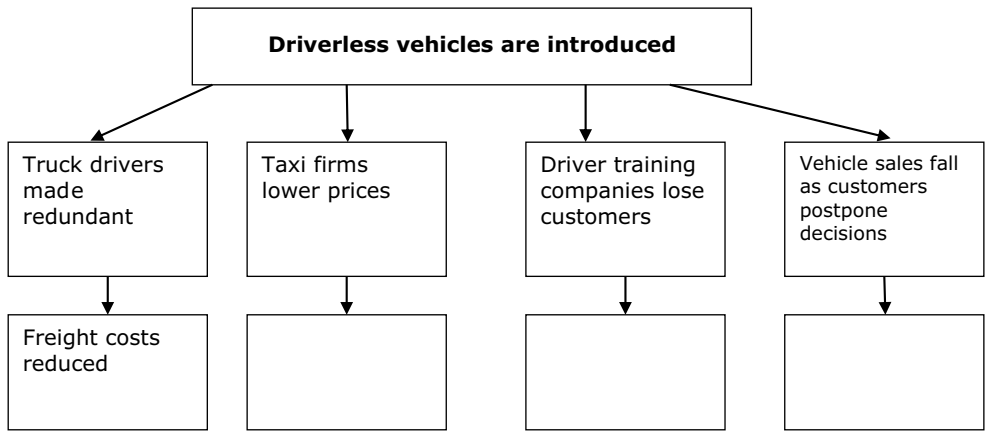
■ Underline the verbs and conjunctions of cause and effect in this text.

UNHAPPY WORKERS

In recent years there appears to have been a growth in employee dissatisfaction with work. At its most extreme this is shown by high rates of suicide in some companies, apparently owing to the stress resulting from re-structuring programmes. Surveys of both European and American employees have found that more than 50% were unhappy, often due to a feeling of stagnation. Various theories have attempted to explain this situation. Employees in certain industries such as car production may feel stressed because of industry-wide overcapacity, creating a sense of insecurity. More generally, recession can lead to a fear of unemployment or short-time working. In addition, the constant drive to cut costs and increase productivity causes a concern with meeting targets which takes its toll on the workforce. Furthermore, many younger employees are now hired on short-term contracts, which generates an awareness that they could lose their jobs with little warning.

12 Practice E

a) ■ Study the flow chart below, which shows some of the possible effects of the introduction of driverless cars. Working with a partner, discuss further possible effects and add them to the chart by filling the empty boxes.



b) ■ Complete the paragraph describing this sequence.

The introduction of driverless cars and trucks would have various significant results. First, it would lead to …

UNIT

1.3

The Writing Process

Reading: Finding Suitable Sources

Writing Skills

Understanding Prefixes and Suffixes

Since preparing to write generally involves extensive reading, finding relevant and suitable sources is a key academic skill. Although students often underestimate the importance of reading, on any course it is vital to be able to find and understand sources quickly. This unit:

- Examines the most appropriate text types for academic use
- Explores ways of locating relevant material in the library
- Explains the use of electronic resources

Prefixes and suffixes (e.g. re- and -able) are the first and last parts of certain words, added to the base form. Understanding prefixes and suffixes can help you work out the meaning of an unknown word.

1 Types of text

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

Text type	Advantages	Disadvantages
Textbook	*Written for students*	*May be outdated*
Website		
Journal article		
Official report (e.g. from government)		
Magazine article		

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2 Academic resources

It is useful to think of three levels of academic resources, all of which will be needed by undergraduate and postgraduate students:

Primary journals, conference reports, theses, websites, photos, oral testimony
Secondary textbooks, most academic books
Tertiary reference books, e.g. dictionaries

Primary sources such as journal articles often contain the latest research and ideas. Unpublished PhD theses and other 'grey' material can also be useful, but care must be taken with all such resources as they may be controversial or represent a minority opinion.

Textbooks and other books, especially if they have had several editions, are likely to be more reliable and probably easier to read, particularly as textbooks are usually specially written for students.

Tertiary material such as dictionaries and encyclopaedias are the most thoroughly edited resources, and should be consulted when necessary.

The type of resource that students use will clearly depend on their subject: law students will need case reports, while history students may require newspaper archives. Librarians often organise introductory sessions or provide advice online: it is well worth carefully exploring your library website.

ACADEMIC JOURNALS

There are thousands of academic journals published in English and other languages around the world. The purpose of these journals is to provide a forum for academics within a specific discipline (e.g. education or civil engineering) to share cutting-edge research. Most journals publish several issues a year and are often available either online or in a hard copy.

One important feature of journals is that the articles they publish are generally peer-reviewed. This means that when an article is submitted the editors ask other specialists in that field to read the article and decide if it is worth publishing. Reviewers may make comments that lead to the article being modified.

Students need to get to know the leading journals in their subject, which are generally available via the university library.

3 Assessing texts

■ What factors should you consider when searching for useful sources?

With most modules your teacher will give you a reading list, but in other situations you will have to identify the most suitable texts and recognise their features, which will help you to assess their value.

■ You are studying Water Management. Read the following Extracts A and B. Then discuss with other students if they are suitable for academic use, and why.

EXTRACT A: A DRYING WORLD?

It is easy to think that water will always be plentiful, as it covers 70% of our planet. However, freshwater – the stuff we drink, bathe in, irrigate our farm fields with – is extremely rare. Only 3% of the world's water is fresh water, and two-thirds of that is tucked away in frozen glaciers or otherwise unavailable for our use.

As a result, some 1.1 billion people worldwide lack access to water, and a total of 2.7 billion find water scarce for at least one month of the year. Inadequate sanitation is also a problem for 2.4 billion people - they are exposed to diseases such as cholera and typhoid fever and other water-borne illnesses. Two million people, mostly children, die each year from diarrheal diseases alone.

Many of the water systems that keep ecosystems thriving and feed a growing human population have become stressed. Rivers, lakes and aquifers are drying up or becoming too polluted to use. More than half the world's wetlands have disappeared. Agriculture consumes more water than any other source and wastes much of that through inefficiencies. Climate change is altering patterns of weather and water around the world, causing shortages and droughts in some areas and floods in others. This situation will only get worse at the current rate of consumption. By 2030, two-thirds of the world's population may face water shortages, and ecosystems around the world will suffer even more.

EXTRACT B: MEASURING SCARCITY

It is surprisingly difficult to determine whether water is truly scarce in the physical sense at a global scale (a supply problem) or whether it is available but should be used better (a demand problem). Rijsberman (2006) reviews water scarcity indicators and global assessments based on these indicators. The most widely used indicator, the Falkenmark indicator, is popular because it is easy to apply and understand but it does not help to explain the true nature of water scarcity. The more complex indicators are not widely applied because data are lacking to apply them and the definitions are not intuitive.

Water is definitely physically scarce in densely populated arid areas, such as Central and West Asia, and North Africa, with projected availabilities of less than 1000 m^3/capita/year. This scarcity relates to water for food production, however, and not to water for domestic purposes that are minute at this scale. In most of the rest of the world water scarcity at a national scale has as much to do with the development of the demand as the

availability of the supply. Accounting for water for environmental requirements shows that abstraction of water for domestic, food and industrial uses already has a major impact on ecosystems in many parts of the world, even those not considered 'water scarce'.

Extract	Suitable? (Yes/No)	Reason
A		
B		

- Some of the main features of academic texts are listed in the table below. Refer back to Extracts A and B to find examples of each feature.

Feature	Examples
Formal or semi-formal vocabulary	
Sources are cited	
Objective, impersonal style	

4 Using reading lists

Your teacher may give you a printed reading list, or it may be available online through the library website. The list will usually include books, journal articles and websites. If the list is electronic there will be links to the library catalogue to let you check on the availability of the material. If the list is printed, you will have to use the library catalogue to find the texts. You do not have to read every word of all the books on the list: your teacher will probably suggest which sources should be prioritised.

On reading lists you will often find the following formats:

Books	Griffin, R.C. *Water Resource Economics: The Analysis of Scarcity, Policies, and Projects*/2nd ed. MIT Press, 2016.
Journal articles	Falkenmark, M., Lundqvist, J. and Widstrand, C. (1989), Macro-scale water scarcity requires micro-scale approaches. *Natural Resources Forum*, 13: 258–267.
Websites	http://www.un.org/waterforlifedecade/scarcity.shtml

- Discuss the differences between the formats of books and journal articles.

5 Searching library catalogues

University and college libraries usually have online catalogues. These allow you to search for the materials you want in various ways. If the title and author's name are known it is easy to check if the book is available. But if you are making a search for material on a specific topic you may have to vary the search terms. For instance, if you want information about exploration for oil, you might try:

- oil exploration
- exploring for oil
- hydrocarbon exploration
- exploring for hydrocarbons

■ You have been given an essay title: 'Outline the current state of global exploration for oil, and relate this to future levels of production'. You have entered the term 'oil exploration' in the library catalogue search engine, and these are the results. Which would you select to borrow? Discuss your reasons.

Full details	Title	Edition/ Year	Location	Holdings
1	Oil Exploration, Diplomacy, and Security in the Early Cold War/Roberto Cantoni	2021	Main library	Availability
2	History, Exploration & Exploitation of Oil and Gas/Silvia Fernanda Figueirôa (Ed.), Gregory A. Good (Ed.), Drielli Peyerl (Ed.).	2019	Science library	Availability
3	Upstream: Oil and Gas Exploration and Production: An Overview / Levonne Louie.	2015	Main library	Availability
4	Oil exploration and human rights violations in Nigeria's oil producing communities/Olubayo Oloduro.	2013	Main library	Availability
5	Oil and gas exploration and production [electronic resource]: Reserves, costs, contracts/Nadine Bret-Rouzaut and Jean-Piere Favennec.	3rd ed. 2011	Main library	Availability
6	Deepwater petroleum exploration & production [electronic resource]: a non-technical guide/William L. Leffler, Richard Pattarozzi, Gordon Sterling.	2011	Main library	Availability
7	Hydrocarbon exploration and production/ by Frank Jahn, Mark Cook and Mark Graham.	2nd ed. 2008	Science library	Availability
8	China and the global energy crisis: development and prospects for China's oil and natural gas/Tatsu Kambara, Christopher Howe.	2007	Main library	Availability

Full details column: If you click on this in the library catalogue you will get more information about the book, including the number of pages and a summary of the contents. If a book has more than one edition it suggests that it is a successful title. This may help you to decide whether to borrow it.

Year column: The most recent books are listed first; always try to use the most up-to-date sources.

Location column: Many large universities have more than one library. This tells you which one the book is kept in.

Holdings column: If you click on availability it will tell you how many copies the library holds and if they are available to borrow or out on loan.

6 Using library websites to search journals and bibliographic databases

E-journals and other electronic resources such as subject databases are vital tools for all university students. Their advantage is that they can be accessed online, saving the need to visit the library to find a book. Most library websites have a separate portal or gateway for searching electronic resources. This allows you to enter the name of a specific journal, or look for possible journals in your subject area by entering a term such as 'international business law'. In this case, the database may offer the following titles:

European Business Law Review
European Business Organization Law Review
International Trade and Business Law Review

With each journal, you can access a list of issues available. In the case of *European Business Organization Law Review*, which has four issues per year, the list would include:

Dec 2022 Vol. 20 Issue 4
Sep 2022 Vol. 20 Issue 3
Jun 2022 Vol. 20 Issue 2
Mar 2022 Vol. 20 Issue 1

By clicking on any of these electronic issues you can read a full list of articles. It is usually sufficient to read the abstract to find out if the article will be relevant to your work. Note that most journal websites contain a search engine to allow you to search all back issues by subject. They may also offer links to articles in other journals on the same topic.

Another useful tool is Google Scholar. This will let you read abstracts of thousands of articles in every discipline, and in some cases you can read the full article, or access it through your university library.

7 Reading abstracts

Abstracts are normally found in journal articles, where they act as a kind of summary to allow researchers to decide if it is worth reading the full article. Students do not normally have to write abstracts, but it is important to be able to read them effectively.

■ Study the example abstract below, then underline the features of an abstract.

POLITICS OF THE RING: LIMITS TO PUBLIC PARTICIPATION IN ENGINEERING PRACTICE

How engineering in the context of urban socio-economic challenges is practically and effectively mobilized has been the subject of some debate. Numerous professional bodies have encouraged engineers to approach socio-environmental issues through increased engagement with, and accountability to, the public through effective participatory practices. This article presents a close empirical analysis of a major engineering project in London to argue that engineering has a more complex relationship with social, political and environmental conditions than the idealistic participatory conception supposes. In fact, the spatial, technical and economic arrangements of engineering practice may limit the potential for public participation. Through a detailed analysis of the London Water Ring Main (from around 1988 to 1994), this article shows how myriad sometimes conflicting engineering issues and responsibilities interfered with key elements of effective participation. Therefore, although increased public engagement in engineering may be desirable in theory, substantial professional, institutional and political change may have to occur before this is possible in practice.

(Source: Hillier, J. (2018) *International Journal of Urban and Regional Research*, 42 (2), pp. 334–356)

a) Background to study
b) Purpose/aim of research
c) Method of research
d) Findings/results of research
e) Implications of study

Writing Skills

Understanding Prefixes and Suffixes

8 How prefixes and suffixes work

New words are often created in academia by adding prefixes (and suffixes) to established words – e.g. 'ecocriticism' or 'biosemiotics'. It is easier to understand 'ecocriticism' if you realise that the prefix 'eco' indicates a relationship between the physical world (*eco*) and literary criticism, while 'biosemiotics' is a science that deals with signification (*semiotics*) in living systems (*bio*).

In general:
Prefixes change or give the meaning.
Suffixes show the word class (e.g. noun, verb) and sometimes give meaning.

'Unsustainable' is an example of a word containing a prefix and a suffix.

Prefix	Meaning	STEM	Meaning	Suffix	Word class/ Meaning
un-	negative	**sustain**	support	**-able**	adjective/ ability

*The rate of growth was **unsustainable** (i.e. could not be continued).*

■ Study the meaning of the words in bold:

***Prefabrication** of the flats accelerated the building process.*
*He was **revitalised** by his holiday in the mountains.*

Prefix	Meaning	STEM	Meaning	Suffix	Word class
pre-	before	**fabric**	manufacture	**-ation**	noun
re-	again	**vital**	full of life	**-ise**	verb

9 Prefixes

a) Negative prefixes: NON-, UN-, IN-, IM-, MIS-, DE- and DIS- often give nouns, adjectives and verbs a negative meaning:

***non**sense, **un**clear, **in**capable, **im**possible, **mis**hear, **de**crease, **dis**agree*

NB: There are a few exceptions – e.g. 'invaluable' means very useful.

b) A wide variety of prefixes define meaning – e.g. PRE- usually means 'before', hence ***pre**quel, **pre**history* and, of course, ***pre**fix*!

■ Find the meaning(s) of ten of these prefixes. (Note: some have more than one meaning.)

Prefix	Example	Example sentence	Meaning
Anglo	Anglosphere	The **Anglosphere** includes Canada and the USA.	**English**
anti	antidepressant	**Antidepressant** drugs are often over-prescribed.	
auto	automatically	Over-18s **automatically** have the right to vote.	
bio	biodegradable	Most paper bags are **biodegradable**.	
co	co-ordinator	The **co-ordinator i**nvited them to a meeting.	
eco	ecosystem	The river's **ecosystem** was damaged by the floods.	
ex	ex-president	The **ex-president** gave a speech on climate change.	
fore	forecast	The long-term **forecast** is for higher inflation.	
inter	intervention	Government **intervention** in the market is needed.	
intra	intra-state	**Intra-state** conflict can lead to civil war.	
macro	macroeconomics	Keynes focused on **macroeconomics**.	
meta	metascience	**Metascience** aims to critique scientific methods.	
micro	microscope	She examined the tiny animals with a **microscope**.	
multi	multinational	Ford is a **multinational** motor company.	
neo	neolithic	The **Neolithic** period saw the first farmers.	
over	oversleep	He missed the lecture because he **overslept**.	
pan	pan-European	The **pan-European** games were held in Trieste.	
poly	polyglot	She was a true **polyglot**, speaking five languages.	
post	postpone	The meeting is **postponed** until next Monday.	
pro	promote	Their website **promoted** the college's facilities.	
quasi	quasi-monopoly	The tech giant developed a **quasi-monopoly**.	
re	retrain	The firm **retrained** staff to use the new software.	
self	self-regulating	The media business prefers to be **self-regulating**.	
sub	subtitle	Chinese films often have **subtitles** in the West.	
tele	televise	Parliament was first **televised** in 1989.	
trans	transmitter	Early radio **transmitters** were short-range.	
under	undervalue	Buying **undervalued** assets can be profitable.	

NB: A few words contain two prefixes – e.g. 'disintermediation'.

It can be difficult to know whether to use a hyphen with a prefix, and sometimes there is no fixed rule, e.g. 'co-operate' or 'cooperate'? Make sure you use the same format for a particular word throughout your work.

10 Practice A

Prefixes allow new words to be created – e.g. 'unfriend' (to delete a 'friend' from social media).

■ Suggest possible meanings for the words in bold*:*

a) The growth of internet shopping has **depersonalised** the retail experience.

b) The **microclimate** in this district allows early vegetables to be grown.

c) It is claimed that technology has created a **post-industrial** economy.

d) The class was **underwhelmed** by the quality of the lecture.

e) The couple decided to draw up a **prenuptial** agreement.

f) The company is looking for a **proactive** manager.

► **See Unit 2.9 Punctuation**

11 Suffixes

a) Some suffixes like –ION, -IVE or –LY help the reader find the word class – e.g. noun, adjective or adverb.

b) Other suffixes add to the meaning – e.g. –FUL or –LESS after an adjective have a positive or negative effect (thought**ful**/care**less**).

Word class suffixes	
Nouns	-ER often indicates a role: *teacher, gardener* -EE can show a person who is on the receiving end of a transaction: *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 the -ize spelling is used, whereas both forms are accepted in the UK
Adverbs	-LY to form adverbs from adjectives: *happily, radically* NB: most (but not all) adverbs have this suffix

A few suffixes contribute to the meaning of the word:

Meaning suffixes	
-PHOBE means 'hater'	*It's safe to say my parents are **technophobes**.*
–PHILE means 'lover'	*As a keen **Francophile** she visited Paris every spring.*
-ABLE has the meaning of 'ability'	*The outside film show was **unwatchable** because the weather was very **changeable**.*
-WARDS means 'in the direction of'	*the ship sailed **northwards**; he walked **homewards***

12 Practice B

■ Give the word class for the words that are underlined:

a) The cancellation of the exams delighted the students.
b) The fact that both books were published in June was coincidental.
c) The team worked cooperatively on their project.
d) Their evolutionary process was studied in detail.
e) The bacteria live symbiotically in the cow's stomach.
f) The weather was unpredictable all month.
g) The first interviewee appeared very nervous.
h) Consumerism involves a focus on the interests of private buyers.

► **See Unit 2.1 Academic Vocabulary: Nouns and adjectives**

13 Practice C

■ You are preparing to write an essay on 'Future telecommunication systems'. Read the text below and discuss with a partner whether it is suitable to use in your work.

ZEPHYR

Satellites in earth orbit are vital for modern telecommunication systems, but launching satellites is costly. A possible inexpensive alternative is currently being trialled by Airbus, a large airplane manufacturer. This is an unmanned, ultralight aircraft with a 23-metre wingspan which can stay in the air for months. During daylight hours it flies, using solar power, at high altitude, while at night it flies lower, using its rechargeable lithium-sulphur batteries. In order to reduce weight the plane has no undercarriage, but as its speed is only 22 kph this is inessential.

The aircraft has been named Zephyr and is designed for use in subequatorial zones where there is always enough daylight to recharge the batteries. In these areas these planes could act as relays for phone calls and internet communication, avoiding the need for ground-based infrastructure. When testing is completed and Zephyr becomes available commercially it should provide a low-cost alternative to satellite technology.

(Source: *Technology Today*, September 2021, p. 56)

■ List the words underlined in the extract. Find their word class and possible meanings.

UNIT

1.4

The Writing Process

Reading: Developing Critical Approaches

Writing Skills

Argument and Discussion

Students are expected to take a critical approach to sources, which requires a good understanding of written texts. This unit:

- Explains effective reading methods
- Examines common text features
- Explores and practises critical analysis of texts

On most courses students are expected to study the conflicting views on a subject and engage with them, which means analysing and critiquing them if appropriate. This unit practises ways of showing familiarity with all sides of a debate and presenting your conclusions in an academic manner.

1 Reading methods

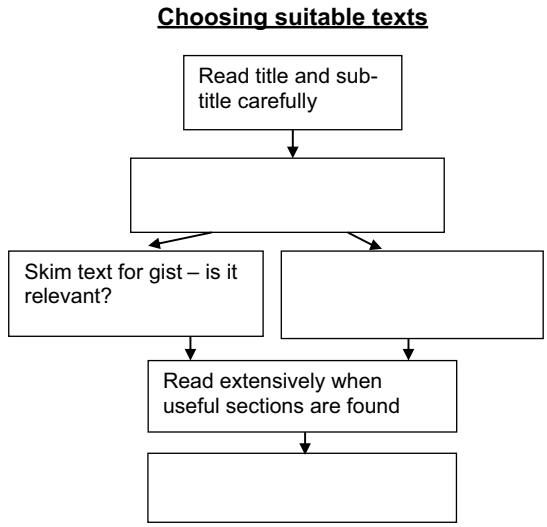
International students often find that reading academic texts in the quantity required for their courses is a demanding task. Yet students will not benefit from attending lectures and seminars unless the preparatory reading is done promptly, while most writing tasks require extensive reading.

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

■ Complete the empty boxes in the chart with the following techniques:

- Read intensively to make notes on key points
- Scan text for information you need (e.g. names)
- Survey text features (e.g. abstract, contents, index)

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2 Assessing text features

These features should help you find texts relevant to your studies.

Author: Is the writer well known in their field? What else have they published?
Publication date and edition: Do not use a first edition if there is a (revised) second or later edition available.
Abstract: See Unit 1.3
Contents: A list of the main chapters or sections. This should tell you how much space is given to the topic you are researching.
Introduction or preface: This is where the author often explains his/her reasons for writing, and also describes how the text is organised.
References: This list shows all the sources used by the author and referred to in the text. It should give you some suggestions for further reading.
Bibliography: These are the sources the author has used but has not specifically referred to. A bibliography is not needed for short writing tasks.
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 Fact and opinion

When reading, it is important to distinguish between facts:

Kuala Lumpur is the capital of Malaysia.

and opinions:

Kuala Lumpur is a welcoming, bustling city.

NB: Opinions are often expressed by using adjectives (*welcoming, bustling*). Be wary of texts containing frequent opinions.

In addition, the reader needs to decide if the facts given are true:

Singapore lies near the equator.	(true)
Singapore was an ancient trading port.	(false)

In some cases, facts and opinions are mixed in the same sentence:

> *The island state of Singapore, home to nearly six million people, is a lively, thriving place.*
> (= fact + fact + opinion)

You need to be careful with texts that contain unsupported opinions or 'facts' that you think are wrong.

A. ■ Read the following and underline what is presented as a fact (_____) or opinion (_ _ _ _). Then decide if the 'facts' are true.

Example: Sydney is the capital of Australia.

Not true – the capital is Canberra.

a) Australia is a dynamic, prosperous and enterprising country.

_____

b) The majority of Australians live on sheep farms.

_____

c) Australia is the largest island in the world, and has extensive mineral deposits.

_____

d) Among the 22 million Australians are some of the world's best cricket players.

_____

B. ■ Read the paragraph on New Zealand and underline facts and opinions as you did in the previous example. Then rewrite the paragraph in an objective style, correcting the 'facts' where needed.

New Zealand is a proud island nation in the northern Pacific Ocean, consisting of three main islands. Nearly 1,000 miles west of Australia, it was one of the last places on Earth to be settled by man: by the Polynesians who arrived in about 1250 CE, and who developed the fascinating Maori culture. In the eighteenth century European settlers started to land, and in 1941 New Zealand became part of the British Empire. Due to its long period of isolation many distinctive plants and animals evolved, such as the kiwi fruit, now the nation's symbol. Today the country is famous for its successful cricket team, the All Blacks, and is a popular holiday destination.

4 Assessing internet sources critically

Internet sources are plentiful and convenient, but you cannot afford to waste time on using websites which are unreliable or out of date. Anyone can set up and run a website, and so web sources must be approached with great caution. If you are using material that is not on the reading list you must assess it critically to ensure that the material is trustworthy, by asking several questions about each site:

- Who is responsible for this website? Is it controlled by an academic body, or is it run commercially to sell a product? Does it have a political or religious bias?
- Is the name of the author given, and is 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. factual mistakes, or incorrect spelling, which suggest a careless approach?
- Is the material up to date?
- Is there advertising on the website?

■ Compare these two online texts (A and B) about a pharmaceutical company, Evergreen. Underline facts and opinions as before. Discuss with a partner which seems more reliable.

TEXT A

Our success is based on a commitment to discovery, finding new ideas that are inspired by life and which in turn help to inspire the lives of our stakeholders. We discover new medicines that are designed to improve the health and quality of life of patients around the world – medicines which are innovative, effective and which offer added benefits such as reduced side effects or better ways of taking the treatment. We also focus on getting the best from every medicine we make by exploring all the ways it can be used or improved. With a global business comes a global responsibility for consistently high standards of behaviour worldwide. We aim to effectively manage that responsibility and help to find new ways of bringing benefit to society to ensure that Evergreen continues to be welcomed as a valued member of the global community.

TEXT B

Recent trading results from Evergreen show an apparently healthy position, with pre-tax profit rising by 24% and total revenues up 5%. These figures, however, were inflated by some one-off gains, such as a $152 million sale of swine flu vaccine to the US government. Sales of the ZX high blood pressure drug also increased sharply due to its main rival being temporarily off the market due to safety concerns. Costs were very significantly lower in

the last quarter, falling 14% due to productivity improvements. The anti-cholesterol drug Hixx also sold very well, becoming the market leader, but there are concerns that a pending US court case may soon challenge Evergreen's patent on this product. There are also worries that re-organisation of the American healthcare system may affect Evergreen's long-term profits, and the company's shares have recently fallen by 6%.

The first text contains little or no precise information about the company's performance and is full of statements that cannot be checked (medicines that are innovative, effective). It appears to be based on the company's website. By contrast the second seems to be a recent independent financial report and contains both facts (profits rising by 24%) and some comment or opinion (may affect Medmax's long-term profits). The first text is of little use to a student, the second could be used, with care, for analysis of the company's current state.

5 Critical thinking

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

a) What are the key ideas in this?
b) Does the argument of the writer develop logically, step by step?
c) Are the examples given helpful? Would other examples be better?
d) Does the author have any bias (leaning to one side or the other)?
e) Does the evidence presented seem reliable, in my experience?
f) Do I agree with the writer's views?

■ Read critically the following two articles (5.1 and 5.2) on universities.

ARTICLE 5.1: COLLEGE CONCERNS

Despite their dominance of global league tables (e.g. *Times Higher Education*) American universities currently face significant criticism. The American Enterprise Institute (AEI) and the Goldwater Institute have both published negative reports on US universities. The critics focus on the rising costs of American higher education, which have increased at a much faster rate than inflation, resulting in a situation where even middle-class families are finding the expense unsupportable: a four-year undergraduate course may cost over US$100,000.

Another target of criticism is the focus on research at the expense of teaching. Students rarely meet the 'star' professors, being taught instead by badly-paid graduate students.

It is claimed that in one year nearly half of Harvard's history professors were on sabbatical leave. As a consequence, students work less; according to the AEI they currently study, on average, for 14 hours per week, whereas 50 years ago the figure was 24 hours per week. Despite this the proportion of students gaining a first or 2.1 degree has increased significantly: a situation described by the critics as 'grade inflation'.

ARTICLE 5.2: A BRIGHTER TOMORROW?

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

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

- List any statements from Articles 5.1 and 5.2 that you find unreliable, and add comments to explain your doubts in the table below. Then decide which article you find more reliable overall.

	Statements	**Comments**
Article 5.1		
Article 5.2		

Writing Skills

Argument and Discussion

6 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 …
another significant benefit is …	… was a considerable disadvantage

> ***One serious drawback*** *to integrating content and language is the demand it places on the teacher.*
> *A* ***significant benefit*** *of teaching a subject through a foreign language is the increased motivation to master the language.*

■ Write a short paragraph of about 100 words on the benefits and drawbacks of learning online via lectures and classes.

7 Organisation

■ Working with a partner, brainstorm the benefits and drawbacks of prisons for society.

The discussion can be organised in two ways: either by grouping the benefits in one section and the disadvantages in another (vertical), or by examining the subject from different viewpoints (horizontal). These alternative structures are illustrated below for the following title:

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

NB: In general, the vertical pattern is more suitable for shorter essays.

a) **Vertical**

Drawbacks	**Benefits**	**Discussion**
Prisons are expensive; may be 'universities of crime'; many prisoners re-offend after leaving; many prisoners have mental health problems which often go untreated.	*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.*	*Number of prisoners is rising in many countries, which suggests that the system is failing. Evidence that short sentences are of little value. But prisons will always be necessary for some violent criminals, and as a deterrent.*

b) **Horizontal**

Economic	***Ethical***	***Social***	***Discussion***
High cost of keeping prisoners safe and secure. Compare with cost of other forms of punishment.	*Do prisons reform criminals? What rights should prisoners have? Cases of wrongful imprisonment.*	*Effect on families of prisoners, especially female prisoners with children. But also necessary to consider the victims of crime, especially violent crime, and provide punishment for wrong-doing.*	*Numbers of prisoners is rising in many countries, which suggests that the system is failing. Evidence that short sentences are of little value, while the cost of the prison system is rising. But prisons will always be necessary for some violent criminals, and as a deterrent.*

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

8 Practice A

You have to write an essay titled:

> *Working from home can be positive for both companies and their employees. Discuss.*

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

+ Positive	– Negative
No time wasted commuting to work	

9 The language of discussion

In discussion it is important to maintain an objective style, so avoid personal phrases such as *in my opinion* or *actually, I think* ….

Instead use impersonal phrases, such as these:

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	*prefer 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-organisation and time-management than others.*

These phrases suggest a minority viewpoint:

It can be argued that	*home-working encourages time-wasting.*
One view is that	*home-workers become isolated.*
It is claimed that	*commuting can be a positive period.*

10 Argument and counter-argument

In contrast to **discussion**, with **argument** the emphasis is more on the writer making a case, using examples or reference to other research to establish a position. For instance, if you want to present the arguments for teaching languages at primary school, you might begin:

> *There are clear benefits to early language teaching. Firstly, young children are less inhibited about using new vocabulary. Furthermore, six-year-old children have better memories than older pupils. Numerous studies (e.g. de Wolf et al., 2017) have demonstrated the advantages of this approach …*

In this case the argument is built up, point by point, with support from relevant sources.

However, in most situations there are contrary views, different from your own point of view, which are called counter-arguments. In an academic paper you should show that you are familiar with all opinions on the topic, and then provide reasons to support your own position. It is usual to deal with the counter-arguments first, before giving your view. In the case of the debate on the best age to begin language teaching you could start with:

> *Traditionally language teaching has begun around the age of eleven, on the basis that older children can better understand the grammatical concepts involved. In addition these children may have had experience of foreign travel and so be better motivated to learn another language.*

11 Practice B

- Underline the counter-arguments in the following example, on the topic of prisons from 7) above. What is the writer's position?

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

- Study the example below and write two more sentences using ideas on the topic of home-working from the title in 8) above.

Counter-argument	**Your position**
Some people believe that home-workers become isolated,	*but this can be avoided by holding weekly meetings for all departmental staff.*

12 Providing evidence

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

According to Emerson (2023)	*few companies have developed clear policies.*
Poledna (2017) claims that	*most employees appreciate flexible arrangements.*

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

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

WHO ARE THE 'DIGITAL NATIVES'?

Various writers have argued that people born around the end of the twentieth century (1995–2010) 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 YouTube 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 so-called '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 and abandon traditional means of assessment and enquiry such as essay writing to cater for their supposed requirements.

Clearly there are some young people who are very proficient in online technologies, and many more who regularly use social media in their daily lives, but taking a global perspective, millions 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.

a) How many sources are cited to support the 'digital native' theory?

b) What do these writers suggest changing?

c) Why do their critics disagree with them?

d) What is the opinion of the writer of this text?

e) What is your opinion of this subject?

► **See Unit 1.9 Contrasting Sources**

UNIT

1.5

The Writing Process

Finding Key Points and Note-making

Writing Skills

Using Abbreviations

After finding suitable sources and preparing an outline, the next step is to select the key points in the sources that relate to your topic, and make notes on them. This unit explains and practises this process, which also involves skills further developed in Unit 1.6 Summarising and Paraphrasing.

Understanding and using abbreviations correctly is important in both note-making and other types of academic work. Different kinds of abbreviations are explained and practised, including those only found in written English.

1 Why make notes?

Note-making is a common everyday activity which is often used to assist our memory. In academic work making effective notes is a critical skill in many situations.

■ What are the main academic uses of note-making? Add to the list below.

a) *To summarise the relevant points of an article or book*

b) _____

c) _____

d) _____

e) _____

2 Finding key points

Before making notes you need to find the main ideas in a text. These are often in the first sentence of a paragraph, and tend to be followed by restatements or examples.

► **See Unit 1.10 Organising Paragraphs**

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■ Read the following article about financial fraud, underline the key points and then choose a title for the article.

Title: _____

Despite its benefits, the worldwide web has created many new opportunities for criminals to steal money through fraudulent emails and websites. It is difficult to make an accurate estimate of the cost of internet scams, but the fraud research centre at Stanford University gives a total of more than $50bn per year in the USA. The scammers are steadily becoming more sophisticated and may clone authentic websites, or make phone calls that seem to come from real banks or the tax authorities.

Many of the victims are wealthier retired people, who are deceived by fake websites offering tax refunds or fraudulent dating profiles. Such people may be well educated, but often they over-estimate their financial ability, and they may be especially vulnerable if suffering from a recent emotional trauma such as divorce. Many people find it hard to admit, even to themselves, that they have been swindled out of their savings, and some never report their losses.

Normally banks refuse to compensate people who have lost money through these schemes, although many victims argue that the banks are partly responsible for the functioning of some of the scams. In turn, the banks maintain that some responsibility lies with the internet companies that give a platform to the fraudsters. In Britain a voluntary code has been prepared, which would compensate some victims who made bank payments after getting fake messages from 'police' or other authorities. But the question remains: who will fund the compensation scheme?

3 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 this essay title: 'Can changes in social behaviour contribute to a reduction in global carbon emissions? Illustrate your answer with specific examples.' Read the following article and underline the key points that link to the essay topic.

CAN SHAME MAKE PEOPLE CHANGE THEIR BEHAVIOUR?

The last few years has seen the rise of environmental activists using shame as a weapon against polluting businesses. This includes *flygskam* (a Swedish word meaning 'flight shame') and campaigns against animal-based products, such as milk. Although the campaigners are relatively few in number they appear to be having a significant effect on

certain companies, for instance the Dutch airline KLM is suggesting that customers should take a train on some routes. This appears to be a worldwide movement, so that many Chinese consumers are also aware of the environmental dimension to their shopping. New startup businesses seek to make a brand out of sustainability, as has been done by the car maker Tesla.

Investors are also becoming concerned about the long-term outlook for polluting businesses like airlines, which account for about 2% of total global carbon emissions. In Sweden passenger numbers were falling before the Covid-19 outbreak, a growing trend which casts doubts on the airline industry's forecast of steadily increasing demand.

Fashion is another industry in which companies are becoming concerned about the opinions of young buyers. Causing considerably more carbon emissions than aviation, businesses such as H&M have been producing dozens of new collections of garments every year, thus contributing to a throwaway culture. In 2019 many of the leading fashion houses agreed to clean up their practices, probably due to the threat from clothes rental or recycling startups.

Pressure on the food industry from vegetarians and vegans has been growing for some time. As their numbers steadily increase, both McDonald's and Burger King have introduced burgers made from plants, while many more restaurants have started to offer a better choice for non-meat eaters. While reduced demand for meat products should reduce carbon emissions, it is not clear how reducing consumption of locally-sourced dairy products in favour, for example, of imported soya milk is going to help the planet.

There are many historical precedents for this type of protest. In the late eighteenth century American revolutionaries boycotted English tea, while at the same time British abolitionists refused to buy sugar from the slave plantations of the West Indies, and in the apartheid years South African products were widely avoided. Although presently only a minority concern, firms should be aware that many of these campaigns have been successful in the past.

(Source: Radickova, E. (2020) *International Perspectives,* 5, p. 89)

4 Practice A

■ You are looking for information on the everyday effects of technological change. Study the text below (key points underlined) and the notes in the box. List here what you notice about the language of the notes.

- *The notes are paraphrased, not copied*
- _____
- _____
- _____

A CASHLESS CONTINENT?

There are significant differences between payment methods among European countries. In Scandinavia many shops and cafes no longer accept cash: all payments are made with credit or debit cards. By contrast, in Italy and other southern states the majority of transactions are still made in cash. The reasons for the variations are both historical and cultural.

Sweden is the leader in the 'plastic revolution', with about 95% of all payments (by value) made by card. This method is seen as quicker and more convenient for both customers and businesses, and also cheaper for the latter, since bank notes need to be sorted, checked and protected. It is also thought that the use of cash encourages tax avoidance, while banks are forced to maintain a large branch network to provide ATM facilities and also accept cash deposits. A further argument against cash use is that cashless shops are less likely to be robbed, so that the staff feel more secure.

In contrast, people in both Italy and Germany are far less enthusiastic about a cashless society: here more than 75% of transactions are still made in cash. Their banks charge more to handle card payments, so that shop keepers are less keen to accept them. In Germany there also seem to be fears about security and privacy, perhaps as a legacy of state control in the past, while some Italians apparently prefer to keep their transactions hidden from the government.

Everywhere there are poorer people who have no bank account and consequently need to operate in cash, and ultimately cash provides security in case the system breaks down. But despite these considerations, cultural as well as economic, the benefits of a cashless economy seem likely to result in a steady shift towards the use of plastic cards across Europe.

(Source: *East-West Monthly*, December 2021, p. 112)

EUROPEAN PAYMENT TRENDS

1. Wide variation in methods of payment in Europe – cultural & historical causes
2. In Scandinavia (esp. Sweden) most payments by card:
   Reasons
   a) fast and convenient + saves outlets money
   b) prevents tax evasion
   c) safer for shops' staff
   d) banks need fewer branches

3. In Germany & Italy most payments in cash:
   a) higher bank charges for cards
   b) security concerns
   c) worries re: govt. interference

4. Cash needed by poor (no bank accounts) and for back-up but general trend > cashless economy

(Source: *East-West Monthly*, December 2021, p. 112)

5 Effective note-making

Notes are for your personal use and you need to create your own style, but some general considerations apply to all types of notes:

a) To avoid the risk of plagiarism you should use your own words and not copy phrases from the original.
b) The quantity of notes you make depends on your task: you may only need a few points, or a lot of detail.
c) Always record the source of your notes, which will save time when you have to write the list of references.
d) Notes are written quickly, so keep them simple. Do not write sentences. Leave out articles (a/ the) and prepositions (of/ to).
e) 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.
f) Use symbols (+, >, =) to save time.
g) Use abbreviations (e.g. = for example). You may 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 B

■ Complete the set of notes made from the relevant underlined points of 'Can shame make people change their behaviour?' in section 3 earlier:

Is shame an effective behaviour changer?

a) Recent growth in environmental campaigns to shame customers of polluting companies
b)
c)
d)
e)
f)

(Source: Radickova, E. (2020) *International Perspectives,* 5, p. 89)

Writing Skills

Using Abbreviations

7 Types of 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. Abbreviations take the form of shortened words, acronyms and other abbreviations, as shown here:

a) **Shortened words** are often used without the writer being aware of the original form: 'bus' comes from 'omnibus', which is never used today; 'lab' for 'laboratory' and 'memo' for 'memorandum' are now quite standard. In some cases, though, the original is still preferable – e.g. 'refrigerator' rather than 'fridge'.
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, organisations and companies (USA/BBC), and also abbreviations which are only found in written English (e.g. PTO means 'please turn over'). Note that in many cases abbreviations are widely used without many users knowing what the individual letters stand for (e.g. DNA, ABS).

8 Common academic abbreviations

BA	Bachelor of Arts
BCE	before common era (in dates)
BSc	Bachelor of Sciences
CV	curriculum vitae
EU	European Union
FE	further education (non-university study after school)
GM	genetically modified
GNP	gross national product
HE	higher education (university study above 18)
HRM	human resource management
ICT	information and communications technology
LLB	Bachelor of Laws
MA	Master of Arts
MSc	Master of Science
PG	Postgraduate
PGCE	Postgraduate Certificate of Education
PhD	Doctor of Philosophy
UCAS	Universities and Colleges Admissions Service

UG	undergraduate
URL	uniform resource locator (website address)
VC	Vice-Chancellor

However, writers also employ more specialised abbreviations in texts, which are explained on first use:

The Technology Readiness Index (TRI) was introduced by Parasuraman (2010).

9 Abbreviations in writing

While many academic subjects have their own abbreviations, there are certain abbreviations common to all types of academic writing. They include:

anon	anonymous (no author)
asap	as soon as possible
c.	circa (in dates = about)
cf.	compare
ed.	editor/edition
e.g.	for example
et al.	and others (used in citations for multiple authors)
etc.	et cetera (and so on – do not use this in academic work)
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
sic	used to show that a quoted word appears incorrect to the writer
vs	versus

10 Practice C

■ Explain the abbreviations in the following sentences:

a) The failure rate among ICT projects in HE reaches 40% (Smith *et al.,* 2008).
b) GM technology is leading to advances in many fields, e.g. forestry.
c) NB: CVs must be submitted to HRM by June 30th.
d) The city seems to have been destroyed *c.*2500 BCE.
e) Her PhD examined the spread of TB in SE Asia.

f) Fig.4. Trade patterns on the WWW (2008-2014).
g) The VC is meeting the PGCE students.
h) Prof. Wren asked for the report asap.

► **See Units 1.7 References and Quotations and 2.9 Punctuation**

UNIT

1.6

The Writing Process

Summarising and Paraphrasing

Writing Skills

Finding Synonyms

Summarising and paraphrasing are normally used together in academic writing.

- Summarising aims to reduce information to a suitable length, allowing the writer to condense lengthy sources into a concise form.
- Paraphrasing means changing the wording of a text so that it is significantly different from the original source, without changing the meaning.
- Both are needed to avoid the risk of plagiarism, and this unit practises them both separately and jointly.

This stage of the writing process requires the use of synonyms, which are different words with a similar meaning, such as 'figures' and 'numbers'. A good writer also uses them to avoid repetition and thus provide more interest for the reader, and they are especially important when paraphrasing and note-making.

1 What makes a good summary?

Summarising is a common activity in everyday life. It is used to describe the main features of a subject in order to give a clear and simple impression. For example, if you have been to Tokyo, you might tell a friend:

> *Tokyo's a huge city with mainly modern buildings and a dense network of public transport. It has many busy shopping centres which are crowded day and night.*

■ Write a short description of one of the topics below in no more than 30 words.

a) A town or city you know well
b) A product you have recently bought
c) A film you have watched in the last few weeks

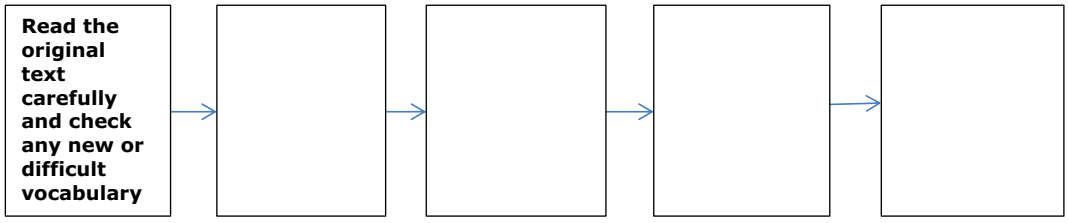
DOI: 10.4324/9781032721729-7

- Compare your summary with others in your class. Discuss what is needed for a good summary and write your ideas below.
  -
  -

2 Stages of summarising

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

- Study the stages of summary writing below, which have been mixed up. Complete the chart to show their correct order.
  - Write the summary from your notes, reorganising the structure if needed.
  - Make notes of the key points, paraphrasing where possible.
  - Read the original text carefully and check any new or difficult vocabulary.
  - Mark the key points by underlining or highlighting.
  - Check the summary to ensure it is accurate and nothing important has been changed or lost.



3 Practice A

- Read the following text and the summaries (a–c) that follow. Which is best? Rank them from 1 (= best) to 3 and give reasons.

DISRUPTIVE TECHNOLOGY

This phrase was first used by Joseph Bower and Clayton Christensen of the Harvard Business School in 1995. They employed it to describe a new technology that appeals to a minority section of the market, but a large enough minority to allow the technology to take root and develop. Companies that continue to use the older technology run the risk of being left behind if they do not adopt the innovation at the right moment. A good example in the mid-1990s was the digital camera. The first models were more expensive than film cameras and had lower picture quality. But their important advantages were

that they allowed the photographer to see the results immediately, and it was possible to download the images to a computer for storage, printing or emailing. Since then, digital cameras have completely transformed the industry and are now standard in many devices such as mobile phones. The business of making film has almost ceased, and the vast majority of cameras sold are now digital.

a) Disruptive technology is the term for a new invention which attracts enough buyers to become established in the market, and then to improve and grow. The best example is the early digital cameras, which were launched years ago, took poor quality pictures and were costly, but had some significant benefits. Yet today they completely dominate the market, and the traditional type of camera, which uses expensive film, is now only used by professional photographers.

b) Bower and Christensen from Harvard Business School introduced the term 'disruptive technology' in 1995, to characterise a new technology which sold well enough to enter and become established in the market, and could then be developed further. The digital camera, for instance, was originally expensive and had low picture quality. However, it had important advantages for the photographer which eventually allowed it to virtually replace the traditional film camera.

c) Digital cameras are a good example of a disruptive technology, a term used by Bower and Christensen of Harvard Business School in 1995 to describe a new technology that initially wins enough market share to survive and develop. These cameras at first produced inferior pictures, but had the critical advantages of showing the picture instantly, and allowing the user to download the image. After a few years they dominated the camera market, while traditional film cameras almost became redundant.

1. _____
2. _____
3. _____

4 Practice B

a) ■ Read the following text and underline the key points.

THE UNEASY RISE OF VIDEOCONFERENCING

The 2020 Covid-19 epidemic accelerated the adoption of videoconferencing by business and government as a convenient and safe alternative to travelling to face-to-face meetings. This effectively reinforced a long-term trend to use this technology to replace

expensive and time-consuming journeys. Although it is often difficult to assess the exact energy savings obtained by not travelling, clearly there are other advantages in using this technology such as the ability to see the other participants and watch their gestures and expressions.

However, many people feel self-conscious when seeing themselves on a screen, especially if they are at home, casually dressed and possibly surrounded by domestic clutter. These difficulties are made worse if the quality of the images or sound is unreliable, as is often the case. Taking part in a videoconference meeting appears to be more stressful for many than participating in a 'normal' meeting. In addition, the element of informal socialising, a key aspect of many conferences, can rarely be achieved via a camera.

b) ■ Complete the notes of the key points below:

i) The trend to using videoconferencing _____.

_____

ii) Technology allows users to save time and money by _____.

_____

iii) But many people find that _____.

_____

iv) Technical problems may also _____.

_____

c) ■ Join the notes together and expand them to make the final summary of about 50 words. Check that the meaning is clear and no important points have been left out. Find a suitable title.

Title:

_____

_____

_____

_____

_____

_____

d) This summary is about 30% of the length of the original, but it could be summarised further.

■ Summarise the summary in no more than 20 words.

5 Paraphrasing

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

> *There has been much debate about the reasons why the Industrial Revolution happened 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 which are in common use e.g. 'Industrial Revolution'.

6 Practice C

■ Read the text, then rank the three paraphrases (a–c) in order of accuracy, clarity and use of original language.

THE CAUSES OF THE INDUSTRIAL REVOLUTION

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

a) A focus on demand may help to explain the UK origin of the Industrial Revolution. At that time British workers' pay was high, but energy was cheap. This encouraged the development of mechanical inventions based on steam power, which enabled bosses to save money by mechanising 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 in Europe, 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 wages by spending on coal. At that time, Britain was the only country with significant deposits of coal.

1) _____

2) _____

3) _____

7 Techniques for paraphrasing

a) Changing vocabulary by using synonyms:

argues > *claims*

eighteenth century > *1700s*

wages > *labour costs*

economise > *saving*

b) Changing word class:

explanation (n.) > *explain (v.)*

mechanical (adj.) > *mechanise (v.)*

profitable (adj.) > *profitability (n.)*

c) Changing word order:

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

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

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

► **See Units 2.1 and 2.2 Academic Vocabulary**

8 Practice D

a) ■ Use these techniques to paraphrase the following text.

THE PAST BELOW THE WAVES

More than three million shipwrecks are believed to lie on the sea bed, 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 civilizations, but the vast majority have been too deep to explore. 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.

(Source: *History Now*, April 2019, p. 9)

b) ■ Summarise the same text in 50 words.

Writing Skills

Finding Synonyms

9 How synonyms work

■ Underline the synonyms in the following text and complete the table.

Royal Dutch Shell is an Anglo-Dutch business, and is one of the largest oil companies in the world, with a significant share of the global hydrocarbon market. Founded over a hundred years ago, the giant firm now employs over 80,000 people internationally, including more than 6,000 employees in Britain. As part of its move away from fossil fuels, Shell is installing recharging points for electric vehicles at many of its UK service stations, and aims to have over 700 available by the end of next year.

Word/phrase	**Synonym**
business	*company, firm*
largest	
oil	
in the world	
people	
Britain	

Synonyms are rarely exactly the same in meaning, so that in the example earlier 'employees' is more precise than 'people'. 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'. The next table illustrates the validity of some synonyms for 'company':

Possible synonyms for 'company'	**Validity**
firm	Good
business	Good
enterprise	Suggests a small entrepreneurial business
corporation	Widely used for larger companies
organisation	Can also be used for non-commercial bodies

■ Discuss the validity of the following synonyms for 'doctor' with a partner.

surgeon specialist quack physician general practitioner (GP)	

Note that many common words, e.g. culture, science, economy and industry, have no effective synonyms. But writing a good paraphrase involves more than replacing some words with others; the writer should change the structure of the text as well.

10 Common synonyms in academic writing

■ Match the academic synonyms in each list. Use each word once only.

Nouns		**Verbs** (infinitive form)	
authority	advantage	accelerate	**take apart**
behaviour	part	**analyse**	help
benefit	argument	assist	question
category	disadvantage	attach	explain
component	tendency	challenge	evolve
controversy	**source**	clarify	examine
difficulty	emotion	concentrate on	establish
drawback	target	conduct	insist
expansion	explanation	confine	speed up
feeling	conduct	develop	join
framework	topic	evaluate	decrease
goal	possibility	found	demonstrate
interpretation	research	maintain	increase
issue	increase	predict	reinforce
method	figures	prohibit	put together
option	dissertation	raise	focus on
results	type	reduce	forecast
statistics	structure	respond	ban
study	system	show	carry out
thesis	findings	strengthen	limit
trend	problem	synthesise	reply

NB: These pairs are commonly synonymous, but not in every situation.

11 Practice E

■ Find synonyms for the words and phrases underlined, rewriting the sentences where necessary.

a) Professor Hicks questioned the findings of the research.

b) The statistics show a steady increase in survival rates.

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.

12 Practice F

■ Identify the synonyms in this text by underlining them and linking them to the word they are substituting for.

A DOG'S LIFE?

Keeping **pets** has become increasingly popular in wealthier countries. In the USA 95% of owners of **domestic animals** say that they regard them as part of their family. In Asia, since most city dwellers live in flats, felines are more popular there, as they require less care from urban apartment dwellers. Alongside this trend is the growth of businesses that specially cater for dogs and cats. Specialist companies offer a huge variety of pet foods, including canine ice cream and vegan fare, while luxurious pet hotels pamper their guests in South Korea. But there is debate about the benefits of keeping animals in the home: there is conflicting evidence of whether owners gain any tangible advantages from keeping their pets, though it is clear that the animals themselves do.

UNIT

1.7

The Writing Process

References and Quotations

Writing Skills

Using Verbs of Reference

Academic work is based on the research and ideas of others, so to avoid the risk of plagiarism it is vital to show which sources you have used in your work, through a system of references. This unit explains:

- The format of in-text citation
- The main reference systems
- The use of quotations
- The layout of lists of references

Using verbs of reference correctly is an essential skill when introducing summaries and quotations. These key verbs are fully introduced and practised in the unit.

1 Why give references?

There are three principal reasons for providing citations and references:

a) to show that you have read some of the previous studies of the subject, which will add weight to your writing
b) to allow readers to find the sources you have used, if they wish to examine the topic in more detail
c) to avoid plagiarism, and show that you understand the rules of the academic community

► **See Unit 1.8 Avoiding Plagiarism**

■ Since not every idea in your writing requires referencing, decide if you need to give a reference in the following cases.

DOI: 10.4324/9781032721729-8

Reference needed?	**Yes/No**
a) Data you found from your own primary research e.g. a survey	
b) A graph from an internet article	
c) A quotation from a book	
d) An item of common knowledge e.g. exercise is good for you	
e) A theory from a journal article	
f) An idea of your own based on reading several sources	
g) A comment made by a person you interviewed for your research	

2 Citations and references

It is important to refer correctly to the work of other writers which you have used. You may present these sources as a summary or paraphrase, as a quotation, or use both. In each case a citation needs to be 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)

Reference
Smith, M. (2009) *Power and the State*. Basingstoke: Palgrave Macmillan

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

Giving citations

A quotation	Author's family name, date of publication, page no.	(Smith, 2009:37)
A summary	Author's family name, date of publication	Smith (2009)

3 Referencing systems

There are various systems of referencing employed in the academic world, each used by different subjects. Some disciplines, e.g. law, have their own special system (OSCOLA). Your teachers will normally give you guidelines about which system you are expected to use, or you may find these on your library website. With any system, the most important point is to be consistent, e.g. to use the same font size and punctuation throughout your work.

Each system specifies how to reference a wide variety of sources; not only books and journals but also sources such as films, music, blogs and oral testimony. Referencing is a complex subject and students should use an online reference guide for detailed information. Sussex University provides a convenient guide to the different systems at:

www.sussex.ac.uk/skillshub/?id=451

These are some of the principal systems:

a) **Harvard**, generally used in the UK for Social Sciences and Business, illustrated in section 2 earlier.
b) **MLA** is similar to Harvard but more common in the USA for the Arts and Humanities. In this the year of publication comes at the end of the reference.
c) **APA** is widely used in the USA in the Social Sciences.
d) **Vancouver** is commonly employed 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).

e) **Footnote/endnote systems** are commonly used in the Humanities. Here sources are listed either at the bottom of the page or 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.

4 Using quotations

■ Discuss with a partner reasons for using quotations in your written work.

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

- when the original words express an idea in a distinctive way
- when the original is more concise than your summary could be
- when the original version is well known (e.g. Friedman below)

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

Introductory phrase	Source	Reference verb	Quotation	Citation
This view is widely shared;	as Friedman	stated:	'Inflation is the one form of taxation that can be imposed without legislation'	(Friedman, 1974:93).

a) Short quotations (1–2 lines) are shown by single quotation marks. Quotations inside quotations (nested quotations) use double quotation marks:

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

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

Similarly, she says:

One of the many things that people need to be able to do, if their life is to be worthy of human dignity, is to have access to the legal system on terms of equality with other people. … The due process rights … are also fundamental opportunities to act and be treated as a fully equal citizen.

(Nussbaum, 2011a:28)

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 which are irrelevant, use ellipsis (…) 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 [ ]. This indicates that you have added to or changed the original:

'… modern ideas [*of freedom*] *differ radically from those of the ancient world'.*

f) If you are quoting something which you are aware contains a grammatical or factual mistake, show this by inserting [*sic*] immediately after the incorrect word or error:

He claimed that 'the company was to [*sic*] *big to fail'.*

g) If a writer has published more than one book or article in a year it is necessary to add a/b/c to the date to differentiate between works in the reference list:

(Nussbaum, 2011a:28)

h) The quotation you are using may contain conventions differing from those you are following (e.g. US spellings such as *labor*). It is best to reproduce the original in exactly the same form.

5 Abbreviations in citations

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

et al.: used when three or more authors are given. 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 (and the same page) as the previous citation:

Older Americans are more likely to vote than the young (ibid.)

Note that journal articles increasingly tend to use full citations at each occurrence, but students should still use the above in their work. Note also that the use of *op. cit.* seems to be reducing, and that *ibid.* is used more in its place.

► **See Unit 1.5.7 Using Abbreviations**

6 Secondary references

If you were reading the following, from an article by Kelman, you may wish to use this information from the original (i.e. McEwan) in your writing, even if you have not read the whole work.

A study by McEwan (2015) explored the reasons for difficulties at this stage by comparing the expectations of staff and students towards writing essays.

This is known as a secondary reference. If it is not possible to locate the original, you can refer to it thus:

McEwan (2015), ***cited in Kelman (2016:45)*** *compared the expectations of staff and students towards writing essays.*

You must ensure that you include the work you have read, i.e. Kelman, in the list of references.

7 Internet references

Note that references to websites should include the hyperlink to the website and the date at which it was accessed in square brackets. If no author is given use the title of the publication. For example:

Higher Education Funding Council for England (HEFCE) (2010) Research Impact. Available from http://www.hefce.ac.uk/rsrch/REFimpact/ [Accessed 21 July 2016].

8 Organising the list of references

There are many software systems available, e.g. RefWorks or Endnote, which automate the making of a list of references. Using one of them not only saves time, but may also help to produce a more accurate result. Some are free and others require payment, but if you search your library website you may find one which you can access without charge.

At the end of an essay or report there must be a list of all the sources cited in the piece of writing. In some reference systems there may be a bibliography, which also includes sources read but not mentioned.

In the Harvard system, illustrated here, the list is organised 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 is first name, then family name:

Sheila Burford, Juan Gonzalez

But in citations usually 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.

■ Study the reference list below from a paper about the transition from school to university and answer the questions that follow.

REFERENCES

Bryman, A. (2004). *Social Research Methods*. 2nd ed. Oxford: Oxford University Press.

Carroll, J. (2007). *A Handbook for Deterring Plagiarism in Higher Education*. 2nd ed. Oxford: Oxford Centre for Staff and Learning Development.

Cook, A. and Leckey, J. (1999). 'Do expectations meet reality? A survey of changes in first-year student opinion'. *Journal of Further and Higher Education* 23 (2): 157–171.

Crisp, G., Palmer, E., Turnbull, D., Nettelbeck, T., Ward, L., LeCouteur, A., Sarris, A., Strelan, P. and Schneider, L. (2009). 'First year student expectations: Results from a university-wide student survey'. *Journal of University Teaching and Learning Practice* 6 (1): 11–26.

Killen, R. (1994). 'Differences between students' and lecturers' perceptions of factors influencing students' academic success at university'. *Higher Education Research and Development* 13 (2): 199–211.

Leese, M. (2010). 'Bridging the gap: Supporting student transitions into higher education'. *Journal of Further and Higher Education* 34 (2): 239–251.
Lowe, H. and Cook, A. (2003). 'Mind the gap: Are students prepared for HE?'. *Journal of Further and Higher Education* 27 (1): 53–76.
Moore, D. and McCabe, G. (2006). *Introduction to the Practice of Statistics*. 5th ed. New York: W.H. Freeman and Company.
Ryan, J. and Carroll, J. (2005). 'Canaries in the coalmine: International students in Western universities'. In J. Carroll and J. Ryan (eds), *Teaching International Students: Improving Learning for All*. Abingdon: Routledge.
Tinto, V. (1987). *Leaving College: Rethinking the Causes and Cures of Student Attrition*. Chicago: University of Chicago Press.
The Times. 'Coping with transition from sixth form to university', 26 September 2016, p. 4.
White, P. (2013). 'Embracing Diversity'. 7th Annual Learning and Teaching Conference, 9 January 2013 [online]. Available at: https://www.shef.ac.uk/lets/cpd/conf/2013/res/preso [Accessed 10 July 2014].

a) Find an example of:

i) a book by one author

_____

ii) a journal article by nine authors

_____

iii) a chapter in an edited book

_____

iv) a conference paper

_____

v) a journal article by one author

_____

vi) a book by two authors

_____

b) What are the differences between the format of references for books and journal articles?
Books:_____
Journal articles:_____

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 of the first five sources in the list of references earlier (see 2) for model).

i) _____

_____

ii) _____

_____

iii) _____

_____

iv) _____

_____

v) _____

_____

Writing Skills

Using Verbs of Reference

9 Reference verbs

Summaries and quotations are usually introduced by a reference verb:

> *Ganghof (2019)* ***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 tense indicates that the source is older and may be out of date, but there are no hard-and-fast rules about this.

If the source is contributing to an on-going debate then the present tense is appropriate even if the publication date is not recent:

> *George Tsebelis (2002)* ***uses*** *the concept of 'veto player' to theoretically unify the comparative analysis of political systems.*

NB: In some disciplines (e.g. History, Politics) older sources may still be relevant. Also note that some writers choose to give the full name of a source (e.g. **George** Tsebelis) when mentioned for the first time.

The choice of a reference verb depends on its function. These verbs are commonly used to summarise another writer's ideas:

> *Bakewell (1992)* ***found*** *that most managers tended to use traditional terms.*

They may also be used to introduce a quotation.

> *As Scott* ***observed****: 'Comment is free but facts are sacred.'*

Most of the verbs below are followed by a noun clause beginning with 'that'.

a) The following mean that the writer is presenting a case:

argue	*claim*	*consider*	*hypothesise*
suggest	*believe*	*think*	*state*

> *Melville (2017)* ***suggests*** *that eating raw eggs can be harmful.*

b) A second group describe a reaction to a previously stated position:

accept	*admit*	*agree with*	*deny*	*doubt*

*Handlesmith **doubts** Melville's suggestion that eating raw eggs could be harmful.*

c) Others include:

assume	*conclude*	*discover*	*explain*	*imply*
indicate	*maintain*	*presume*	*reveal*	*show*

*Patel (2013) **assumed** that inflation would remain low.*

10 Practice

■ Write a sentence referring to what the following writers said, using a verb from section 9 (more than one verb may be suitable).

Example:

McLeod: 'My research shows that biofuels are environmentally neutral'.

*McLeod **claimed/ argued** that biofuels were environmentally neutral.*

a) Allinson: 'I may have made a mistake in my calculations on energy loss.'

b) Becher: 'I did not say that women make better doctors than men.'

c) Curanovic: 'Small firms are more dynamic than large ones.'

d) De Haas: 'I support Curanovic's views on small firms.'

e) Eden: 'I'm not sure, but most people probably work to earn money.'

f) Freire: 'After much research, I've found that allergies are becoming more common.'

g) Gvosdev: 'I think it unlikely that electric cars will replace conventional ones.'

h) Heisbourg: 'There may be a link between crime and sunspot activity.'

UNIT

1.8

The Writing Process

Avoiding Plagiarism

Writing Skills

Giving Examples

Plagiarism is a concern for both teachers and students, but it can be avoided by clearly understanding the issues involved. In the English-speaking academic world it is essential for students to use a wide range of sources in their work, and to acknowledge these sources following academic conventions.

Effective writers give examples 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.

1 What is plagiarism?

Essentially plagiarism means taking ideas or words from a source (e.g. a book or journal article) 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 texts are thought of as private property belonging to the person who first thought or wrote them. Therefore it is important for all students to understand the meaning of plagiarism and learn how to prevent it in their work.

This situation may appear confusing, since students are expected:

to show that they have read the relevant sources on a subject (by giving citations)	**but**	***to explain these ideas in their own words, and come to their own conclusions.***

Understanding this requirement and being able to follow the rules is vital to achieving success in the academic community. Reasons why students must avoid plagiarism include:

- copying the work of others will not help them develop their own understanding

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- plagiarism is easily detected by teachers and computer software, such as Turnitin*
- it shows a lack of respect for classmates who have worked independently
- plagiarism may lead to failing a course or even having to leave college

* This software can also be used by students who want to check that their written work does not contain plagiarism before they submit it for marking. See: www.turnitin.com/regions/uk

2 Basic plagiarism

■ Study the following sentence on early feminist movements:

> What is more remarkable, however, is the way the breakdown of royal government in 1640, the prolonged political crisis between King and parliament of 1640–42, the Civil Wars of 1642–48, and the emergence of many extremist independent sects and of a genuinely radical political party, stimulated the women of London and elsewhere to unprecedented political activity.
>
> (Source: Stone, L. (1979) *The Family, Sex and Marriage in England*. Harmondsworth: Penguin)

■ Working with a partner, decide if the following, written by a student, is plagiarised from the previous extract:

> A series of events: the 1640 collapse of royal government, the lengthy political crisis between parliament and the King, the 1642–48 Civil Wars, followed by the appearance of extreme sects and a genuinely radical party, caused women in London to become politically active for the first time.

Not only does the student's text lack citation, it also retains some phrases from the original and follows exactly the same structure. So avoiding plagiarism involves more than changing some vocabulary: ideas must be expressed in the writer's own voice and correct citation must be included.

3 Degrees of plagiarism

Although plagiarism essentially means copying somebody else's work, in some situations it can be difficult to decide if plagiarism is involved.

■ Working with a partner, consider the following academic situations and decide if they are plagiarism or not.

	Situation	***Plagiarism?***
1.	Copying a paragraph, but changing a few words, and not 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 an article, giving a citation but not using quotation marks.	
6.	Using something that you think of as general knowledge, e.g. the earth's climate is getting warmer.	
7.	Using a paragraph from an essay you wrote and had marked the previous semester, without citation.	
8.	Using the results of your own unpublished research, e.g. from a survey you did, 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 misspelling the author's name.	

This exercise shows that plagiarism can be accidental. For example, situation (10) above, when the author's name is misspelt, is technically plagiarism but really carelessness. In situation (9) your teacher may have told you to discuss the topic in groups, and then to write an essay on your own, in which case it would not be plagiarism. Self-plagiarism is also 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. 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 overused, as they may give the impression that you are 'padding out' your work. So in order to include other writers' ideas in your work you must learn to paraphrase and summarise. This will demonstrate to a teacher your understanding of a text.

► **See Unit 1.6 Summarising and Paraphrasing**

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 paragraphs below (a–d) which use ideas and information from it. Decide which are plagiarised and which are acceptable, giving your reasons.

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.

(Source: Hobsbawm, E. (1995) *The Age of Revolution*. London: Penguin, p. 45)

a) Between 1830 and 1850 there was very rapid development in railway construction world-wide. Two periods of especially feverish growth, mainly with British involvement, 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, but by 1840 there were over 4,500 miles and over 23,500 by 1850. Most of them were built mainly with British capital, British iron, machines and expertise, and most of them were projected in a few bursts of speculative madness known as the 'railway manias' of 1835–7 and especially 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 for comparable business opportunities (Hobsbawm, 1895:45).

5 Avoiding plagiarism by developing good study habits

Few students deliberately try to cheat by plagiarising, but some develop poor study habits which 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 essays at the last minute.
- Take care to make notes in your own words, not copying from the source.
- Keep a full record of all the sources you use (e.g. author, date, title, page numbers, place of publication, publisher).
- Remember that charts, graphs and tables also need citation.
- Oral presentations should include references to your sources and should make it clear when you are quoting.

► **See Unit 1.5 Finding Key Points and Note-making**

6 Practice A

■ Read this text on the link between Olympic success and national prosperity.

> Wealth is an important advantage in pursuing Olympic medals. Clearly, a large population also has benefits, since this is more likely to include people with sporting abilities. But countries must be able to mobilise their human resources: in the London Olympics in 2012 India, with its huge population, only won six medals, while New Zealand (with just 4 million) won 13. When many people are affected by poverty and illness it is not easy to be ordinarily healthy, let alone be an Olympic athlete. In fact richer countries have both healthier populations and can also spend more on encouraging sport. China won only 58 medals in 2000, when its GDP per person was under $4,000. But at the 2012 London Olympics, when its GDP figure had risen to $16,000, China won a total of 88. Governments are also finding that there are benefits in focusing efforts on a limited number of sports in which there is less competition: this was the tactic that led to British success in the cycling events in Rio de Janeiro in 2016.
>
> (Source: Kaufman, S. (2017) *Gold, Silver, Bronze*, p. 3)

■ Add citations to the summary and quotation below.

(Summary)

Kaufman argues that wealth (expressed as GDP per head) rather than size of population is the key to national success in the Olympics.

(Quotation)

Large populations alone do not guarantee good national results at the Olympics. Countries must also be wealthy enough to have healthy citizens and be able to provide resources for training. As Kaufman points out: 'When many people are affected by poverty and illness it is not easy to be ordinarily healthy, let alone be an Olympic athlete'.

Writing Skills

Giving Examples

7 Introducing examples

Generalisations are commonly used to introduce a topic:

> *Many plants and animals are threatened by global warming.*

But if the reader is given an example for illustration the idea becomes more concrete:

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

Without examples writing can seem too theoretical:

> *The overuse of antibiotics has had serious negative consequences.*

But an example makes the idea easier to understand:

> *The overuse of antibiotics has had serious negative consequences.* ***Hospital–acquired infections such as MRSA have become more difficult to treat and this has resulted in many deaths.***

The example may also support the point the writer is making:

> *The past decade has seen International Relations enthusiastically embrace popular culture as a classroom resource.* ***George Orwell's '1984' has long had traction as a metaphor for a meta-regional dystopia …***

► **See Unit 2.4 Generalisations**

■ Read the following text and note the way that examples are used. Underline the examples.

DRONING ON

For some years there have been predictions that drones could be used to deliver goods to customers. Amazon was one company that expressed an interest. Yet issues with regulators have delayed the arrival of airborne parcels in most countries, owing to concerns with privacy and safety. However, in remote rural regions drone deliveries are already in

operation. In Rwanda, for instance, an American startup called Zipline is flying medical supplies, especially blood, to isolated clinics and hospitals. There are various reasons for beginning to operate in these places: medicines are valuable yet lightweight, while most deliveries are between a small number of fixed points. By comparison, travel by road is likely to be slower and more expensive. The pioneer companies such as Zipline and Matternet claim to be operating profitably already, and there are plans to begin the service in less remote places: Zipline will bring its expertise from Africa to North Carolina.

8 Phrases to introduce examples

a) **for instance, for example**, (with commas)
Some car manufacturers, for instance Kia, now offer seven-year guarantees.
b) **such as, e.g.** (e.g. normally in brackets)
Extreme weather events (e.g. hurricanes) are becoming more frequent.
c) **particularly, especially** (to give a focus)
Certain Master's courses, especially American ones, take two years.
d) **a case in point** (for single examples)
A few diseases have been successfully eradicated. A case in point is smallpox.

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

Example:

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

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

a) Some twentieth-century inventions affected the lives of most people.

_____

b) In recent years more women have become political leaders.

_____

c) Certain countries are frequently affected by earthquakes.

_____

d) Many musical instruments use strings to make music.

e) Ship canals facilitate world trade.

f) Politicians have discussed a range of possible alternative punishments to prison.

9 Practice B

■ Read the text below and add suitable example phrases from the box where appropriate.

such as Diet Coke
including eggs, butter, salt, sugar, fats and smoked meats
for example bread or rice
e.g. swimming, running or cycling
in other words, a food may be condemned by one scientist but approved by another
such as fruit and meat

Eating for health

A hundred years ago most people's diets consisted of a few staple items that were cheap and also filling. Today many people are able to afford more variety, and regularly eat more expensive foods. But along with the wider choice has come anxiety about the possible threats to health contained in certain foods. In recent years a broad range of products have been considered a risk to health. This has left many people confused, as much of the 'research' behind these claims is contradictory. One beneficiary of this process is the health food industry, a booming sector which promotes food and drink products to health-conscious young people. In fact, many doctors argue that instead of focusing exclusively on what they eat or drink, people's health would be improved by doing more exercise.

10 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 second largest gold producer, ***namely*** *Australia, has been faced with a number of technical difficulties.*

in other words	**namely**	**that is (to say)**	**i.e.**

NB: 'i.e.' and 'e.g.' are commonly confused. Both are from Latin:

i.e. = *id est*
e.g. = *exempli gratia*

■ Study these examples*:*

*The world's largest company **i.e.** Walmart has reported increased profits. (that is)*
*Many of the world's largest companies **e.g.** BP are in the oil business. (for example)*

■ Add a suitable phrase from the box to the sentences that follow, to make them clearer*.*

that is to say, fewer people are voting	in other words the fixed costs
namely Madrid and Barcelona	(27 BCE – 476 CE)
i.e. breast cancer	

a) The company's overheads doubled last year.

b) Imperial Rome was a period of autocratic rule.

c) Two Spanish cities are long-standing football rivals.

d) Survival rates for the most common type of cancer are improving.

e) Participation rates in many democracies are in decline.

UNIT
1.9

The Writing Process
Contrasting Sources

Writing Skills
Providing Cohesion

For most assignments students are expected to read a range of sources, often containing conflicting views, or different perspectives, on a topic. In some cases the contrast between the various views may be the focus of the task. This unit explains how writers can present and organise a range of contrasting sources.

Cohesion means joining a text together with reference words (he, she, theirs) and conjunctions (but, then) so that the whole text is clear and readable. This unit deals with reference words and Unit 10 practises conjunctions.

1 Referring to sources

In the early stages of a paper it is common to refer to the views of other writers on the subject, to show that you are familiar with their work, and that your work will take their research into account. In a longer essay or thesis this may form a section headed 'Literature review'.

■ Read the following example from a study of student transition from school to university and answer the questions that follow.

The expectations which students have of higher education are influenced by their prior educational experiences (Ramsden, 1992:82; Tinto, 2005; Cook and Rushton, 2008). These experiences form a basis for the academic expectations which students have relating to learning and teaching (Dalglish and Chan, 2005), assessment (Ramsden, 1992:84), academic support (Yorke, 2000; Crisp *et al.*, 2009), and academic interactions with staff (Crisp *et al.*, 2009).

(Source: McEwan, M. 'Understanding Student Transition to University: The Expectations of Essay Writing for Students and Staff'. Enhancement and Innovation in Higher Education Conference, 2015)

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a) How many sources are mentioned here?

b) Which writers examine expectations of learning and teaching?

c) What was the subject of Yorke's study?

d) Which writer looked at expectations of assessment?

e) Why do you think page numbers are given for Ramsden?

2 Practice A

■ *Read another paragraph from the same study and answer the questions that follow.*

> Academically, a diverse body of international university entrants have even greater diversity in pre-arrival expectations and prior educational experiences when compared to those of home students (e.g. Dalglish and Chan, 2005; Crisp *et al.*, 2009; White, 2013) resulting in a period of transition which can be more challenging with greater requirements for academic adjustment (Ramsey, Barker and Jones, 1999). For example, international students often need to make significant cultural (Ryan and Carroll, 2005) and linguistic (Wu and Hammond, 2011) adjustments and this takes time; perhaps many months or even years (Carroll, 2014).

a) What is the main subject of the paragraph?

b) Summarise the different points made by each of the five sets of sources cited.

Example:

i) Dalglish and Chan, 2005; Crisp *et al.*, 2009; White, 2013
International students have a wider variety of expectations compared to home students

ii) Ramsey, Barker and Jones, 1999

iii) Ryan and Carroll, 2005

iv) Wu and Hammond, 2011

v) Carroll, 2014

3 Balancing different sources

■ Study the following structures.

Presenting a source

According to Dymski …
O'Hare (2009) argues/claims that …
Unsworth's main theory thesis/model places foreign policy on a continuum …
Various scholars have supported this position (Geddes, 2016; Mulhouse, 2018)
Walter Benjamin made Paris the capital of the nineteenth century (Benjamin, 1999)

Contrasting sources

A counter-argument is presented by Croese …
Regardless of the theoretical approaches …
Despite this, Chatterton claims/argues/denies …
On the one hand it can be argued that …
However, this goal change has had negative consequences.

NB: Multiple sources can be ordered either alphabetically or chronologically (see the chronological examples in section 2), depending on the style of the journal. This is an example of alphabetical order:

> *There is still ambiguity in the literature (see Borchert and Zeiss, 2003; Burch and Moran, 1985; Cotta and Best, 2007; Guttsman, 1965; Kavanagh, 1992; King, 1983).*

4 Practice B

The texts that follow (4.1–4.3) reflect different approaches to the topic of globalisation.

■ Read each text, then complete the paragraph from an essay entitled: 'Globalisation mainly benefits multinational companies rather than ordinary people. Discuss', using all three sources, in about 100 words.

4.1 THE BENEFITS OF GLOBALISATION

It has been argued that globalisation is not a new phenomenon, but has its roots in the age of colonial development in the seventeenth and eighteenth centuries. However, its modern use can be dated to 1983, when Levitt's article 'The Globalisation of Markets' was published. Among the many definitions of the process that have been suggested, perhaps the simplest is that globalisation is the relatively free movement of services, goods, people and ideas world-wide. An indication of the positive effect of the process is that cross-border world trade, as a percentage of global GDP, was 15% in 1990 but is

expected to reach 27% by 2028. Among the forces driving globalisation in the last three decades have been market liberalisation, cheap communication via the internet and telephony, and the growth of 'new' economies such as Brazil and Vietnam.

(Source: Cimbala, T. 2018)

4.2 GLOBALISATION AND ITS DRAWBACKS

Considerable hostility to the forces of globalisation has emerged in both the developed and developing worlds in recent years. In the former, there is anxiety about the loss of manufacturing and service jobs to countries which offer cheaper labour, while developing countries claim that only a minority have benefited from the increase in world trade. They point out that per-capita income in the 20 poorest countries has hardly changed in the past 40 years, while in the richest 20 it has tripled. The markets of Western nations are still closed to agricultural products from developing countries, and while there is free movement of goods and capital, migration of people from poor countries to rich ones is tightly controlled. Moreover, the Covid-19 pandemic exposed the dangers of relying on lengthy supply chains involving expensive freight charges.

(Source: Ramesh, H. 2022)

4.3 MULTI-NATIONALS AND GLOBALISATION

Multi-national companies have undoubtedly benefited from the relaxation of the import tariff regimes which previously protected local firms, allowing them to operate more freely in markets such as India which have recently liberalised. These corporations have evolved two distinct approaches to the challenge of globalisation. Some, e.g. Gillette, have continued to manufacture their products in a few large plants with strict control to ensure uniform quality worldwide, while others, for instance Coca-Cola, vary the product to suit local tastes and tend to make their goods on the spot. They claim that an understanding of regional differences is essential for competing with national rivals. In either case, these giant companies are often able to minimise their tax liabilities by establishing headquarters in low-tax countries.

(Source: Vis, P. 2014)

Globalisation mainly benefits multinational companies rather than ordinary people. Discuss.

There is good evidence that globalisation has resulted in a considerable increase in world trade over the past 20–30 years …

Writing Skills

Providing Cohesion

5 Reference words

Reference words are used to avoid repetition:

> **Leonardo da Vinci** (1452–1519) was a fifteenth-century Italian genius who produced only a handful of **finished artworks**. However, **they** include **Mona Lisa** and The Last Supper, **the former** perhaps the most famous painting in the world. Although **he** is remembered mainly as an artist, **he** was also an innovative engineer, scientist and anatomist. **His designs** include tanks and flying machines, and although few of **these** were built in **his** lifetime **he** is still remembered as the man who saw **their** possibility.

Here the reference words function as follows:

Leonardo da Vinci	**finished artworks**	**Mona Lisa**	**designs**
He/His	they	the former	these/their

6 Practice C

Examples of reference words and phrases:

Pronouns	he/she/it/they
Possessive pronouns	his/her/hers/its/their/theirs
Object pronouns	her/him/them
Demonstrative pronouns	this/that/these/those
Other phrases	the former/the latter/the first/the second/the last

■ Read the following paragraph and complete the table with reference words.

CAPITAL GLAMOUR?

In the last ten years at least fifteen British universities such as Warwick and Loughborough have opened campuses in London, the former in the Shard building. They believe that an outpost in the capital is attractive for some students, especially international ones.

For that reason many of them offer English-language classes alongside their academic courses. These campuses tend to offer more vocational subjects such as management, although the bright lights of the capital offer no guarantee of subsequent employment. But among the drawbacks of such courses is the lack of sports facilities or other student union-based activities in the cramped conditions of the capital.

Reference	Reference word/phrase
Warwick	*The former*
fifteen British universities	
some students	
an outpost in the capital is attractive	
campuses in London	
more vocational subjects	

7 Preventing confusion

To avoid confusing the reader it is important to use reference words only when the reference is clear and unambiguous. For example:

> *Pablo Picasso moved to Paris in 1904 and worked with Georges 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 Georges Braque from 1908 to 1909.* ***Picassolthe former*** *became interested in the analysis of form, which led to cubism.*

- Read a short text in your subject area and underline the reference words.

8 Practice D

- In the following paragraph, insert suitable reference words in the gaps.

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. 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. i) ——— is also remembered for j) ——— remark: 'In the future everyone will be famous for 15 minutes', which seems to forecast today's celebrity culture.

9 Practice E

■ Use the following information to write a paragraph about the invention of Kevlar, paying careful attention to the use of reference words.

Kevlar

Inventor:	Stephanie Kwolek (1923–2014)
Background:	Her parents were Polish immigrants to America
Company:	DuPont Corporation (USA)
Kwolek's position:	Research chemist
Kwolek's education:	BSc from Carnegie Mellon University. She had planned a medical career, but took a temporary job with DuPont
Kevlar's properties:	Synthetic fibre, stronger than steel
Patented:	1965
Commercially produced:	1971
Applications:	Car tyres, bullet-proof vests, skis, ropes

UNIT

1.10

The Writing Process

Organising Paragraphs

Writing Skills

Using Conjunctions

Paragraphs are the building blocks of academic writing. Well-structured paragraphs help the reader understand the topic more easily by dividing up the argument into convenient sections. Conjunctions are words and phrases which join parts of a sentence together, or link a sentence or paragraph to the next one. Effective reading and writing requires clarity about their use and meaning. This unit looks at:

- the components of paragraphs
- the way the components are linked together
- the linkage between paragraphs in the overall text
- the different functions of conjunctions

1 Paragraph structure

■ Read the paragraph below and answer the questions.

Many countries around the world are currently moving some government departments out of the capital city. Previously, there were attempts to create entirely new capitals, such as Brasilia in Brazil or Islamabad in Pakistan. Now, however, these schemes are seen as too expensive, complex and disruptive. Instead the trend is to disperse different ministries to various, less crowded districts away from the capital. Mexico, for example, has moved its Ministry of Culture from Mexico City to Tlaxcala and Norway has shifted the competition authority from Oslo to Bergen.

a) What is the topic of this paragraph?

b) How are the sentences in the paragraph linked together?

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The paragraph can be analysed thus:

1. Topic sentence	Many countries around the world are currently moving some government departments out of the capital city.
2. Supporting information	**Previously**, there were attempts to create entirely new capitals, such as Brasilia in Brazil or Islamabad in Pakistan.
3. Reason	**Now, however**, these schemes are seen as too expensive, complex and disruptive.
4. Further detail/ restatement	**Instead**, the trend is to disperse different ministries to various, less crowded districts away from the capital.
5. Examples	Mexico, **for example**, has moved its Culture Ministry from Mexico City to Tlaxcala and Norway has shifted the competition authority from Oslo to Bergen.

This example shows that:

i) A paragraph is a group of sentences which deal with a single topic. Dividing up the text into paragraphs helps both writer and reader to follow the argument more clearly.
ii) The length of paragraphs varies significantly according to text type, but should normally be no less than four or five sentences.
iii) Usually (but not always) the first sentence introduces the topic. Other sentences may give definitions, examples, extra information, reasons, restatements and summaries.
iv) The sentences of the paragraph are linked together by conjunctions and adverbs, as shown in bold in the table. These guide the reader through the arguments presented.

2 Practice A

■ The sentences in the following paragraph, from the same article on government re-location, have been mixed up. Use the table to put them in the right order.

i) One benefit of dispersal is to improve the quality of life of the civil servants, detached from overcrowded and expensive capitals.
ii) Today's civil servants no longer need to all work in the same district and be able to meet face to face.
iii) Finally there should be economic benefits for remote and possibly run-down regions in receiving an injection of well-paid employment.
iv) Developments such as videoconferencing make this pattern of dispersal, which has many apparent benefits, more feasible.
v) Moreover, away from the pressures of the capital with its lobbyists and politicians, workers may have a more objective and detached viewpoint.

Topic sentence	
Reason	
Result 1	
Result 2	
Result 3	

3 Practice B

■ a) Analyse the next paragraph from the same text by completing the left-hand column of the table with suitable descriptors.

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?

Topic sentence	Despite these advantages there are serious drawbacks to relocating government departments.
	One of the gravest is that many employees, especially younger ones, are reluctant to leave lively capital cities to live in remote provincial towns.
	In some cases more than half the staff has resigned rather than move, fearing the loss of social life.
	In addition, new locations may be chosen for political rather than economic reasons.
	Politicians may attempt to bring jobs to their own constituencies, as when Pinochet moved Chile's congress to his home town, Valparaiso.
	So although there are many apparent gains from relocation, putting such a move into practice can be full of problems.

► **See Unit 1.9.5 Providing Cohesion**

4 Introducing paragraphs and linking them together

The paragraph in Practice B begins with a phrase which links it to the previous paragraph, in order to maintain continuity of argument:

Despite these advantages …

- Study the following phrases which can be used to link paragraphs together:

a) Introducing a topic (often with time phrase):
This symposium focuses …
Urbanists have shown that …
***Recent decades** have witnessed …*
***The postmodern** rejection of 'grand narratives' …*
*The rise in energy prices **from 2022** …*

b) Referring to a source:
***Dreyfus and Dreyfus** drew on this approach …*
***Thompson** is more equivocal …*
***George Tsebelis** (2002) uses the concept …*

c) Referring back to the previous paragraph (often with a conjunction):
This qualitative gap …
*The meta-criticism is **in contrast** to …*
***Nevertheless**, the academic literature …*
***Meanwhile**, the rapid expansion …*
***Yet despite** this massive transformation …*

d) Listing a series of points:
*The **first** argument is that …*
***Second**, if careerism is the core plank …*
***Thirdly**, the intersubjective and communicative …*

e) Coming to a conclusion:
This review article has analysed …
This paper has argued for …
When we assess the implications …
Finally, the performance of …

► **See Unit 2.2 Academic Vocabulary: Verbs and adverbs**

5 Practice C

- Use the notes below to write two paragraphs on the subject of 'Trams'. Use conjunctions and other suitable phrases to introduce and link the paragraphs together.

- As cities grew in 19th century increased need for urban public transport
- Horse-drawn buses were slow and expensive
- Trams (streetcars in the USA) developed in late 19th century
- Provided cheap and convenient mass transport in many cities
- Rail-based systems expensive to maintain

- Fixed tracks meant system was inflexible
- During 1950s and 1960s many European and Asian cities closed tram systems
- Today trams becoming popular again
- Some cities, e.g. Paris and Manchester, have built new systems
- Trams less polluting than cars and cheaper to operate
- Problems remain with construction costs and traffic congestion blocking tracks
- Expense of building modern tramways means that they remain controversial

Writing Skills

Using Conjunctions

6 How conjunctions work

When reading a text, conjunctions are like signposts, helping the reader to follow the ideas.

■ Read the paragraph below and study the functions of the conjunctions (in bold).

BIOFUELS

Newly published research examines some important questions about the growing use of biofuels, **such as** ethanol made from maize. The production of these has recently increased sharply, **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 biofuels, **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, which is a beneficial process. **Consequently**, it can be seen that the situation is rather confused, **and** that biofuels are **neither** a magical solution to the energy problem, **nor** are they the environmental disaster sometimes suggested.

Note that some conjunctions link parts of sentences together:

> *The production of these has recently increased sharply,* ***but*** *the replacement of food crops with fuel crops has been heavily criticised.*

While others join a new sentence to the previous one:

> *… carbon dioxide from the atmosphere, which is a beneficial process.* ***Consequently****, it can be seen that the situation is rather confused …*

7 Types of conjunctions

Note the way conjunctions work in the following sentences:

> *Demand for food is increasing* ***because*** *the population is growing.*
> *Mechanisation has increased crop yields,* ***yet*** *production is still inadequate.*

In the first sentence, 'because' introduces a reason; in the second, 'yet' indicates opposition between the two parts of the sentence.

- 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 globalisation 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 ( )

- Read the earlier paragraph on biofuels (section 6) and decide what the function of each conjunction is (i.e. types i–vi above).

Conjunction	**Type**	**Conjunction**	**Type**
a) *such as*	*example*	f)	
b)		g)	
c)		h)	
d)		i)	
e)			

8 Common conjunctions

■ Working with a partner, complete the table with as many examples of conjunctions as possible.

Addition	Result	Reason	Opposition	Example	Time
and	*consequently*	*since*	*yet*	*such as*	*then*

9 Practice D

■ 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 which 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.

10 Confusing conjunctions

In a few cases conjunctions have two meanings:

While *there were risks with the drug, he thought they were minor*. (opposition)
While *listening to the lecture she was planning the essay*. (time)
He has been in Washington ***since*** *Tuesday*. (time)
Since *she couldn't read Russian she had the paper translated*. (reason)

11 Conjunctions of opposition

In some ways these are the most important type of conjunction, and can be the most difficult to use accurately. Note the position of the conjunctions in the following examples:

> ***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.*
> *The economy is strong,* ***but / yet*** *there are frequent strikes.*

■ 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, _____

_____

e) Although the spring was cold and dry _____

_____

f) He finished the project before the deadline, yet _____

_____

UNIT

1.11

The Writing Process

Introductions and Conclusions

Writing Skills

Giving Definitions

An effective introduction explains the purpose, scope and methodology of the paper to the reader. The conclusion should provide a clear answer to any question asked in the title, as well as summarising the main points discussed. With coursework, both introductions and conclusions are normally written after the main body has been completed.

Definitions are usually found in introductions, and are used to explain what the writer means by new, specialised or unfamiliar terms. This unit presents ways of writing both simple and complex definitions.

1 Introduction components

a) ■ What is the function of introductions to essays or reports? Discuss with a partner, then share your ideas with the rest of the class.

What components are normally found in an introduction? Choose from the list below.

Components	Yes/No
i) A definition of any unfamiliar terms in the title	
ii) Your personal 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) A suitable quotation from a well-known source	
vi) Your aim or purpose in writing	
vii) The method you adopt to answer the question	

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Components	Yes/No
viii) Some background or context of the topic	
ix) Any limitations you set yourself	
x) An outline of the main body	

b) ■ Read the extracts (A–G) from introductions to articles and decide which of the components listed above (i–x) they are examples of.

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

B 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.

C We attempted to test our hypothesis by comparing the reactions of a random sample of postgraduates with those of a group of first-year students.

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

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

F This study will focus on retention rates of nursing staff between 2010 and 2018, since with more recent years an accurate assessment cannot yet be made.

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

2 Introduction structure

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

► **See Unit 1.2 Understanding Essay Questions**

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

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 research methods
f	Any limitations you imposed
g	An outline of your paper

■ Study this introduction to an essay entitled 'Evaluate the experience of e-learning for students in higher education'.

There is a range of definitions of this term, but in this paper 'e-learning' refers to any type of learning situation where content is delivered via the internet. Learning is one of the most vital components of the contemporary knowledge-based economy. With the development of computing power and technology the internet has become an essential medium for knowledge transfer. In addition, the Covid-19 pandemic of 2020 made e-learning necessary for many students around the world. Various researchers (Webb and Kirstin, 2013; Honig *et al*., 2016) 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 (HE) to this method of teaching. The purpose of this study was to examine students' experience of e-learning in an HE context.

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

■ Underline the following sections (a–g) of the introduction above*:*

a) **Definition**

Certain words or phrases in the title may need clarifying because they are not widely understood, or are used in a special sense.

b) **Context**

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.

c) **Reference to other researchers**

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

d) **Aim**

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

e) **Method**

The method demonstrates the process that you carried out to achieve the given aim.

f) **Limitations**

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

g) **Outline**

Understanding the structure of your paper will help the reader to follow your argument.

3 Opening sentences

Perhaps the most difficult part of writing a paper is getting started, 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 resources	has emerged as a potential cause of international friction.
Since 2018	electric vehicles	have become a serious commercial proposition.
Before 1950	antibiotic drugs	were not widely available.

It is important to avoid opening sentences which are over-general and vague. Compare:

Nowadays there is a lot of competition among different news providers.	*X*
In the last 20 years newspapers have faced strong competition from the internet for news and entertainment.	√

■ Working quickly, write an introductory sentence for two 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.

► **See Unit 2.4 Generalisations**

4 Conclusions

Although it is difficult to generalise, conclusions tend to be shorter and more varied in format than introductions. Some articles may have a 'summary' or 'concluding remarks'. Student papers should have a final section which summarises the arguments and makes it clear to the reader that the original question has been answered.

Although there is no fixed pattern, a common structure for an essay conclusion is:

a	Summary of main findings or results
b	Link back to the original question to show it has been answered
c	Mention of the limitations to your work e.g. geographical
d	Suggestions for future possible related research
e	Comments on the implications of your research

5 Practice A

■ The following sentences form the conclusion to the essay entitled 'Evaluate the experience of e-learning for students in higher education', whose introduction was given in section 2 earlier. The sentences have been mixed up. Put them into a logical order (1–5).

a) _____ This finding was clear, despite the agreed convenience of e-learning.

b) _____ Given the constraints of the small and limited sample there is clearly room for further research in this field, in particular to explore whether certain disciplines are more suited to this mode of learning than others.

c) _____ However, our survey of nearly 200 students found a strong preference for traditional classroom teaching, with the consequent face-to-face contact with the tutor and fellow students.

d) _____ But in general it would appear that e-learning is unlikely to be acceptable as a primary teaching method in higher education.

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

Writing Skills

Giving Definitions

6 Simple definitions

Basic definitions, as found in a dictionary, are formed by giving a category and the application:

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

7 Category words

These are useful for making definitions.

- Match the examples on the left of the table with the categories on the right. Then write a full definition for each one.

Example	Category word
Reinforced concrete	Disease
Malaria	Cereal
Autocracy	Organisation
Weaving	Political system
Oats	**Building material**
Limited company	Penalty
Parking fine	Process

Example definition: *Reinforced concrete is a building material consisting of cement, aggregates and steel rods, used in structures such as bridges.*

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

textile	behaviour	organisation	process
instrument	organs	period	profession

a) A barometer is a scientific ———— designed to measure atmospheric pressure.
b) Kidneys are ———— that separate waste fluid from the blood.
c) A multinational company is a business ———— that operates in many countries.
d) Linen is a ———— made from flax.
e) Bullying is a pattern of antisocial ———— found in many schools.
f) Recycling is a ———— in which materials are used again.

■ Write definitions for the following*:*

g) A lecture is _____.
h) Tuberculosis (TB) is _____.
i) The Red Cross is _____.

■ Write a definition from your own subject area:

_____.

8 Complex definitions

It can be difficult to define terms that you may feel are widely used and understood. For instance, what exactly is an 'urban area', a 'non-governmental organisation', or the 'international community'?

Although these and many similar terms are commonly employed in discussion, if you have to write about them it can be vital to make clear, at the beginning of a paper, what you understand by such a phrase in the context of your paper.

■ The following examples illustrate the variety of methods that can be used in giving definitions. Study the examples and underline the terms 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 organised system whose goal is to make individuals feel safe and secure.
d) 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.

■ Which of the above example(s):

i) quotes a definition from another writer?

_____

ii) gives a variety of relevant situations?

_____

iii) explains a process?

_____

iv) uses category words?

_____

9 Practice B

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

Example:

Title: Higher education should be free and open to all. Discuss.

Definition: *Higher education usually means university-level study for first or higher degrees, normally at the age of 18 or above.*

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?

_____

_____

UNIT

1.12

The Writing Process

Editing and Proofreading

Writing Skills

Academic Style

In exams you have little time for editing, but with coursework it is important to take time to revise your work to improve its clarity and logical development. In both situations proofreading is essential to avoid the small errors which may make parts of your work inaccurate or difficult to understand.

There is no one correct style of academic writing, but in general it should attempt to be accurate, impersonal and objective. This unit gives guidelines for an appropriate style, and provides practice.

1 Editing

It is important to be clear about the difference between editing and proofreading; both are critical stages of the writing process, but they need to be done separately. Good editing, which aims to make a paper as clear and precise as possible, can make a huge difference to the quality of your work. Although it is tempting to think that the first draft of an essay or report is good enough, it can almost certainly be improved. After completing the first draft it's a good idea to leave it for two days and then critically reread it, asking yourself 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 which would support the development?
e) Is the paper the required length; not too short or too long?
f) Have I mentioned the main authorities on this subject?
g) Is the style suitably academic?
h) Are all the citations and references included correctly?

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2 Practice A

As part of a module on Qualitative Research Methods, you have written the first draft of a 1,000-word paper entitled: '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 conversation 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) *No sources are mentioned.*
b)
c)
d)
e)

With these points in mind, the introduction could be rewritten 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. Clearly much depends on the research topic and the time the researcher has available.

3 Practice B

■ Read the following paragraph on 'Possible ethical issues raised by interview-based research'. Decide how it could be improved, and rewrite it.

Any organisation that allows researchers to interview its employees runs a big risk. The interviewees may complain about the boss or about other workers. Another danger for the researcher is that employees may feel obliged to give positive answers to questions instead of their honest opinions. This is because they are afraid of their bosses finding out what they really think. Also the reputation of the organisation may suffer. I believe that researchers should make sure that this does not happen. They must make it clear why they are doing the research, and keep identities secret by using false names. If this is not done there's a good chance that the validity of the whole research project will be in danger.

4 Proofreading

After you have edited your work, the final stage is to proofread it. This means checking your work for small errors, for instance of spelling or grammar, which may make it more difficult for the reader to understand exactly what you want to say. If a sentence has only one error:

The italian economy is burdened with massive debt.

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

A American senate once say: 'Truth is frist casualty off war'.

Clearly, you should aim to make your meaning as clear as possible:

An American senator once said: 'Truth is the first casualty of war'.

Note that computer spellchecks will not always help you, since they may ignore a word which is spelt correctly but which is not the word you meant to use:

Tow factors need to be considered.

5 Practice C

■ Examples of the twelve most common types of error in student writing are shown below. In each sentence underline the error and correct it.

i) **Factual**
Corruption is a problem in many countries such as Africa.
ii) **Word ending**
The context provides relative clear clues.
iii) **Punctuation**
What is the optimum size for a research team.
iv) **Tense**
Since 2017 new editions were published every year.
v) **Vocabulary**
The Bulgarian money is the lev.
vi) **Spelling**
Pervious experience can sometimes be a disadvantage.
vii) **Singular/plural**
It is one of the largest city in Asia.
viii) **Repetition**
A multinational business that operates in many countries.
ix) **Missing word**
This is an idea established by David Ricardo in nineteenth century.
x) **Word order**
Three skills are for needed success in the academic world.
xi) **Style**
Recent studies mention racism, misogyny and etc.
xii) **Agreement** (subject/verb or noun/noun)
The intensity of the emotions are different.

NB: You probably know the type of error you frequently make – e.g. perhaps confusing *its* and *it's*. If so, you should make a point of checking these items carefully.

6 Practice D

■ The following sentences each contain one type of error. Match each to one of the error types (i–xii) above, and correct the error.

a) Unfortunately the study shows discrimination against female students.
b) Both companies focus on mass marketing to promote its line of products.
c) Failure to find the right coffee may lead to torment for consumers.
d) They found that different researchers had differently effects on the research.

e) This was after the single European market was established in 1873.
f) Many students for the grant applied.
g) The Arts Faculty has it's own library.
h) She selected Budapest in Hungry for setting up the research centre.
i) Companies from the rest of world are eager to do business in India.
j) From 2012 to 2018 there are few cases of cholera.
k) He said that the advantage and drawbacks of the plan were obvious.

7 Practice E

■ There are ten errors in this text. Underline and correct them.

THE PANAMA CANAL

Ship canals are important element in the development of world trade, as most manufactured things travel by ship. Unlike the Suez Canal in egypt, crossing the Panamanian isthmus involves lifting ship 26 metres and then lowering them on the other side. Construction was so difficult and danger that the original French engineers were defeated by disease, after over 20,000 men had died working on the project. On the early twentieth century the American government became involved and after ten years' work the canal opened to shipping 1914, thereby avoiding the difficult route around the tip of South America. But since the 1970s container ships have steadily grown to large to fit the canals locks, and so in 2007 the Canal Authority began a major development to expand canal's capacity with locks 60% wider. When this was completed in 2016, at a cost of over $5 billion, the canal was able to handle almost all ships, including the giant cruise vessels now being operated.

Writing Skills

Academic Style

8 Components of academic style

There are few fixed rules for academic style which apply to all disciplines, so students should study examples of writing in their own subject area, and then aim to develop their own 'voice'. But certain general guidelines apply in most cases, for instance writers should aim for precision.

■ 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 analysed as follows:

Poor style	**Reason**
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 '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 rewritten in more suitable style:

> Motivation has been the subject of numerous studies in the last 60 years, 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.

9 Guidelines

Vocabulary

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 study these subjects.
c) 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*
d) Avoid adverbs that show your personal attitude: *luckily*, *remarkably*, *surprisingly*.
e) Avoid using two-word verbs such as *go on* or *bring up* if there is a suitable synonym e.g. *continue* or *raise*.

General

f) Be as precise as possible when dealing with facts or figures. Avoid vague phrases such as *about a hundred* or *hundreds of years ago*. If it is necessary to estimate numbers, use *approximately* rather than *about*.
g) Conclusions should use tentative language. Avoid absolute statements such as *unemployment causes crime*. Instead use cautious phrases: *unemployment may cause crime* or *is often cited as a cause of crime*.
h) Do not contract auxiliary verb forms: *don't, can't*. Use the full form: *do not, cannot*.
i) Avoid complicated expressions of gender. Instead of writing:

   each candidate had his or her presentation prepared

   write:

   all candidates had their presentations prepared

Try not to use gendered language such as chairman or policeman. Use chairperson or police officer.

j) Do not use rhetorical question forms such as *Why did war break out in 1914?* Instead use statements: *There were three reasons for the outbreak of war …*

k) 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 …

► **See Unit 1.10 Organising Paragraphs**

l) 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.

10 Practice F

■ 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'll find a jab for malaria.

d) Luckily, the firemen soon got the fire under control.

e) You can't always trust the numbers in that report.

f) Sadly, the bad 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.

11 Avoiding repetition and redundancy

If possible, avoid repeating the same word in a short text:

Most family businesses employ fewer than ten people. These ***businesses*** *…*

Instead, try to make the text more interesting by using synonyms:

> *Most family businesses employ fewer than ten people. These **firms** …*

► **See Unit 1.6.9 How synonyms work**

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 they do not properly understand the language or are trying to 'pad' the essay by repeating the same point. Avoid statements 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, rewriting where necessary.

> All around Europe, people are living longer and having fewer children. There are several reasons for this trend to longevity and smaller families in Europe. One reason for the second trend is that people are marrying later, and one reason they are marrying later is the cost of housing. Other reasons are the cost of childcare and women's preference for building their careers. If women prefer to work professionally rather than stay at home to look after their children they have to pay nurseries to do that caring. But a negative result of the trend is that there are fewer young taxpayers to support the old people who are living longer.

12 Varying sentence length

After reading some academic texts you may think that good academic writing involves using only very long and complex sentences! But until you feel confident in your writing, it is better to use shorter rather than longer sentences, though without making them simplistic. This should make your meaning as clear as possible.

Effective writing normally uses a mixture of long and short sentences. Often short sentences will be used to introduce the topic, since these are clear and easy to read:

> *Many companies are trying to develop driverless cars.*

But too many short sentences are monotonous:

> *Many companies are trying to develop driverless cars. These vehicles may be functioning by 2027. Their use will radically alter road transport. Individual car ownership may become outdated. Driverless cars could be used more intensively. This would reduce congestion on the roads.*

A mixture of long and short sentences makes reading more interesting:

> *Many companies are trying to develop driverless cars. These may be functioning by 2027, and their use will radically alter road transport. Individual car ownership may become outdated, since driverless cars could be used more intensively, and this would reduce congestion on the roads.*

- Rewrite 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 many European 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 requiring students and parents to contribute to the cost. This leads to a debate about whether individual students or society as a whole benefits from tertiary education.

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

  China is one country (but not the only one) which has imposed fees on university students, but the results have been surprising: enrolments, especially in the most expensive universities, have continued to rise steeply; 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 $10,000 per year for fees and maintenance.

13 The use of caution

A cautious style is necessary in many areas of academic writing to avoid making statements that can be contradicted in some way, and to show that writers are aware of possible limitations to their claims:

*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 which 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 by using **may** or **might**, rather than **will**)

Caution is also needed to avoid making statements which are too simplistic:

Crime is linked to poor education.

Such statements are rarely completely true. There is usually an exception which 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)

■ List other phrases that express caution.

14 Practice G

■ 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) Some cancers are caused by psychological factors.

f) Most shopping will be done on the internet in ten years' time.

g) Online education is inferior to taught classes.

h) By 2027 driverless cars will be in common use.

THE WRITER'S 'VOICE'

Academic writers should aim to develop their own distinctive 'voice'; their personal style. But this may only emerge in the course of writing a lengthy paper such as a thesis, and when writers have confidence in their familiarity with the fundamentals of the written language.

Test your progress A

These exercises will help you assess your understanding of the units in Part 1: The Writing Process and Writing Skills.

1. ■ Decide if the following statements are true or false.

   a) Academic writing aims to be accurate and impersonal.
   b) Academic journals are usually peer-reviewed.
   c) Students should read every page of the books on their reading lists.
   d) Abstracts generally have a four- or five-part structure.
   e) Plagiarism often means copying another writer's words without acknowledgement.
   f) Introductions are normally about 30% of the essay's length.
   g) Note-making should always include the source of the notes.
   h) Websites are often more reliable sources than books.
   i) An essay introduction should explain the purpose of the paper.
   j) The citation of quotations should include the page number.
   k) Paraphrasing means changing both vocabulary and structure while retaining the ideas and information.
   l) Paragraphs must begin with a topic sentence.
   m) A good summary often includes several examples.
   n) Conclusions often mention the constraints on the paper – e.g. length.
   o) A literature review is generally found in longer papers.
   p) An essay conclusion should make it clear that the question has been answered.

2. ■ Critically read the text below and decide if it is a reliable source by completing the table.

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HOW GREEN IS THE GREENBELT?

Five large English cities contain about 100,000 acres of land which are officially classified as 'greenbelt', meaning that they cannot be built on. This would provide enough space for 2.5 million new homes at average densities. Although lots of people think that 'greenbelt' means a park-like landscape full of grazing animals, in reality much of the land is semi-derelict. For many years this land has been seen as sacred, but some politicians are now calling for it to be released for constructing homes that young people can afford.

As the cost of housing increases in many parts of the rich world, other countries are revising their land-planning rules. Germany made new building easier in 2017, as did California in 2019, in both places due to pressure from millennials unable to get on the housing ladder. Academic research has compared housing costs in the expensive south-east of England with the cheaper north-east and found that in 2008 prices in the south would have been 25% lower if controls had been as lax as in the north.

However, other research claims that the cause of rocketing property prices is cheaper borrowing. As interest rates fell globally it became easier for landlords and owner occupiers to pay large mortgages. This was the case in both Spain and Ireland before the property crash of 2008: house building was booming yet at the same time prices were accelerating. Clearly both factors (i.e. supply and demand) may have contributed to the situation.

Positive points	**Negative points**
	Imprecise: 'Five large English cities' - which?

3. ■ Complete the description of the process of essay writing by adding one suitable word to each gap in the text below.

The first stage of essay writing is to read and understand the a) ----------, and then to prepare a b) ---------- of work for the time available. Then the topic should be brainstormed and a draft c) ---------- prepared. Next, possible d) ---------- have to be carefully evaluated and the most relevant selected, after which you can start e) ---------- notes, using paraphrasing and summarising f) ----------. When you have collected enough material to answer the question the first g) ---------- of the main body can be written from the notes,

taking care to avoid any h)----------. Subsequently you can write the first draft of the introduction and i) ----------, ensuring that a logical approach to the title is developed. After this the whole draft must be j) ---------- edited and revised for both clarity and accuracy. The penultimate stage is to prepare final lists of k) ----------, appendices and other items such as graphs and maps. Finally, the whole text should be thoroughly l) ---------- before submitting the assignment on time.

4. ■ Read the following book extract and paraphrase the first paragraph, including a quotation with citation.

A group of scientists working at the University of Oxford have been researching the behaviour of crows. Their work shows that the birds appear to be able to make simple tools, a skill which was thought to be unique to man and other primates. In an experiment a piece of meat was placed in a glass tube which was too long for the crow to reach with its beak. The bird was given a length of garden wire, 9 cms long and 0.8 mm thick, to extract the meat, but it soon discovered that this was not possible if the wire was straight. The bird then held one end of the wire with its feet while it used its beak to bend the other end, making a kind of hook. This could then be used for pulling the meat out of the tube, which in most cases was done within two minutes.

It has been known for some time that chimpanzees use simple tools like sticks to reach food, but it was never thought that crows could show similar levels of intelligence. Eight years ago, however, biologists in the forests of New Caledonia watched crows using sticks to reach insects inside trees. The Oxford experiment was designed to see if the same kind of bird could modify this ability to make a tool out of a material not found in their native forests i.e. wire. According to Professor Kacelnik, one of the scientists involved, the research demonstrates that crows have an understanding of the physical properties of materials and the ability to adapt them for their own uses.

(Source: Grummitt, F. (2010) *What Makes Us Human?* Dublin: Roseberry Press, p.15)

Elements of Writing

PART 2

This section explains and practises the essential skills needed for writing academic papers. Many essays, for instance, require comparisons to be made or graphs and charts to be described, while all demand correct punctuation to be used. Organised alphabetically, these skills range from using academic nouns and adjectives correctly to displaying visual information.

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UNIT
2.1

Academic Vocabulary

Nouns and Adjectives

International students may be understandably concerned by the amount of vocabulary required for reading academic texts in their subject area. But developing vocabulary involves more than learning lists of words: it is helpful to think first about word class. This unit focuses on nouns and adjectives, Unit 2.2 looks at verbs and adverbs.

1 Introduction

To read and write academic papers effectively students need to be familiar with the rather formal vocabulary that is widely used. But it is worth remembering that much of that vocabulary is specific to your subject area, for example in the sentence:

*The **effectiveness** of this **malaria vaccine** has been the subject of **controversy** …*

'malaria vaccine' will be understood by medical students, while 'effectiveness' and 'controversy' are general academic vocabulary which all students need to understand. The focus of this course is on the general vocabulary common to most disciplines.

2 Nouns

Nouns are words that refer to things (*thesis*), people (*scientist*), places (*Beijing*), ideas (*Boyle's Law*), qualities (*hardness*) or actions (*writing*). They are usually the subject of the verb. Most sentences contain several nouns:

*The **book** presents **people** as active **agents** who define and make a **nation**.*

■ Study the following list of common academic nouns, with examples of use. With a partner, discuss the meaning of any nouns you find unclear.

DOI: 10.4324/9781032721729-16

actor	*The two main **actors** in the 1986 coup were the army and the opposition.*
analysis	*His **analysis** of the alloy showed a high percentage of copper.*
approach	*Professor Han has brought a new **approach** to the study of genetics.*
assessment	*She failed the first module **assessment** but passed the final one.*
assumption	*He made the **assumption** that all the students spoke French.*
authority	*Dr James is our leading **authority** on marine law.*
claim	*Their **claim** that the island was first inhabited in 550 BCE is false.*
clarity	*They achieved greater **clarity** by repeating the experiment.*
concept	*The **concept** of 'class' was not developed until the early nineteenth century.*
consensus	*The President tried to achieve a **consensus** in Congress around law reform.*
correlation	*They found a **correlation** between height and health.*
deterrent	*The harsh climate of the desert acted as a **deterrent** to exploration.*
differentiation	*Our policy of product **differentiation** led to an overall rise in sales.*
domain	*The professor's **domain** was the iconography of Catalan Romanesque.*
extract	*He read a short **extract** from his paper on Hegel to the class.*
hierarchy	*The peasant class was the base of the Russian **hierarchy**.*
ideology	*At the heart of Roman **ideology** was military power.*
implication	*The **implication** of the report is that we need to do more research.*
innovation	*Steam power was a significant **innovation** in the eighteenth century.*
interaction	*There was little **interaction** between students and teachers.*
intuition	***Intuition** has been described as 'a gut feeling'.*
motivation	*Financial reward is claimed to be the primary **motivation** for most workers.*
narrative	*The principal **narrative** in that period was the growth of the middle class.*
perspective	*Sigmund Freud's work opened up a new **perspective** on human behaviour.*
phenomenon	*Earthquakes are an unusual **phenomenon** in Britain.* (NB: irregular plural - phenomena)
presumption	*In law, there is a **presumption** of innocence unless guilt is established.*
process	*The drug trials involved a three-stage **process** that took two years.*
proposal	*The professor's **proposal** for more seminars was rejected.*
provision	*The library has increased its **provision** of computers by 100%.*
sequence	*Writing is a **sequence** of reading, note-taking, planning and drafting.*
stricture	*His tutor's **strictures** had an effect: his next essay achieved A-.*
substitute	*To what extent can natural gas be a **substitute** for oil?*
synthesis	*Our aim was to make a **synthesis** of folk remedies for treating headaches.*
technique	*She developed a new **technique** for collecting the beetles.*
tendency	*He noticed a growing **tendency** among his students to arrive late.*
thesis	*Our **thesis** on the causes of child poverty has been widely debated.*
typology	*The Saxon bowl she found belonged to the Kentish **typology**.*
validity	*Events confirmed the **validity** of his prediction.*

Note the differences between these three nouns:

***Economics** is a demanding undergraduate course.*	(academic subject)
*The Greek **economy** is heavily in debt.*	(national economy, countable)
***Economy** is needed to reduce the deficit.*	(saving money, uncountable)

■ Complete each sentence with a suitable noun.

a) Many great discoveries were based on ———— rather than logic.
b) Due to the rising birth rate ———— was made for more school places.
c) Few believed Galileo's ———— that the earth went round the sun.
d) Hurricanes and typhoons are both weather ———— .
e) The new ———— for making steel boosted production by 60%.
f) They looked for a ———— between birth month and longevity.

3 Using nouns and adjectives

Adjectives modify nouns:

*Their **exciting** research has changed our ideas about the '**Dark** Ages'.*

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

■ Compare these sentences:

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

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

■ Complete the gaps in the table.

Noun	Adjective
strategy	*strategic*
	necessary
exterior	
	particular
danger	
	relevant
reason	
	confident

A simple way of expanding vocabulary is to learn related parts of speech. Many of the nouns in the list in 2) above have a related adjective e.g. analysis/analytical.

■ Write example sentences to show the meaning of the related adjectives given below.

analytical	*His analytical skill helped them to solve the problem faster.*
approachable	
authoritative	
ideological	
innovative	
intuitive	
motivational	
phenomenal	
provisional	
sequential	
synthetic	
technical	
valid	

4 Academic adjectives

A useful approach to these adjectives is to learn them as pairs of opposites: *absolute/relative*

■ Complete the list of opposite pairs.

abstract	*concrete*
accurate	
ambiguous	
analytic	
effective	
exclusive	
logical	
metaphorical	
precise	
rational	
reliable	
relevant	
specific	
subjective	
theoretical	

5 Practice A

■ 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.
h) The results were ————: the victims had definitely been poisoned.

6 Practice B

■ 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 ante-natal care. ( )
e) Some progress was made in the theoretical area. ( )
f) A frequent complaint is that too much reading is expected. ( )
g) We took a more critical approach to marketing theory. ( )
h) Finally, the practical implications of my findings will be examined. ( )

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: https://canvas.bham.ac.uk/courses/12947/pages/vocabulary-and-the-academic-word-list

UNIT
2.2

Academic Vocabulary
Verbs and Adverbs

When reading a text it is useful to identify and understand the main verbs: this is often the key to understanding the whole sentence. This unit examines some of the more formal verbs used in academic writing, and outlines the use of adverbs.

1 Understanding main verbs

Verbs are words which describe an action (*to walk*), a state (*to feel*) or a happening (*to become*). Virtually every sentence includes at least one verb. Verbs should be learnt in the infinitive form (*to learn*).

■ Read the following paragraph, from a journal article about drainage in Singapore, and underline the main verbs.

This article scrutinises the relationship between governmental reform and infrastructural change in Singapore. Focusing on the role of engineers, it is argued that neoliberal decentralisation has occurred through the physical reconfiguration of drainage. Neoliberalisation is conceived of as a localised technical response to a public health crisis resulting from infrastructural enclosure, which is orchestrated on and through the material-ecological environment. A closed drainage system consisting of trapezoidal canals and concrete culverts had produced an ideal breeding ground for dengue-carrying mosquitoes, undermining the state's centralised approach to water governance.

■ As you read it may be helpful to think of approximate synonyms for these verbs. Complete the table by matching the verbs from the text above with the synonyms given below.

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Verbs in text (in order)	**Infinitive form**	**Synonym**
scrutinises	*to scrutinise*	to examine to concentrate on to claim to happen to understand to arise to develop to comprise to create to weaken

■ Underline the verbs in the following text from the same article and complete the table in the same way.

Since the 1960s, local catchment has been progressively expanded into Singapore's urban areas to augment imported water from Malaysia and protected reservoirs in the Central Water Catchment Area (CWCA). Amounting to a mere 11% in 1965, catchment areas now constitute two-thirds of Singapore's limited land surface, which divert rainwater into seventeen reservoirs as part of a separate sewerage and storm water system.

Verbs in text	**Infinitive form**	**Synonym**

2 Common academic verbs

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

> *In the last decade the pace of change has **accelerated**.*
> *Could Darwin have **envisaged** the controversy his work would cause?*

In spoken English we are more likely to use 'speeded up' and 'imagined'.

■ Study the list of verbs and find a synonym in each case.

Note that synonyms may have different meanings in different contexts.

► **See Unit 1.6.9 Finding Synonyms**

NB: Some of these verbs e.g. 'hold' are used in academic writing with a special meaning.

Verb	**Example of use**	**Synonym** (infinitive)
to adapt	*the health system has been **adapted** from France*	*modify*
to arise	*a similar situation **arises** when we look at younger children*	
to conduct	*the largest study was **conducted** in Finland*	
to characterise	*developing countries are **characterised** by …*	
to clarify	*the project was designed to **clarify** these contradictions*	
to concentrate on	*that study **concentrated on** older children*	
to be concerned with	*the programme is **concerned** primarily **with** …*	
to demonstrate	*further research has **demonstrated** that few factors …*	
to determine	*the water content was experimentally **determined***	
to discriminate	*a failure to **discriminate** between the two species*	
to establish	*the northern boundary was **established** first*	
to exhibit	*half of the patients **exhibited** signs of improvement*	
to focus on	*her work f**ocused on** female managers*	
to generate	*a question which has **generated** a range of responses*	
to hold	*Newton's second Law, F=ma, **holds** everywhere*	
to identify	*three main areas have been **identified***	
to imply	*his absence **implies** a lack of interest*	
to interact	*understand how the two systems **interact***	
to interpret	*the result can be **interpreted** as a limited success*	
to manifest	*as **manifested** in anti-social behaviour*	
to overcome	*both difficulties were **overcome** in the first week*	
to propose	*they **propose** that social class is the main factor*	
to prove	*the use of solar power is **proving** successful*	
to recognise	*he is now **recognised** as a leading expert*	
to relate to	*the pattern was **related to** both social and physical factors*	
to supplement	*the diet was **supplemented** with calcium and iodine*	
to undergo	*the system **underwent** major changes in the 1980s*	
to yield	*both surveys **yielded** mixed results*	

► **See Unit 1.7.9 Using Verbs of Reference**

3 Using adverbs

1. Adverbs are words which mainly modify verbs (*she wrote **carefully***) and adjectives (*an **extremely** interesting book*). They often, but not always, end in -ly.

In the sentence below the adverbs are used to give information about time (*currently*) and degree (*completely*).

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

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

   a) to provide more detail:

   > ***Reasonably** good data are available for only the first two years.*
   > *Decomposition **eventually** ceases in modern landfills.*

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

   > ***Secondly**, the Earth's atmosphere appears to be warming up.*
   > ***Alternatively**, the use of non-conventional renewable energies is worth exploring.*

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

3. Adverbs linked to verbs and adjectives usually fall into three groups.

   a) Time (when?)

   > ***previously** published*
   > ***retrospectively** examined*

   b) Degree (how much?)

   > *declined **considerably***
   > *contribute **substantially***

   c) Manner (in what way?)

   > ***medically** complicated*
   > ***remotely** located*

Further common examples include:

Time	Degree	Manner
recently	*clearly*	*(un)surprisingly*
historically	*particularly*	*factually*
originally	*broadly*	*politically*
presently	*highly*	*locally*
currently	*wholly*	*alternatively*
traditionally	*crucially*	*similarly*
lately	*emphatically*	*psychologically*
firstly	*increasingly*	*continuously*

4 Practice

■ Insert suitable adverbs from the table above into the gaps in the sentences.

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

b) ———— , the internet was mainly used for academic purposes.

c) Some courses are assessed purely by exams. ----------, coursework may be employed.

d) ———— , there has been growing concern about financing the health service.

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

f) ————, the development should be acceptable environmentally.

UNIT
2.3

Definite Articles

Students often find the rules for using articles ('a', 'an' and 'the') in English confusing, but their accurate use is important in writing clearly. This unit focuses on the definite article, 'the', and provides guidelines, 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, started by Dr Mathews, is identified.
In c) the research is mentioned for the first time, and the word 'piece' is used to 'count' the research.

2 Using definite articles

The rules for using **the** (the definite article) are quite complex.

■ Discuss with a partner why it 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 1990s.
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.

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h) The River Seine runs through the middle of Paris.
i) The United Nations Organisation was founded in 1945.
j) The euro was introduced in 2002.

In general, **the** is used with:

i) superlatives *(fastest)*
ii) time periods *(eighteenth century/1990s)*
iii) unique things *(government, world)*
iv) specified things *(French Revolution)*
v) regular publications (*New Scientist)*
vi) regions and rivers *(south/River Seine)*
vii) very well-known people and things *(Spanish artist)*
viii) institutions and bodies *(United Nations)*
ix) positions (*middle*)
x) currencies (*euro*)

It is **not** used with:

xi) things in general *(bad harvests)*
xii) names of countries (except for the UK, the USA and a few others)
xiii) abstract nouns e.g. poverty, love
xiv) companies/things named after people/places e.g. Sainsbury's, Charles de Gaulle Airport

Note the alternate forms:

***The** deserts of Australia are expanding.*
Australian deserts/ Australia's deserts are expanding.

3 Practice A

It can be difficult to decide if a noun phrase is specific or not. Compare:

***Climate change** is a serious threat for many people*. (not specific)
*The **Canadian climate** is characterised by long cold winters.* (specific)
***Mobile phones** are owned by billions of people*. (not specific)
*The **mobile phone** she bought was a Samsung.* (specific)

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

Example:

————. **inflation** was a serious problem for ———— **Brazilian government**.

Inflation was a serious problem for **the** Brazilian government.

a) ———— **engineering** is the main industry in ———— **northern region**.
b) ———— **insurance firms** have made record profits in ———— **last decade**.
c) ———— **mayor** has been arrested on suspicion of ———— **corruption**.
d) ———— **moons of Jupiter** were discovered in ————. **eighteenth century**.
e) ———— **tourism** is ———— **world's** biggest industry.
f) ———— **forests of Scandinavia** produce most of ———— **Britain's** paper.
g) ———— **Thai currency** is ———— **baht**.
h) ———— **computer crime** has grown by 200% in ———— **last five years**.
i) ———— **best definition** is often ———— **simplest**.
j) During ———— **last recession** there was a sharp increase in ———— **child poverty**.

4 Practice B

Note the difference in meaning between:

A government minister	(one of several/many)
The Minister of Health	(the only one)

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

THE NORWEGIAN MODEL

Norway is a) ——— global leader in b) ——— use of electric cars: in 2016 nearly 30% of vehicle sales were battery-powered or hybrid models. In c) ——— past five years sales have increased sharply due to d) ——— development of better batteries, so now e) ——— country's five million people are f) ——— world's largest electric car market. g) ——— Transport Minister talks of ending sales of cars powered by h) ——— fossil fuels by 2025. i) ——— government is subsidising j) ——— installation of charging points on main roads and shopping centres. In addition, drivers of k) ——— zero-emission vehicles pay no sales tax or parking fees, and may use bus lanes in cities. But this pattern may not be l) ——— model for other countries: Norway has m) ——— surplus of cheap electricity thanks to n) ——— hydropower, and it taxes petrol and diesel fuel heavily.

UNIT
2.4

Generalisations

Generalisations can be a good way 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 simplistic. This unit explains how to generalise clearly and effectively.

1 Using generalisations

a) Generalisations are often used in introductions. The generalisation should help the reader to understand the main focus of a paper:

Maritime transport continues to be the primary mode of trade in the global economy.

But they must be used selectively. Compare these two sentences:

In 1974 46% of British adults smoked cigarettes; today the figure is about 15%.
In the last fifty years smoking has declined sharply in Britain.

Although the first sentence is more accurate, the second is easier to understand and remember. The writer must decide when accuracy is necessary, and when a generalisation will be acceptable.

b) You should avoid using generalisations which are not supported by evidence or research, or are unclear:

Young children learn second languages easily.
Smoking causes lung cancer.

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It can be dangerous to use statements like these because there may well be exceptions. Instead, it is better to use cautious phrases such as:

*Young children **often** learn second languages easily.*
*Smoking **can** cause lung cancer.*

■ Decide which of the following generalisations are valid:

a) Students dislike writing essays.
b) Earthquakes are often difficult to predict.
c) There appears to be a link between poverty and disease.
d) Women work harder than men.
e) Travel by air is faster than train travel.

► **See Unit 1.12.13 Style: The use of caution**

2 Structure

Generalisations can be made in two ways:

a) Most commonly using the plural:

***Computers** have transformed the way society functions.*

b) Using the singular + definite article (the):

***The computer** has transformed the way society functions.* (*more formal*)

3 Practice A

■ Write generalisations on the following topics.

Example:

fresh fruit/health – *Eating fresh fruit is important for health.*

a) honest judges/respect for the law _____.
b) adequate sleep/academic success _____.
c) industrial growth/pollution _____.
d) job satisfaction/interesting work _____.
e) creativity and skill/great art _____.

4 Building on generalisations

Generalisations can be used in various ways when introducing a subject, presenting the results of research or developing a thesis.

■ Read the following text and note the generalisations in italics. Answer the questions that follow.

THE WOOD AND THE TREES

Around the world there is concern that deforestation is contributing to global warming, while planting trees is seen as a useful remedy, because of their ability to absorb carbon dioxide. Actually, most EU countries have experienced an expansion of forests in the past 25 years: areas of woodland the size of Portugal have been added. France, for instance, now has 31% forest cover. *This is partly caused by the decline in agriculture on marginal land, but also due to the creation of more protected natural parks*, such as the Baronnies Provençales in the southeast of France, established in 2015. *Yet such parks are not always welcomed by local people*: some fear restrictions on hunting or the return of wild animals such as wolves.

a) What is the function of the first generalisation?
b) What is the purpose of the sections not in italics?
c) What would be the effect of using only generalisations?

5 Practice B

Most essays move from the general to the specific, as a generalisation has to be supported and developed. For example, an essay with the title 'Can increased fees in higher education be justified?' might develop in this way:

Generalisation	Support	Development > Example
In the past twenty years many countries have introduced substantial fees for students in higher education.	*As a result many students have to take out a loan to complete their degree courses.*	*In England, for example, the average student debt is now about £40,000 at the end of a three-year undergraduate course.*

- Underline the support and development in the following:

  Urbanists have shown how modernist ideals of the orderly and healthy metropolis have been at the heart of liberal projects of state making. In the latter half of the nineteenth century, for instance, engineers were at the forefront of efforts at instilling ideals of urban sanitation, cleanliness and order in rapidly industrialising Western cities.

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

  a) Should governments use taxation to promote public health?
  b) Is it more important to protect forests or to grow food?
  c) Is it better for the state to spend money on primary or university education?

Generalisation	Support	Development > Example

► **See Units 1.11 Introductions and Conclusions and 1.8.7 Giving examples**

UNIT
2.5

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 practises their use.

1 Comparison structures

■ Working with a partner, write three sentences comparing the weather today with the weather two days ago.

Example:

Today is much cooler and windier than (it was) on Tuesday.

a) _____.

b) _____.

c) _____.

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, some two-syllable adjectives (*clever*, *cleverer*) and two-syllable adjectives ending in –y, which changes into an 'i')

ii) *Learning Chinese is* ***more difficult*** *than learning English.*

Washington is ***less crowded*** *than New York.*
(*more/less* … are used with other adjectives of two or more syllables)

These comparisons can be modified by the use of adverbs such as:

slightly, *marginally* (for small amounts)
considerably, *significantly, substantially* (for large amounts)

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*France is **substantially larger** than Switzerland.*
*Switzerland is **slightly smaller** than Holland.*

Similarity or near-similarity can be noted by the use of *as … as* or *the same as*:

*The population of France is **approximately the same as** Britain's.*
*Summers in Tokyo are **as wet as** in Singapore.*

The 'as … as …' form can be used for quantitative comparison:

*Britain is **half as large as** France.*
The journey by plane is **five times as fast as** by train.

► **See Unit 2.6 Numbers**

2 Practice A

Some papers 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.

■ Read the text below and underline the comparison phrases. The first has already been done.

One result of the Covid-19 pandemic has been to further increase the popularity of online shopping. Choosing and ordering goods via a mobile phone or laptop has significant advantages compared to visiting the high street or a shopping centre. Many people find it more convenient to be able to shop at any time of day, rather than when a shop is open. Online shopping also offers significantly greater choice, since a much wider range of goods can be kept in large warehouses rather than in showrooms. It is also generally less expensive, as the retailer does not have the cost of running a physical store, while reading reviews from other buyers is helpful for many customers. Clearly, it is also much quicker than making a journey to the shops.

However, physically handling goods, whether furniture or clothes, can be more reassuring than seeing the same products on a screen. In addition, many people enjoy the interaction of shopping in person, and find it more helpful to speak to an assistant. Overall, it seems inevitable that more shopping will take place online, but the pleasure of browsing in person will ensure that some brick-and-mortar shops remain open.

3 Using superlatives (e.g. the largest/smallest)

When using superlatives take care to define the group, e.g. 'the cheapest car' has no meaning without a context:

*The cheapest car **in the Ford range/in the USA**.*

The most/the least are usually followed by an adjective:

*The **most interesting** example is the position of Ireland.*

The most/the fewest are used in relation to numbers:

***The fewest** students studied insurance*. (i.e. the lowest number)

4 Forms of comparison

■ Compare these three possible structures.

House prices in China have risen more than in Japan.

Chinese house prices have risen more than Japanese (prices).

The price of houses in China has risen more than in Japan.

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 previous one.*
*Current spending on health is **less than** last year's (rate).*

5 Practice B

■ Study the table, which shows the income of the top ten clubs in European football. Then read the comparisons. Each sentence contains one error. Find and correct it.

Income of top ten European football clubs (2021–22)	
Club	**Revenue £m.**
Manchester City	619
Real Madrid	604
Liverpool	594
Manchester United	583
Paris Saint-Germain	554
Bayern Munich	553

Income of top ten European football clubs (2021–22)	
Club	**Revenue £m.**
FC Barcelona	540
Chelsea	481
Tottenham Hotspur	442
Arsenal	367

(Source: Deloitte)

a) Manchester City had the highest income.

_____

b) Bayern Munich's income was almost same as Paris Saint-Germain's.

_____

c) Liverpool earned marginally more than Arsenal.

_____

d) Tottenham had less revenue Liverpool.

_____

e) Liverpool's income was substantially more than Manchester United's.

_____

f) Arsenal was least wealthy club.

_____

6 Practice C

■ Study the table below, which shows the share of total energy consumption produced from renewable sources in various European countries in 2022. Write a paragraph comparing them.

Country	**% of total**
Luxembourg	85
Denmark	84
Austria	78
Lithuania	74
Latvia	72
Sweden	69
Croatia	69
Portugal	63
Finland	54

(Source: Ember)

Among various European nations, Luxembourg produces the greatest amount of its energy from renewable sources …

7 Practice D

■ Study the data below about Barcelona, then complete the right-hand column about a city you know well. Finally, write a comparison of the two cities in 150–200 words.

	Barcelona	**Your city**
Location	Port city, on the northeast Spanish Mediterranean coast	
History	A town has been on this site for over 2,000 years	
Status	Capital of the autonomous region of Catalonia	
Population	1.6 million	
Employment	Government offices, banking, tourism, car manufacturing	
Culture	Over 55 museums, plus many art galleries, theatres and cinemas	
Public transport	12 Metro lines, plus trams, buses and funicular railways	
Climate	Warm wet winters, hot dry summers. Summer average approximately 25° C.	
Housing	Mainly flats, typically in blocks of six storeys.	
Main visitor attractions	The buildings of Gaudi, especially the Sagrada Familia cathedral	

UNIT
2.6

Numbers

Students in many subjects, such as Business and Medicine, are often required to write clearly and accurately about statistical data. This unit explains and practises the basic language of numbers and percentages, while presenting data in charts and tables is dealt with in Unit 2.12 Visual Information.

1 The language of numbers

In introductions numbers are often used to give the scale of a situation:

> *This has put Luanda at the centre of the post-war economic boom, the city accounting for an average of 74% of national GDP, which grew at double-digit rates between 2002 and 2007. At the height of the boom, in 2007, 55% of all companies were established in the capital, generating 77% of jobs in the private sector and 27% of jobs in the public sector (Alves de Rocha, 2010). With almost seven million inhabitants Luanda is now home to over a third of the country's population.*
>
> *(INE, 2016)*

Figures and **numbers** are both used to talk about statistical data in a general sense:

> *The **figures/numbers** in the report need to be read critically.*

But **number** is used more widely:

> *13 is an unlucky **number** in some cultures.*

Digits are individual numbers:

> *4,539 is a four-**digit** number.*

Both **fractions** (½) 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.*

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but:

> ***Thousands*** *of people were forced to move from the area of the dam.*

When writing about **currencies** write *$440 m*. (440 million dollars).
Rates are normally expressed as percentages (e.g. *the literacy rate rose to 75%*) but may also be per thousand (e.g. *the Austrian birth rate is 8.7*).
It is normal to write whole numbers as words from one to ten and as digits above ten:

> *There were* ***16*** *students in the class, but only* ***eight*** *came to the lecture.*

But note that to begin a sentence only words should be used:

> ***Fourteen*** *species of beetles live in the national park.*

2 Percentages

These are commonly used for expressing differences, and rates of change:

> *Since 2018 the number of prisoners has risen by 22%.*

■ Complete the following sentences using the data in the table below.

a) Between 2019 and 2020, the number of Law students increased by ——— %.
b) The number increased by ——— % the following year.
c) Between 2019 and 2022 there was a ——— % increase.

Students studying Law and Politics: 2019–2022			
2019	**2020**	**2021**	**2022**
200	300	600	1000

3 Further numerical phrases

Too much statistical data can make a text difficult to read. In some cases it is not necessary to give exact numbers. The expressions listed below can also be used to present and simplify statistical information. Compare these two sentences:

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

If appropriate, *roughly/approximately* can be added:

*The course fees **roughly doubled** in two years.*

The following phrases are widely used:

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 2011.*
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.*

■ Rewrite 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 £1.40.

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

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

g) 57% of the members supported the suggestion, but 83% of these had some doubts.

4 Practice A

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

Gender balance at selected Olympic Games 1896–2020			
Year	**Host**	**Athletes**	**% Women**
1896	Athens	241	0.0 %
1924	Paris	3,089	4.4 %
1964	Tokyo	5,151	13.2 %
1992	Barcelona	9,356	28.9 %
2008	Beijing	10,942	42.4 %
2012	London	10,700	45.0 %
2016	Rio	11,238	45.0 %
2020	Tokyo	11,037	48.8 %

(Source: IOC)

a) *At the Paris Olympics in 1924 a small minority of athletes were female.*

b) _____

c) _____

d) _____

e) _____

f) _____

5 Practice B

■ The following data was collected about a group of 15 international students. Write a paragraph about the group using the data.

Mother tongue		**Future course**		**Age**		**Favourite sport**	
Arabic	2	Accounting	1	21	1	climbing	2
Chinese	8	Economics	3	22	3	cycling	1
French	1	Finance	2	23	9	dancing	3
Japanese	1	Management	6	24	-	football	3
Korean	2	MBA	2	25	-	swimming	5
Spanish	1	Tourism	1	26	1	tennis	1

- Write a few sentences about the students in your class.

UNIT
2.7

Passives

The passive form is quite common in academic writing, making it more impersonal and formal. However, the passive should not be overused, and this unit explains where it is appropriate to use the passive, and 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 or agent:

> ***Jupiter's moons*** *were discovered in 1610*. (passive)
> ***Galileo*** *discovered Jupiter's moons in 1610*. (active)

In the first sentence, the emphasis is on the moons; in the second the emphasis is on Galileo. So the passive is often used in written English when the cause or agent (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. (for some reason)*

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')*

► **See Unit 1.12.8 Academic Style**

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2 Structure

All passive structures have two parts:

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

■ Change the following sentences into the passive to make them more impersonal.

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 opinion.

f) She wrote the report and distributed ten copies.

3 Use of the passive

The passive tends to be commonly employed in certain situations, as the situations in (a) and (b) show.

a) Describing a process:

*Urea can **be made** cheaply by mixing ammonia and carbon dioxide.*
*What causes this antibody to **be produced** is unclear.*
*Printed skin might eventually **be employed** for grafts.*

b) Describing a piece of research:

*The results **were adjusted** to allow for the variation.*
*It **was found** that the smallest were the most effective.*
*One study **was conducted** in America and **published** in 2011.*

In both of these situations the use of the passive puts the emphasis on the action and not on the people involved.

■ Change the following sentences from active to passive:

a) The researchers exposed the vaccines to temperatures below the limit.

b) Some historians believe that the Atacama desert was too dry for animal life.

c) Dr Weber suggests that foreign competition can damage them.

d) They researched the life cycles of three main bee species.

e) She argued that prisons had a negative effect on the inmates.

4 Adverbs with passives

Adverbs are frequently inserted into the passive structure to add information:

*Emigration was **largely** banned until 1991.*
*The vaccine was **accidentally** frozen.*

■ Underline the passive forms in the following paragraph, and add suitable adverbs to each from the box.

MARS MANIA

In the past it was **commonly** believed that creatures lived on Mars. Due to the similarity of size with Earth, the planet was thought to have a climate that would permit life. It was discovered that Mars had four seasons, although they were longer than their equivalents on Earth. In the late nineteenth century straight lines seen on the surface of Mars were considered to be canals, built by Martian engineers. An invasion of Earth by superior beings from Mars was described by H.G. Wells in his novel *War of the Worlds*. Even today it is claimed that primitive life exists on the planet.

~~commonly~~	graphically	occasionally	generally	ridiculously	additionally

► **See Unit 2.2 Academic Vocabulary: Verbs and Adverbs**

5 Practice

Overuse of the passive can make a text seem very formal. A balanced style mixes both the active and passive.

■ Read the following and change some of the passive forms into active.

MAKING BREAD

Bread is traditionally made from wheat flour, salt, water and yeast. The wholemeal or white flour is mixed with a little salt and yeast, and then lukewarm water is gradually added. Other ingredients such as chopped nuts or seeds may be included. Then the dough is mixed until a soft ball is formed, which can be kneaded by hand. In the kneading process this dough is vigorously pounded and reshaped so that all the ingredients are fully combined. After being thoroughly kneaded the dough is left for a few hours to rise. When this is finished the dough is again worked by hand to shape it into loaves or rolls. After two more hours the loaves will have risen again, due to the action of the yeast. They are baked in a hot oven for about half an hour and then allowed to cool.

UNIT
2.8

Prepositions

Prepositions are generally short words such as ‘by’, ‘of’ or ‘at’, which have a variety of uses. They are important because different prepositions can change the meaning of a sentence. This unit explains how they can be understood and used, linking them to nouns, adjectives and verbs. Students should use a standard English grammar for a full list of prepositions and their combinations.

1 Using prepositions

Many international students find the use of prepositions confusing. This is because, although they are mainly short words, different prepositions can change the meaning of a sentence.

■ Compare:

*Essays must be handed in **on** January 15th.*
*Essays must be handed in **by** January 15th.*

In the first sentence essays have to be submitted on the exact date, but in the second the date is the final deadline and essays can be submitted earlier.

Prepositions are best learnt by studying how they are linked to nouns, verbs and adjectives, statements of place and time, and many common phrases such as ‘on average’.

■ Underline the prepositions in the following text.

This essay sets out the main reasons for the growth of ‘mega cities’ in Asia in the twentieth century. The development of the transport network is relevant to this study, in particular the contribution made by railway building. The expansion of Tokyo and Calcutta will be examined in detail.

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■ The table lists the main ways of using prepositions. Find one example of each in the previous text.

Noun + preposition	
Verb + preposition	
Adjective + preposition	
Phrasal verb	*sets out*
Preposition of place	
Preposition of time	
Phrase	

Note the difference between phrasal verbs and verbs with prepositions:

> *The contribution* ***made by*** *railway building* (verb + preposition = easier to understand)
> *The researcher* ***made up*** *some of his data* (phrasal verb = harder to understand)

2 Practice A

■ 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 abroad. ( )

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) The second point is their impact ——— developing countries.

4 Prepositions in phrases

■ Complete the following common phrases with the correct preposition.

a) ——— the whole
b) point ——— view
c) in respect ———
d) ——— spite of
e) in support ———
f) ——— the other hand
g) ——— order to
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.
g) The countries ——— the Mediterranean held a meeting ——— May 20th.

6 Verbs and prepositions

The following verbs are generally used with these prepositions:

Verb + prep.	**Example**
add to	*The bad weather **added to** the team's difficulties.*
agree with	*Yu (1997) **agrees with** Martin and Jenks (1989).*
agree to	*The Dean **agreed to** postpone the lecture.*
associate with	*Monetarism is an economic policy **associated with** Margaret Thatcher.*
believe in	*The survey showed that 65% **believed in** life after death.*
blame for	*He **blamed** unfair questions **for** his poor exam results.*
concentrate on *(also: focus on)*	*She dropped all her hobbies to **concentrate on** her work.*

Verb + prep.	**Example**
consist of	*Congress **consists of** two chambers: the House and the Senate.*
depend on *(also: rely on)*	*The company **depends on** IT for a rapid flow of sales data.*
derive from	*Modern computers **derive from** wartime decoding machines.*
divide into	*Trees are **divided into** two main types: conifers and deciduous.*
invest in	*Far more money needs to be **invested in** primary education.*
learn from	*All successful students **learn from** their mistakes.*
pay for	*Goods delivered in April must be **paid for** by June 30th.*
point out	*Goodson (2019) **points out** the dangers of generalisation.*
specialise in	*This department **specialises in** French poetry.*

7 Practice B

■ Complete the following with suitable verbs and prepositions from the list in the previous table.

a) The enquiry ———— the cause of the accident, not the consequences.
b) Dr Cracknell ———— that there were only two weeks before the deadline.
c) The theory of relativity will always be ———— Albert Einstein.
d) A football pitch is ———— two halves.
e) A series of strikes were ———— the decline in production during May.
f) Millions of men died for the cause they ————.
g) She ———— French ———— her mother, who came from Rouen.

UNIT
2.9

Punctuation

Accurate punctuation and use of capital letters 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 vital.

1 Capital letters

Carelessness with capitals can lead to confusion, as the following example shows. Think about how you would correct this sentence to avoid confusion.

The polish polish can be used on wood or leather.

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

a)	The first word in a sentence	*In the beginning …*
b)	Days and months	*Friday 21st July*
c)	Nationality words	*Indonesia and the Indonesians*
d)	Languages	*Most Swiss speak French and German*
e)	Names of people/places	*Dr Martin Lee from Sydney, Australia*
f)	Book titles (main words only)	*Power and the State*
g)	Historical periods	*The Industrial Revolution, the Great Depression*
h)	Names of organisations	*Nottingham Trent University*
i)	The first person pronoun	*By Monday I had finished the book*
j)	Ideologies	*The coalition included Socialists and Communists*
k)	Academic subjects	*In her second year she dropped Maths*

Note: Seasons are not capitalised *The course began in autumn*

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When discussing general concepts such as 'empire' no capital is needed (a common noun):

Rome developed one of the world's earliest empires.

But capitals should be used when specific (a proper noun):

The Roman Empire stretched from Britain to Syria.

2 Apostrophes (')

These can be one of the most confusing features of English punctuation, but their correct use is grammatically vital. They are mainly used in two situations:

a) to show contractions	*He's the leading authority on Marx.*

Note: Contractions are not common in academic English. It is usually better to write the full form: *He is the leading authority on Marx.*

b) with possessives	*The professor's secretary* (singular – one professor)
	Students' marks (plural – many students)
	Dickens' novels (names ending in 's')
	Women's rights (for irregular plurals)
Note: **It's** is the contraction of **it is**	*It's possible the course will be cancelled.*
The third person singular possessive form is **its**	*'Civilization and its Discontents' (Freud)*

There is no need to use the apostrophe with generic plurals: *1980s, HGVs*

3 Full stops (.) [*US: period*]

These are used to show the end of a sentence:

The first chapter provides a clear introduction to the topic.

They are also used with certain abbreviations formed from the first part of a word:

govt. *Jan.* *prof.*

But do not use full stops with acronyms such as:

BBC *UN* *VIP*

It is also now less common to use full stops with initials in people's names:

DH Lawrence

► **See Unit 1.5.7 Abbreviations**

4 Commas (,)

These are one of the commonest punctuation marks, but also one of the hardest to provide guidance for, because comma use is partly a matter of individual style. Overuse can slow the reader down, but equally the lack of commas can be confusing. Some instances of general comma usage are:

a) after introductory words or phrases:

However, further cases should be considered before reaching a conclusion.
On the whole, there were more winners than losers.

b) around examples or comments (these are phrases that can be left out without loss of meaning):

Certain investments, for instance shares, are highly volatile.
Privatisation, it is widely recognised, has a positive and a negative aspect.

c) around non-restrictive relative clauses (i.e. clauses which can be left out):

His essay, which had taken him weeks to write, was submitted a day late.

d) in lists of three or more items:

Apostrophes, colons, semi-colons and commas must all be used with care.

e) finishing direct speech:

'Don't forget the deadline', the teacher told them.

f) with a group of adjectives:

It was a long, rambling, humorous and controversial book.

5 Semi-colons (;)

Semi-colons are used to show the link between two connected clauses, each of which could stand on their own:

Seven people applied for the post; six were shortlisted and then interviewed.
Nobody questioned the results; they were quite conclusive.

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; The Economist, 2017b; University of Michigan, 2000).*

6 Colons (:)

Colons have three main uses:

a)	to introduce explanations	*The meeting was postponed: the Dean was ill.*
b)	to start a list	*Three aspects were identified: financial, social and ethical.*
c)	to introduce a quotation	*As Keynes said: 'In the long run we are all dead'.*

7 Quotations marks/inverted commas (“ ”/ ‘ ’)

a) Single quotation marks are generally used to show 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.'*

Note: Make sure that the final quotation mark comes after the full stop.
Longer quotations are usually indented (i.e. have a wider margin) and/or are set in smaller type. They do not need inverted commas:

> *More recently, she has stated the point even more directly*:
>
> *Government, I hold, should not give people an option to be treated with respect and nonhumiliation … Government should treat all people respectfully and should refuse to humiliate them.*
>
> *(Nussbaum, 2011b, p. 26)*

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

> *As Kauffman remarked: 'His concept of "internal space" requires close analysis.'*

Note: American English uses double quotation marks to show standard quotations.
c) They are also used to emphasise a word or phrase:

> *The word 'factory' was first used in the seventeenth century.*
> *The Swedish 'third way' or welfare state is a possible model.*

d) To show direct speech:

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

e) In references, depending on the referencing style, quotation marks may be used for the titles 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.

► **See Unit 1.7 References and Quotations**

8 Others

a) Hyphens (-) are used with certain words which fit together, such as 'long-lived' or 'high-profile', and in some structures:

A well-researched, thought-provoking book.
Her three-year-old daughter is learning to read.

But note that the use of hyphens is generally declining e.g. 'proofreading' rather than 'proof-reading'. Many words with prefixes re-, pre- and co- no longer require hyphens:

Cooperation is vital for successful group projects.

If in doubt, consult a good dictionary.

b) Exclamation marks (!) and question marks (?):

'Well!' he shouted, 'who would believe it?'

Note: Exclamation marks are not usually used in academic writing.

c) Brackets or parentheses ( ) can be used to give additional detail, without interfering with the flow of the main idea:

This led to the loss of several defence contracts (of around US$10 billion).

Brackets are also used for in-text citations:

Indeed, as Foucault (1989: 339) observed …

9 Practice A

■ 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 2022 is published in new york
c) as keynes said its better to be roughly right than precisely wrong
d) the bbcs world service is broadcast in 33 languages including somali and vietnamese
e) she scored 56% on the main course the previous semester she had achieved 67%
f) their article a reassessment of the changing patterns of the indian monsoon 2015–2020 was well received
g) before submitting her essay on t s eliot she checked it for spelling grammar and punctuation
h) banks such as hsbc and barclays have doubled their profits in the past quarter

10 Practice B

■ Punctuate the following text.

studying will play a vital part in your life as an oxford student but you will also find an enormous amount to do in oxford in your spare time oxford is the youngest city in england and wales and has two universities oxford university and oxford brookes 35% of people who live here are aged 15 29 and 27% 40,000 of a total population of 150,000 are university students if you ever feel like a change of scene the bus to london takes around 90 minutes and runs 24 hours a day there are now two railway stations the central oxford station and the recently opened oxford parkway oxford is a youthful and cosmopolitan city with plenty to see and do there are dozens of historic and iconic buildings including the bodleian library ashmolean museum sheldonian theatre the cathedral and the colleges in the city centre you will find lots of shops cafés restaurants theatres cinemas pubs and clubs there are plenty of green spaces too riverside walks englands oldest botanic garden the university parks and college gardens

Note: Because many aspects of punctuation (e.g. use of hyphens or use of capitals) are not standardised, the most important point in your writing is to be consistent throughout your work. For example, if you decide to capitalise 'Western influence' you must also capitalise 'Eastern ethos'.

UNIT
2.10

Singular or Plural?

In written English the choice of singular or plural can be confusing in various situations, such as the use of countable and uncountable nouns. This unit illustrates the main areas of difficulty and provides practice with these.

1 Five difficult areas

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:

Each ***student gets*** *financial support*

e) Two linked nouns should agree:

Both the ***similarities*** *and* ***differences*** *are important*

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■ Find the mistake in the following sentences and decide what type (a–e above) it is.

i) The proposal has both advantages and disadvantage. ( )

ii) A majority of children in Thailand is vaccinated against measles. ( )

iii) There are few young people in rural area. ( )

iv) Many places are experiencing an increase in crimes. ( )

v) Each companies have their own policies. ( )

2 Group phrases

■ Study the following 'group' phrases.

singular + plural	**plural + singular**	**plural + uncountable**
half the universities	*two types of institution*	*three areas of enquiry*
a range of businesses	*various kinds of course*	*several fields of research*
one of the elements	*many varieties of response*	*different 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)

It is not always clear, in sentences with two nouns, which one the verb agrees with. Compare these:

*The quality of candidates **was** improving.*
*The majority of candidates **were** French.*

In the first case the verb should agree with 'quality', in the second with 'candidates'.

3 Uncountable nouns

a) 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*
chaos	*money*	*traffic*
commerce	*news*	*travel*
data	*permission*	*trouble*
education	*progress*	*vocabulary*
equipment	*research*	*weather*
furniture	*rubbish*	*work*

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 consists of materials:

wood rubber iron coffee paper water oil stone

*Little **wood** is used in the construction of motor vehicles.*
*How much **paper** is needed to produce these magazines?*

But many of these nouns can be used as countable nouns with a rather different meaning:

*How many 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:

*She developed **an interest** in genetics.* (countable)

*The bank is paying 4% **interest**.* (uncountable)

(Further examples: business/capital/experience)

Other nouns with a similar pattern are used for general concepts – e.g. love/fear/hope:

*Most people feel that **life** is too short.*	(uncountable – in general)
*Nearly twenty **lives** were lost in the mining accident.*	(countable – in particular)

► **See Unit 2.1 Academic Vocabulary: Nouns and Adjectives**

4 Practice A

■ Choose the correct alternative in these sentences.

a) Little/few news about the accident was released.
b) He established three successful businesses/business in 2021.
c) Substantial experiences/experience of report writing are/is required.
d) It is often claimed that travel broadens/travels broaden the mind.
e) The college was built of grey stones/stone.
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 B

■ Read the text and choose the correct alternatives.

TRAVEL TROUBLE

As the volume of traffic/traffics has grown, travel/travels to work/works has become slower for many college staffs/staff. Research/researches on commuting time in five capitals/capital shows that on average drivers spend 125 minutes in their vehicle each day/days. This means that they are spending more than ten percent of their waking life driving, and also consuming huge quantity/quantities of petrol/petrols in traffic jams/jam. Another negative factor/factors is the stress/stresses caused by commuting, so the best advices/advice to drivers are/is to relax by listening to classical music/musics.

UNIT
2.11

Time Markers

When describing a sequence of events it is important to make clear what happened when. Words such as 'during' and 'since' are often used to explain the timing of events. But the application of some of these words may be restricted to particular tenses. This unit explains these limitations and practises their use.

1 How time markers are used

■ Underline the time markers in this paragraph:

Gemma had studied agriculture since she was 18, and three years ago she took her first degree. While preparing for her final exam she applied for a Master's course. The course was for twenty two months and began in September and continued until June last year. Before starting the course she had an interview and during the course she had to write a thesis. By the end she was a fully-qualified plant scientist.

since *she was 18*	(with present/past perfect, must specify start point)
three years ***ago***	(usually with past)
while *preparing*	(two things happening at the same time)
for *twenty two months*	(with numbers, without start date)
in *September*	(at some point in the period)
until *June last year*	(end of a period)
Before *starting the course*	(often followed by –ing form; also **after)**
during *the course*	(with noun)
by *the end*	(at or before)

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2 Practice A

■ 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 16 years.
d) During/for the winter most farmers find work in the towns.
e) Applications must be received by/on November 25th.
f) Since/during her arrival last May she has reorganised the department.
g) After/while giving the lecture she answered their questions.

3 Tenses

■ Compare the tenses used with the following time markers:

Last year *there* ***was*** *an election in Spain.*	(past – finished event)
In the last year *there* ***has been*** *a decline in inflation.*	(present perfect – unfinished)
Recently*, there* ***has been*** *a sharp rise in internet use.*	(present perfect – unfinished)
Currently*, there* ***is*** *widespread concern about plagiarism.*	(present – focus on now)

4 Practice B

■ Study the details of Napoleon's life, and complete the biography.

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 - thousands of soldiers killed
1814	Exiled to island of Elba
1815	Defeated at battle of Waterloo and exiled to island of St Helena
1821	Died in exile

Napoleon entered military school in 1784 at the age of 15, five years a) ——— the French Revolution began. Four years b) ——— that event he was promoted to brigadier general, and c) ——— the age of 27 he became commander of the army in Italy, and also married Josephine. d) ——— returning from Egypt in 1799 he became the First Consul of France, and e) ——— 1807 France was in control of most of Europe. Three years f) ——— he divorced Josephine and married Marie-Louise, the Austrian emperor's daughter. But g) ——— his retreat from Russia thousands of his soldiers were killed, and in 1814 he was exiled to Elba. A year h) ——— he escaped from exile but was then defeated at Waterloo. i) ——— the battle he was finally exiled to St Helena.

UNIT
2.12

Visual Information

In many subjects it is essential to support your writing with statistical data. Visual devices such as graphs and tables are a convenient way of displaying large quantities of information in a form that is easy to understand. This unit explains and practises the language connected with these devices.

1 Types of visuals

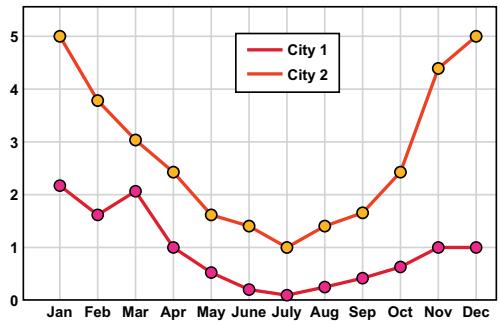
Visual devices such as graphs and tables are a convenient way of displaying large quantities of information in a form that is easy to understand. Below are examples of some of the main types of visual devices used in academic texts. Note that they are often combined – e.g. a bar chart with a line graph.

■ Complete the box below to show the example (A–I) of each type.

Types	Use	Example
1. Diagram	illustration of structure	F
2. Table	statistical display	
3. Map	location – small scale	
4. Pie chart	comparison	
5. Flow chart	sequence of process	
6. Line graph	changes in time	
7. Bar chart	proportion	
8. Plan	location – large scale	
9. Scatter graph/plot	relation between two sets of variables	

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A. Average monthly rainfall (inches)

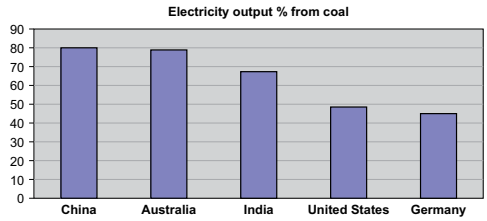


B. Average life expectancy

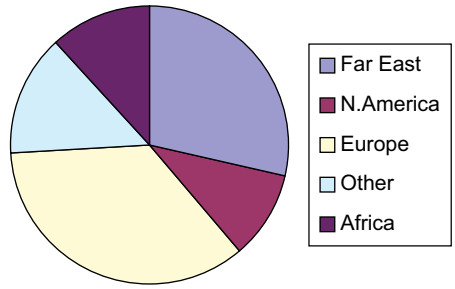
(both sexes, in years (2021)

Japan	83.7
France	82.4
United States	79.3
United Arab Emirates	78.9
India	70.1
South Africa	65.2
Afghanistan	62.5
Nigeria	52.9
Chad	52.7

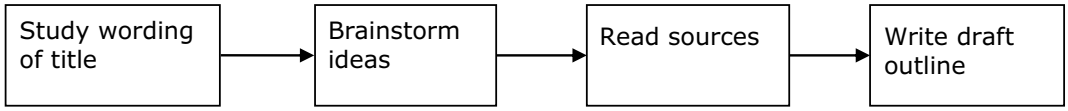
C. Electricity output from coal



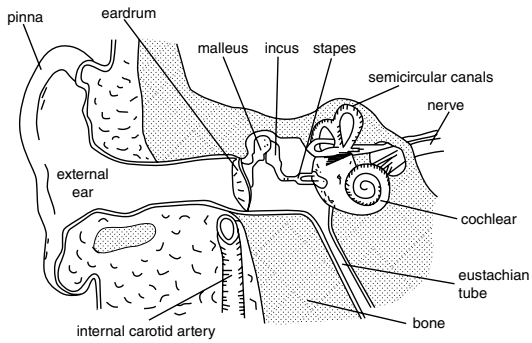
D. Origins of international students



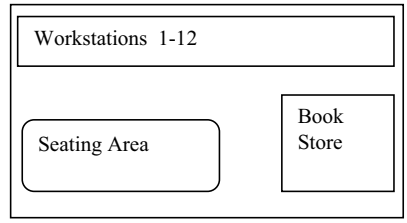
E. Planning an essay



F. The human ear



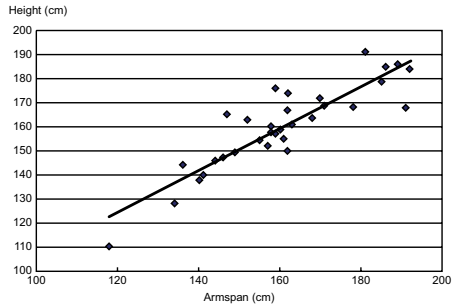
G. Layout of the language centre



H. The regions of Italy



I. Height versus armspan



2 The language of change

(Past tenses in brackets)

Verb ↗	**Adverb**
grow (grew)	*slightly*
rise (rose)	*gradually*
increase (increased)	*steadily*
climb (climbed)	*sharply*

Verb ↘	**Adjective + noun**
drop (dropped)	*a slight drop*
fall (fell)	*a gradual fall*
decrease (decreased)	*a sharp decrease*
decline (declined)	*a steady decline*

(Also: a peak, to peak, a plateau, to level off, a trough)

■ Study the graph and the description below.

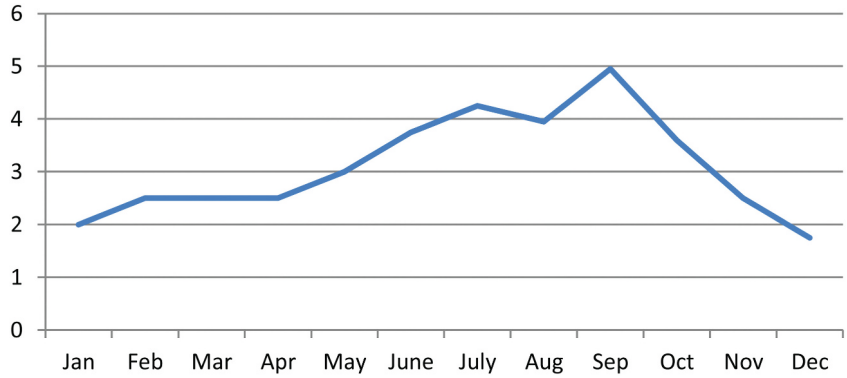


FIGURE 1 Inflation (%) January–December 2022.

The graph (Fig. 1) shows that the rate of inflation was 2% in January, and then **rose** to 2.5% in February. After that it **levelled off** until April, and then **increased steadily** to over 4% in July. Inflation **fell slightly** in August, but then **climbed** to a **peak** of 5% in September. From there it **dropped sharply** to below 2% in December.

3 Describing visuals

Although visuals do largely speak for themselves, it is common to help the reader interpret them by briefly commenting on their main features.

The graph	*shows*	*the changes in the price of oil since 1990.*
The map	*illustrates*	*the main sources of copper in Africa.*
The diagram	*displays*	*the organisation of both companies.*

■ Read the following descriptions of the chart below. Which is better, and why?

i. The chart (Fig. 2) shows the quantity of tea consumed by the world's leading tea-consuming nations. India and China together consume more than half the world's tea production, with India alone consuming about one third. Other significant tea consumers are Turkey, Russia and Britain. 'Others' includes the United States, Iran and Egypt.

ii. The chart (Fig. 2) shows that 31% of the world's tea is consumed by India, 23% by China, and 8% by Turkey. The fourth largest consumers are Russia, Japan and Britain, with 7% each, while Pakistan consumes 5%. Other countries account for the remaining 12%.

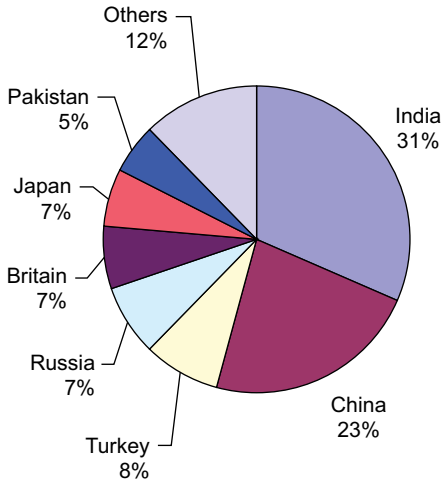


FIGURE 2 World tea consumption.

(Source: The Tea Council)

4 Labelling visuals

When referring to visual information in the text, the word 'figure' is used for almost everything (such as maps, charts and graphs) except tables (see earlier examples).

Figures and tables should be numbered and given a title. Titles of tables are written above the data, while titles of figures are written below. As with other data, sources must be given for all visual information.

If you are writing a lengthy work such as a dissertation you will need to provide lists of tables and figures, showing numbers, titles and page numbers, after the contents page.

5 Practice

■ Write a paragraph commenting on the main features of the chart below.

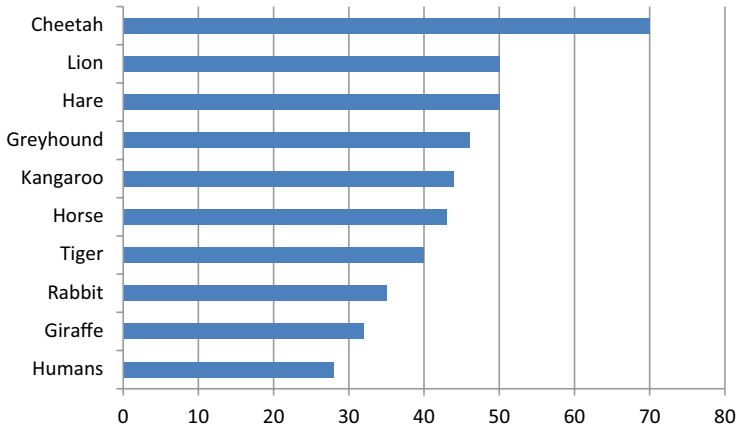


FIGURE 3 The world's fastest mammals (maximum speed, miles per hour).

Test Your Progress B

These exercises will help you test your understanding of the units in Part 2: Elements of Writing.

1. ■ Find the correct prepositions to complete the text

   a) _____ the eighteenth century, news travelled as fast as a horseman or sailing ship. It could take weeks b) _____ news c) _____ a battle d) _____ Europe to reach America. e) _____ the mid-nineteenth century railways had accelerated the distribution f) _____ newspapers, so that they reached distant provinces g) _____ hours, and then the telegraph allowed news to be sent h) _____ seconds. Today we can be overwhelmed i) _____ the volume j) _____ news k) _____ all over the world which we can continuously receive l) _____ our phones and laptops.

2. ■ Give the opposite adjectives to the following:

   a) relative
   b) literal
   c) objective
   d) vague
   e) unambiguous
   f) empirical

3. ■ Write three sentences comparing Australia with New Zealand, using the data below.

	Australia	**New Zealand**
Area (square kilometres)	7.6 million	270,000
Population	21.5 million	4.3 million
GDP per head	$50,750	$32,370

DOI: 10.4324/9781032721729-28

4. ■ Write definitions for the following:

a) A semester

b) A thesis

c) A midwife

d) Influenza

e) A hammer

5. ■ In the following text, underline any generalisations that you consider invalid.

In the past century, photography has gone from being an exclusive hobby to something accessible to everyone. This is largely due to the invention of the digital camera. In the last twenty years this has made it simple to take colour photographs cheaply, and also to modify pictures easily by using editing programmes. So now that everyone has a smart phone, with its built-in camera, photography has become democratic and high quality photographs can be produced by anybody.

6. ■ What are the following visuals usually used to show?

a) line graph _____

b) diagram _____

c) pie chart _____

d) table _____

e) plan _____

7. ■ 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

8. ■ This paragraph discusses the advantages and disadvantages of electric vehicles. Complete the gaps with suitable words and phrases.

One important ———— of battery-powered vehicles is their lack of polluting emissions. Another ———— is that they are simpler to construct, while lower running costs are a further ————. However, one serious ———— must be their restricted range, as they require recharging after about 250 miles. Price is an additional ————, since the cost of the battery makes these vehicles more expensive than petrol-driven models. A final issue may be the source of the electricity, because if it is generated by coal or gas there is little ———— for the environment.

9. ■ Add a suitable adverb from the box to each sentence. (Use each adverb once only.)

rarely	particularly	traditionally	locally	increasingly	continuously

a) The site of London has been occupied ———— since Roman times.
b) As central government was weak, decisions were taken ————.
c) In the past, there was a high mortality rate among children, ———— the youngest.
d) Young adults are ———— delaying marriage until their late 20s.
e) ————, becoming a carpenter required a seven-year apprenticeship.
f) Students are ———— allowed to park their cars on campus.

10. ■ The following text, reporting a student research project, is in the active voice. Change to the passive where appropriate.

Our research aimed to find the best taxi business for campus use, so we compared the performance of six local taxi companies. We selected companies that had their offices within a kilometre of the campus. We timed the response of each company to requests made at the same time of day (7 pm). Response times varied from ten to 24 minutes. The passengers then asked each driver to take them to the railway station. They recorded the friendliness of the drivers and the length of time taken, as well as the fare the driver asked for. Overall we found that AZ Taxis had the fastest response and the cheapest fare, but not the most friendly driver.

11. ■ Choose the correct verb form in each sentence.

a) Several types of response was/were recorded.

b) Three avenues of research were/was suggested.

c) One of the groups was/were eliminated from the competition.

d) Half the graduates were/was from Indonesia.

e) The government was/were defeated at the election.

f) The performance of the athletes were/was improved by his training method.

12. ■ Study Dr Gonzalez's schedule. Then complete the sentences with time markers. Today is June 13th.

June 8	Fly to Berlin for conference
June 9	Give lecture at conference
June 10	Train to Prague
June 11	Meet colleagues at Charles University, Prague
June 12	Fly home

a) Dr Gonzalez went to Berlin five days ————.

b) She was in Berlin ———— two days.

c) ———— her stay in Berlin she gave a lecture.

d) ———— leaving Berlin she went to Prague.

e) ———— staying in Prague she met colleagues at Charles University.

f) ———— June 12th she had travelled 2,300 kilometres.

Answers

Providing answers for a writing course is less clear cut than for other language areas. In some exercises there is only one possible answer, but in other cases several possibilities exist. Teachers need to use common sense, and accept any reasonable answer. In the case of exercises where students can choose their own topic and it is therefore impossible to provide a definite answer, students still appreciate having an example answer, and so some have been included.

Academic Writing Quiz

1. b
2. a
3. a
4. c
5. b
6. c
7. b
8. c
9. a
10. b
11. b
12. b
13. b
14. c
15. a

PART 1: THE WRITING PROCESS AND WRITING SKILLS

Unit 1.1: Writing Basics/Approaches to Vocabulary

1 Why do we write?
Other reasons might include:

- To present a hypothesis for consideration by others
- To make notes on something read or heard

2 What makes academic writing different from other writing genres?
Other possible genres: advertising/legal/journalism/literary

Other differences include:

- Attempts to be objective
- Frequently makes a case or argument
- Has a recognised format e.g. introduction, main body, conclusion, references

3 Common types of academic writing

a) Dissertation/thesis
b) Paper
c) Report

d) Essay
e) Case study
f) Reflection
g) Notes

4 The format of written assignments

• Introduction • Literature review
• Case study • Discussion • Conclusion
• References • Appendices

a) abstract
b) references
c) appendix
d) acknowledgements
e) literature review
f) case study
g) preface

7 Writing in paragraphs – The unpredictable effects of energy efficiency

para 2 begins: However, some economists …
para 3 begins: But this effect …
para 4 begins: The macro-economic model …

10 Confusing pairs

a) principles
b) lose
c) affect
d) compliments
e) its
f) sights

12 Progress check

appendix	additional information added to the end of a paper
assignment	any task given to students by their teacher
citation	a link, included in the text, to a reference
component	a part of a complete thing
format	the organisation or layout of a text
italics	lettering angled to the right

phrase	a group of words commonly used together
project	a piece of work on a topic chosen by the student
dissertation	a lengthy piece of work written for a higher degree

Unit 1.2: Understanding Essay Questions/Showing Cause and Effect

2 Analysing essay questions

a) Describe/Suggest
List the most likely causes of this situation. Propose ways of improvement.

b) What/Are there
Give the advantages and disadvantages.
Context: at primary school (age 6–11)

c) What/Evaluate
List the most important sources, and say how useful they are in reducing CO^2 emissions.
Context: in the last 15 years

d) Discuss/indicating
Describe how earthquakes affect different types of structures with reference to the soil characteristics, and explain how the structures can be made more resilient.

e) To what extent
Explain how much governments can do to make people's behaviour healthier.
Context: South Korea and Malaysia

3 Practice A

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

(NB: 'summarise' and 'outline' are similar)

4 Essay length

(NB: These figures are only a guide and individual students may have a different approach)

a) How/Illustrate
Approximately 40:60

b) Discuss/indicating
Approximately 60:40

c) What are/Evaluate
Approximately 40:60

6 Outlines/Plans

c) Lists can help develop a logical structure and make it easier to allocate space, but are rather inflexible.
Mind maps are more flexible as extra items can be added easily.

7 Causes and effects

The 2008–9 Recession resulted from a loss of confidence in the international financial system and led to a housing price crash, higher unemployment and the failure of various banks. The trigger may have been rash mortgage lending to unsuitable borrowers in the USA, causing house price inflation. When this bubble burst some financial institutions, such as Lehman Brothers, found they were holding worthless assets, and this led to their collapse. Other consequences of the recession were higher government debt, reduced government spending and more unemployment.

9 Practice B

(Example answers)

a) Higher rates of literacy often lead to greater demand for secondary education.
Greater demand for secondary education may result from higher literacy rates.

b) As a result of the new airport more tourists arrived.
More tourist arrivals were due to the construction of a new airport.

c) Due to last year's national election a new government was formed.
A new government was formed because of the national election last year.

d) Installing speed cameras on main roads leads to a fall in the number of fatal accidents.
A fall in the number of fatal accidents results from installing speed cameras on main roads.

e) Opening a new hospital in 2019 reduced infant mortality.
The reduction in infant mortality was due to the opening of a new hospital in 2019.

10 Practice C

(Example answers)

a) The violent storms last week damaged power lines in the region.

b) The new vaccine for tuberculosis (TB) will result in lower child mortality.

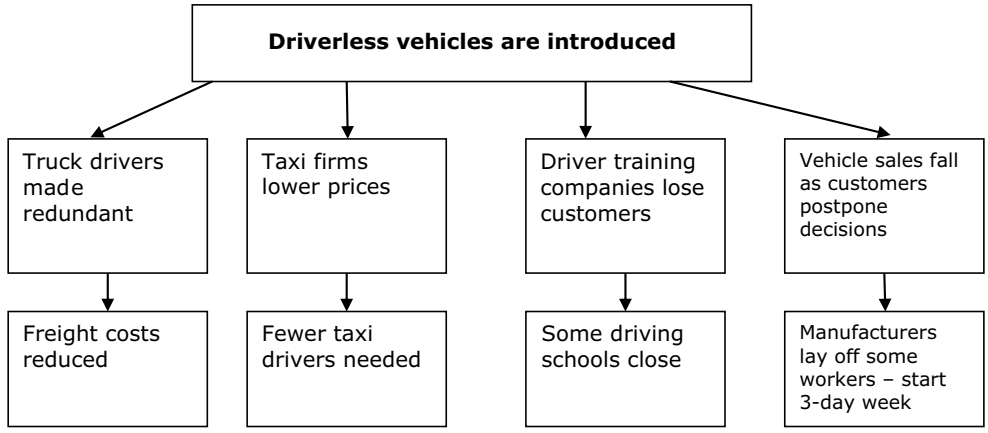
c) Building a high-speed railway line caused journey times to fall by 25%.
d) The high price of bread is owing to the poor harvest last summer.
e) The increase in obesity is a result of a more sedentary lifestyle.
f) Earthquakes are often caused by movements in tectonic plates.

11 Practice D – Unhappy workers

owing to the stress …
resulting from re-structuring …
due to a feeling …
because of industry-wide …
creating a sense …
lead to a fear …
causes a concern …
generates an awareness …

12 Practice E

(Example answers)



b) The introduction of driverless cars and trucks would have various significant results. First it would lead to many redundancies among truck drivers, but would also result in reduced freight costs, since driverless trucks could work 24 hours a day. Taxi firms would also be able to lower their prices, but fewer taxi drivers would be needed. In addition, demand for driver training would fall, leading to some driving schools having to close, with the loss of jobs for instructors. Moreover, potential customers would postpone purchases while they

assessed the new technology, causing a fall in sales of new vehicles and then lay-offs and short-time working at vehicle manufacturers.

Unit 1.3: Reading: Finding Suitable Sources/Understanding Prefixes and Suffixes

1 Types of text

(Possible answers)

Text type	Advantages	Disadvantages
Website	Usually up to date	Possibly unreliable and/or unedited
Journal article	Often focuses on a special area	May be too specialised or complex
Official report (e.g. from government)	Contains a lot of detail	May have a narrow focus
Magazine article	Easy to read and up to date	May not be objective and not give sources

3 Assessing texts

A. A drying world? – No – no sources are mentioned, and the style is very informal e.g. 'the stuff we drink'.

B. Measuring scarcity – Yes – a more critical, formal and objective style, and a citation provided.

(Possible answers)

Feature	Examples
Formal or semi-formal vocabulary	The more complex indicators are not widely applied because data are lacking to apply them and the definitions are not intuitive.
Sources are cited	Rijsberman (2006)
Objective, impersonal style	It is surprisingly difficult to determine whether water is truly scarce in the physical sense at a global scale (a supply problem) or whether it is available but should be used better (a demand problem).

4 Using reading lists

Books: Author(s), Title, Edition, Publisher, Date

Journals: Author(s), Date, Article title, Journal name, Issue number, Page numbers

5 Searching library catalogues

Title 2 appears to be the most recent relevant source. Title 3 may also be useful. The others are too specific or out of date.

7 Reading abstracts

a) How engineering in the context of urban socio-economic challenges is practically and effectively mobilised has been the subject of some debate. Numerous professional bodies have encouraged engineers to approach socio-environmental issues through increased engagement with, and accountability to, the public through effective participatory practices.

b) This article presents a close empirical analysis of a major engineering project in London to argue that engineering has a more complex relationship with social, political and environmental conditions than the idealistic participatory conception supposes. In fact, the spatial, technical and economic arrangements of engineering practice may limit the potential for public participation.

c) Through a detailed analysis of the London Water Ring Main (from around 1988 to 1994) …

d) … this article shows how myriad sometimes conflicting engineering issues and responsibilities interfered with key elements of effective participation.

e) Therefore, although increased public engagement in engineering may be desirable in theory, substantial professional, institutional and political change may have to occur before this is possible in practice.

9 Prefixes

(Approximate meanings)

auto	by itself
bio	life
co	together
eco	environmental
ex	(i) previous (ii) outside
fore	in front/in advance
inter	between
intra	inside one group
macro	large
meta	transcending
micro	small
multi	many
neo	new
over	too much
pan	across
poly	many
post	later

pro	in support of
quasi	partial
re	again
self	autonomous
sub	below
tele	distance
trans	across
under	(i) below
	(ii) not enough

10 Practice A

a) taken away the human element
b) very local climate
c) economy based on information not production
d) disappointed
e) financial arrangement in the event of dispute after marriage
f) someone who takes initiative

12 Practice B

a) noun
b) adjective
c) adverb
d) adjective
e) adverb
f) adjective
g) noun
h) noun

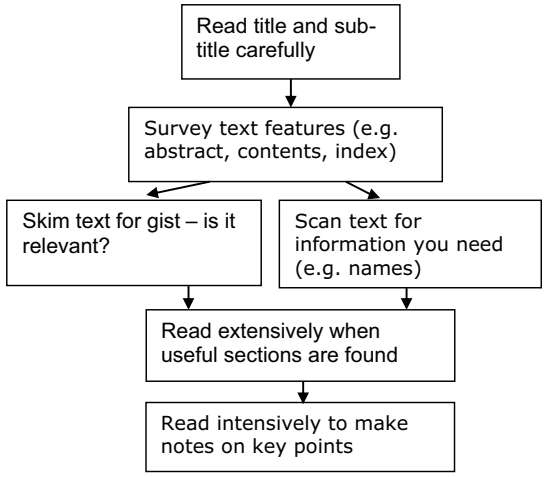
Progress check – Zephyr

The text is relevant to your topic and seems to be fairly up to date. The style is quite formal but no citations are given. It could be included in an essay as background material.

inexpensive (adjective) – cheap
unmanned (adj) – without pilot
ultralight (adj) – very light
wingspan (noun) – distance from end of one wing to end of other wing
rechargeable (adj) – capable of being recharged
undercarriage (n) – wheels used for moving on the ground
inessential (adj) – not important
subequatorial (adj) – on either side of the equator
infrastructure (n) – basic built facilities e.g. railways, roads, power grid

Unit 1.4: Reading: Developing Critical Approaches/ Argument and Discussion

1 Reading methods



3 Fact and opinion

A

a) opinion
b) fact (not true)
c) fact (true) + fact (true)
d) fact (true) + opinion

B *(Model objective version with 'facts' [underlined] corrected)*

New Zealand is an island nation in the southern Pacific Ocean, consisting of two main islands. Nearly 1,000 miles east of Australia, it was one of the last places on Earth to be settled by man: by the Polynesians who arrived in about 1250 CE, and who developed the Maori culture. In the eighteenth century European settlers started to land, and in 1841 New Zealand became part of the British Empire. Due to its long period of isolation many distinctive plants and animals evolved, such as the kiwi, now the nation's symbol. Today the country is famous for its successful rugby team, the All Blacks, and is a popular holiday destination.

5 Critical thinking

The responses to these questions will vary from student to student, which is the nature of the critical approach.

(Model Answer)

Statements	Comments
Article 5.1 It is claimed that in one year nearly half of Harvard's history professors were on sabbatical leave. As a consequence, students work less …	The link between these two situations is not made clear.
Article 5.2 … it has been calculated that the average UK university graduate will earn £400,000 ($600,000) more over their lifetime compared to a non-graduate.	Who has made this calculation? What basis is there for this claim?

The tone of the first article, 'College concerns', is more critical and appears to be from a more independent source, and so seems more reliable.

6 Discussion vocabulary

(Model paragraph)

Universities are increasingly using online teaching to deliver certain courses. This has distinct benefits for students, as they can listen to lectures at any time, from anywhere. This also brings advantages for the university, since it does not have to provide a lecture hall, thereby saving money, and can also teach larger numbers of students. However, many students find such online classes impersonal, and miss the chance to meet their fellow students and discuss the content of the lecture with them.

7 Organisation

Vertical: a simpler pattern suitable for short essays

Horizontal: this allows a more complex approach in longer essays

8 Practice A

(Possible ideas)

+	–
No time wasted commuting to work Gives employees more flexibility Saves expensive office space Made possible by new technology	Employees may feel isolated May not suit all employees Home may contain distractions Requires different management style

11 Practice B

Counter-arguments: It is claimed that prisons are needed to isolate dangerous criminals from society, and to provide punishment for wrong-doing.

The writer's position is essentially critical of the way prisons currently work.

(Example answers)

Counter-argument	Your position
It has been claimed that employees may waste time at home,	but in practice there seems little evidence for this.
Although home-working may save companies money by reducing the need for expensive office space,	employees need to have a well-equipped workspace in their home.

12 Providing evidence

a) 2
b) The education system
c) Many young people do not use 'digital tools'
d) Sceptical of the 'digital native' theory

Unit 1.5: Finding Key Points and Note-making/Using Abbreviations

1 Why make notes?

(Possible answers)

To avoid plagiarism
To keep a record of reading/lectures
To revise for exams
To help remember main points

2 Finding key points

(Example titles)

The cost of internet fraud
Compensating victims of internet scams

Key points:

- Internet fraud is increasing – in the USA may be + $50bn per year
- Scammers becoming more sophisticated
- Victims often wealthier, retired, well-educated people who overestimate financial ability
- Normally banks refuse to compensate people who have lost money
- In Britain some victims may be compensated – but who will fund the scheme?

3 Finding relevant points

(Key points)

a) The last few years has seen the rise of environmental activists using shame as a weapon against polluting businesses
b) This includes *flygskam* (a Swedish word meaning 'flight shame') and campaigns against animal-based products, such as milk
c) … they appear to be having a significant effect on certain companies, for instance the Dutch airline KLM is suggesting that customers should take a train on some routes
d) This appears to be a worldwide movement – many Chinese consumers are also aware of the environmental dimension …
e) New startup businesses seek to make a brand out of sustainability – the car maker Tesla
f) Investors are also becoming concerned about the long-term outlook for polluting businesses like airlines – In Sweden passengers numbers were falling before the Covid-19 outbreak
g) Fashion is another industry in which companies are becoming concerned about the opinions of young buyers
h) In 2019 many of the leading fashion houses agreed to clean up their practices
i) Pressure on the food industry from vegetarians and vegans has been growing for some time
j) … both McDonald's and Burger King have introduced burgers made from plants
k) … it is not clear how reducing consumption of locally sourced dairy products in favour, for example, of imported soya milk is going to help the planet
l) … firms should be aware that many of these campaigns have been successful in the past

4 Practice A

(Other answers possible)

The source is included
Symbols are used (>)
Abbreviations are used (e.g. esp.) to save space
Notes are organised in numbered lists

6 Practice B

(Example notes)

Is shame an effective behaviour changer?

a) Recent growth in environmental campaigns to shame customers of polluting companies
b) Examples: airlines, animal products, fashion

c) Campaigns are having an effect e.g. KLM encouraging train use, fast food businesses offering vegetarian meals
d) Investors are concerned about long-term future of polluting companies e.g. airlines
e) Not clear that these campaigns will all result in lower CO^2 emissions e.g. soya milk
f) Previous campaigns e.g. against apartheid have been effective

(Source: Radickova, E. (2020) *International Perspectives,* 5, p. 89)

10 Practice C

a) information and communications technology/higher education/and others
b) genetically modified/for example
c) Note/curricula vitae/Human Resource Management
d) approximately/before common era
e) Doctor of Philosophy (thesis)/tuberculosis/south east
f) Figure 4/world wide web
g) Vice-Chancellor/Postgraduate Certificate of Education
h) Professor/as soon as possible

Unit 1.6: Summarising and Paraphrasing/Finding Synonyms

1 What makes a good summary?

A good summary requires:
selection of most important aspects/clear description/accuracy

2 Stages of summarising

1. Read the original text carefully and check any new or difficult vocabulary.
2. Mark the key points by underlining or highlighting.
3. Make notes of the key points, paraphrasing where possible.
4. Write the summary from your notes, reorganising the structure if needed.
5. Check the summary to ensure it is accurate and nothing important has been changed or lost.

3 Practice A – Disruptive technology

1. 1 = c (includes all essential details; clearly written)
2. 2 = b (does not specify the advantages of digital cameras)
3. 3 = a (lacks detail and includes information – expensive film – not in original)

4 Practice B – The uneasy rise of videoconferencing

(Model notes)

b)

i) The trend to using videoconferencing has gained strength post Covid-19.
ii) Technology allows users to save time and money by not travelling.
iii) But many people find that they feel self-conscious on camera.
iv) Technical problems may also increase the stress they experience.

(Example summary, with possible title)

The pros and cons of meeting on camera

The trend to using videoconferencing to save time and money travelling to meetings was increased by the Covid-19 epidemic in 2020. The technology allows users to watch the facial expressions of other participants, but the drawback is that many find they become self-conscious on camera, while technical glitches with sound or picture quality can also be stressful.
(57 words)

(Example further summary)

Videoconferencing has increased in popularity recently, but despite its benefits of convenience many users find it rather problematic and stressful.
(20 words)

6 Practice C – The causes of the Industrial Revolution

1. b. The best paraphrase, with all main points included and a significantly different structure.
2. a. Quite good, but lack of precision (at that time) and unsuitable register (bosses).
3. c. A poor paraphrase, with only a few words changed and extra and inaccurate information added (Britain was the only country …).

8 Practice D – The past below the waves

(Example answers)

a) Archaeologists can learn about multiple aspects of historic societies by studying shipwrecks, but most of the millions lying on the ocean floor are too deep for divers to examine. They can only work above 50 metres; restricting them to coastal wrecks which are more likely to have been disturbed. Research in mid-ocean has required expensive submarines with their support vessels, limiting the number of wrecks that can be explored. But this may change due to the latest craft, called an automatic underwater vehicle (AUV). Not requiring a support ship and operating independently, this will be used by an American team to examine part of the sea bed off the northern Egyptian coast close to the site of a harbour used around 2,000 BCE.

b) There are millions of shipwrecks on the sea floor, providing historians with a vital insight into past trade and technology. Previously, most wrecks were too deep to explore economically, but a new small automatic submarine (called an AUV) has been developed which should allow these deeper sites to be investigated.
(50 words)

9 How synonyms work

Word/phrase	synonym
largest	giant
oil	hydrocarbon
in the world	global/internationally
people	employees
Britain	UK

surgeon	doctor who specialises in surgery
specialist	doctor who focuses on one area – e.g. skin conditions
quack	derogatory term for unqualified doctor
physician	a valid synonym
GP	a valid synonym

10 Common synonyms in academic writing

(NB: Some of these pairs are approximate synonyms)

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

11 Practice E

(Others are possible)

a) Professor Hicks challenged the results of the study.
b) The figures demonstrate a steady rise in survival rates.
c) The institute's forecast has caused a major debate.
d) Cost seems to be the principal disadvantage to that method.
e) They will focus on the first possibility.

f) After the lecture she tried to explain her idea.
g) Three topics need to be analysed.
h) The structure can be kept but the target needs to be modified.

12 Practice F

cities/urban
flats/apartment
felines/cats
businesses/companies
dogs/canine
food/fare
benefits/advantages
domestic/home

Unit 1.7: References and Quotations/Using Verbs of Reference

1 Why give references?

a) N
b) Y
c) Y
d) N
e) Y
f) N
g) Y

2 Citations and references

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).

The first is a summary, the second a quotation.

A summary allows the writer to condense ideas, while a quotation uses the words of the original author, which have authenticity and may be difficult to improve.

8 Organising the list of references

a)

i) Any of: *Social Research Methods*/*A Handbook for Deterring Plagiarism in Higher Education*/*Leaving College: Rethinking the Causes and Cures of Student Attrition*
ii) 'First year student expectations: results from a university-wide student survey'
iii) 'Canaries in the coalmine: International students in Western universities'
iv) Embracing Diversity
v) 'Differences between students' and lecturers' perceptions of factors influencing students' academic success at university'
vi) *Introduction to the Practice of Statistics*

b) Books: Author/Date/Title/Place of publication/Publisher
Journal article: Author/Date/Article title/Journal name/Issue number/Page numbers

c) Book titles and journal titles
d) Book titles are capitalised/Article titles are not capitalised
e) Name of publication – e.g. *The Times*
f)
   i) Bryman (2004)
   ii) Carroll (2007)
   iii) Cook and Leckey (1999)
   iv) Crisp *et al*. (2009)
   v) Killen (1994)

10 Practice

(Example answers, others possible)

a) Allinson admitted that he might have made a mistake in his calculations on energy loss.
b) Becher denied saying that women make/made better doctors than men.
c) Curanovic claimed/argued that small firms are/were more dynamic than large ones.
d) De Haas agreed with Curanovic's views on small firms.
e) Eden presumed that most people work/worked for money.
f) Freire concluded that allergies are/were becoming more common.
g) Gvosdev doubted that electric cars will/would replace conventional ones.
h) Heisbourg hypothesised/suggested a link between crime and sunspot activity.

Unit 1.8: Avoiding Plagiarism/Giving Examples

3 Degrees of plagiarism

1. Y
2. Y
3. Y
4. N
5. Y
6. N
7. Y
8. N
9. Y/N
10. Y

4 Avoiding plagiarism by summarising and paraphrasing

a) Acceptable – a correctly referenced summary
b) Plagiarised – original wording with minor changes to word order
c) Acceptable – a correctly referenced quotation
d) Technically plagiarism – mistake in date means the citation is incorrect

5 Avoiding plagiarism by developing good study habits

(Possible further suggestions)

- Check that quotations are exactly the same wording as the original.
- When paraphrasing, alter the structure as well as the vocabulary.
- Make sure all in-text citations are included in the list of references.

6 Practice A

Kaufman (2017) argues that wealth (expressed as GDP per head) rather than size of population is the key to national success in the Olympics.

Large populations alone do not guarantee good national results at the Olympics. Countries must also be wealthy enough to have healthy citizens and be able to provide resources for training. As Kaufman points out: 'When many people are affected by poverty and illness it is not easy to be ordinarily healthy, let alone be an Olympic athlete' (Kaufman, 2017:3).

7 Introducing examples – Droning on

For some years there have been predictions that drones could be used to deliver goods to customers. Amazon was one company that expressed an interest. Yet issues with regulators have delayed the arrival of airborne parcels in most countries, owing to concerns with privacy and safety. However, in remote rural regions drone deliveries are already in operation. In Rwanda, for instance, an American startup called Zipline is flying medical supplies, especially blood, to isolated clinics and hospitals. There are various reasons for beginning to operate in these places: medicines are valuable yet lightweight, while most deliveries are between a small number of fixed points. By comparison, travel by road is likely to be slower and more expensive. The pioneer companies such as Zipline and Matternet claim to be operating profitably already, and there are plans to begin the service in less remote places: Zipline will bring its expertise from Africa to North Carolina.

8 Phrases to introduce examples

(Example answers)

a) Some twentieth-century inventions, such as TV and the internet, affected the lives of most people.
b) In recent years more women, e.g. Angela Merkel, have become political leaders.
c) Certain countries such as Japan are frequently affected by earthquakes.
d) Many musical instruments, for example guitars, use strings to make music.
e) Ship canals, for example the Panama Canal, facilitate world trade.
f) Politicians have discusses a range of possible alternative punishments to prison, for instance community service.

9 Practice B

(Model answer)

A hundred years ago most people's diets consisted of a few staple items that were cheap and also filling, for example bread or rice. Today many people are able to afford more

variety, and regularly eat more expensive foods, such as fruit and meat. But along with the wider choice has come anxiety about the possible threats to health contained in certain foods. In recent years a broad range of products including eggs, butter, salt, sugar, fats and smoked meat have been considered a risk to health. This has left many people confused, as much of the 'research' behind these claims is contradictory, in other words, a food may be condemned by one scientist but approved by another. One beneficiary of this process is the health food industry, a booming sector which promotes food and drink products such as Diet Coke to health-conscious young people. In fact, many doctors argue that instead of focusing exclusively on what they eat or drink, people's health would be improved by doing more exercise e.g. swimming, running or cycling.

10 Restatement

a) The company's overheads, in other words the fixed costs, doubled last year.
b) Imperial Rome (27 BC – AS 476) was a period of autocratic rule.
c) Two Spanish cities, namely Madrid and Barcelona, are long-standing football rivals.
d) Survival rates for the most common type of cancer, i.e. breast cancer, are improving.
e) Participation rates in most democracies are in decline, that is to say fewer people are voting.

Unit 1.9: Contrasting Sources/Providing Cohesion

1 Referring to sources

a) 6 (Ramsden and Crisp are cited twice)
b) Dalglish and Chan
c) academic support
d) Ramsden
e) Source is a journal article

2 Practice A

a) Difficulties faced by international students
b)
   i) Period of adjustment to new academic environment needed by international students
   ii) Cultural adjustments international students must make
   iii) Linguistic adjustments
   iv) Length of time these adjustments require

4 Practice B

(Example answer)

There is good evidence that globalisation has resulted in a considerable increase in world trade over the past 20—30 years (Costa, 2008). However, it has been pointed out that the benefits of this are not evenly shared. While multinationals are able to use the cheapest labour for manufacturing, people in the poorest countries are no better off than they were 40 years ago (Lin, 2006). In addition, these large companies benefit from reduced import

duties and so can compete more successfully with local businesses, further strengthening their market dominance (Brokaw, 2012).

6 Practice C – Capital glamour?

Reference	Reference word/phrase
Warwick	the former
fifteen British universities	they
some students	international ones
an outpost in the capital is attractive	for that reason
campuses in London	these
more vocational subjects	such courses

8 Practice D – Famous for?

a) he
b) his
c) his
d) it/this
e) his
f) he
g) they/he
h) This
i) He
j) his

9 Practice E

(Model answer)

Kevlar was developed by Stephanie Kwolek (1923–2014), whose parents were Polish immigrants to the USA. After studying for a BSc at Carnegie Mellon University she took a temporary job with the DuPont Corporation as a research chemist. There she developed Kevlar, a synthetic fibre which is stronger than steel. Among its applications are car tyres, bullet-proof vests and skis. It was patented in 1965 and first produced commercially in 1971.

Unit 1.10: Organising Paragraphs/Using Conjunctions

1 Paragraph structure

a) Decentralising government
b) By using conjunctions

2 Practice A

Topic sentence	Today's civil servants no longer need to all work in the same district and be able to meet face to face.
Reason	Developments such as videoconferencing make this pattern of dispersal, which has many apparent benefits, more feasible.
Result 1	One benefit of dispersal is to improve the quality of life of the civil servants, detached from overcrowded and expensive capitals.
Result 2	Moreover, away from the pressures of the capital with its lobbyists and politicians, workers may have a more objective and detached viewpoint.
Result 3	Finally there should be economic benefits for remote and possibly run-down regions in receiving an injection of well-paid employment.

3 Practice B

a)

Topic sentence	Despite these advantages there are serious drawbacks to relocating government departments.
Supporting point 1	One of the gravest is that many employees, especially younger ones, are reluctant to leave lively capital cities to live in remote provincial towns.
Example 1	In some cases more than half the staff has resigned rather than move, fearing the loss of social life.
Supporting point 2	In addition, new locations may be chosen for political rather than economic reasons.
Example 2	Politicians may attempt to bring jobs to their own constituencies, as when Pinochet moved Chile's congress to his home town, Valparaiso.
Summary	So although there are many apparent gains from relocation, putting such a move into practice can be full of problems.

b) One of the/In some cases/In addition/as when/So although

c) Despite these

5 Practice C

(Example answer)

Trams

Trams were first introduced in the late nineteenth century, when they provided cheap and convenient mass transport in many cities in America and Europe. But their drawbacks were that the rail-based systems were expensive to maintain, and the fixed tracks made them inflexible as cities developed. Consequently, by the 1950s many European and Asian cities had closed their tramway systems.

Today, however, trams are regaining their popularity. They are seen as less polluting than cars and relatively cheap to operate. As a result, cities such as Paris and Manchester have built new systems. Despite this, the high cost of constructing tramways and difficulties with traffic congestion blocking the tracks mean that trams remain a controversial transport option.

7 Types of conjunctions

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 globalisation with unfavourable outcomes.
   i) Result d
   ii) Reason c
   iii) Opposition f
   iv) Example a
   v) Time e

Conjunction	Type	Conjunction	Type
a) *such as*	*example*	f) in other words	example
b) but	opposition	g) Consequently	result
c) Although	opposition	h) and	addition
d) for instance	example	i) neither ... nor	opposition
e) however	opposition		

8 Common conjunctions

(Others are possible)

Addition: moreover/as well as/in addition/and/also/furthermore/plus
Result: therefore/consequently/so/that is why
Reason: because/owing to/as a result of/as/since/due to
Opposition: but/yet/while/however/nevertheless/whereas/albeit/although/despite

Example: such as/e.g./in particular/for instance
Time: after/while/then/next/subsequently

9 Practice D

(Others are possible)

a) such as
b) Although
c) either
d) or
e) for instance/for example
f) While/Although
g) due to/because of
h) or
i) Therefore/That is why

11 Conjunctions of opposition

(Example answers)

a) In contrast to America, where gun ownership is common, few Japanese have guns.
b) Despite leaving school at the age of 14 he went on to develop a successful business.
c) The majority displayed a positive attitude to the proposal, but a minority strongly disagreed.
d) While the tutor insisted that the essay was easy, the students found it difficult.
e) Although the spring was cold and dry the summer was warm and wet.
f) He finished the project before the deadline, yet he still felt dissatisfied with it.

Unit 1.11: Introductions and Conclusions/Giving Definitions

1 Introduction components

a)

Components		Y/N
i)	A definition of any unfamiliar terms in the title	Y
ii)	Your personal opinion on the subject of the essay	N
iii)	Mention of some sources you have read on the topic	Y
iv)	A provocative idea or question to interest the reader	N
v)	A suitable quotation from a well-known source	N
vi)	Your aim or purpose in writing	Y
vii)	The method you adopt to answer the question	Y
viii)	Some background or context of the topic	Y
ix)	Any limitations you set yourself	Y
x)	An outline of the main body	Y

b)

A. Background (viii)
B. Outline (x)
C. Method (vii)
D. Sources (iii)
E. Definition (i)
F. Limitation (ix)
G. Aim (vi)

2 Introduction structure

a) Definition: … *in this paper 'e-learning' refers to any type of learning situation where content is delivered via the internet*.

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

c) Reference to other researchers: *Various researchers (Webb and Kirstin, 2003; Honig et al., 2006) have evaluated e-learning in a healthcare and business context …*

d) Aim: *The purpose of this study was to examine students' experience of e-learning in an HE context*.

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

f) Limitations: *Clearly a study of this type is inevitably restricted by various constraints, notably the size of the student sample … students of Pharmacy and Agriculture*.

g) Outline: *The paper is structured as follows … delivery of e-learning programmes*.

3 Opening sentences

(Example answers)

a) In recent years there has been steady criticism of the lack of women in senior management positions.

b) In the past decade global warming or climate change has become one of the most pressing issues on the international agenda.

c) In the developing world there has been some decline in rates of infant mortality over the last twenty years, but in many countries progress has been slow.

d) Steady internal migration from the countryside to the cities is a feature of many developing societies.

5 Practice A

1. e
2. c
3. a
4. b
5. d

7 Category words

(Model examples)

Malaria is a disease transmitted by mosquito bite.
Autocracy is a political system in which the ruler has total power.
Weaving is the process of making cloth from threads.
Oats is a cereal crop that grows in cool damp climates.
A limited company is a type of business organisation with limited liability.
A parking fine is a penalty imposed for breaking parking rules.

a) instrument
b) organs
c) organisation
d) fabric/textile
e) behaviour
f) process

(Example answers)

g) A lecture is an academic talk used for teaching purposes.
h) Tuberculosis (TB) is a disease mainly affecting the lungs.
i) The Red Cross is a humanitarian organisation which helps people affected by disasters.

8 Complex definitions

a) a failed project
b) development
c) attachment
d) globalisation
   i) c
   ii) a
   iii) b, d
   iv) b, c

9 Practice B

(Example definitions)

a) **Capital punishment** means the execution by the state of convicted criminals.
b) An **entrepreneurial business** is set up by somebody who demonstrates the effective application of a number of enterprising attributes, such as creativity, initiative, risk taking, problem solving ability and autonomy, and will often risk his or her own capital.
c) **E-books** are books in digital form which can be read on electronic devices.
d) **Urban areas** are predominantly built-up areas in which roads, housing or commercial buildings are found.

Unit 1.12: Editing and Proofreading/Academic Style

2 Practice A

Comments on the first draft might include some of the following:

a) No sources are mentioned
b) Too much space given to basic points
c) Sentences are too short
d) Style: e.g. *I personally think* not suitable
e) Question in title not fully addressed

3 Practice B

(Example rewrite)

Organisations inevitably face risks by permitting researchers to interview employees, so these must be understood and minimised by the design of the research project. If employees criticise other workers in the organisation they may be punished, or alternatively they may feel unable to express their true feelings and so invalidate the interview. Consequently, researchers must protect the reputation of the organisation and the value of their own work by carefully explaining the purpose of the study and insisting on strict anonymity through the use of false names. This will protect the credibility of the project and by doing this both parties should benefit from the research.

5 Practice C

i) Africa is not a country: *such as Nigeria*
ii) Relative is an adjective. Adverb is needed: *relatively*
iii) Question mark needed
iv) Present perfect needed with 'since': *Since 2017 there have been …*
v) Money is incorrect. Use *currency*
vi) 'pervious' is incorrect: *previous*
vii) 'one of the …' needs plural noun: *one of the largest cities …*
viii) Repetition: a multinational business by definition operates in many countries
ix) Time periods need the definite article: *the nineteenth century*
x) *Three skills are needed for success …*
xi) Use of etc. is poor style: *recent studies mention racism and misogyny*
xii) Verb should agree with 'intensity': … *is different*

6 Practice D

a) Style – avoid adverbs which express opinions: *The study shows …* (xi)
b) Singular/plural – *their lines* (vii)
c) Vocabulary – 'torment' is too strong, use 'frustration' (v)
d) Word ending – *different effects* (ii)

e) Factual – *1973* (i)
f) Word order – *Many students applied for the grant* (x)
g) Punctuation – *its* (iii)
h) Spelling – *Hungary* (vi)
i) Missing word – *the world* (ix)
j) Tense: *were* (iv)
k) Agreement: *advantages* (xii)

7 Practice E – The Panama Canal

(Corrections underlined)

Ship canals are an important element in the development of world trade, as most manufactured goods travel by ship. Unlike the Suez Canal in Egypt, crossing the Panamanian isthmus involves lifting ships 26 metres and then lowering them on the other side. Construction was so difficult and dangerous that the original French engineers were defeated by disease, after over 20,000 men had died working on the project. In the early twentieth century the American government became involved and after ten years' work the canal opened to shipping in 1914, thereby avoiding the difficult route around South America. But since the 1970s container ships have steadily grown too large to fit the canal's locks, and so in 2007 the Canal Authority began a major development to expand the canal's capacity with locks 60% wider. When this was completed in 2016, at a cost of over $5 billion, the canal was able to handle almost all ships, including the giant cruise vessels now being operated.

10 Practice F

(Example sentences)

a) Another factor to consider is the possibility of crime increasing.
b) Currently the rate of unemployment is high.
c) In the near future a vaccine for malaria may be discovered.
d) The firefighters quickly controlled the fire.
e) The numbers in that report are unreliable.
f) The severe inflation led to poverty and social unrest.
g) He was delighted to win the prize.
h) Students should be paid to study.

11 Avoiding repetition and redundancy

(Model answer)

All around Europe, people are living longer and having fewer children. There are several reasons for this trend. One is that people are marrying later, and this is partly due to the cost of housing. Other reasons are the cost of childcare and women's preference for building their careers. If women prefer to work rather than stay at home they have to pay nurseries to do that caring. But a negative result of the trend is that there are fewer young taxpayers to support the old people who are living longer.

12 Varying sentence length

(Example answers)

Worldwide, enrolments in higher education are increasing. In many European countries over half of all young people enter college, while similar trends are seen in China and South America. This growth has put financial strain on state university systems, so that many countries are asking students and parents to contribute financially. This leads to a debate about whether students or society benefit from tertiary education.

China is one developing country (but not the only one) which has imposed fees on students. The results have been surprising: enrolments, especially in the most expensive universities, have continued to rise steeply. It seems in this case that higher fees attract rather than discourage students, who see them as a sign of a good education. They compete more fiercely for places, leading to the result that a place at a good college can cost $12,000 per year for fees and maintenance.

13 The use of caution

(Others are possible)

Modals:	might/could/should
Adverbs:	often/usually/generally/commonly/mainly/apparently
Verb/phrase:	seems to/appears to/in general/by and large/it appears/it seems

14 Practice G

(Example answers)

a) Private companies are often more efficient than state-owned businesses.
b) Exploring space seems to be a waste of valuable resources.
c) Older students may perform better at university than younger ones.
d) Word-of-mouth is commonly the best kind of advertising.
e) Some cancers may be caused by psychological factors.
f) Most shopping may done on the internet in ten years' time.
g) Online education can be inferior to taught classes.
h) By 2027 driverless cars might be in common use.

Test Your Progress A

1

a) T
b) T
c) F
d) T
e) T

f) F
g) T
h) F
i) T
j) T
k) T
l) F
m) F
n) T
o) T
p) T

2 *(Other points possible)*

Positive points	Negative points
Presents the arguments for relaxing controls and provides some relevant facts	Imprecise: 'Five large English cities' – which? 'Lots of people' – style 'Academic research' – by whom? 'Rocketing property prices' – no figures provided Lack of balance in the facts given

3 *(Other words possible)*

a) question/title
b) schedule/timetable
c) outline/plan
d) sources
e) making/taking
f) skills/techniques
g) draft
h) plagiarism
i) conclusion
j) carefully/thoroughly
k) references
l) proofread

4 *(Model paraphrase)*

Crow behaviour has been studied by a team of Oxford University scientists, and they have discovered that crows have a remarkable tool-making ability, 'a skill which was thought to be unique to man and other primates' (Grummitt, 2010:15). They set up an experiment in which a crow had to fashion a piece of wire in order to extract some meat from inside a glass cylinder. The bird did this by bending the wire using its beak and feet. The hook was then used to reach the meat, usually in under two minutes.

PART 2: ELEMENTS OF WRITING

Unit 2.1: Academic Vocabulary: Nouns and Adjectives

2 Nouns

(Other answers possible)

a) intuition
b) provision
c) thesis/theory
d) phenomena
e) process
f) correlation

3 Using nouns and adjectives

Noun	Adjective
strategy	strategic
necessity	necessary
exterior	external
particularity	particular
danger	dangerous
relevance	relevant
reason	rational/reasonable
confidence	confident

(Model examples)

Although quite famous, the professor was always approachable for students.
Her book is the most authoritative work on the subject.
My objection to the book is ideological, despite it being well written.
California offers an innovative culture where new ideas are welcomed.
She had an intuitive feeling she would get the job.
In addition to money, praise and recognition are both highly motivational.
The Harry Potter books have been a phenomenal publishing success.
Until it is approved by the council the agreement is only provisional.
The courses in this faculty are sequential: you must pass one to move to the next.
The synthetic fabric is much stronger than natural materials.
Technical support for computer users is available 24/7.
Your bus pass is valid until October next year.

4 Academic adjectives
(Other answers possible)

concrete
inaccurate
unambiguous
synthetic
ineffective
inclusive
illogical
literal
approximate/vague
irrational
unreliable
irrelevant
non-specific
objective
practical/empirical/pragmatic

5 Practice A

a) irrelevant
b) subjective/irrational
c) Concrete/Relevant
d) approximate/rough
e) relative
f) logical/rational
g) theoretical/abstract
h) unambiguous

6 Practice B

a) strategic – strategy
b) analytical – analysis
c) synthetic – synthesis
d) major – majority
e) theoretical – theory
f) frequent – frequency
g) critical – criticism/critic
h) practical – practice

Unit 2.2: Academic Vocabulary: Verbs and Adverbs

1 Understanding main verbs

This article scrutinises the relationship between governmental reform and infrastructural change in Singapore. Focusing on the role of engineers, it is argued that neoliberal decentralisation has occurred through the physical reconfiguration of drainage. Neoliberalisation is conceived of as a localised technical response to a public health crisis resulting from infrastructural enclosure, which is orchestrated on and through the material-ecological environment. A closed drainage system consisting of trapezoidal canals and concrete culverts had produced an ideal breeding ground for dengue-carrying mosquitoes, undermining the state's centralised approach to water governance.

Verbs in text (in order)	**Infinitive form**	**Synonym**
scrutinises	to scrutinise	to examine
focusing on	to focus on	to concentrate on
argued	to argue	to claim
occurred	to occur	to happen
conceived of	to conceive of	to understand
resulting from	to result from	to arise
orchestrated	to orchestrate	to develop
consisting of	to consist of	to comprise
produced	to produce	to create
undermining	to undermine	to weaken

Since the 1960s, local catchment has been progressively expanded into Singapore's urban areas to augment imported water from Malaysia and protected reservoirs in the Central Water Catchment Area (CWCA). Amounting to a mere 11% in 1965, catchment areas now constitute two-thirds of Singapore's limited land surface, which divert rainwater into seventeen reservoirs as part of a separate sewerage and storm water system.

(Other synonyms possible)

Verbs in text	**Infinitive form**	**Synonym**
expanded	to expand	to increased
augment	to augment	to supplement
amounting to	to amount to	to consist of
constitute	to constitute	to comprise
divert	to divert	to reroute

2 Common academic verbs

(Approximate synonyms – infinitive form)

adapt = modify
arise = occur
conduct = carry out

characterise = have features of
clarify = explain
concentrate on = look at closely
be concerned with = deal with
demonstrate = show
determine = find
discriminate = distinguish
establish = found
exhibit = show
focus on = look at closely
generate = create
hold = be true
identify = pick out
imply= suggest
interact = work together
interpret = explain
manifest = show
overcome = defeat
propose = suggest
prove = turn out
recognise = accept
relate to = link to
supplement = add to
undergo = experience
yield = produce

4 Practice
(Other adverbs may be possible)

a) Clearly
b) Originally
c) Alternatively
d) Recently
e) Similarly
f) Crucially

Unit 2.3: Definite Articles

3 Practice A

a) Engineering is the main industry in **the** northern region.
b) Insurance firms have made record profits in **the** last decade.
c) **The** mayor has been arrested on suspicion of corruption.
d) **The** moons of Jupiter were discovered in **the** eighteenth century.
e) Tourism is **the** world's biggest industry.

f) **The** forests of Scandinavia produce most of Britain's paper.
g) **The** Thai currency is **the** baht.
h) Computer crime has grown by 200% in **the** last five years.
i) **The** best definition is often **the** simplest.
j) During **the** last recession there was a sharp increase in child poverty.

4 Practice B - The Norwegian model

Norway is **a/the** global leader in **the** use of electric cars: in 2016 nearly 30% of vehicle sales were battery-powered or hybrid models. In **the** past five years sales have increased sharply due to **the** development of better batteries, so now **the** country's five million people are **the** world's largest electric car market. **The** Transport Minister talks of ending sales of cars powered by fossil fuels by 2025. **The** government is subsidising **the** installation of charging points on main roads and shopping centres. In addition, drivers of zero-emission vehicles pay no sales tax or parking fees, and may use bus lanes in cities. But this pattern may not be **a/the** model for other countries: Norway has **a** surplus of cheap electricity thanks to hydropower, and it taxes petrol and diesel fuel heavily.

Unit 2.4: Generalisations

1 Using generalisations

a) This may often be the case but there are some exceptions!
b) A widely accepted fact, supported by evidence.
c) Similar to b), this is a well-researched link.
d) This may be true in some cases but is a very sweeping generalisation.
e) Although technically true, this ignores time spent at airports.

3 Practice A

(Example answers)

a) Honest judges are needed to ensure respect for the law.
b) Adequate sleep is vital for academic success.
c) Industrial growth tends to cause pollution.
d) Job satisfaction generally depends on having interesting work.
e) Creativity and skill are both needed to produce great art.

4 Building on generalisations

a) To introduce the topic.
b) To provide explanations and examples.
c) The text would seem very theoretical.

5 Practice B

Urbanists have shown how modernist ideals of the orderly and healthy metropolis have been at the heart of liberal projects of state making. In the latter half of the nineteenth century, for instance, engineers were at the forefront of efforts at instilling ideals of urban sanitation, cleanliness and order in rapidly industrialising Western cities.

(Example of title a)

It is often claimed that taxation should not only raise money for social needs but also encourage healthy lifestyles. By taxing unhealthy foods such as sugar and fats, a government may reduce their consumption and eventually produce a healthier population which makes fewer demands on the health service, as has been attempted in Denmark.

Unit: 2.5: Comparisons

2 Practice A

One result of the Covid-19 pandemic has been to further increase the popularity of online shopping. Choosing and ordering goods via a mobile phone or laptop has significant advantages compared to visiting the high street or a shopping centre. Many people find it more convenient to be able to shop at any time of day, rather than when a shop is open. Online shopping also offers significantly greater choice, since a much wider range of goods can be kept in large warehouses rather than in showrooms. It is also generally less expensive, as the retailer does not have the cost of running a physical store, while reading reviews from other buyers is helpful for many customers. Clearly, it is also much quicker compared with making a journey to the shops.

However, physically handling goods, whether furniture or clothes, can be more reassuring than seeing the same products on a screen. In addition, many people enjoy the interaction of shopping in person, and find it more satisfying to speak to an assistant. Overall, it seems inevitable that more shopping will take place online, but the pleasure of browsing will ensure that some brick-and-mortar shops remain open.

5 Practice B

(Model answers)

a) Manchester City had the highest income among the top European clubs.
b) Bayern Munich's income was almost the same as Paris Saint-Germain's.
c) Liverpool earned significantly more than Arsenal.
d) Tottenham had less revenue than Liverpool.
e) Liverpool's income was slightly higher/more than Manchester United's.
f) Arsenal was the least wealthy club among the top ten.

6 Practice C

(Model paragraph)

Among various European nations, Luxembourg produces the greatest amount of its energy from renewable sources. It is closely followed by Denmark, Austria, Lithuania and Latvia, which all produce about three quarters of their energy in this way. Sweden and Croatia both produce 69%, while Portugal and Finland produce over half.

Unit 2.6: Numbers

2 Percentages

a) 50%
b) 100%
c) 400%

3 Further numerical phrases

(Example answers)

a) The price of petrol has increased tenfold since 1975.
b) Two-thirds of the students in the group were women.
c) The new high-speed train halved the journey time to Madrid.
d) This year applications to study Psychology have increased by 50%.
e) More than twice as many British students as Italian students complete their first degree course.
f) Tap water is seven hundred times cheaper than bottled water.
g) A majority of members supported the suggestion, but a large proportion of these expressed some doubts.

4 Practice A

(Example answers)

a) The number of athletes competing doubled between the Tokyo and Beijing Olympics.
b) In the Barcelona Olympics nearly a third of the athletes were women.
c) A substantial minority of athletes at the London Olympics were women.
d) The gender balance at the 2020 Tokyo Olympics was nearly equal.
e) The 2016 Rio Olympics had the largest number of athletes.

5 Practice B

(Model paragraph)

The 15 students in the group spoke six different languages, but a small majority spoke Chinese. Management was the future course for nearly half, with Economics for one-fifth of the students, while Finance and MBA courses each attracted two students. Only one of the group was over 23, and their favourite sports were swimming, followed by football, dancing and climbing.

Unit 2.7: Passives

2 Structure

a) The data was collected and the two groups (were) compared.
b) One hundred and twenty people in three social classes were interviewed.
c) The results were checked and several errors (were) found.
d) An analysis of the findings will be made.
e) Four doctors were asked to give their opinion.
f) The report was written and ten copies (were) distributed.

3 Use of the passive

a) The vaccines were exposed to temperatures below the limit.
b) It is believed that the Atacama desert was too dry for animal life.
c) It is suggested that they can be damaged by foreign competition.
d) The life cycles of three main bee species were researched.
e) It was argued that prisons had a negative effect on the inmates.

4 Adverbs with passives

MARS MANIA

In the past it was commonly believed that creatures lived on Mars. Due to the similarity of size with Earth, the planet was generally thought to have a climate that would permit life. It was additionally discovered that Mars had four seasons, although they were longer than their equivalents on Earth. Straight lines seen on the surface of Mars were ridiculously considered to be canals built by Martians. An invasion of Earth by superior beings from Mars was graphically described by H.G. Wells in his novel *War of the Worlds*. Even today it is occasionally claimed that primitive life exists on the planet.

5 Practice

(Model answer)

MAKING BREAD

Bread is traditionally made from wheat flour, salt, water and yeast. You mix the wholemeal or white flour with a little salt and yeast, and then gradually add lukewarm water. Other ingredients such as chopped nuts or seeds may be included. Then mix the dough until a soft ball is formed, which you can knead by hand. In the kneading process the dough is vigorously pounded and reshaped so that all the ingredients are fully combined. After being thoroughly kneaded leave the dough for a few hours to rise. When this is finished work the dough by hand to shape it into loaves or rolls. After two more hours the loaves will have risen again, due to the action of the yeast. Bake them in a hot oven for about half an hour and then allow to cool.

Unit 2.8: Prepositions

1 Using prepositions

This essay sets out the main reasons for the growth of 'mega cities' in Asia in the twentieth century. The development of the transport network is relevant to this study, in particular the contribution made by railway building. The expansion of Tokyo and Calcutta will be examined in detail.

Noun + preposition	reasons for/growth of/development of/expansion of
Verb + preposition	made by
Adjective + preposition	relevant to
Phrasal verb	sets out
Preposition of place	in Asia
Preposition of time	in the twentieth century
Phrase	in particular/in detail

2 Practice A

a) adjective + preposition
b) verb + preposition
c) preposition of place
d) noun + preposition
e) phrase

3 Prepositions and nouns

a) of
b) in
c) of
d) to
e) in/on

4 Prepositions in phrases

a) on
b) of
c) of
d) in
e) of
f) on
g) in
h) of

5 Prepositions of place and time

a) Among
b) from, to/between, and
c) in, of
d) in, in
e) in, at
f) On, between
g) around, of/on

7 Practice B

a) focused on/concentrated on
b) pointed out
c) associated with
d) divided into
e) blamed for
f) believed in
g) learned, from

Unit 2.9: Punctuation

1 Capital letters

The Polish polish can be used on wood or leather.

9 Practice A

a) The study was carried out by Christine Zhen-Wei Qiang of the National University of Singapore.
b) Professor Rowan's new book 'The End of Privacy' (2022) is published in New York.
or
Professor Rowan's new book *The End of Privacy* (2022) is published in New York.
c) As Keynes said: 'It's better to be roughly right than precisely wrong.'
d) The BBC's World Service is broadcast in 33 languages including Somali and Vietnamese.
e) She scored 56% on the main course; the previous semester she had achieved 67%.
f) Their article, a reassessment of the changing patterns of the Indian monsoon 2015–2020, was well received.
g) Before submitting her essay on TS Eliot she checked it for spelling, grammar and punctuation.
h) Banks such as HSBC and Barclays have doubled their profits in the past quarter.

10 Practice B

Studying will play a vital part in your life as an Oxford student, but you will also find an enormous amount to do in Oxford in your spare time. Oxford is the youngest city in England and Wales and has two universities: Oxford University and Oxford Brookes. 35% of people who live here are aged 15–29 and 27% (40,000 of a total population of 150,000) are university students. If you ever feel like a change of scene, the bus to London takes around 90 minutes and runs 24 hours a day. There are now two railway stations: the central Oxford station and the recently opened Oxford Parkway. Oxford is a youthful and cosmopolitan city with plenty to see and do. There are dozens of historic and iconic buildings, including the Bodleian Library, Ashmolean Museum, Sheldonian Theatre, the cathedral and the colleges. In the city centre you will find lots of shops, cafés, restaurants, theatres, cinemas, pubs and clubs. There are plenty of green spaces too: riverside walks, England's oldest botanic garden, the University Parks and college gardens.

Unit 2.10: Singular or Plural

1 Five difficult areas

i) … and disadvantages (e)
ii) are vaccinated (a)
iii) rural areas (c)
iv) … in crime (b)
v) Each company has its own policy (d)

4 Practice A

a) Little
b) businesses
c) experience/is
d) travel broadens
e) stone
f) much advice
g) few interests
h) civil war
i) Irons were
j) work

5 Practice B

traffic
travel
work
staff
Research
capitals
vehicles
day
quantities
petrol
jams
factor
stress
advice
is
music

Unit 2.11: Time markers

2 Practice A

a) Recently
b) until

c) for
d) During
e) by
f) Since
g) After

4 Practice B

a) before
b) after
c) at
d) After
e) by
f) later
g) during
h) later
i) After

Unit 2.12: Visual information

1 Types of visuals

Types	Example
1. Diagram	F
2. Table	B
3. Map	H
4. Pie chart	D
5. Flow chart	E
6. Line graph	A
7. Bar chart	C
8. Plan	G
9. Scatter graph/plot	I

3 Describing visuals

i) is better. It comments on the main features of the chart but does not repeat the statistics.

5 Practice

(Example paragraph)

The bar chart compares the maximum speeds attained by some of the fastest mammals on earth. Humans are only capable of running at about 28 mph, while the fastest creature, the

cheetah, can reach 70 mph. This speed is much greater than lions or hares can reach (50 mph), while animals such as greyhounds, horses and tigers are only capable of speeds in the 40–45 mph range.

Test Your Progress B

1 *(Other prepositions possible)*

In the eighteenth century, news travelled as fast as a horseman or sailing ship. It could take weeks **for** news **of** a battle **in** Europe to reach America. **By** the mid-nineteenth century railways had accelerated the distribution **of** newspapers, so that they reached distant provinces **in** hours, and then the telegraph allowed news to be sent **in** seconds. Today we can be overwhelmed **by** the volume **of** news **from** all over the world which we can continuously receive **on** our phones and laptops.

2

a) absolute
b) metaphorical
c) subjective
d) precise
e) ambiguous
f) theoretical

3 *(Model examples)*

Australia is approximately thirty times larger than New Zealand.
The population density of New Zealand is substantially higher than Australia's.
Australians are significantly wealthier than New Zealanders.

4 *(Model examples)*

a) A semester is one of the two divisions of the academic year.
b) A thesis is a theory set out in a paper making an academic argument.
c) A midwife is a medical professional specialising in delivering babies.
d) Influenza is an illness which causes fever and muscular pain.
e) A hammer is a tool with a metal head used for driving in nails.

5 In the past century, photography has gone from being an exclusive hobby to something accessible to everyone. This is largely due to the invention of the digital camera. In the last twenty years this has made it simple to take colour photographs cheaply, and also to modify pictures easily by using editing programmes. So now that everyone has a smart phone, with its built-in camera, photography has become democratic and high quality photographs can be produced by anybody.

6

a) Changes over time
b) Structure
c) Proportion
d) Statistical display
e) Large scale location

7 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 Master's 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.

8 (*Other answers possible*)

One important **benefit** of battery-powered vehicles is their lack of polluting emissions. Another **advantage** is that they are simpler to construct, while lower running costs are a further **positive point**. However, one serious **disadvantage** must be their restricted range, as they require recharging after about 250 miles. Price is an additional **drawback**, since the cost of the battery makes these vehicles more expensive than petrol-driven models. A final issue may be the source of the electricity, because if it is generated by coal or gas there is little **benefit** for the environment.

9

a) continuously
b) locally
c) particularly
d) increasingly
e) Traditionally
f) rarely

10 *(Model paragraph)*

Our research aimed to find the best taxi business for campus use, so the performance of six local taxi companies was compared. Companies that had their offices within a kilometre of the campus were selected. The response of each company to requests made at the same time of day (7 pm) was timed. Response times varied from ten to 24 minutes. Each driver was then asked to take the passenger to the railway station. The friendliness of the drivers and the length of time taken were recorded, as well as the fare the driver asked for. Overall AZ Taxis were found to have the fastest response and the cheapest fare, but not the most friendly driver.

11

a) were
b) were
c) was
d) were
e) was
f) was

12

a) ago
b) for
c) During
d) After
e) While
f) By

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