Background to Writing

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 written in an hour. This unit deals with:

- the names of different writing tasks
- the format of long and short writing tasks
- the structure of sentences and paragraphs

1 The purpose of academic writing

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

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

■ **Can you suggest any other reasons?**

- _____**to present a hypothesis for consideration by others**_____
- _____**to make notes on something read or heard**_____

Whatever the purpose, it is useful to think about the probable readers of your work. How can you explain your ideas to them effectively? Although there is no fixed standard of academic writing, it is clearly different from the written style of newspapers or novels. For example, it is generally agreed that academic writing attempts to be accurate and objective. What are its other features?

■   **Working alone or in a group, list your ideas below.**

- *Impersonal style – avoids using ' I ' or ' we '*
- **semi-formal vocabulary, lack of idioms**
- **use of citation/ references**
- **use of both passive and active**

2 Common types of academic writing

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

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

Notes	**2-** A piece of research, either individual or group work, with the topic chosen by the student(s).
1- Report	**4-** 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.
2- Project **3-**	A written record of the main points of a text or lecture, for a student's personal use.
Essay	**5-** A general term for any academic essay, report, presentation or article.
4- Dissertation/ Thesis	**1-** A description of something a student has done.
5- Paper	**3-** The most common type of written work, with the title given by the teacher, normally 1,000–5,000 words.

3 The format of long and short writing tasks

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

    Introduction
    Main body
    Conclusion

Longer essays and reports may include:

    Introduction
    Main body

    Literature review
    Case study
    Discussion
  Conclusion
  References
  Appendices

▶ **See Unit 4.3 Longer Essays**

Dissertations and journal articles may have:
  Abstract
  List of contents
  List of tables
  Introduction
  Main body
    Literature review
    Case study
    Findings
    Discussion
  Conclusion
  Acknowledgements
  References
  Appendices

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

(a) A short summary that explains the paper's purpose and main findings.

     abstract

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

     references

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

     appendix

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

     acknowledgements

(e) Part of the main body in which the views of other writers on the topic are discussed.

     literature review

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

     case study

4 The features of academic writing

There are no fixed rules for the layout of academic work. Different schools and departments require students to follow different formats for written work. Your teachers may give you guidelines, or you should ask them what they want, but some general features apply to most formats.

■   **Read the text below and identify the features underlined, using the words in the box.**

d	c	b	f	a	e
sentence	heading	sub-title	paragraph	title	phrase

(a) **A fishy story.**

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

(c) Introduction.

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

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

(a) __*Title*__   (b) _____   (c) _____   (d) _____   e) _____   (f) _____

5 Some other common text features

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

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

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

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

6 Simple and longer sentences

■ **Study the table below.**

Dragon Motors – vehicle production 2009–2013

2009	2010	2011	2012	2013
135,470	156,935	164,820	159,550	123,075

All sentences contain verbs:

> In 2009, the company **produced** over 135,000 vehicles.

> Between 2009 and 2010, vehicle production **increased** by 20 per cent.

Simple sentences (above) are easier to write and read, but longer sentences are also needed in academic writing. However, 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:

> In 2009, Dragon Motors produced over 135,000 vehicles, **but** the following year production increased by 20 per cent. (conjunction)

> In 2011, the company built 164,820 vehicles, **which** was the peak of production. (relative pronoun)

> Nearly 160,000 vehicles were produced in 2012**;** by 2013**,** this had fallen to 123,000. (punctuation)

■ **Write two simple and two longer sentences using data from the table above.**

(a)   In 2007 the company produced nearly 165,000 vehicles.

(b)   Vehicle production fell in 2008.

(c)   In 2009 fewer vehicles were made than in the four previous years.

(d)   Between 2005 and 2009 vehicle production peaked in 2007, when the number reached 164,000.

▶ See **Unit 2.13.5** **Style: Varying sentence length**

7 Writing in paragraphs

■   **Discuss the following questions:**

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

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

BIOCHAR

Charcoal is produced by burning wood slowly in a low-oxygen environment. This material, which is mainly carbon, was used for many years to heat iron ore to extract the metal. But when Abraham Darby discovered a smelting process using coke (produced from coal) in 1709 demand for charcoal collapsed. At approximately the same time the carbon dioxide level in the atmosphere began to rise. But a new use for charcoal, re-named biochar, has recently emerged. It is claimed that using biochar made from various types of plants can both improve soil quality and combat global warming. Various experiments in the United States have shown that adding burnt crop wastes to soil increases fertility and cuts the loss of vital nutrients such as nitrates. The other benefit of biochar is its ability to lock CO_2 into the soil. The process of decay normally allows the carbon dioxide in plants to return to the atmosphere rapidly, but when transformed into charcoal this may be delayed for hundreds of years. In addition, soil containing biochar appears to release less methane, a gas which contributes significantly to global warming. American researchers claim that widespread use of biochar could reduce global CO_2 emissions by over 10 per cent. But other agricultural scientists are concerned about the environmental effects of growing crops especially for burning, and about the displacement of food crops that might be caused. However, the potential twin benefits of greater farm yields and reduced greenhouse gases mean that further research in this area is urgently needed.

▶   See **Unit 1.10 Organising Paragraphs**

Reading
Finding Suitable Sources

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

- examines the most appropriate text types for academic work
- explores ways of locating relevant material in the library
- explains the use of electronic resources

1 Academic texts

You may need to read a variety of types of texts, such as websites or journal articles, for your course. So it is important to identify the most suitable texts and recognise their features, which will help you to assess their value.

■ You are studying Tourism Marketing. Read the text extracts 1–4 below and decide which are the most suitable for academic use, and why.

Text	Suitability?
1	Yes, it summarises some relevant research, and includes citations.
2	no – apparently an informal personal report
3	possibly – appears to be a newspaper article but includes relevant information
4	yes – an academic article with citations

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.

■ **The main features of academic texts are listed in the table below. Find examples of each using the texts above.**

Feature	Examples
1 Formal vocabulary	*the marketing planning process in tourism marketing . . . the extent of political-economic dependency . . .*
2 Use of references	**(Buckley and Witt, 1990; Hall, 1991)**
3 Impersonal style	**... it has also long been recognised that...**
4 Long, complex sentences	**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.**

2 Types of text

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

Text type	Advantages	Disadvantages
Textbook	*Written for students*	*May be too general*
Website	**Usually up-to-date**	**Possibly unreliable 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**
Newspaper or magazine article	**Easy to read and up-to-date**	**May not be objective and not give sources**
e-Book	**Easily accessible**	**Must be read on screen**

3 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 textbooks, 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 a book because it is on the list. Your teacher will probably suggest which pages to read, and also tell you which parts are the most important. On reading lists, you will find the following formats:

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 2165–2167.

Websites www.well.ox.ac.uk/monaco/dyslexia.shtml

4 Using library catalogues

University and college libraries usually have online catalogues. These allow students to search for the materials they want in various ways. If you know the title and author's name, 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 have been given an essay title:

> *'Is there a practical limit on the height of tall buildings? Illustrate your answer with reference to some recent skyscrapers.'*

you might try:

- skyscraper design
- skyscraper construction
- design of tall building
- construction of tall buildings

If you use a very specific phrase, you will probably only find a few titles. 'Skyscraper construction', for example, only produced three items in one library catalogue, but a more general term such as 'skyscrapers' found 57.

■   **You have entered the term 'skyscrapers' in the library catalogue, and these are the first 10 results. In order to answer the essay title above, which would you select to borrow? Give your reasons.**

Full details	Title	Year	Location	Holdings
1	Skyscrapers: a history of the world's most extraordinary buildings/by Judith Dupré; introductory interview with Adrian Smith	2013	Main library	Availability
2	Manhattan skyscrapers/Eric P. Nash; photographs by Norman McGrath. 3rd ed.	2010	Main library	Availability
3	Art deco San Francisco [electronic resource]: the architecture of Timothy Pflueger/ Therese Poletti; photography by Tom Paiva	2008	Fine Arts library	Availability
4	Skyscraper for the XXI century/edited by Carlo Aiello	2008	Science library	Availability
5	Taipei 101/Georges Binder [editor]	2008	Main library	Availability
6	Tall buildings: image of the skyscraper/ Scott Johnson	2008	Fine Arts library	Availability
7	Skyscrapers: fabulous buildings that reach for the sky/Herbert Wright	2008	Main library	Availability

Titles 2 and 5 are up-to-date and appear to be general introductions.
Titles 1, 3 and 6 are more localised and specialised.

Full details	Title	Year	Location	Holdings
8	Eco skyscrapers/Ken Yeang. 3rd ed.	2007	Science library	Availability
9	Cost optimization of structures: fuzzy logic, genetic algorithms, and parallel computing/ Hojjat Adeli, Kamal C. Sarma	2006	Science library	Availability
10	Skyscrapers: a social history of the very tall building in America/by George H. Douglas	2004	Main library	Availability

Full details

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

Year

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

Location

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

Holdings

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.

5 Using library websites to search electronic resources

Journals are specialised academic publications produced on a regular basis, containing recent research. You need to be familiar with the main journals in your subject area. They are usually available in paper or electronic formats (e-journals).

E-journals and other electronic resources such as subject databases are becoming increasingly important. Their advantage is that they can be accessed by computer, saving the need to visit the library to find a book. Most library websites have a separate portal or gateway for searching electronic resources.

These are the results found in one database for journal articles on 'skyscrapers':

1   Skyscrapers
     Cesar Pelli
     Perspecta, Vol. 18, (1982), pp. 134–151

2   Skyscrapers
     Robert Phillips
     The Hudson Review, Vol. 60, No. 2 (Summer, 2007), p. 276

3   Three New Skyscrapers
     MoMA, No. 25 (Winter, 1983), p. 4

4   Stars for Skyscrapers
     Lee Richard Hayman
     The Phylon Quarterly, Vol. 19, No. 3 (3rd Qtr., 1958), p. 276

5   Dawn Rises over Skyscrapers
     Deane Fisher
     Phylon (1960–),Vol. 28, No. 2 (2nd Qtr., 1967), p. 138

6   Mario Palanti and the Palacio Salvo: The Art of Constructing Skyscrapers
     Virginia Bonicatto, Chris Miller
   *Getty Research Journal*, No. 5 (2013), pp. 183–188

Note that many of these articles will be out of date or irrelevant, but these search engines allow you to access a great variety of material quickly. 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.

The best way to become familiar with these methods is to practise. Library websites usually contain tutorials for new students, and librarians are always willing to give help and advice when needed.

■   **Select a specific topic from your subject area.**

(a) Use the library catalogue to search for relevant books. Write down the most useful titles.

(b) Look for a few relevant journal articles, using the library portal. Write a reference for each article.
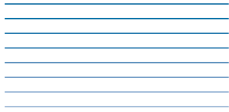
Reading

Developing Critical Approaches

> Students are expected to take a critical approach to sources, and this requires a good understanding of written texts. This unit:
>
> • explains effective reading methods
> • examines common text features, including abstracts
> • explores and practises a critical analysis of texts

1 Reading methods

It is easy for students to underestimate the importance of reading skills. But, especially for international students, reading academic texts in the quantity required for most 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, which is especially important when you are reading in another language. Clearly, you do not have time to read every word published on the topic you are studying, so you must first choose carefully what you read and then assess it thoroughly.

The chart opposite 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)

Choosing suitable texts

```
┌─────────────────────┐
│   Read title and    │
│  sub-title carefully│
└─────────────────────┘
          │
          ▼
┌─────────────────────┐
│ Survey text features│
│ (e.g. abstract,     │
│ contents, index)    │
└─────────────────────┘
     │           │
     ▼           ▼
┌──────────────┐  ┌──────────────────┐
│ Skim text for│  │ Scan text for    │
│ gist – is it │  │ information you  │
│ relevant?    │  │ need (e.g. names)│
└──────────────┘  └──────────────────┘
          │           │
          ▼           ▼
   ┌─────────────────────┐
   │ Read extensively    │
   │ when useful         │
   │ sections are found  │
   └─────────────────────┘
          │
          ▼
   ┌─────────────────────┐
   │ Read intensively to │
   │ make notes on key   │
   │ points              │
   └─────────────────────┘
```
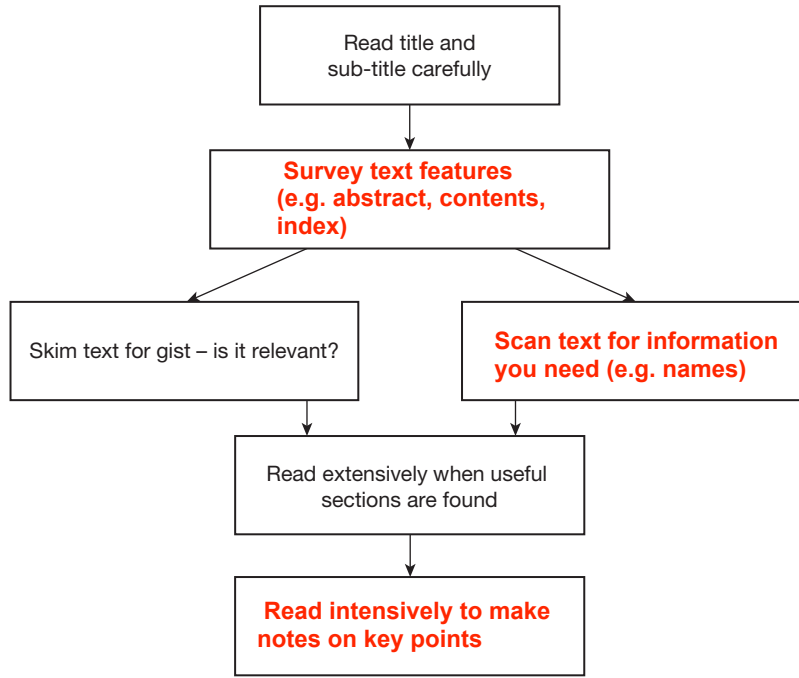
■ **Can you suggest any other reading skills to add to the chart above?**

- **text genre recognition** _____

- **dealing with new vocabulary** _____

2 Titles, sub-titles and text features

Many books and articles have both a title and sub-title:

> *The Right to Have Rights: Citizenship Practice and the Political Constitution of the EU*

The title is usually shorter and may aim to be eye-catching; the sub-title often gives more information about the focus. After finding a relevant text, it is worth checking the following text features before starting to read:

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

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

Abstract
See section 3 below.

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 or 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. (In the USA, this is usually called a bibliography.) It should give you some suggestions for further reading.

Bibliography
These are the sources the author has used but not specifically referred to. A bibliography is not required for most short writing tasks. (Note that in the USA this is usually the name given to the list of references.)

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

3 Reading abstracts

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

■   **Study this example:**

Citizenship Norms and the Expansion of Political Participation

Russell J. Dalton

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

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

Abstracts normally have a standard structure:

(a) Background
(b) Aim and thesis of paper
(c) Method of research
(d) Results of research

(a)Background position – A growing chorus of scholars ... American democracy .
(b)Aim and thesis of article – This article questions ... engaged citizenship.
(c)Method of research – Using data from ... political participation.
(d)Results of research – Rather than the erosion ... in America.

■   **Underline and label these components (a–d) in the abstract above.**

4 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

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)

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

■   **Read the following and underline facts (_____) and opinions (.........). Decide if the facts are true.**

(a) Sydney is the capital of Australia.
(b) Australia is a dynamic, prosperous and enterprising country.
(c) The majority of Australians live on sheep farms.
(d) Most Australians are open-minded and friendly.
(e) Australia is the largest island in the world, and has extensive mineral deposits.
(f) Among the 22 million Australians are some of the world's best cricket players.

5 Assessing Internet sources critically

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

- Is this a reputable website, for example with .ac (= academic) in the URL?
- Is the name of the author given, and is he or she well known in the field?
- Is the language of the text in a suitable academic style?
- Are there any obvious errors in the text (e.g. spelling mistakes, which suggest a careless approach)?

■ **Compare these two Internet texts on deforestation (the loss of forests). Which is likely to be more reliable?**

1

We are destroying the last of our vital natural resources, just as we are starting to wake up to how precious they are. Rainforest once covered 14 per cent of the land now it's down to a mere 6 per cent. Scientists predict that the rest could disappear in less than 40 years. Thousands of acres are cut down each second with dire consequences for the countries involved and the planet as a whole. Scientists estimate that we 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.

2

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

There are several aspects of (1) that should make the reader cautious: the style is very personal ('we are . . .') and informal ('it's down to . . .') and there is a word used wrongly ('loose' instead of 'lose'). No sources are provided. But even more disturbing is carelessness with facts. Is it really possible that thousands of acres of rainforest are being cut down *every second*? The writer also claims that many species are being lost *every second*, but if we take the figure of 50,000 per year, it means one species is lost every 10 minutes. Clearly, the writer is seeking to dramatise the subject, but it is quite unsuitable as an academic source.

In contrast, the second text is written in accurate, semi-formal language and includes a source. It seems likely to be more reliable.

6 Further practice

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

1

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

2

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

3

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

1	**1- Probably unreliable. The adjectives used (easily, quickly) and the lack of concrete information suggest that this text is not to be trusted. In addition, commonsense should suggest that you cannot legally earn hundreds of pounds in a few hours.**
2	**2- Probably reliable. The advice the writer is giving appears commonsense, although not everyone might agree with all of it (e.g. cooking is fun).**
3	**3- Probably reliable. The facts given can be confirmed by students' own experience.**

■ **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 current magazine. Read it critically and decide whether you could use it in your work.**

EDUCATING THE POOREST

How can we get the world's poorest children into school? This is a difficult question with no easy answer. In 1999 the UN adopted a set of goals called 'Education for All', but in many countries there has been little progress towards these aims. In Nigeria, for instance, the number of children not going to school has hardly changed since then. It is estimated that worldwide, about 72 million children never attend school, 45 per cent of whom are in sub-Saharan Africa. Even when schools and teachers are provided, there's no guarantee that teaching is being done: World Bank research in India shows that a quarter of teachers don't attend school on any one day.

Several proposals have been made to improve matters. A British academic, Professor Tooley, argues that low-cost private schools are more effective in delivering education to the poor since parental pressure maintains good standards. State schools could also relate pay to performance: research by Muralihadan and Sundararaman in India found that this improved students' test performance far more significantly than spending the same money on teaching materials.

Positive aspects:	**Contains some relevant ideas. The studies mentioned could be followed up using a search engine.**
Negative aspects:	**Rather superficial and informal in style. No citations.**

7 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 and using common sense?
(f) Do I agree with the writer's views?

■ **Read critically the two articles on universities.**

A. COLLEGE CONCERNS

Despite their dominance of global league tables (e.g. Shanghai Rankings Consultancy) American universities currently face significant criticism. The American Enterprise Institute (AEI) and the Goldwater Institute have recently published negative reports on US universities, while a highly critical book (Hacker and Dreifus) was published in 2010. 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.

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 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'.

B. 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 ($600,000) more over his or her lifetime compared to a non-graduate. Possession of a degree should also assist a graduate to 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.

Studying at university is a unique opportunity for many young people to develop individually by acquiring independence, free from parental control. They will learn to look after themselves in a secure environment, and gain useful life skills such as cooking and budgeting. Most graduates look back at their degree courses as a valuable experience at a critical period of their lives.

■ **List any statements from the articles 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
A	
B	

▶ **See Unit 2.1 Argument and Discussion**

Avoiding Plagiarism

Plagiarism is a concern for teachers and students, but it can be avoided by understanding the issues involved. In the English-speaking academic world, it is essential to use a wide range of sources for your writing and to acknowledge these sources clearly. This unit introduces the techniques students need to do this. Further practice is provided in Units 1.7 Paraphrasing and Summarising and 1.8 References and Quotations.

1 What is plagiarism?

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

The main difficulty that students face is that they are expected:

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

BUT

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

There are several reasons why students must avoid plagiarism:

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

2 Acknowledging sources

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

Summary and citation

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

Quotation and citation

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

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

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

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

▶   See **Unit 1.8** **References and Quotations**

3 Degrees of plagiarism

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

■   **Working with a partner, consider the following academic situations and decide if they are plagiarism.**

	Situation	Plagiarism? Yes/No
1	Copying a paragraph, but changing a few words and giving a citation.	*Yes*
2	Cutting and pasting a short article from a website, with no citation.	✓
3	Taking two paragraphs from a classmate's essay, without citation.	✓

	Situation	Plagiarism? Yes/No
4	Taking a graph from a textbook, giving the source.	✗
5	Taking a quotation from a source, giving a citation but not using quotation marks.	✓
6	Using something that you think of as general knowledge (e.g. the ownership of mobile phones is increasing worldwide).	✗
7	Using a paragraph from an essay you wrote and had marked the previous semester, without citation.	✓
8	Using the results of your own research (e.g. from a survey 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 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 did not know the rules of plagiarism, or that you did not have time to write in your own words. Nor is it adequate to say that the rules are different in your own country. In general, anything that is not common knowledge or your own ideas and research (published or not) must be cited and referenced.

4 Avoiding plagiarism by summarising and paraphrasing

Quotations should not be overused, so you must learn to paraphrase and summarise in order to include other writers' ideas in your work. This will demonstrate your understanding of a text to your teachers.

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

▶   **See Unit 1.7 Paraphrasing and Summarising**

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

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

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 1835–1837 and especially in 1844–1847; 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 world wide. Two periods of especially feverish growth were 1835–1837 and 1844–1847. 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 1835–1837 and especially in 1844–1847. 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' (1835–1837 and 1844–1847). British technology and capital were responsible for much of this growth, yet the returns on the investment were hardly any better than comparable business opportunities (Hobsbawm, 1895: 45).

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

	Plagiarised or acceptable?	**Reason**
(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**
(e)	**plagiarised**	**some original wording and no citation**

5 Avoiding plagiarism by developing good study habits

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

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

- Plan your work carefully so you do not have to write the essay at the last minute.
- Take care to make notes in your own words, not copying from the source.
- Keep a record of all the sources you use (e.g. author, date, title, page numbers, publisher).
- Make sure all your in-text citations are included in the list of references.
- **check that your quotations are exactly the same wording as the original**
- **when paraphrasing, alter the structure as well as the vocabulary**

6 Practice

■ **Revise this unit by matching the words on the left with the definitions on the right.**

Source	Using the exact words of the original text in your work
Citation	To gain advantage dishonestly
Summarise	Short in-text note giving the author's name and publication date
Quotation	To reduce the length of a text, but keeping the main points
Reference	Any text that students use to obtain ideas or information
To cheat	Full publication details of a text to allow a reader to access the original

7 Research

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

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

www.uefap.com/writing/plagiar/plagfram.htm

From Understanding Titles to Planning

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

- key words in titles
- essay length and organisation
- alternative methods of essay planning

1 The planning process

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

(a) Analyse the title wording
(b) Decide how long each section should be
(c) Prepare an outline using your favourite method

With coursework, your outline will probably be revised as you read around the topic.

▶   See **Unit 4.3** Longer Essays

2 Analysing essay titles

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

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

In this case, 'what' is asking for a description and 'why' for a reason or explanation.

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

Analyse	Give examples
Assess/Evaluate	Deal with a complex subject by reducing it to the main elements
Describe	Divide into section 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	Explain a topic briefly and clearly
Summarise	Decide the value or worth of a subject

3 Practice

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

(a) Summarise the main reasons for the growth of e-commerce, and discuss the likely results of this.

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

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

(d) <u>What</u> are the most significant sources of renewable energy? <u>Evaluate</u> their contribution to the reduction of carbon emissions.

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

4 Brainstorming

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

Growth of e-commerce – likely results

Main reasons

- Businesses can offer a wider range of products via Internet

- More convenient for customers than travelling to shops

- Businesses can reduce overheads by centralising distribution centres

- Prices can often be lower

Likely results

- Decline in conventional shops

- Growth in delivery businesses

- Shopping centres become entertainment areas

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

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

   - Possible benefits :
Young children more open, less inhibited
They appear to have better memories
May improve understanding of their own language

   - Possible drawbacks :
Young children may not understand the necessary grammar
They may not grasp the cultural context of a second language

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 per cent 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 per cent 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 this was the length given for title 3(a) above, you might decide on the following allocation:

Main reasons	–	benefits for buyers	500 words
	–	benefits for sellers	300 words
Likely results	–	for businesses	400 words
	–	for urban development	400 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 per cent, part 2: 60 per cent).

■   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) Describe the typical social, cultural and environmental impacts experienced by tourist destinations in developing countries. How can harmful impacts be reduced or avoided?	50	50
(b) How can schools make better use of IT (information technology)? Illustrate your answer with examples.	40	60
(c) Outline the main difficulties in combating malaria. Suggest possible strategies for more effective anti-malaria campaigns.	50	50
(d) What is 'donor fatigue' in international aid, and how can it be overcome?	30	70

6 Outlines

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 first part of title 3(a) above:

'*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

    Difficult to add an extra item
Inflexible

    2   Benefits for sellers
- cost saving by centralising distribution
- global customer base
- 24/7 trading

(b) An alternative is a mind map:

Greater convenience in shopping by computer at any time

Benefits for buyers — Lower prices

Easy to add an extra item
Flexible

Better choice

Cost saving by centralising distribution   24/7 trading

Global customer base — Benefits for sellers
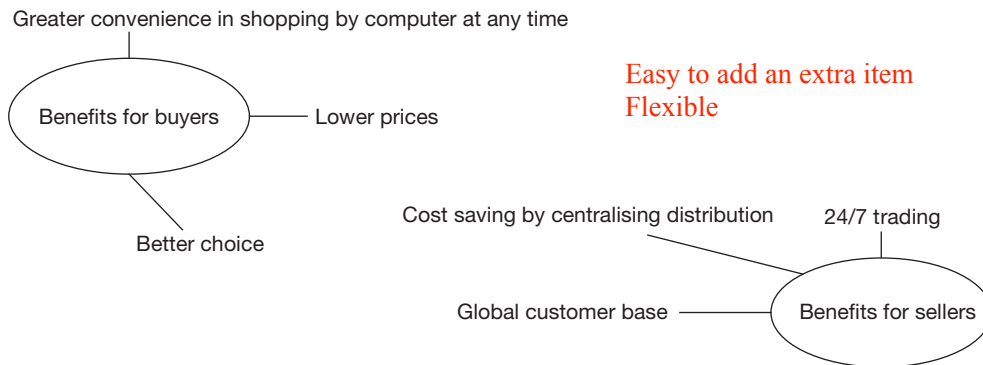
■ **Discuss the advantages and drawbacks of each method with a partner.**

■ **Prepare an outline for the second part of the same title, using either method: 'Discuss the likely results of this.'**

Finding Key Points and Note-making

After finding a suitable source, identifying relevant sections of text and preparing an outline, the next step is to select the key points 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 1.7 Summarising and Paraphrasing.

1 Finding key points

Before making notes, you need to find the main ideas in a text. One of these is often, but not always, in the first sentence of a paragraph.

■ Read the following paragraph, about the growing market for products designed for older people, and underline two key points. Then choose a title for the paragraph.

Title: _____ **Marketing to the older generation** _____

The generation born after the Second World War, sometimes called the baby boomers, are now reaching retirement age, and businesses are starting to realise that they are a wealthier market than any previous retirement group. Financial products, travel and medicines are well-established industries that interest the over-60s, but others are now focusing on this age group. Volkswagen, for instance, has produced a car with raised seats and more interior space to appeal to their tastes. In Japan, with its ageing population, companies have more experience of selling to the retired, and have been successful with unusual products such as a robotic seal, which serves as a

pet substitute for the lonely. <u>There are, however, certain difficulties in selling to this market. Some customers resent being addressed as 'old' since they see themselves as more youthful, while there is a huge variation in the profile of the baby boomers,</u> ranging from healthy and active to the bed-ridden and infirm.

2 Finding relevant points

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

■ **Read the following article and underline five key points that relate to your essay subject.**

A SLIMMER AMERICA?

In the USA there has recently been more pressure for informative food labelling, and campaigns to encourage school children to eat more fruit and vegetables. <u>Although Americans often dislike being told what to do by their government, these campaigns may finally be having an effect.</u> Certainly about a third of the population attempt a slimming programme every year, and although many give up, it appears that the number of people who succeed may be rising.

<u>Currently over two-thirds of Americans are believed to be either overweight or obese, but recently it has been discovered that the situation may have stabilised.</u> The rate of increase appears to have virtually stopped, so that on average women and children weigh no more now than they did ten years ago. <u>This trend may have important consequences for the health care system: according to a recent study (Finkelstein *et al.*, 2009) an obese American is likely to cost the system over 40 per cent more than someone with normal weight.</u> This is due to the increased risks of medical conditions such as diabetes, to which should be added extra costs connected with illness and resulting absence from work.

Until recently it was assumed that the long-term trend would continue so that ultimately all Americans would become overweight; Wang (2008) had estimated that this would happen by 2048. Obviously, such an assumption implies steadily rising medical insurance costs. If the new trend continues there are clear benefits for public health and the associated finances, <u>but medical researchers still struggle to understand the basic causes of the problem, which is that obesity in America is now three times greater than fifty years ago.</u>

There is substantial evidence that obesity is linked to social class: <u>those with irregular and badly paid employment are more likely to eat what is convenient and tasty</u> rather than have the time or energy to organise a healthy diet. The number of people in this category may have risen in recent years. <u>Another possibility is that food now is cheaper relative to income</u>, while free time is more valuable, so people are attracted to consuming convenient but often unhealthy fast food. In addition, washing machines and other devices mean that <u>fewer calories are used in doing domestic chores around the house.</u> Although valid, these factors apply in many other countries where the same growth in obesity has not been seen.

(Herapath, T. (2012) *Journal of Transatlantic Contexts* 14: 319)

3 Practice A

■   Complete the notes for 'Does the state have a role in promoting public health?' using the key points underlined in (2) on p. 37.

Source: (Herapath, T. (2012) *Journal of Transatlantic Contexts* 14: 319)

Have Americans stopped getting fatter?

1   *US govt. campaigns to encourage healthy eating may be succeeding*

2   may reduce future healthcare costs (obesity adds 40 per cent to medical expenses – Finkelstein et al., 2009)

3   no agreement on reasons for obesity in US

4   three possible causes: (a) more people have disorganised lives (b) food has become cheaper (c) people do less physical work

5   new trend may be result of govt. action on food labelling and children's diets

4 Why make notes?

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

(a)   *To prepare for essay writing*

(b)   **to avoid plagiarism**

(c)   **to keep a record of reading/ lectures**

(d)   **to revise for exams**

(e)   **to help remember main points**

5 Note-making methods

■ **You are looking for information on the current media revolution. Study the text below (key points underlined) and the notes in the box on p. 40. What do you notice about the language of the notes?**

- _____The notes are paraphrased, not copied from the text. The source is included._____

- _____

THE DEATH OF THE PRESS?

A hundred years ago news was exclusively provided by newspapers. There was no other way of supplying the latest information on politics, crime, finance or sport to the millions of people who bought and read newspapers, sometimes twice a day. Today the situation is very different. The same news is also available on television, radio and the internet, and because of the nature of these media, can be more up-to-date than in print. For young people especially, the internet has become the natural source of news and comment.

This development means that in many countries newspaper circulation is falling, and a loss of readers also means a fall in advertising, which is the main income for most papers. Consequently, in both Britain and the USA newspapers are closing every week. But when a local newspaper goes out of business an important part of the community is lost. It allows debate on local issues, as well as providing a noticeboard for events such as weddings and society meetings.

All newspapers are concerned by these developments, and many have tried to find methods of increasing their sales. One approach is to focus on magazine-type articles rather than news, another is to give free gifts such as DVDs, while others have developed their own websites to provide continuous news coverage. However, as so much is now freely available online to anyone with a web browser, none of these have had a significant impact on the steady decline of paid-for newspapers.

(Source: *New Business Monthly*, May 2013, p. 37)

Decline of Newspapers   *New Business Monthly*, May 2013, p. 37)

(a) Newspapers only source of news 100 yrs ago – now also TV, radio + www

(b) Newspaper sales > decline in advertising > newspapers shutting

(c) Attempts to attract readers: •   more magazine content

                                         •   free gifts

                                         •   websites

but none very effective

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6 Effective note-making

Notes are for your personal use so you should create your own style. Your teachers will not read or mark them, but you need to make sure you can still understand your notes months after reading the original book or article:

(a) To avoid the risk of plagiarism, you must 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. This will save time when you have to write the list of references.

(d) Notes are often 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 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!

▶   **See Unit 3.2 Abbreviations**

7 Practice B

You have to write an essay titled 'Improving student performance: an outline of recent research.'

■   **Read the following text, underline the relevant key points and make notes on them.**

SLEEP AND MEMORY

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

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

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

(Kitschelt, P. (2006) *How the Brain Works*. Berlin: Freihaus, p. 73)

COMPANION WEBSITE   **Note-making**

Summarising and Paraphrasing

Summarising and paraphrasing are normally used together in essay writing. Summarising aims to reduce information to a suitable length, allowing the writer to condense lengthy sources into a concise form, while 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 separately and jointly.

1 What makes a good summary?

Summarising is a common activity in everyday life. It is used to describe the main features of the subject.

■ **Write a short description of one of the topics below in no more than 20 words.**

(a) A book you have enjoyed

(b) A town or city you know well

(c) A film you have recently watched

_____

_____

_____

■ **Compare your summary with others in your class. What is needed for a good summary?**

- _____selection of most important aspects_____

- _____contains the most path_____

- _____the fact most be accurate_____
  without examples/ supporting information

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 excludes examples or supporting information. In every case, the same basic steps need to be followed in order to meet the criteria discussed in (1) on p. 42.

■ **Study the stages of summary writing below, which have been mixed up. Put them in the correct order (1–5).**

4- (a) Write the summary from your notes, reorganising the structure if needed.

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

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

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

5- (e) 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 that follow. Which is best? Give reasons.**

MECHANICAL PICKERS

Although harvesting cereal crops such as wheat and barley has been done for many years by large machines known as combine harvesters, mechanising the picking of fruit crops such as tomatoes or apples has proved more difficult. Farmers have generally relied on human labour to harvest these, but in wealthy countries it has become increasingly difficult to find people willing to work for the wages farmers are able to pay. This is partly because the demand for labour is seasonal, usually in the autumn, and also because the work is hard. As a result, in areas such as California part of the fruit harvest is often unpicked and left to rot.

There are several obvious reasons why developing mechanical pickers is challenging. Fruit such as grapes or strawberries comes in a variety of shapes and does not always ripen at the same time. Outdoors, the ground conditions can vary from dry to muddy, and wind may move branches around. Clearly each crop requires its own solution: machines may be towed through orchards by tractors or move around by themselves, using sensors to detect the ripest fruit.

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

(a) Fruit crops have usually been picked by hand, as it is difficult to mechanise the process. But in rich countries it has become hard to find affordable pickers at the right time, so fruit is often wasted. Therefore, intelligent machines have been developed that can overcome the technical problems involved, and also provide farmers with useful data about the plants.

(b) Developing machines that can pick fruit such as tomatoes or apples is a challenging task, due to the complexity of locating ripe fruit in an unpredictable outdoor environment, where difficult conditions can be produced by wind or water. But recent developments in computing ability mean that growers can now automate this process, which should save them money and increase their profits.

(c) Strawberries and grapes are the kind of crops that have always been hand-picked. But many farmers, for example in California, now find it increasingly difficult to attract enough pickers when the fruit is ripe. However, computing advances have produced a solution to this problem that will save farmers from worrying about the pickers, and also collect vital data.

1) _____a- the summary contains all the key points_____

_____

2) _____c- contains unnecessary examples_____
          (fruit such as tomatoes or apples)
_____

3) ___b- (includes information not in original, e.g. increase profits and fails to describe the
                              machines)_____
_____

4 Practice B

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

▶ See **Unit 1.6** **Finding Key Points and Note-making**

WEALTH AND FERTILITY

For most of the past century an inverse correlation between human fertility and economic development has been found. This means that as a country got richer, the average number of children born to each woman got smaller. While in the poorest countries women often have eight children, the rate fell as low as 1.3 children per woman 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 a country's fertility rates to its 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 rising levels of wealth and education eventually translate into a desire for more children.

■ **(b) Complete the notes of the key points below.**

(i)   Falling levels of fertility have generally been found _____ This means that as a country got richer

(ii) In some, number of children born _____ in some European countries such as Italy, which is below the replacement rate

(iii) Two results: smaller populations and _____ growing number of old people will have to be supported by a shrinking number of young.

(iv) Recent research claims that _____ suggests that this pattern may be changing

(v) Comparison of HDI (human development index: life expectancy/income/ education) with fertility rate found that in most highly rated (+ 0.9) countries,

_____ fertility is increasing / rising _____

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

Title: _____ The growing family? _____

Falling levels of fertility have generally been found as countries become richer. In some, the number of children born has fallen below the replacement rate. There are two likely results: smaller populations and larger numbers of elderly needing assistance. But recent research claims that this pattern may be changing. A comparison of HDI (human development index: life expectancy, income and education) with fertility found that in most highly rated (HDI +0.9) countries, fertility is rising.

This summary is about 35 per cent of the original length, but it could be summarised further.

■   **(d) Summarise the summary in no more than 20 words.**

A comparison of HDI (human development index: life expectancy, income and education) with fertility found that in most highly rated (HDI +0.9) countries, fertility is rising.

5 Practice C

■   **Summarise the following text in about 50 words.**

THE LAST WORD IN LAVATORIES?

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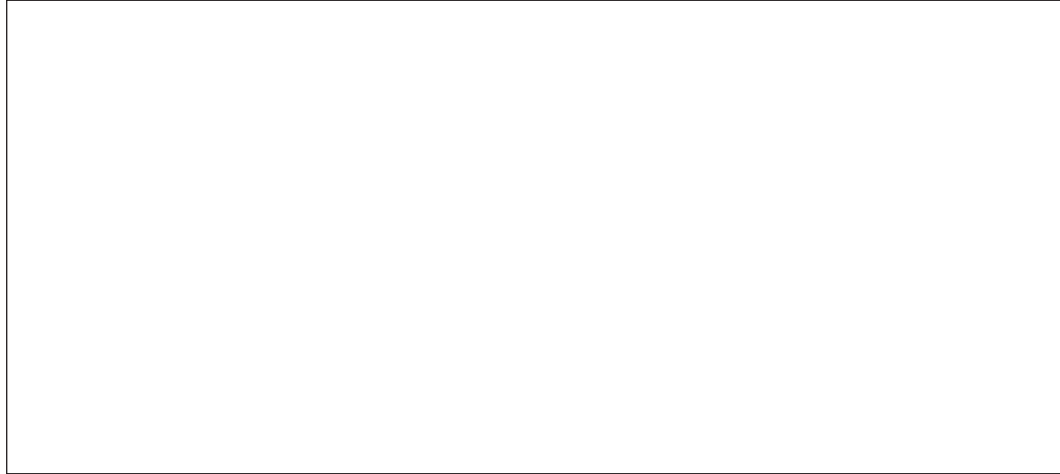
6 Paraphrasing

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 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')

7 Practice D

■   **Read the text below and then rank the three paraphrases in order of accuracy and clarity (1–3), giving reasons.**

THE CAUSES OF THE INDUSTRIAL REVOLUTION

Allen (2009) argues that the best explanation for the British location of the Industrial Revolution is found by studying demand factors. By the early eighteenth century high wages and cheap energy were both features of the British economy. Consequently, the 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) 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).

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

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

1) _____

_____

2) _____

_____

3) _____

_____

8 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, all these three techniques are used at the same time. Do not attempt to paraphrase every word, since some have no true synonym (e.g. demand, economy).

▶ **See Units 3.3 and 3.4 Academic Vocabulary and 3.9 Synonyms**

9 Practice E

■ **Read the following text.**

BRAINS AND SEX

It is widely agreed that men and women think and act in different ways. Women appear to have better memories, better social skills and are more competent at multi-tasking. Men, in contrast, seem to focus better on issues and have superior motor and spatial skills, although clearly many people are exceptions to these patterns.

These differences have been explained as behaviour adopted thousands of years ago, when the men went hunting while the women stayed at home and cared for their children. But another approach is to see the behaviour as a result of the way our brains function.

Recent research by Ragini Verma's team at the University of Pennsylvania has used brain scans to compare 428 men and 521 women. They tracked the pathways of water molecules around the brain area, and found fascinating differences.

The top half of the brain is called the cerebrum, and it is divided into a left and a right half. The left hemisphere is thought to be the home of logic and the right is the

centre of intuition. Dr Verma found that with women most of the pathways went between the two halves, while with men they stayed inside the hemispheres. She believes that these results explain the gender differences in ability, such as women's social competence compared to men's more intense focus.

■ **Find synonyms for the words underlined. Rewrite the paragraph using these.**

It is <u>widely agreed</u> that <u>men and women</u> think and <u>act in</u> different ways. Women <u>appear</u> to have <u>better</u> memories, better social <u>skills</u> and are more <u>competent</u> at multi-tasking. Men, <u>in contrast</u>, seem to focus better on <u>issues</u> and have superior motor and spatial <u>skills</u>, although <u>clearly</u> many people are <u>exceptions</u> to these patterns.

(annotations: known — males and females — seem — superior — abilities — by comparison — problems — capable — proficiency — Obviously — exclusion)

■ **Change the word class of the underlined words. Rewrite the paragraph using the changes.**

These differences <u>have been explained</u> as <u>behaviour</u> adopted thousands of years ago, when the men <u>went hunting</u> while the women stayed at home and <u>cared</u> for their children. But another approach is to see the behaviour as <u>a result of</u> the way our brains function.

(annotations: the explanation of these — behave — were hunters — carer — resulting)

■ **Change the word order of these sentences, rewriting the paragraph so that the meaning stays the same.**

Recent research into brain functioning by Ragini Verma's team at the University of Pennsylvania has used brain scans to compare 428 men and 521 women. They tracked the pathways of water molecules around the brain area, and found fascinating differences.

■ **Combine all three techniques to paraphrase the final paragraph.**

The top half of the brain is called the cerebrum, and it is divided into a left and a right half. The left hemisphere is thought to be the home of logic and the right is the centre of intuition. Dr Verma found that with women most of the pathways went between the two halves, while with men they stayed inside the hemispheres. She believes that these results explain the gender differences in abilities, such as women's social competence compared to men's more intense focus on a limited area.

10 Practice F

■ Use the same techniques to paraphrase the following text.

THE PAST BELOW THE WAVES

More than three million shipwrecks are believed to lie on the 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 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.

Summarising and Paraphrasing

UNIT 1.8 References and Quotations
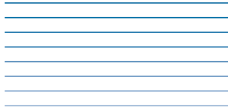
Academic work depends on the research and ideas of others, so it is vital to show which sources you have used in your work, in an acceptable manner. This unit explains:

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

1 Why use references?

There are three principal reasons for providing references and citations:

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

(b) To allow readers to find the source, if they wish to examine the topic in more detail.

(c) To avoid plagiarism.

▶ **See Unit 1.4 Avoiding Plagiarism**

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

Yes/No

(a) Data you found from your own primary research   *No*

(b) A graph from an Internet article   *Yes*

(c) A quotation from a book

(d) An item of common knowledge

(e) A theory from a journal article

(f) An idea of your own based on reading several sources

Yes

No

Yes

No

2 Citations and references

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

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

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

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

Giving citations

| **A quotation** | Author's name, date of publication, page number | (Smith, 2009: 37) |
| **A summary** | Author's name, date of publication | Smith (2009) |

3 Reference verbs

Summaries and quotations are usually introduced by a reference verb:

Smith (2009) argues that . . .

Janovic (1972) claimed that . . .

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

▶ See **Unit 3.4.2 Academic Vocabulary: Verbs and Adverbs: Verbs of Reference**

4 Reference systems

There are several main systems of referencing employed in the academic world, each used by different subjects. Your teachers will normally give you guidelines, or you may find these on the library website. With any system, the most important point is to be consistent (i.e. to use the same font size, punctuation, etc. throughout). These are the principal systems:

(a) **The Harvard system**, generally used for the social sciences and business, illustrated in (2) on p. 53.

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

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

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

(c) **The footnote/endnote system**, commonly used in the humanities, in which sources are listed 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: Dublin University Press, 2006), p. 69.

Referencing is a complex subject, and students should use an online reference guide for detailed information. Your university library may provide one.

Sussex University provides a convenient guide to the different systems at:

www.sussex.ac.uk/library/infosuss/referencing/index.shtm

5 Using quotations

■ **Discuss with a partner the 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 (e.g. to pad out your work) They can be valuable:

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

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

Introductory phrase	Author	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).

(a) Short quotations (2–3 lines) are shown by single quotation marks. Quotations inside quotations (nested quotations) use double quotation marks:

>   *As James remarked: 'Martin's concept of "internal space" requires close analysis.'*

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

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

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

>   *'Few inventions . . . have been as significant as the mobile phone.'*

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

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

6 Practice

■ Study the following paragraph from an article titled 'The mobile revolution' in the journal *Development Quarterly* (Issue 34, pages 85–97, 2012) by K. Hoffman.

> 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.

■ Compare the following:

(a) **Summary**
    Hoffman (2012) points out that the main market for mobile phones is now the developing world, and stresses the critical importance of mobile phones for the growth of small businesses there.

(b) **Quotation**
    According to Hoffman, mobile phone ownership compensates for the weaknesses of infrastructure in the developing world: 'In the poorest countries, with weak transport networks and unreliable postal services, access to telecommunications is a vital tool for starting or developing a business, since it provides access to wider markets' (2012: 87).

(c) **Summary and quotation**
    Hoffman points out that most of the growth in mobile phone ownership now takes place in the developing world, where it has become crucial for establishing a business: '. . . access to telecommunications is a vital tool for starting or developing a business, since it provides access to wider markets' (2012: 87).

■ Read the next paragraph of the same article, also on p. 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.

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

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

■ Combine the summary and the quotation, again acknowledging the source.

7 Abbreviations in citations

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

et al.:   Usually 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 (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.

Note that journal articles increasingly tend to use full citations, but students should still use the above in their work.

8 Secondary references

It is quite common to find a reference to an original source in the text you are reading. For instance, if you are reading a text by Graham, you may find:

In relation to post-natal infections, Poledna (2008) points out that the rate of infection fell when midwives were literate.

You may wish to use this information from the original (i.e. Poledna) in your writing, even if you have not read the whole work. This is known as a secondary reference. If it is not possible to locate the original, you can refer to it thus:

Polenda (2008), cited in Graham (2011: 241) argued that the rate of infection fell . . .

You must include the work you have read in the list of references (i.e. Graham).

9 Organising the list of references

There are many software systems available (e.g. RefWorks or Endnote) that 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 that 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 writing. 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 of first name, then family name is used:

Sheila Burford, Juan Gonzalez

But in citations, only the family name is usually used:

Burford (2001), Gonzalez (1997)

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

Burford, S., Gonzalez, J.

If you are not sure which name is the family name, ask a classmate from that cultural background.

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

REFERENCES

Bialystock, E. (1997) 'The structure of age: in search of barriers to second language acquisition', *Second Language Research* 13 (2): 116–137.

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, 101–132.

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. Accessed 1 May 2013.

The International Commission on Second Language Acquisition (nd) 'What is SLA?' www.hw.ac.uk/langWWW/icsla/icsla.htm#SLA. Accessed 6 May 2013.

(a) Find an example of:

   (i)   a book by one author

                Dörnyei
_____

   (ii) a journal article

              Bialystock/ Larson-Hall
_____

   (iii) a chapter in an edited book

                Flege
_____

   (iv) an authored undated website article

              Myles
_____

   (v)   an anonymous webpage

    The International Commission on Second Language Acquisition
_____

   (vi) a book by two authors

            Gass and Selinker
_____

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

   (i)   Author/ Date/ Title/ Place of publication/ Publisher

   (ii) Author(s)/ Date/ Article title/ Journal title/ Volume number/Page numbers

   (iii) Author/ Date/ Chapter title/ Editor(s)/ Book title/ Place of publication/ Publisher

   (iv) Author/ Title/ Name of website/ URL/ Date of access

   (v)   Name of website/ Article title/ URL/ Access date

   (vi) Authors/ Date/ Title/ Place of publication/ Publisher

(c) When are italics used?

For book and journal titles

(d) How are capital letters used in titles?

For titles of books and journals (not articles)

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

Under the name of the organisation or title of the publication

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

(i) _____ Bialystock, 1997 _____

(ii) _____ Dörnyei, 2009 _____

(iii) _____ Flege, 1999 _____

(iv) _____ Gass and Selinker, 2001 _____

(v) _____ Larson-Hall, 2008 _____

(vi) _____ Myles, nd _____

(vii) ____ The International Commission on Second Language Acquisition,nd ____

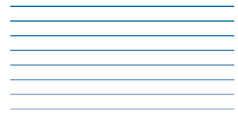**@ References**

Elements of Writing

Cause and Effect

Academic work frequently involves demonstrating a link between a cause, such as a cold winter, and an effect or result, such as an increase in illness. This unit demonstrates and practises two methods of describing the link, with the focus either on the cause or on the effect.

1 The language of cause and effect

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

(a) Focus on causes

With verbs

The heavy rain	*caused*	*the flood*
	led to	
	resulted in	
	produced	

With conjunctions

Because of	***the heavy rain***	*there was a flood*
Due to		
Owing to		
As a result of		

(b) Focus on effects

With verbs (note use of passives)

The flood	*was caused by*	*the heavy rain*
	was produced by	
	resulted from	

With conjunctions

*There was **a flood***	*due to*	*the heavy rain*
	because of	
	as a result of	

Compare the following:

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

Conjunctions are commonly used with specific situations, while verbs tend to be used in general cases:

*Printing money commonly **leads to** inflation* (general)

***Due to** July's hot weather, demand for ice cream increased* (specific)

Note the position of the conjunctions in the following:

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

▶   See **Unit 3.5 Conjunctions**

2 Practice A

■   Match the causes with their likely effects and write sentences linking them together,
    deciding whether it is a specific or general situation.

Causes	Effects
Cold winter of 2007	stores closing on high street
Higher rates of literacy	more tourists arriving
Construction of the airport	a new government formed
Last year's national election	greater demand for secondary education
Installing speed cameras on main roads	increased demand for electricity
Opening a new hospital in 2012	a fall in the number of fatal accidents
More people shopping on the Internet	reduced infant mortality

(a) *Owing to the cold winter of 2007, there was increased demand*

for electricity.

(b) **The high rates of literacy, led to greater demand for secondary education**

(c) **Owing to the construction of the airport, there was more tourists arriving**

(d) **Last year's national election, resulted in a new government formed**

(e) **A fall in the number of fatal accidents resulted from Installing speed cameras on main roads**

(f) **Reduced infant mortality, was caused by opening a new hospital in 2012**

(g) **Stores closing on high streets, as a result of more people shopping on the Internet.**

3 Practice B

■ **Complete the following sentences with likely effects.**

(a) Increasing use of email for messages   _____has decreased the letter messages._____

(b) The violent storms last week   _____caused a huge destruction_____

(c) The new vaccine for tuberculosis (TB)   _____will result in lower child mortality._____

(d) Building a high-speed railway line   _____caused journey times to fall by 25 per cent._____

(e) The invention of the jet engine   _____led to fast travel_____

■ **Complete these sentences with possible causes.**

(f) The serious motorway accident   _____was due to thick fog._____

(g) The 1914–1918 war   _____resulted from economic rivalry between the countries._____

(h) The increase in obesity   _____led to Diabetes and many diseases_____

(i) Earthquakes   _____are often caused by movements in tectonic plates._____

(j) The rising prison population   _____was due to a harsher sentencing policy._____

4 Practice C

■ **Use conjunctions or verbs to complete the following paragraph.**
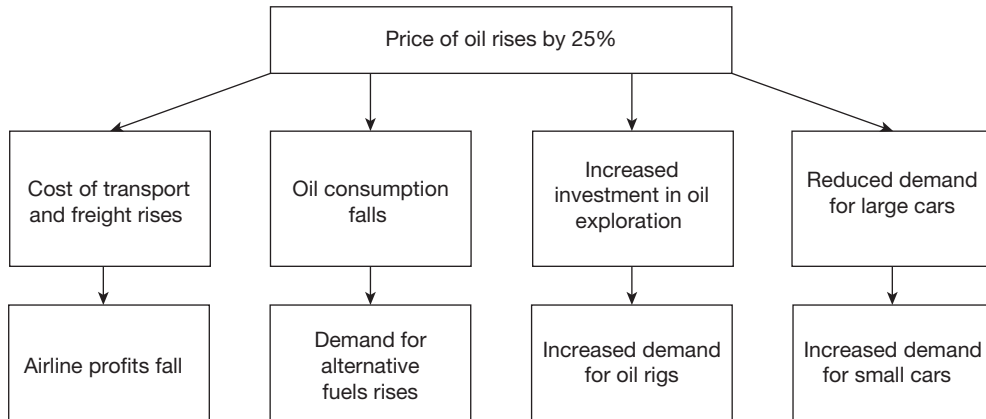
Why Women Live Longer

Some British scientists now believe that women live longer than men
(a) _____due to_____ T cells, a vital part of the immune system that protects
the body from diseases. Previously, various theories have attempted to explain
longer female life expectancy. Biologists claimed that women lived longer
(b) _____because_____ they need to bring up children. Others argued that men
take more risks, (c) _____which is why_____ they die earlier. But a team from Imperial
College think that the difference may be (d) _____because of_____ 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) _____owing to_____ the
ageing process. However, they admit that this may not be the only factor, and
(f) _____so_____ another research project may be conducted.

5 Practice D

■ **Study the flow chart below, which shows some of the possible effects of a higher oil price. Complete the paragraph describing this sequence.**

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                    ┌─────────────────────────┐
                    │   Price of oil rises by 25%   │
                    └─────────────────────────┘
        ┌──────────────┬──────────────┬──────────────┐
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Cost of transport and freight rises	Oil consumption falls	Increased investment in oil exploration	Reduced demand for large cars
Airline profits fall	Demand for alternative fuels rises	Increased demand for oil rigs	Increased demand for small cars

An increase of 25 per cent in the price of oil would have numerous results. First, it would lead to …

… sharp rises in the cost of transport and freight, thus affecting the price of most goods. Clearly, businesses for which fuel was a significant proportion of their costs, such as airlines, would find it difficult to maintain profitability. Another consequence would be a reduction in oil consumption as marginal users switched to alternative fuels, such as gas, or made economies. There would also be increased investment in exploration for oil, as the oil companies attempted to increase supply, and this in turn would stimulate demand for equipment such as oil rigs. Finally, there would be a number of more localised effects, for instance a change in demand from larger to smaller and more economical vehicles.

■ **Imagine that the government in your country passed a law making cigarettes illegal. Draw a flow chart showing possible effects, and write a paragraph describing them.**

■ **Choose a situation in your own subject. Draw a flow chart showing some probable effects, and write a paragraph to describe them.**