

# Academic writing



**NEW TOPIC**



# DISCUSSION QUESTIONS

**MATERIAL**



**Practice for home**



**Google Classroom: s6cadte**



# **Your introduction**

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**What is your background?  
Why do you need academic  
writing (main struggles/issues)?**

**Languages you speak.**





# **The main difference between academic writing and normal writing is that academic writing:**

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- ☐ (a) uses longer words
- ☐ (b) tries to be precise and unbiased
- ☐ (c) is harder to understand



# The difference between a project and an essay is:

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- ☐ (a) essays are longer
- ☐ (b) projects are longer
- ☐ (c) students choose projects' topics



# Professors/teachers complain most about students:

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- ☐ (a) not answering the question given
- ☐ (b) not writing enough
- ☐ (c) not referencing properly



# The best time to write an introduction is often:

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- ☐ (a) first
- ☐ (b) last
- ☐ (c) after writing the main body



# Plagiarism is:

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- ☐ (a) a dangerous disease
- ☐ (b) an academic offence
- ☐ (c) an academic website



# Making careful notes is essential for:

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- ☐ (a) writing essays
- ☐ (b) revising for exams
- ☐ (c) all academic work



# An in-text citation looks like:

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- ☐ (a) (Manton, 2008)
- ☐ (b) (Richard Manton, 2008)
- ☐ (c) (Manton, R. 2008)



# Paraphrasing a text means:

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- ☐ (a) making it shorter
- ☐ (b) changing a lot of the vocabulary
- ☐ (c) adding more detail



# Paragraphs always contain:

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- ☐ (a) six or more sentences
- ☐ (b) an example
- ☐ (c) a topic sentence



# The purpose of an introduction is:

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- ☐ (a) to give your aims and methods
- ☐ (b) to excite the reader
- ☐ (c) to summarise your ideas



# Proof-reading means:

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- ☐ (a) getting a friend to check your work
- ☐ (b) checking for minor errors
- ☐ (c) re-writing



# Professors/teachers expect students to adopt a critical approach to their sources:

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- ☐ (a) sometimes
- ☐ (b) only for Master's work
- ☐ (c) always



# **The writing process**



# ***Purpose***

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



**What is wrong with the  
following academic texts?**



**Csizér's (2012) theory is based on that only ideal second language self affects motivated learning behavior.**

**Piniel and Csizér (2013) emphasize students ability to integrate into second language community, they focus on that motivation is effected by students' actual and possible language self and the connection of these. Last but not least, they underline that motivation is a dynamically changing aspect, which affects learning procedure.**

**„Students' approach and attitude can affect the success of language learning (Csizér & Dörnyei, 2002; Csizér et al., 2004). Tánczos and Máth (2005) conclude, that every third student learns language because of a constraint, and at the same time they maintain, that without inner motivation it is impossible to be a successful language learner. „Teachers and parents have important role in motivating students, which seems to be fixed by the age of 14” (Novák & Fónai 2020:20). As Novák and Fónai summarised, successful language learning depends on the educational level of parents, students' opinion about importance of language knowledge, but independent of number of language lessons per week.**



**„Connections (mainly excitatory) are unidirectional between features and phonemes and bidirectional between phonemes and words” (Grosjean 1997: 183). Firstly features activate phonemes and then phonemes activate words.**

**„Descending connections bearing information about the listener's base language and language mode, and information from the higher linguistic levels (semantic, syntactic), serve to activate words which in turn can activate phonemes. Language activation (reflected by the overall activation of one language system over the other) takes place through these descending connections but also through within language connections at the phoneme and word levels. Finally, at the phoneme level, between phoneme connections within a language can allow for phonotactic activation” (Grosjean 1997: 183). At the level of words, word frequency is signed by the units’ size. During processing there are activating and inhibitory procedures. BIMOLA accounts for language specific activation. In this model representations are fixed.**



**Hungary ranks among the last countries according to the latest Eurobarometer survey about the number of languages spoken in an EU country. Why do secondary school students not succeed in learning languages in general in Hungary? As compared to other subjects, students learn foreign languages in a great number but they are not good at language knowledge. It is hard for them to learn foreign languages and after some failures their motivation disappears. In the primary school foreign languages are popular but seeing their changing results in languages (see Chapter 3. Results), in the secondary vocational school something happens and this break hinders the language development. Presumably language learning motivation disappears. The educational system allow children to change foreign languages entering secondary school. For those, who learnt German previously it is possible to learn English in secondary school. Most of language teachers start a secondary school curriculum with a long period of revision for safety reasons and regarding those students who changed languages.**



**In my study the above mentioned attributes were represented. The students were not really motivated and they learn their L2 in mixed groups. Considering all these facts, I was interested in other characteristics of students' motivation.**

**From my previous pretest, it was clear that students think although language learners are supported by many factors in their language development (such as music or games) they get bored from learning procedures where they need attention, concentration and discipline.**



**Accurate**

**Objective**

**Academic writing**



# Types

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## A. Notes

1. A piece of research, either individual or group work, with the topic chosen by the student(s).

## B. Report

2. The longest piece of writing normally done by a student (20,000+ words) often for a higher degree, on a topic chosen by the student.

## C. Project

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

## D. Essay

4. A general term for any academic essay, report, presentation or article.

## E. Dissertation/ Thesis

5. A description of something a student has done e.g. conducting a survey.

## F. Paper

6. The most common type of written work, with the title given by the teacher, normally 1000–5000 words.



**Short essays**

**Longer essays**

**Dissertations or journal articles**



# Short essays

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**Introduction**

**Main body**

**Conclusion**



# Longer essays

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**Introduction**

**Main body:**

**Literature review**

**Case study**

**Discussion**

**Conclusion**

**References**

**Appendices**



# Dissertations or journal articles

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**Abstract**

**List of contents**

**List of tables**

**Introduction**

**Main body:**

**Literature review**

**Findings**

**Discussion**

**Conclusion**

**Acknowledgement**

**References**

**Appendices**



- a) A short summary of 100–200 words, which explains the paper's purpose and main findings.**
- b) A list of all the sources the writer has mentioned in the text.**
- c) A section, at the end, where additional information is included.**
- (d) A short section where people who have helped the writer are thanked.**
- (e) Part of the main body in which the writer discusses relevant research.**
- (f) A section where one particular example is described in detail.**



# Common text features in AW

**Sentence**

**Heading**

**Sub-title**

**Paragraph**

**Title**

**Phrase**



**Sentence**

**Heading**

**Sub-title**

**Paragraph**

**Title**

**Phrase**

**(a) A fishy story**



**Sentence**

**Heading**

**Sub-title**

**Paragraph**

**Title**

**Phrase**

**Misleading health claims regarding omega-3 fatty acids**



**Sentence**

**Heading**

**Sub-title**

**Paragraph**

**Title**

**Phrase**

**Introduction**



**Sentence**

**Heading**

**Sub-title**

**Paragraph**

**Title**

**Phrase**

**There has been considerable discussion recently about the  
benefits of omega-3 fatty acids in the diet.**



**Sentence**

**Heading**

**Sub-title**

**Paragraph**

**Title**

**Phrase**

It is claimed that these reduce the risk of cardiovascular disease and may even combat obesity. Consequently food producers have added omega-3s to products ranging from margarine to soft drinks in an attempt to make their products appear healthier and hence increase sales.



**Sentence**

**Heading**

**Sub-title**

**Paragraph**

**Title**

**Phrase**

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



**(a) Reference to sources using citation: According to Tamura et al. (2009)**

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

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

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



# **Reading: finding suitable sources**



# 1

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



# 2

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



# 3

Holiday trips to the Antarctica have quadrupled in the past decade and last year more than 46,000 people visited the land mass and surrounding oceans. However, safety fears and concerns about the impact visitors are having on the delicate frozen landscape have soared and members of the Antarctic Treaty – an agreement between 28 nations, including the UK, on the use of the continent – are now meeting to discuss ways to regulate tourism. British officials are seeking to establish a ‘strategic agreement for tourism’ around the South Pole. If successful, it will see treaty members introduce new measures to improve the safety of tourist trips, while also reducing the impact that visitors will have on the environment. The regulations could see limits on the number of ships and landings, restrictions on how close they come to shore, a ban on building tourist facilities and hotels on the continent, and rules on waste discharges from ships.



# 4

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



**Formal vocabulary**

**Use of references**

**Impersonal style**

**Long and complex sentences**



## Types of sources

### Books

Miles, T. R. *Dyslexia: A Hundred Years On* / T.R. Miles and Elaine Miles, 2nd ed. Open University Press, 1999.

### Journal articles

Paulesu E. et al. Dyslexia: Cultural Diversity and Biological Unity. *Science*, 2001, 291, pages 2165–7.

### Websites

[www.well.ox.ac.uk/monaco/dyslexia.shtml](http://www.well.ox.ac.uk/monaco/dyslexia.shtml)



# **Practice for home**

**Task 1 (fill in the table)**

**Task 2 (10 items literature list)**



# **Reading: developing critical approaches**



# Academic writing

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☐ Extensive reading

☐ Be selective

☐ Be critical



**Look at title  
and subtitle**

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

**Skim text for gist –  
is it relevant?**

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

**Read extensively when useful  
sections are found**

**Read intensively to make notes  
on key points**



# Titles, sub-titles and text features

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- ☐ *The Right to Have Rights: Citizenship Practice and the Political Constitution of the EU.*
- ☐ **Author:** Is the writer well-known in his/her field? What else has he/she published?
- ☐ **Publication date and edition:** Do not use a first edition if there is a (revised) second edition available.
- ☐ **Abstract**
- ☐ **Contents:** A list of the main chapters or sections. This should tell you what proportion of the text is devoted to the topic you are researching.
- ☐ **Introduction or preface:** This is where the author often explains his/ her reasons



# Reading abstracts

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## CITIZENSHIP NORMS AND THE EXPANSION OF POLITICAL PARTICIPATION

Russell J. Dalton

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

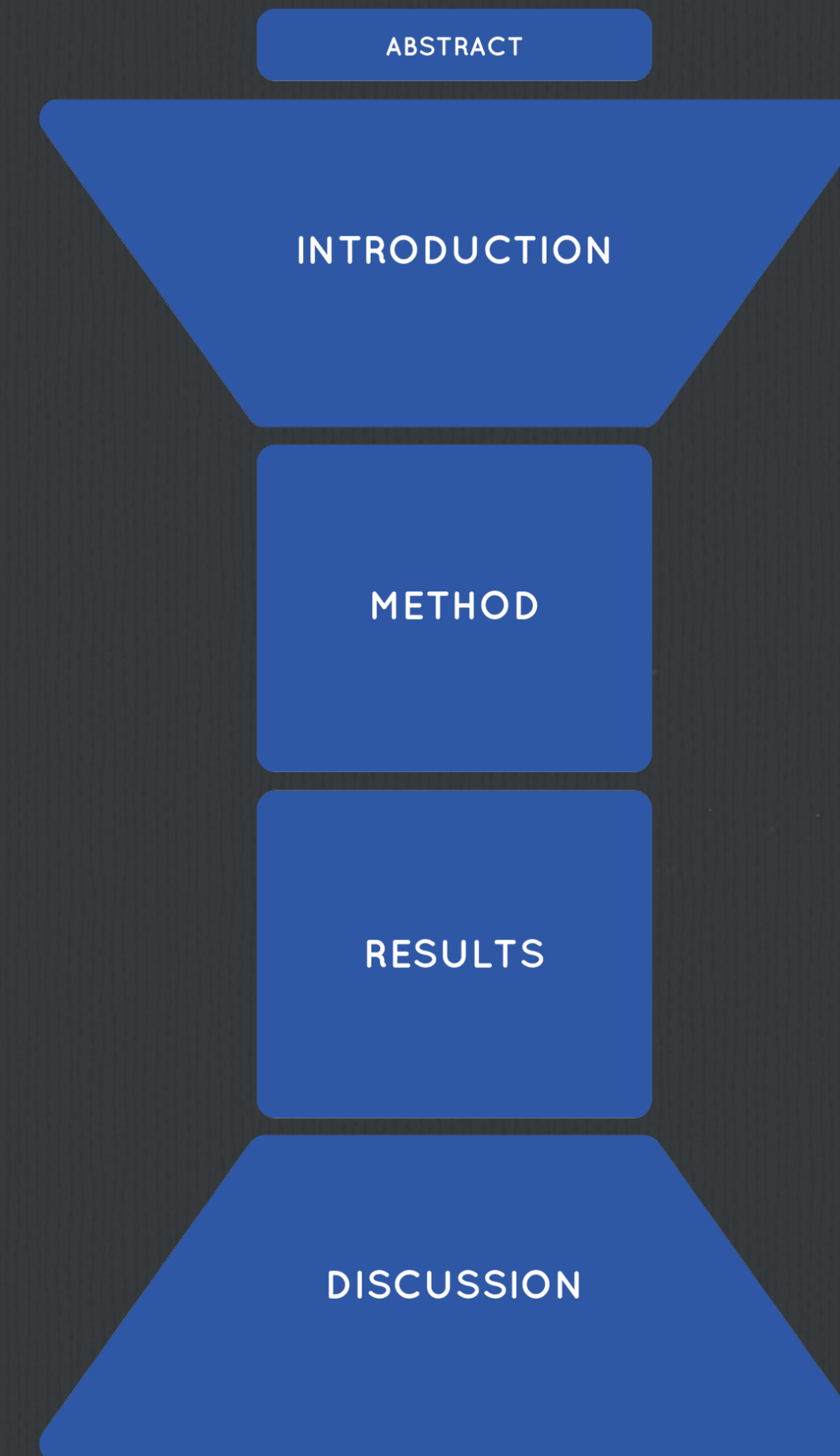
(Dalton, R.J. (2008) Political Studies 56 (1) 76–98)



# Structure of the abstract

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- ☐ (a) Background
- ☐ (b) Aim of the article/research
- ☐ (c) Method of research
- ☐ (d) Results of research
- ☐ (e) Discussioin





# Fact and opinion

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- ☐ Smoking can be dangerous to health.
- ☐ Smoking is addictive.
- ☐ Smoking should be banned.
- ☐ Smoking is dangerous so it should be banned.



# Assessing internet sources critically

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- ☐ Is this a reputable website (e.g. <https://www.gamasutra.com>)
- ☐ Is the name of the author given, and is he/she well-known in the field?
- ☐ Is the language of the text in a suitable academic style?
- ☐ Are there any obvious errors in the text, e.g. spelling mistakes, which suggest a careless approach?



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



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



# Practice for home

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

2. You are writing an essay on expanding educational provision in developing countries, titled:  
'Improving literacy in sub-Saharan Africa.'

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



# Critical thinking

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- ☐ Critical thinking means actively questioning and assessing what you read.
- ☐ (a) What are the key ideas in this?
- ☐ (b) Does the argument of the writer develop logically, step by step?
- ☐ (c) Are the examples given helpful? Would other examples be better?
- ☐ (d) Does the author have any bias?
- ☐ (e) Does the evidence presented seem reliable, in my experience and using common sense?
- ☐ (f) Is this argument similar to anything else I have read?
- ☐ (g) Do I agree with the writer's views?



In the history of civilisation there have been many significant developments, such as the invention of the wheel, money and the telephone, but the development of the internet is perhaps the most crucial of all. In the space of a few years the world wide web has linked buyers in New York to sellers in Mumbai and teachers in Berlin to students in Cairo, so that few people can imagine life without it.

It is estimated that over 70 per cent of North Americans, for instance, have internet access, and this figure is steadily increasing. Physical shops are under threat, as growing numbers shop online. In areas such as travel it is now impossible to buy tickets on certain airlines except on the internet. The web also links together millions of individual traders who sell to buyers through websites such as Ebay. Beyond the commercial sphere, the internet is also critically important in the academic world. A huge range of journals and reports are now available electronically, meaning that researchers can access a vast amount of information through their computer screens, speeding up their work and allowing them to produce better quality research. In addition, email permits academics to make effortless contact with fellow- researchers all over the world, which also assists them to improve their output. There is, of course, a darker side to this phenomenon, which is the use criminals have made of their ability to trade illegal or fraudulent products over the internet, with little control over their activities. But such behaviour is hugely compensated for by the benefits that have been obtained by both individuals and businesses. We are reaching a situation in which all kinds of information are freely available to everyone, which must lead to a happier, healthier and richer society.



# Practice for home

Critical thinking



# Avoiding plagiarism



# Plagiarism is

- taking ideas or words from a source without giving credit (acknowledgement) to the author;
- seen as a kind of theft;
- is considered to be an academic crime.

In academic work, ideas and words are seen as private property belonging to the person who first thought or wrote them.



# Why avoid plagiarism?

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- ☐ Copying the work of others will not help you develop your own understanding
- ☐ To show that you understand the rules of the academic community
- ☐ Plagiarism is easily detected by teachers and computer software
- ☐ It may lead to failing a course or even having to leave college



# Acknowledging sources

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- ☐ 1. Summary and citation

Smith (2009) claims that the modern state wields power in new ways.

- ☐ 2. Quotation and citation

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

- ☐ Reference: Smith, M. (2009). Power and the state. Basingstoke: Palgrave Macmillan.



# Degrees of plagiarism

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1. Copying a paragraph, but changing a few words and giving a citation.
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 book, giving the source.
5. Taking a quotation from a source, giving a citation but not using quotation marks.
6. Using something that you think of as general knowledge, e.g. large areas of rainforest have been cut down in recent years.
7. Using a paragraph from an essay/article you wrote and had marked the previous semester, without citation.
8. Using the results of your own research, e.g. from a survey, without citation.
9. Discussing an essay topic with a group of classmates and using some of their ideas in your own work.
10. Giving a citation for some information but mis-spelling the author's name.



# Avoiding plagiarism by summarising and paraphrasing

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- ☐ Paraphrasing involves re-writing a text so that the language is substantially different while the content stays the same.
- ☐ Summarising means reducing the length of a text but retaining the main points.



## RAILWAY MANIAS

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

**(From *The Age of Revolution* by Eric Hobsbawm, 1995, p. 45)**



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



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



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



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



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



# **The planning phase**



**Do you have a planning phase  
before writing?  
How do you plan?**



**Brainstorming**

**Note taking**



# Tips for note-taking

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- ☐ (a) Use your own words and not copy phrases from the original to avoid the risk of plagiarism. The quantity of notes you make depends on your task: you may only need a few points, or a lot of detail.
- ☐ (b) Always record the source of your notes, to save time when you have to write the list of references.
- ☐ (c) Notes are written quickly, so keep them simple. Do not write sentences. Leave out articles (a/ the) and prepositions (of/ to).
- ☐ (d) If you write lists, it is important to have clear headings (underlined) and numbering systems (a, b, c, or 1, 2, 3,) to organise the information. Do not crowd your notes.
- ☐ (f) Use abbreviations (e.g. = for example). You need to make up your own abbreviations for your subject area. But do not abbreviate too much, or you may find your notes hard to understand in the future!



# Paraphrasing



# Paraphrasing vs summarising

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- Paraphrasing means changing the wording of a text so that it is significantly different from the original source, without changing the meaning. Effective paraphrasing is a key academic skill needed to avoid the risk of plagiarism: it demonstrates your understanding of a source.
- 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.



- 
- ☐ **There has been much debate about the reasons for the industrial revolution happening in eighteenth-century Britain, rather than in France or Germany.**
  - ☐ **could be paraphrased:**
  - ☐ **Why the industrial revolution occurred in Britain in the eighteenth century, instead of on the continent, has been the subject of considerable discussion.**
  - ☐



**Note that an effective paraphrase usually:**

- ☐ **has a different structure to the original**
- ☐ **has mainly different vocabulary**
- ☐ **retains the same meaning**
- ☐ **keeps some phrases from the original that are in common use e.g.  
‘industrial revolution’ or ‘eighteenth century’**



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

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



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



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



# Techniques for paraphrasing

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- Changing vocabulary by using synonyms:  
argues > claims/ eighteenth century > 1700s/ wages > labour  
costs/ economise > saving  
NB. Do not attempt to paraphrase every word, since some have no  
true synonym, e.g. demand, economy, energy



# Techniques for paraphrasing

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- (b) Changing word class:  
explanation (n.) > explain (v.) / mechanical (adj.) > mechanise (v.) /  
profitable (adj.) > profitability (n.)



# Techniques for paraphrasing

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- 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.



**The growth of the car industry parallels the development of modern capitalism. It began in France and Germany, but took off in the United States. There Henry Ford adapted the moving production line from the Chicago meat industry to motor manufacturing, thus inventing mass production. In the 1920s Alfred Sloan's management theories helped General Motors to become the world's dominant car company. After the second world war the car makers focused on the styling of their products to encourage more frequent model changes. From the 1970s there was criticism of the industry due to the inefficiency of most vehicles, which used petrol wastefully. At the same time, trades unions became increasingly militant in defence of their members' jobs. Today the industry owns some of the most famous brands in the world. However, many car makers are currently threatened by increased competition and saturated markets.**



The growth of the car industry parallels the development of modern capitalism.

The increase of the automobile industry is coupled with the progression of current capitalism.

It began in France and Germany, but took off in the United States.

It started in Western Europe, but accelerated in the US.

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

There Henry Ford applied the moving manufacturing line from the Chicago meat industry to motor manufacturing, as a result inventing mass production.



## Change word class

In the 1920s Alfred Sloan's management theories helped General Motors to become the world's dominant car company.

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

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

The focus of the car makers to style their products,....

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



## **Change word order**

**At the same time, trades unions became increasingly militant in defence of their members' jobs.**

**At the same time increasingly militant trades unions defended their members' jobs.**

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

**Today some of the most famous brands are owned by the industry.**

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

**Increased competition and saturated markets are threatening car makers.**



# Summarizing



# Summarising

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**Summarising is a flexible tool.**

**You can use it to give a one-sentence synopsis of an article, or to provide much more detail, depending on your writing needs.**



# Stages of summarising

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- ☐ Read the original text carefully and check any new or difficult vocabulary.
- ☐ Mark the key points by underlining or highlighting.
- ☐ Make notes of the key points, paraphrasing where possible.
- ☐ Write the summary from your notes, re-organising the structure if needed.
- ☐ Check the summary to ensure it is accurate and nothing important has been changed or lost.



Economists have recently begun to pay more attention to studying happiness, instead of just using the more traditional GDP per person. They have found that in the last fifty years there has been no apparent increase in personal happiness in Western nations, despite steadily growing economic wealth. In both Europe and the USA, surveys have found no rise in the level of happiness since the 1950s, which seems surprising given that wealthier people generally claim to be happier than poorer people. In America, for example, more than a third of the richest group said they were 'very happy', while only one sixth of the poorest made the same claim. Although it would be logical to expect that rising national wealth would lead to greater general happiness, this has not happened. Individually, more money does seem to increase happiness, but when the whole society becomes richer, individuals do not appear to feel better off.

One possible explanation has been that people rapidly get used to improvements, and therefore devalue them because they are taken for granted. Central heating is a good example: whereas 50 years ago it was a luxury item, today it is standard in nearly every home. Another theory is that the figures for GDP per person, used to assess national wealth, do not take into account quality of life factors such as environmental damage or levels of stress, which must affect people's feelings of happiness. The report of a commission set up by the French president recently claimed that the French were comparatively better off than had been previously thought, due to their generous holidays and effective health care system, factors which basic GDP figures had ignored. (A. Penec, 2013)



Economists have recently begun to pay more attention to studying happiness, instead of just using the more traditional GDP per person. They have found that in the last fifty years there has been no apparent increase in personal happiness in Western nations, despite steadily growing economic wealth. In both Europe and the USA, surveys have found no rise in the level of happiness since the 1950s, which seems surprising given that wealthier people generally claim to be happier than poorer people. In America, for example, more than a third of the richest group said they were 'very happy', while only one sixth of the poorest made the same claim. Although it would be logical to expect that rising national wealth would lead to greater general happiness, this has not happened. Individually, more money does seem to increase happiness, but when the whole society becomes richer, individuals do not appear to feel better off.

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- a) Economists have recently begun to pay more attention to studying happiness, instead of just using the more traditional GDP per person.
- b) In the last fifty years there has been no apparent increase in personal happiness in Western nations, despite steadily growing economic wealth.
- c) ... which seems surprising given that wealthier people generally claim to be happier than poorer people.
- d) One possible explanation has been that people rapidly get used to improvements, and therefore devalue them because they are taken for granted.
- e) Another theory is that the figures for GDP per person, used to assess national wealth, do not take into account quality of life factors such as environmental damage or levels of stress ...

- a) *Economists have begun to research happiness, rather than rely on GDP.*
- b) *Although W. economies expanded since 1950s, no parallel growth in happiness.*
- c) *But more rich people say they are happy than poor.*
- d) *Seems that people soon get accustomed to gains, so don't appreciate them.*
- e) *GDP does not measure environmental or social factors that affect individuals.*



- a) *Economists have begun to research happiness, rather than rely on GDP.*
- b) *Although W. economies expanded since 1950s, no parallel growth in happiness.*
- c) *But more rich people say they are happy than poor.*
- d) *Seems that people soon get accustomed to gains, so don't appreciate them.*
- e) *GDP does not measure environmental or social factors that affect individuals.*

**A recent development in economics is the study of personal happiness. Penec (2013) argues that although Western economies have expanded since the 1950s, there has been no parallel growth in happiness. Surveys indicate that rich people generally say they are happier than poor people, but this does not apply to the whole society. One explanation is that people soon become accustomed to gains and so do not appreciate them. It also seems likely that GDP measurement ignores significant social and environmental factors which affect personal well-being.**



**For most of the past century an inverse correlation between human fertility and economic development has been found. This means that as a country got richer, the average number of children born to each woman got smaller. While in the poorest countries women often have eight children, the rate fell as low as 1.3 in some European countries such as Italy, which is below the replacement rate. Such a low rate has two likely negative consequences: the population will fall in the long term, and a growing number of old people will have to be supported by a shrinking number of young. But a recent study by researchers from Pennsylvania University suggests that this pattern may be changing. They related countries' fertility rates to their human development index (HDI), a figure with a maximum value of 1.0, which assesses life expectancy, average income and education level. Over 20 countries now have an HDI of more than 0.9, and in a majority of these the fertility rate has started to increase, and in some is approaching two children per woman. Although there are exceptions such as Japan, it appears that ever higher levels of wealth and education eventually translate into a desire for more children.**



**Falling levels of fertility have generally been found correlating/associated with economic growth.**

**In some, the average number of children born to each woman is down to 1.3.**

**Two results: smaller populations and an ageing society.**

**Recent research claims that this is being reversed.**

**Comparison of HDI (human development index: indice of well being, education level, life expectancy) with fertility found that in most highly rated (+0.9) countries there is a positive tendency in fertility rate.**



## Paraphrase the text!

### THE PAST BELOW THE WAVES

More than three million shipwrecks are believed to lie on the seabed, the result of storms and accidents during thousands of years of sea-borne trading. These wrecks offer marine archaeologists valuable information about the culture, technology and trade patterns of ancient civilisations, but the vast majority have been too deep to research. Scuba divers can only operate down to 50 metres, which limits operations to wrecks near the coast, which have often been damaged by storms or plant growth. A few deep sea sites (such as the Titanic) have been explored by manned submarines, but this kind of equipment has been too expensive for less famous subjects. However, this situation has been changed by the introduction of a new kind of mini submarine: the automatic underwater vehicle (AUV). This cheap, small craft is free moving and does not need an expensive mother-ship to control it. Now a team of American archaeologists are planning to use an AUV to explore an area of sea north of Egypt which was the approach to a major trading port 4,000 years ago.



## Summarize the text in 50 words

### THE LAST WORD IN LAVATORIES?

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



# References and quotations



# Why use references?

---

- ☐ (a) To show that you have read some of the authorities on the subject, which will give added weight to your writing.
- ☐ (b) To allow the reader to find the source, if he/ she wishes to examine the topic in more detail.
- ☐ (c) To avoid plagiarism.



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

**References**

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

<b>A quotation</b>	<b>Author’s name, date of publication, page no.</b>	<b>Smith, 2009: 37</b>
<b>A summary</b>	<b>Author’s name, date of publication</b>	<b>Smith (2009)</b>



# Reference verbs

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

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

**Present tense or past tense?**



# Reference systems

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- ❑ APA tutorials: <https://apastyle.apa.org/instructional-aids/tutorials-webinars>
- ❑ Chicago: [https://www.chicagomanualofstyle.org/tools\\_citationguide.html](https://www.chicagomanualofstyle.org/tools_citationguide.html)
- ❑ Harvard: [https://library.aru.ac.uk/referencing/files/Harvard\\_referencing\\_201920.pdf](https://library.aru.ac.uk/referencing/files/Harvard_referencing_201920.pdf)



# Using quotations

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- ☐ 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



**Introductory  
phrase**

**Author**

**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'**

**(1974: 93).**



☐ Short quotations (2–3 lines) are shown by single quotation marks.

Quotations inside quotations (nested quotations) use double:

☐ As James remarked: ‘Martin’s concept of “internal space” requires close analysis.’

☐ Longer quotations are either indented or are printed in smaller type. In this case quotations marks are not needed (longer than 40 words).

☐ Page numbers should be given after the date.

☐ Care must be taken to ensure that quotations are the exact words of the original. If it is necessary to delete some words that are irrelevant, use points (. . .) to show where the missing section was:

‘Few inventions (. . .) have been as significant as the mobile phone.’

☐ It may be necessary to insert a word or phrase into the quotation to clarify a point. This can be done by using square brackets [ ]:

‘modern ideas [of freedom] differ radically from those of the ancient world. . .’



**According to recent estimates there are at least 4 billion mobile phones in the world, and the majority of these are owned by people in the developing world. Ownership in the developed world reached saturation level by 2007, so countries such as China, India and Brazil now account for most of the growth. In the poorest countries, with weak transport networks and unreliable postal services, access to telecommunications is a vital tool for starting or developing a business, since it provides access to wider markets. Studies have shown that when household incomes rise, more money is spent on mobile phones than any other item (Hoffman, 2009: 87).**

**K. Hoffman. (2009). The mobile revolution. Development Quarterly 34, 85–97**



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## **Summary**

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



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

### **Quotation**

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



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

## **Summary and quotation**

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



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



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## SUMMARIZE!

**Large and flexible mobile operators have emerged in the developing countries providing services for poorer customers**



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

**Introduce a quotation to show the key point, referring to the source!**

Hoffmann argues that local phone operators in the developing countries are in a good position: ‘As a result, mobile phone operators have emerged in Africa, India and other parts of Asia that are larger and more flexible than Western companies, and which have grown by catering for poorer customers, being therefore well-placed to expand downmarket’ (2009: 87).



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

## **Summary and quotation**

**Hoffmann points out that local phone operators are successful by expanding downmarket and a new trend is emerging: ‘(...) the provision of services via the mobile network which offer access to information about topics such as healthcare or agriculture’ (2009: 87).**



# Abbreviations and citations

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- ☐ **et al.:** normally used when there are three or more authors. The full list of names is given in the reference list:
- ☐ *Many Americans fail to vote (Hobolt et al., 2006: 137).*
- ☐ **ibid.:** taken from the same source (i.e. the same page) as the previous citation:
- ☐ *Older Americans are more likely to vote than the young (ibid.) . . .*
- ☐ **op. cit.:** taken from the same source as previously, but a different page.



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

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

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

Gass, S. and Selinker, L. (2001). *Second Language Acquisition: An Introductory Course*. London: Lawrence Erlbaum Associates.

Larson-Hall, J. (2008) Weighing the benefits of studying a foreign language at a younger starting age in a minimal input situation' *Second Language Research* 24 (1) 35-63.

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

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



# Combining sources



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



**Most scientists now agree that global temperatures have risen over the last century, and that this trend is reflected in such phenomena as the melting of sea ice and the retreat of glaciers. There is also a consensus that over the period the level of carbon dioxide (CO<sub>2</sub>) in the earth's atmosphere has also risen, mainly as a result of burning fossil fuels such as coal and oil. The common view is that the first change is the result of the second; in other words a warmer climate has been caused by the CO<sub>2</sub>, which has the effect of causing the warmth from the sun's rays to be trapped inside the atmosphere; the so-called 'greenhouse effect'. If these theories are accepted it can be expected that temperatures will continue to increase in future as carbon dioxide levels rise, and since this will have harmful effects on agriculture and other human activities, efforts should be made to reduce the burning of fossil fuels.**

**(Lombardo, 2009)**



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

**(Wong, 2007)**



## HOW STRONG IS THE EVIDENCE FOR GLOBAL WARMING?

Lombardo (2009) puts forward the view that the significant rise in the earth's temperature over the past century is the product of increased levels of atmospheric CO<sub>2</sub> caused by greater use of fossil fuels. He maintains that this position is now generally agreed, and that steps should be taken to reduce future warming by restricting the output of greenhouse gases such as carbon dioxide. However, Wong (2007) presents a range of counter-arguments. She mentions evidence of historical climate change which cannot have been caused by rising levels of CO<sub>2</sub>, and also discusses the difficulty of obtaining reliable data on temperature changes, as well as other claims that solar activity may affect the amount of cloud cover and hence temperature levels. Such uncertainty, she considers, may raise doubts about the value of cutting CO<sub>2</sub> production.



**Lombardo (2009) puts forward the view that the significant rise in the earth's temperature over the past century is the product of increased levels of atmospheric CO<sub>2</sub> caused by greater use of fossil fuels. He maintains that this position is now generally agreed, and that steps should be taken to reduce future warming by restricting the output of greenhouse gases such as carbon dioxide.**

**There is also a consensus that over the period the level of carbon dioxide (CO<sub>2</sub>) in the earth's atmosphere has also risen, mainly as a result of burning fossil fuels such as coal and oil.**

**If these theories are accepted it can be expected that temperatures will continue to increase in future as carbon dioxide levels rise, and since this will have harmful effects on agriculture and other human activities, efforts should be made to reduce the burning of fossil fuels.**



**However, Wong (2007) presents a range of counter-arguments. She mentions evidence of historical climate change which cannot have been caused by rising levels of CO<sub>2</sub>, and also discusses the difficulty of obtaining reliable data on temperature changes, as well as other claims that solar activity may affect the amount of cloud cover and hence temperature levels. Such uncertainty, she considers, may raise doubts about the value of cutting CO<sub>2</sub> production.**

**They point out that Europe experienced a warm period about 800 years ago which was unrelated to CO<sub>2</sub> levels. Other critics doubt the reliability of the basic temperature data and maintain that the apparent rise in temperatures is caused by the growth of cities, regarded as 'heat islands'. In addition some claim that the warming is caused by a reduction in cloud cover, allowing more sunlight to reach the earth's surface. This effect, they believe, is the result of solar activity or sunspots, which are known to fluctuate on an 11-year cycle. As a result of these doubts, sceptics argue that there is no need to attempt to reduce the industrial activity that causes carbon dioxide to be produced.**



# Organising paragraphs



# **To be discussed**

---

- ☐ **the components of paragraphs**
- ☐ **the way the components are linked together**
- ☐ **the linkage between paragraphs in the overall text**



# Warm-up questions

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



# Features

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- ☐ (a) A paragraph is a group of sentences that deal with a single topic.
- ☐ (b) The length of paragraphs varies significantly according to text type, but should be no less than four or five sentences.
- ☐ (c) Normally (but not always) the first sentence introduces the topic. Other sentences may give definitions, examples, information, reasons, restatements and summaries.
- ☐ (d) The parts of the paragraph are linked together by the phrases and conjunctions. They guide the reader through the arguments presented.



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



**Topic sentence:** The rate of home ownership varies widely across the developed world.

**Example 1:** Germany, for instance, has one of the lowest rates, at 42 per cent, while in Spain it is twice as high, 85 per cent.

**Example 2:** Both the USA and Britain have similar rates of about 69 per cent.

**Reasons:** The reasons for this variation appear to be more cultural and historic than economic, since high rates are found in both rich and poorer countries.

**Summary:** There appears to be no conclusive link between national prosperity and the number of homeowners.



# Linking paragraphs together

---

- ☐ Each new paragraph begins with a phrase that links it to the previous paragraph, in order to maintain continuity of argument:

Despite this  
All these claims

- ☐ In order to begin a new topic you may use:

Turning to the issue of . . .

- ☐ Paragraphs can also be introduced with adverbs:

Traditionally, few examples were . . .

Finally, the performance of . . .



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

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



# **Example from YOUR areas**

---



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

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

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

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

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

**Theory still controversial**



# **Introductions and conclusions**



## Common framework for introduction

---

- ☐ Definition of key terms, if needed.
- ☐ Relevant background information.
- ☐ Review of work by other writers on the topic.
- ☐ Purpose or aim of the paper.
- ☐ Your methods and the results you found.
- ☐ Any limitations you imposed.
- ☐ The organisation of your work.



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

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

**(b) It is useful to remind the reader of the wider context of your work.**

**This may also show the value of the study you have carried out:**

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



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

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

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

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

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

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

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

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



# Opening sentence

---

- ☐ It is important to avoid opening sentences that are over-general:
- ☐ **Nowadays there is a lot of competition among different providers of news.**
- ☐ **Newspapers are currently facing strong competition from rival news providers such as the internet and television.**



**Write an introductory sentence for one 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?



# Conclusion

---

- ☐ (a) A statement showing how your aim has been achieved.
- ☐ (b) A discussion of the implications of your research.
- ☐ (d) A short review of the main points of your study.
- ☐ (e) Some suggestions for further research.
- ☐ (f) The limitations of your study.
- ☐ (g) Comparison with the results of similar studies.
- ☐ (h) A quotation that appears to sum up your work.



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



# Re-writing and proofreading



# Rewriting

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- ☐ (a) Does this fully answer the question(s) in the title?
- ☐ (b) Do the different sections of the paper have the right weight, i.e. is it well balanced?
- ☐ (c) Does the argument or discussion develop clearly and logically?
- ☐ (d) Have I forgotten any important points that would support the development?



**Many non-European businesses are aiming to enter single European market as they see an unexploited potential there. There are two reasons of this interest. Firstly the non- european organisations are keen to do a business in the European markets because it is one of leading investment destination and easiest place to set up and run a business. Secondly, the single European market provide forein investors with an internationally competitive tax environment. Lastly there's lots of rich people living in the country.**



# **Summary of the writing process**



- ☐ **The purpose of AW**
- ☐ **AW is objective, accurate, uses formal vocabulary, references, impersonal style, long and complex sentences**
- ☐ **AW starts with READING**
- ☐ **• finding suitable sources**
- ☐ **• developing a critical approach**
- ☐ **• fact and opinion**



- ☐ **Avoiding plagiarism (Why)**
- ☐ **Degrees of plagiarism**
- ☐ **Paraphrasing and summarising**
- ☐ **Paraphrasing =restating (changing vocabulary, word class, word order)**
- ☐ **Summarizing: starts with note-taking (key points already paraphrased)**
- ☐ **References and quotations**
- ☐ **Paragraph organisation (topic sentence, examples, summary)+linking phrases**
- ☐ **Introduction and conclusion**





# Elements of writing

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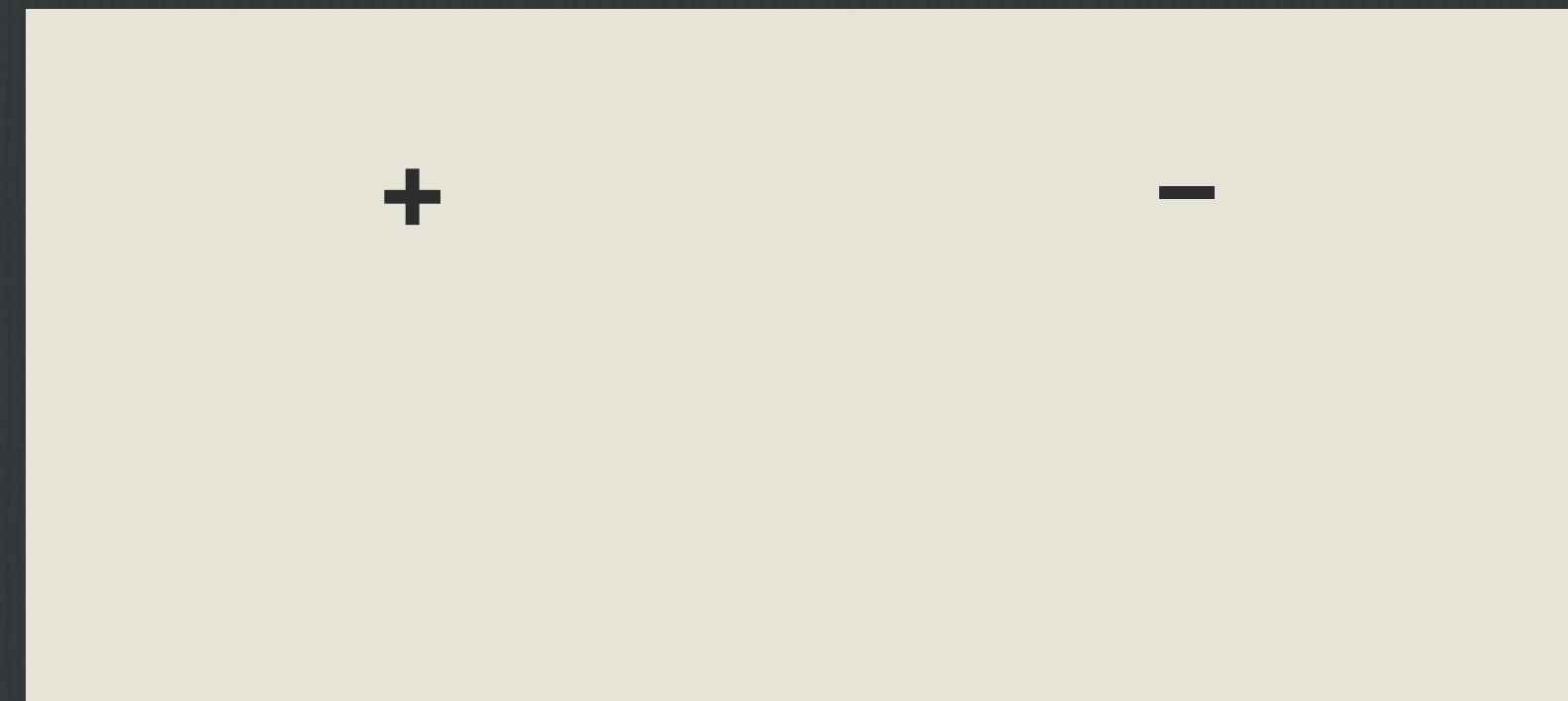
# Argument and discussion



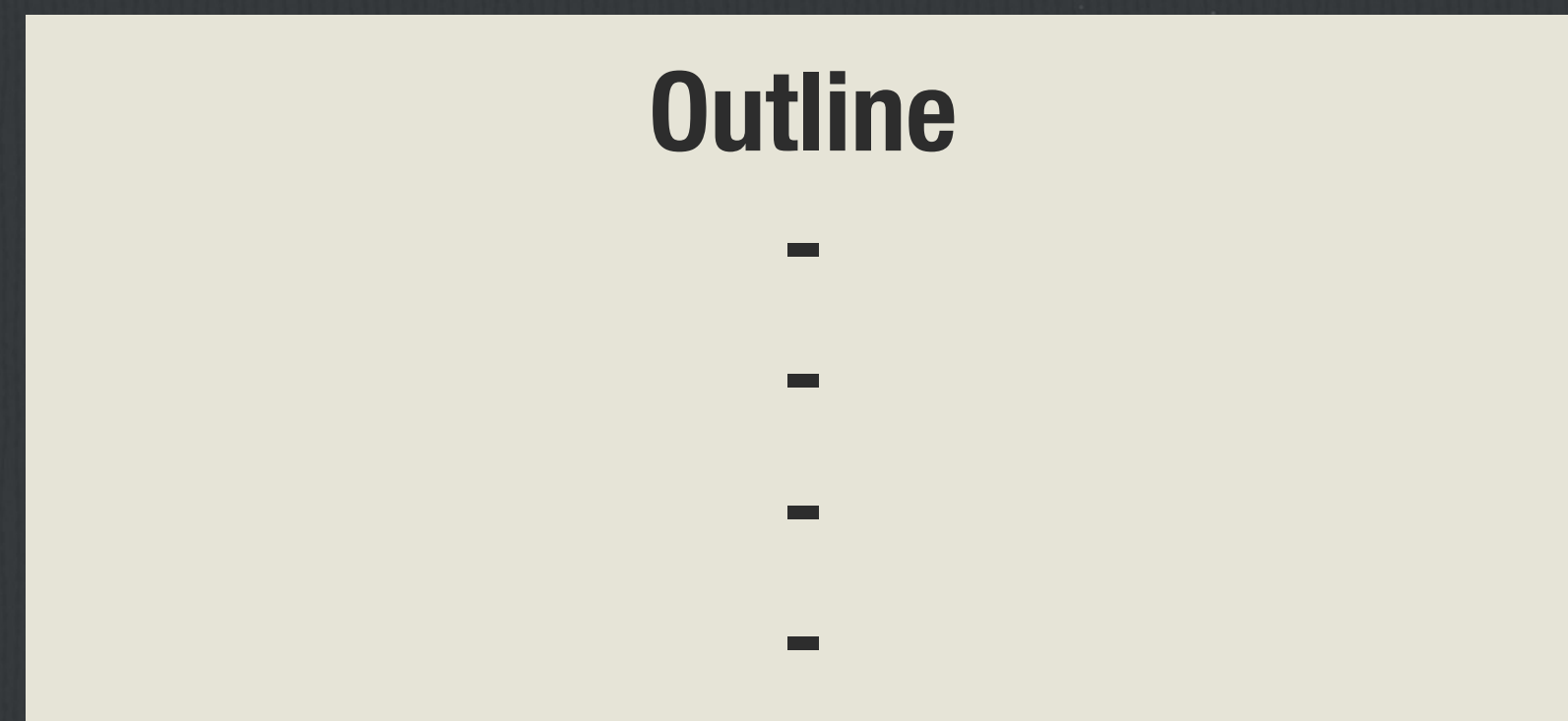
# Organisation

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☐ Vertical



☐ Horizontal





# Vertical organization

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- ☐ **Drawbacks:** Prisons are expensive, may be 'universities of crime', most prisoners re-offend after leaving, many prisoners have mental health problems that are untreated.
- ☐ **Benefits:** Prisons isolate dangerous criminals from society, act as a deterrent to criminal activity, may provide education or treatment (e.g. for drug addiction), provide punishment for wrong-doing.
- ☐ **Discussion:** Numbers of prisoners are rising in many countries, which suggests that the system is failing. Evidence that short sentences are of little value. But prisons will always be necessary for some violent criminals, and as deterrent.



# Horizontal organization

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- ☐ **Economic:** High costs of keeping prisoners secure. Compare with other forms of punishment.
- ☐ **Ethical:** What rights should prisoners have? Cases of wrongful imprisonment.
- ☐ **Social:** Effect on families of prisoners, especially female prisoners with children. But also necessary to consider the victims of crime, especially violent crime.
- ☐ **Discussion:** ....



**Discuss whether some employees should be permitted to work from home.**

**Vertical**

**+**

**—**

**Horizontal**

**Outline**

**—**

**—**

**—**

**—**



# **The language of discussion: common ideas**

---

- ☐ **It is generally accepted that**
- ☐ **It is widely agreed that**
- ☐ **The evidence suggests that**



# **The language of discussion: minority viewpoints**

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- ☐ **It can be argued that**
- ☐ **One view is that**



# **The language of discussion: Using sources**

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- ☐ **According to Emerson (2003)**
- ☐ **Poledna (2007) claims that**



# Counter arguments

---

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

- ☐ **It is claimed that prisons are needed to isolate dangerous criminals from society, but while this may be true in some cases, more commonly prisons act as 'universities of crime', which reinforce criminal behaviour.**



# Providing evidence

---

## DO 'DIGITAL NATIVES' EXIST?

Various writers have argued that people born in the last two decades of the twentieth century (1980–2000) and who have been using computers all their lives have different abilities and needs to other people. Palfrey and Gasser (2008) refer to them as the 'net generation' and argue that activities such as putting videos on You Tube are more natural for them than writing essays. Similarly Prensky (2001a) claims that the educational system needs to be revised to cater for the preferences of these 'digital natives'.

But other researchers doubt that these claims can apply to a whole generation. Bennett, Maton and Kervin (2008) argue that these young people comprise a whole range of abilities, and that many of them only have a limited understanding of digital tools. They insist that the so-called 'digital native' theory is a myth, and that it would be a mistake to re-organise the educational system to cater for their supposed requirements. Clearly there are some young people who are very proficient in online technologies, but taking a global perspective many still grow up and are educated in a traditional manner. Teaching methods are constantly being revised, but there is no clear evidence of a need to radically change them.



# Providing evidence

---

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# Providing evidence

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- ☐ **Claims (counter argument)**
- ☐ **Arguments against**
- ☐ **The writer's viewpoint**



# Cause and effect



# The language of cause and effect

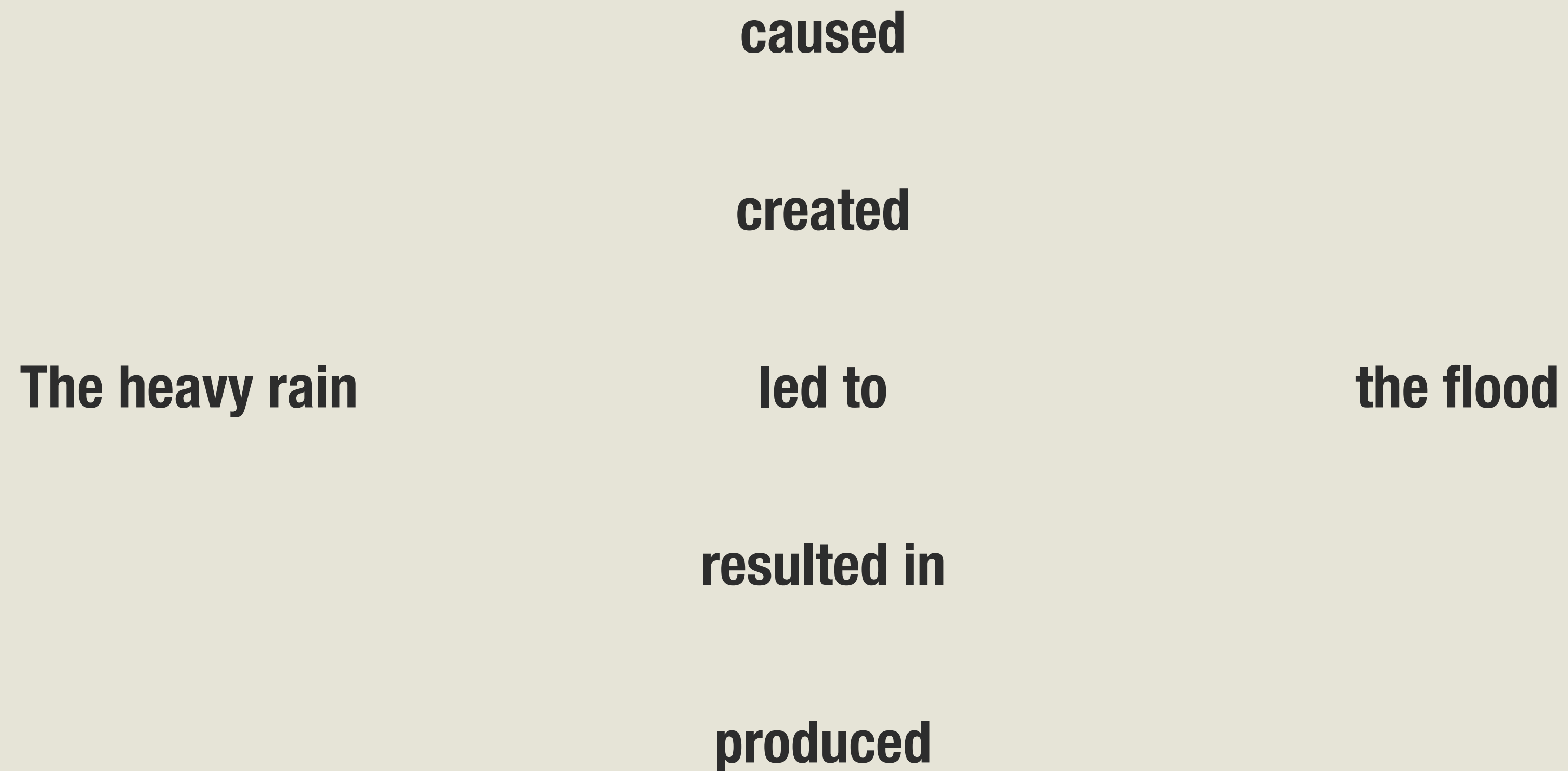
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- ☐ Academic work frequently involves demonstrating a link between a cause, such as a cold winter, and an effect, such as an increase in illness.
- ☐ A writer may choose to put the emphasis on either the cause or the effect. In both cases, either a verb or a conjunction can be used to show the link.



# Focus on causes: with verbs

---





# Focus on causes: with conjunctions

---

**Because of**

**Due to**

**heavy rain**

**there was a flood**

**Owing to**

**As a result of**



# **Focus on effects: with verbs**

---

**was caused by**

**The flood**

**was produced by**

**the heavy rain**

**resulted from**



# **Focus on effects: with conjunctions**

---

**due to**

**There was a flood**

**because of**

**the heavy rain**

**as a result of**



- ☐ Because children were vaccinated diseases declined (because + verb)
- ☐ Because of the vaccination diseases declined (because of + noun)
- ☐ As/since children were vaccinated diseases declined (conjunction + verb)
- ☐ Owing to/due to the vaccination diseases declined (conjunction + noun)



- ☐ **Conjunctions are commonly used with specific situations, while verbs tend to be used in general cases:**
- ☐ **Printing money commonly leads to inflation (general)**
- ☐ **Due to July's hot weather demand for ice cream increased (specific)**



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[https://jamboard.google.com/d/  
1j1spbpkCUiexo\\_v0ddDr689wGWVbFny3Z7T2j\\_Zt1aM/edit?usp=sharing](https://jamboard.google.com/d/1j1spbpkCUiexo_v0ddDr689wGWVbFny3Z7T2j_Zt1aM/edit?usp=sharing)



## WHY WOMEN LIVE LONGER

Some British scientists now believe that women live longer than men (a) because of the T cells, a vital part of the immune system that protects the body from diseases. Previously, various theories have attempted to explain longer female life expectancy. Biologists claimed that women lived longer because they need to bring up children. Others argued that men take more risks, (c) therefore they die earlier. But a team from Imperial College think that the difference may be due to women having better immune systems. Having studied a group of men and women they found that the body produces fewer T cells as it gets older, (e) caused by the ageing process. However, they admit that this may not be the only factor, and as a result another research project may be conducted.



# Cohesion



- **Cohesion means joining a text together with reference words (e.g. he, theirs, the former) and conjunctions (e.g. but, then) so that the whole text is clear and readable.**



**Leonardo da Vinci was a fifteenth-century Italian genius who produced only a handful of finished works. However, they include the 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 also was an innovative engineer, scientist and anatomist.**



**Pronouns**

**he/ she/ it/ they**

**Possessive pronouns**

**his/ her/ hers/ its/ their/ theirs**

**Objective pronouns**

**her/ him/ them**

**Demonstrative pronouns**

**this/ that/ these/ those**

**Other phrases**

**the former/ the latter/ the first/ the second/  
such a**



## FAMOUS FOR ?

When Andy Warhol died at the age of 58 in 1987 few people guessed that (a)\_\_\_\_\_ would soon become one of the most valuable artists in the world. In 2007 total sales of (b)\_\_\_\_\_ work at auction reached 428 million dollars. When, a year later, (c)\_\_\_\_\_ painting 'Eight Elvisses' 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.



# Comparisons



- **Some studies are based on a comparison:**
- *The purpose of this study is to compare Chinese and American consumers on their propensity to use self-service technology in a retail setting . . .*
- **In other cases a comparison provides useful context:**
- *The first attempt to decode the human genome took 10 years; now it can be done in less than a week.*



# Language

---

☐ *France is larger than Switzerland.*

*The students were happier after the exam.*

☐ *Learning Chinese is more difficult than learning English.*

☐ **These comparisons can be modified by the use of adverbs such as: slightly, considerably, significantly and substantially:**

☐ *France is substantially larger than Switzerland. Switzerland is slightly smaller than Holland.*

*Winters in Poland are significantly colder than in Portugal.*

☐ **Similarity can be noted by the use of as . . . as or the same as:**

☐ *The population of France is the same as the population of Britain.*

*Summers in Tokyo are as wet as in Singapore*



<b>Country</b>	<b>Adult alcohol intake per year, litres</b>	<b>Cigarettes smoked per day per adult</b>	<b>Life expectancy in years – male</b>	<b>Life expectancy in years – female</b>
<b>Austria</b>	11.9	4.6	74.2	80.5
<b>Belgium</b>	11.7	4.3	73.8	80.5
<b>Britain</b>	9.4	4.2	74.3	79.5
<b>Denmark</b>	12.1	4.9	73.1	78.2
<b>Finland</b>	8.4	2.2	73.3	80.3
<b>France</b>	14.1	4.0	74.2	82.1
<b>Germany</b>	11.8	5.0	73.7	80.0
<b>Greece</b>	10.4	8.3	75.1	81.4
<b>Italy</b>	9.4	4.2	74.9	81.3
<b>Norway</b>	4.8	1.7	75.4	81.0
<b>Portugal</b>	13.6	4.6	71.4	78.7
<b>Sweden</b>	6.4	2.4	76.7	81.8
<b>Switzerland</b>	11.8	5.6	76.1	82.2
<b>EU average</b>	11.1	4.5	74.1	80.5



# Examples



# Using examples

---

- *Many plants and animals are threatened by global warming.*
- *Polar bears, for example, are suffering from the lack of Arctic ice.*
- *A participatory public has been a defining feature of American politics and historically a strength of the political system.*
- *Alexis de Tocqueville's classic treatise on 'Democracy in America' (1966) stressed the participatory tendencies of Americans in contrast to European publics.*



# Phrases to introduce examples

---

- ☐ (a) for instance, for example (with commas)

*Some car manufacturers, for instance Hyundai, now offer five-year guarantees.*

- ☐ (b) such as, e.g.

*Many successful businessmen such as Bill Gates have no formal qualifications.*

- ☐ (c) particularly, especially (to give a focus)

*Certain Masters courses, especially American ones, take two years.*



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

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

**In recent years more women have become political leaders.**

**Many musical instruments use strings to make music.**



# Restatement

---

☐ in other words

☐ namely

☐ that is

☐ i.e.



- (a) The company's overheads doubled last year.
- (b) The Roman empire was a period of autocratic rule.
- (c) The Indian capital has a thriving commercial centre.
- (d) Survival rates from the most common type of cancer are improving.
- (e) Participation rates in most democracies are in decline.

*that is to say fewer people are voting*

*(27 BC – 476 AD)*

*in other words the fixed costs*

*i.e. breast cancer*

*namely New Delhi*



# Generalisations



*The majority of smokers in Britain are women.*

*Of all smokers in the UK, 56.2 per cent are women and 43.8 per cent are men.*

- ☐ You must avoid using generalisations that cannot be supported by evidence or research (*Students are lazy*).



# Structure

---

- **Most commonly using the plural:**  
*Computers have transformed the way we live.*
- **Using the singular + definite article (more formal):**  
*The computer has transformed the way we live.*



**What we look for in choosing a mate seems to vary from place to place. A recent study (Jones and DeBruine, 2010) explores the idea that female preferences in a mate might vary according to the society in which she lives. In their research nearly 5,000 women in 30 countries were shown the same pictures of male faces and asked to state which they found more attractive. In countries where disease is common women chose men with more masculine features, while in countries such as America with more advanced health care and lower levels of disease, more effeminate-looking men were preferred. The researchers conclude that in healthier societies women are more interested in men who may form long-term relationships and help with child-rearing, while in places where child mortality rates are high they choose strongly-featured men who seem more likely to produce healthy children.**



☐ **fresh fruit/ health**

☐ *Eating fresh fruit is important for health.*

☐ **adequate sleep/ academic success**

☐ **industrial growth/ pollution**

☐ **job satisfaction/ interesting work**



Results of a college survey on where students prefer to study.

	Undergraduates (%)		Graduates (%)	
	Male	Female	Male	Female
Library	20	17	47	32
Own room in silence	21	27	26	38
Own room with music	25	13	12	14
Own room in bed	15	24	6	10
Outdoors	6	9	4	2
Other	13	10	5	4



# Building on generalisations

---

- ☐ 3 parts:
- ☐ Generalization
- ☐ Support
- ☐ Development - Specific



**Style**



- ☐ (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) Be as precise as possible when dealing with facts or figures. Avoid phrases such as *about a hundred* or *hundreds of years ago*. If it is necessary to estimate numbers use *approximately* rather than *about*.
- ☐ (d) Conclusions should use tentative language. Avoid absolute statements such as *unemployment causes crime*. Instead use cautious phrases: *unemployment may cause crime* or *tends to cause crime*.



- ☐ (e) Avoid adverbs that show your personal attitude: *luckily, remarkably, surprisingly*.
- ☐ (f) Do not contract verb forms: *don't, can't*. Use the full form: *Do not, cannot*.
- ☐ (g) Although academic English tends to use the passive more than standard English, it should not be over-used. Both are needed. Compare:

*Galileo discovered the moons of Jupiter.*

*The moons of Jupiter were discovered by Galileo.*



□(h) Avoid the following:

- *like* for introducing examples. Use *such as* or *for instance*.
- *thing* and combinations *nothing* or *something*. Use *factor*, *issue* or *topic*.
- *lots of*. Use *a significant / considerable number*.
- *little / big*. Use *small / large*.
- 'get' phrases such as *get better / worse*. Use *improve* and *deteriorate*.
- *good / bad* are simplistic. Use *positive / negative*, e.g. *the changes had several positive aspects*.



- (i) Do not use question forms such as *Why did war break out in 1914?* Instead use statements: *There were three reasons for the outbreak of war . . .*
- (j) 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.*
- (k) Avoid using two-word verbs such as *go on* or *bring up* if there is a suitable synonym. Use *continue* or *raise*.



- ☐ (a) Another thing to think about is the chance of crime getting worse.
- ☐ (b) Regrettably these days lots of people don't have jobs.
- ☐ (c) Sometime soon they will find a vaccine for malaria.
- ☐ (d) A few years ago the price of property in Japan went down a lot.
- ☐ (e) What were the main causes of the Russian revolution?



# Avoiding repetition and redundancy

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- ☐ Homelessness is a global problem in the whole world.



## **FAST FOOD**

**Currently these days, fast food is growing in popularity. Fast food is a kind of food that people can buy ready to eat or cook quickly. This essay examines the advantages of fast food and the drawbacks of fast food.**

**First above all, fast food is very convenient. Most of the people who work in offices are very busy, so that they do not have time to go to their homes for lunch. But the people who work in offices can eat in restaurants such as McDonalds, which are franchised in hundreds of countries. In addition, the second benefit of fast food is its cheapness. As it is produced in large quantities, this high volume means that the companies can keep costs down. As a result fast food is usually less expensive than a meal in a conventional restaurant.**



# Varying sentence length

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- ☐ Short sentences are clear and easy to read:
  - ☐ *Car scrappage schemes have been introduced in many countries.*
- ☐ But too many short sentences are monotonous:
  - ☐ *Car scrappage schemes have been introduced in many countries. They offer a subsidy to buyers of new cars. The buyers must scrap an old vehicle. The schemes are designed to stimulate the economy. They also increase fuel efficiency.*
- ☐ Long sentences are more interesting but can be difficult to construct and read:
  - ☐ *Car scrappage schemes, which offer a subsidy to buyers of new cars, who must scrap an old vehicle, have been introduced in many countries; the schemes are designed to stimulate the economy and also increase fuel efficiency.*





- **Effective writing normally uses a mixture of long and short sentences, often using a short sentence to introduce the topic:**
- *Car scrappage schemes have been introduced in many countries. They offer a subsidy to buyers of new cars, who must scrap an old vehicle. The schemes are designed to stimulate the economy and also increase fuel efficiency.*



# Visual information



<b>Verb</b> 	<b>Adverb</b>	<b>Verb</b> 	<b>Adjective + noun</b>
grow (grew)	slightly	drop (dropped)	a slight drop
rise (rose)	gradually	fall (fell)	a gradual fall
increase (increased)	steadily	decrease (decreased)	a sharp decrease
climb (climbed)	sharply	decline (declined)	a steady decline
also: a peak, to peak, a plateau, to level off, a trough			



The graph  
map  
diagram

shows  
illustrates  
displays





**Accuracy in writing**

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