

ISBN: 978-623-5635-84-2

COURSE BOOK SERIES

ACADEMIC WRITING FOR EFL STUDENTS

**Understanding and
Improving Writing Skills**

DR.DJOKO SUTRISNO .MPD

Academic Writing for EFL Students

Understanding and Improving Writing Skills

Dr. Djoko Sutrisno, M.Pd

DAFTAR ISI

CHAPTER I

INTRODUCTION

Course objectives

The goal of this book is to assist you in acquiring the academic writing abilities you need to successfully handle the written component of your academic study as well as other crucial abilities like reading research and critical thinking.

Organization of the course

- **Unit organization:** The book contains eight units. Each subject examines and/or revisits certain essential components of academic writing, such as structuring and defending arguments or writing for exams. In the framework of a particular subject area, such as sustainable energy or the business of science, the abilities required to succeed in these crucial components are developed. The companion EAS: Reading & Writing Source Book offers texts on these and other subjects for you to peruse. Any writing you do for a unit will be based on that unit's subject. The significance of context is reflected in the reality of academic study, when students write about subjects and issues related to their chosen subject area, with the context guiding the goal of their writing.
- **Key writing abilities:** When it is considered that you require more detailed information on a writing topic, these are explained. They typically show up towards the conclusion of an activity so that you can evaluate your skills after completing it.
- **Study guidelines:** These study suggestions are provided for your convenience when you are reviewing the material you have already studied.
- **Unit summaries:** They may provide a summary of the results of several activities or provide a summary of other information in the unit. Each

unit is followed with a unit summary, which gives you the chance to consider what you have learned.

Additional resources

- **Glossary:** The glossary is located on pages 84–85 and provides definitions for any words or phrases that are bolded in the text (or bolded and highlighted in task instructions).
- **Forms for peer evaluation:** These can be found on pages 86–91 and offer well-structured questions to assist you in analyzing and giving insightful criticism on the essay of another student.

Appendix

When you have finished the course, fill out the Assessing my progress form included in the appendix on pages 92–93. By analyzing the essays you've written and identifying your strengths and limitations, you should utilize it to gauge how far you've come in the course.

Taking the course to use

When you write in another language, you not only need to consider how to communicate your ideas in that language, but you also need to be aware of the writing traditions that go along with it. As writing traditions in academic writing may differ significantly from those in your own academic community, this might be particularly difficult. You will benefit from this book in two ways:

- by giving you directional guidance on what to do and how to do it
- by providing you with the chance to practice writing in a situation similar to the one you'll encounter in your future studies. How much you get out of the course depends on how much you put into it. It is crucial to put the abilities into practice if you wish to improve your academic

writing. As a result, you should attend the sessions prepared and be an active participant.

The methodical method of writing

For many years, writing courses all around the world have made heavy use of the process approach to writing. The strategy has shown to be a successful way to help students studying English for academic purposes improve their academic writing abilities (EAP). The fundamental idea behind this strategy is that effective writers go through a number of steps when creating a document before completing it. The key guiding ideas are as follows:

- Writing is a recursive process. Rewriting and revising are necessary at every level of the writing process to produce effective writing. Before writing further, a good writer pauses to reflect once more. You will be required to complete the following tasks:
 - brainstorm ideas (quickly generate ideas for your essay), arrange your thoughts into a strategy
 - write your first draft
 - and then rewrite and modify it in light of peer criticism and your own evolving ideas.
 - Rewrite it to create a second draft, then edit it and update it in light of the teacher's comments and your own evolving views.
 - revise it for a third draft.
- **Sharing and talking about the writing process with others is beneficial. If you discuss your ideas and issues with others, your work will improve.** You can get answers to questions regarding your work that you are unsure about just by speaking to another student. Your reader will be able to provide you helpful feedback on your work since they will be able to see it objectively. Since you are writing for an audience, you should think about how to organize your message to ensure that your thoughts are expressed as simply as possible. By displaying your writing to others,

you can get input on how to modify it for various audiences. You will have the chance to talk on your work in this writing course at every level of the procedure.

- **An excellent writer is critical of their own writing.** You should thoroughly review your writing and take into account both its advantages and disadvantages.

- a. **Self-evaluation:** You will be asked to consider a series of evaluation questions, which you will use to evaluate your own writing, in order to help you strengthen your critical thinking skills

- b. **Peer evaluation:** You will also be required to think carefully about a set of assessment issues that you will use to assess the writing of a different student. By reading the student's essay and making constructive and helpful comments and ideas, you will conduct peer review. Following that, you will gain from the other student's observations. You should pay close attention to how the ideas are arranged and the text's overall argument when reading a student's essay. Until faults make the essay difficult to grasp, this is more significant than language, spelling, and punctuation accuracy at this point.

The second draft of your writings will be read by your teacher, who will provide feedback and ideas. His or her criticism will be focused on:

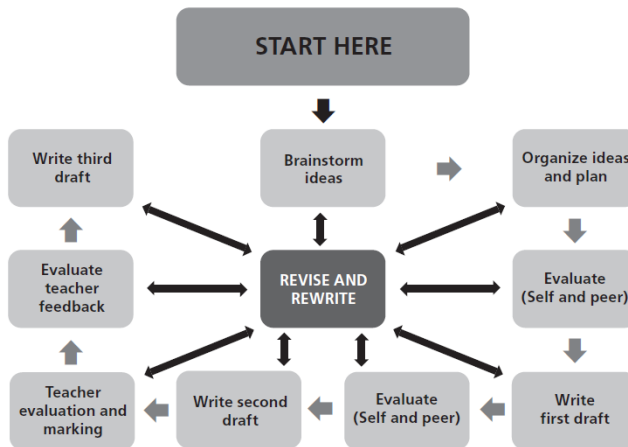
- task accomplishment, or how well you addressed the essay's title
- organization and concept development
- content
- language

He or she will utilize symbols to provide you feedback on language issues and to denote the type of error you have made, such as:

- utilizing the incorrect word
- utilizing the incorrect word form

Your teacher will go into greater depth about this system and direct you to a symbol dictionary. This will be your last editing task, and you will be required to fix any grammatical issues as well as improve other parts of your essay.

The goal is to assist you learn techniques that will enable you to generate quality written English independently, even though some of these methods may be strange to you. This is crucial for your upcoming coursework. Diagrammatic representation of the procedure is as follows:



Obtaining critical-thinking abilities

Academic writing should demonstrate the critical thinking and reasoning that were used to produce the major concepts in your writing at the advanced level required for your studies (see The link between reading and writing on page 10). To succeed academically in higher education, you must have this key competence. It could often entail:

- evaluating data to demonstrate how it pertains to an understanding of the truth in a certain setting recognizing issues
 - looking for solutions
 - issues assessing the answers

- evaluating the effects (or ramifications) if those solutions are used

According to research, focusing on one thing for a while can help you develop and display your critical thinking abilities. One of the reasons your writing assignments are focused on certain reading texts is because of this. Your critical thinking abilities will be developed and expressed in many of the assignments you do during the course. You'll undoubtedly find that writing of this type in an English-speaking university differs from writing in your native tongue.

The writing microskills

Writing will also cover additional crucial components of writing, commonly referred to as microskills. Among these are:

- writing excellent introductions and conclusions
- how to make the reader aware of a paragraph's primary concept
- how to provide instances to back up your main points
- how to write accurately and smoothly while using language relevant to the task
- how to express yourself in writing using increasingly complicated phrases

How important genre is

Later units in this course: Writing will examine how various academic disciplines necessitate various genres of writing. For instance, a science essay will normally be written in a more condensed manner than a social science essay. Therefore, several writing organization techniques will be examined and practiced. These will include essays of:

- essays on cause and effect
- situation, problem, solution(s), implication(s), and evaluation (SPSIE)
- comparison and contrast

The course will also make you more cognizant of the language that best expresses these organizational patterns. By the end of the course, you ought to be able to write persuasively for your own goals and decide how best to approach a writing assignment. You should be able to clearly develop a topic in your writing through effective language use and organizational techniques.

How reading and writing are related

According to research, integrating writing instruction with other subjects helps students enhance their critical thinking abilities. Reading and writing together help students develop critical thinking, according to Carson and Leki, who define it as "the ability to alter material for their own [students'] objectives in reading and to synthesise their past knowledge with another text." (1993, p. 100). According to studies, an integrated skills approach that specifically emphasizes the development of critical thinking abilities should be used to teach academic writing. This strategy is evident in the organization of EAS: Writing. In the EAS: Reading & Writing Source Book, each unit features a writing topic that is based on the pertinent reading content. This adheres to the idea that as a student, you should study academic texts with a specific goal in mind. The texts' primary goal will be to supply pertinent data to back up your arguments in the written assignments. Before utilizing that data in your own argument, you must process and critically evaluate it. You will be working on solving issues in this manner. It is crucial that the problem-solving you encounter in your academic research is reflected in your writing progress. You will complete assignments that help you become more aware of and skilled at using sources in your writing. You'll also learn how to appropriately cite sources and how to paraphrase and use quotations. The ideas from the sources you cite are not your own; therefore, it is crucial to properly credit them. Inaccurate referencing can be equated to "stealing" ideas, which is a serious academic infraction known as plagiarism.

timely writing

Once you begin your chosen degree program, written exams will be a significant part of your formal evaluation. You must have the capacity to write clearly and effectively in response to questions in order to succeed in exams. The practice of writing while adhering to a deadline will be a key component of this course. You will also improve your ability to quickly analyze a test question so that you can complete the task at hand.

a few important points

Your initial drafts should be typed using a word processing application. This is due to the following reasons:

- it is simpler for your classmates to read
- it is simpler to make changes and improvements to your work
- In your future studies, you will be asked to write word-processed essays

Usage a layout that has been approved for use at your university. For the major body of your content, you might choose Times New Roman font size 12 with 1.5 spacing. However, before you start typing your essays if you have little to no expertise with word processing, you should Discuss your teacher. Your plan and first draft of your essay will be provided to your teacher along with the second draft. He or she will be able to:

- to evaluate the process' efficacy to determine how you responded
- to the examination
- to assist you more

Similar to this, you will offer your teacher both your second and third drafts of your essay when you give him or her the third.

Reference

Carson, E. J., & Leki, I. (1993). Reading in the composition classroom. Boston, MA: Heinle & Heinle.

Chapter II

Introduction to academic writing

In this unit you will:

- reflect on your own writing experiences and expectations;
- consider the goal and method of academic writing;

TASK 1

Concerning academic writing

Academic writing will be diverse for students with different cultural and educational backgrounds. Ex 1.1-1.12, the questionnaire that follows, will assist you in considering your opinions on several facets of academic writing. Following that, you will have the opportunity to share your opinions with the class. Spend some time filling out the questionnaire because it will be a helpful tool as your writing progresses.

1.1 What is academic writing? Tick (✓) one or more.

- a mechanical exercise
- groups of grammatically correct sentences
- the clear expression of ideas, knowledge and information
- a form of self-expression
- a way of exploring, addressing and expressing academic issues
- a way of communicating results or information

1.2 How important are these points for good academic writers? Tick (✓) *H* for High importance, *M* for Medium importance, *L* for Low importance.

- | H | M | L | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | reading a lot |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | studying grammar |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | studying vocabulary |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | imitating other writers |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | writing a lot |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | inviting others to comment on your writing |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | going back and thinking again about what you have written |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | rewriting repeatedly until you are satisfied |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | understanding the process of writing |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | meeting the needs of your reader |

1.3 How important are the following when writing academic texts? Tick (✓) H for High importance, M for Medium importance, L for Low importance.

- | H | M | L | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | grammatical correctness |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | spelling and punctuation (using full stops and commas, etc.) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | an appropriate style |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | overall organization |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | vocabulary |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | good ideas |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | good use of sources (appropriate citation , bibliography) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | relevance of subject content |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | response to the task |

1.4 Which of the following can be used to support your ideas when writing academic texts?

- personal anecdotes*
- facts
- statistics
- examples
- the news
- information from books, articles, reports, the Internet
- analogies†
- the views and attitudes of others
- research data

**anecdote*: a short, often amusing account of a person or an event

†*analogy*: a comparison of one or more things that have similar features

1.5 Which of the following contribute to successful academic writing?

- presenting information clearly and precisely
- analyzing questions and issues clearly and precisely
- distinguishing between relevant and irrelevant material
- recognizing key assumptions*
- identifying competing points of view
- demonstrating excellent reasoning and problem-solving abilities
- adopting a critical stance†
- understanding the context for which you are writing

**assumption*: a belief that something is true without having any real proof or evidence

†*critical stance*: a strong viewpoint on something after examining it carefully

- 1.6 How important are the following when persuading others that your argument is valid? Tick (✓) *H* for High importance, *M* for Medium importance, *L* for Low importance.

Note: You need to persuade people in the *academic community* such as your tutor and examiners.

- | H | M | L | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | analyzing questions |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | stating facts |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | reasoning your argument logically from facts |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | explaining key terms |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | using language appropriate to a particular subject area |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | using other points of view to strengthen your argument or research |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | demonstrating the weaknesses of other people's arguments |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | acknowledging the limitations of your own argument or research |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | supporting your argument with examples |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | frequently summarizing your argument |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | referring to well-argued conclusions |

- 1.7 Should you always think of academic writing as communicating with another person? Why/why not?

- 1.8 What do you focus on when you are working on these areas of a writing task:

1. while you are writing your first draft

2. when you have finished your first draft

3. before you hand in your final draft

1.9 What type of academic writing have you done in the past?

**1.10 What difficulties do you have with writing in English or in your own language?
Think about ideas, content, grammar, organization, etc.**

1.11 What do you do when you have difficulties with your writing?

1.12 Do you enjoy academic writing? Why/why not?

Material adapted from:

White, R. V., & McGovern, D. (1994). *Writing*. Hemel Hempstead: Prentice Hall International.

Richards, R. (2001, April). *Presenting critical thinking as a study strategy for UK higher education*. Paper presented at British Association of Lecturers in English for Academic Purposes Conference, University of Strathclyde, UK.

Compare your responses to those of the other members of your group once you have finished the questionnaire. Discuss your responses while taking notes on the conversation.

1. Are your opinions and experiences largely the same or highly different?

2. Does the group exhibit any broader trends?

Note: As you progress through the other chapters in this book, you may decide to revise your answers to some of the questions. In order to see how you have improved as a writer, it is helpful to go back and review this unit.

For web resources relevant to this book, see:

www.englishforacademicstudy.com

These weblinks will provide useful introductory information on the topic of academic writing.

Chapter III

Introduction to academic writing

In this unit you will:

- decide what to write about in accordance with the essay's topic
- think about the best approach to arrange your ideas
- compose your essay's beginning.

Texts

Sustainable energy

Read excerpts from The New York Times before starting this unit (Texts 2a and 2b in the EAS: Reading & Writing Source Book). This will assist you in finding facts pertinent to your essay's title and in igniting personal experience-based ideas. The assignments in this section will help you get ready to write the subsequent essay:

Task 1

Microskill: Make writing plans.

Spend some time on these things before you start writing:

- determining precisely what the inquiry requests that you write about;
- coming up with suggestions for the subject by brainstorming potential solutions.
- putting your thoughts into a plan

Due to the fact that they include the topic's essential concepts, some words in essay

titles are more significant than others. These words can be referred to as "key words" because they help you come up with the major concepts that you must include in your essay and, in some cases, help you decide what will be in it.

Tips study

You must comprehend what the essay's title is asking you to do. the lengthier your stay The more time you may save by beginning to think about this at the beginning of your essay. In Unit 3, you will continue to work on this.

- 1.1. **Decide which words are the most important after reading the essay prompt above.**
 - a. Consult with another student about your choices.
 - b. Discuss them with your teacher and the rest of the group.
- 1.2. **Write down any thought you have that is related to the essay topic for five minutes. To ensure that your ideas flow, make notes rather than whole sentences. Your thoughts don't need to be in any particular order at this time.**
- 1.3. **Discuss the points you made in Ex. 1.2:**
 - a. With another student
 - b. the group, and your teacher
- 1.4. **Choose the concepts you want to include in your essay.** Choose your method for structuring your ideas.

Tips study

Writing down thoughts rapidly in note form is a really good way of unlocking your comprehension. Let your ideas flow and don't try too hard — you will be surprised by what you already know.

Asking yourself the following questions can help you choose your ideas:

- What level of familiarity with alternative energy do my readers already possess?
- What topics would they be eager to read about?

1.5. **Place the ideas you've chosen in a logical order:**

- Compile concepts that appear to belong in the same paragraph.
- Consider carefully which paragraphs should be placed in which order.
Note: You might want to expand on any of the concepts or come up with some new ones.

1.6. **Review the plan of a different student.**

Consider the following when examining your partner's strategy:

1. What is the essay's main point?

Tips study

You'll save time later on if you write a detailed plan.

2. Is there a logical flow to the plan's ideas?
3. Are the paragraphs containing the concepts put together well?
4. Is each paragraph's key theme obvious?
5. How many paragraphs are there in the essay?

Ask your companion to clarify the answers if they are not obvious from glancing at the plan. Perhaps a revision or further development of the plan is necessary.

1.7. Consider your partner's criticism of your strategy and work to make it better.

Write the essay's first draft.

Write between 400 and 600 words whenever you can.

Important writing abilities: assessing a writing strategy

Keep in mind that your strategy is a guide. Always be prepared to reassess your plan as you write and reflect on it after further consideration of your essay.

Task 2

A peer review.

2.1. Read and comment on the rough

copy of the essay written by another student. Exchange your

initial draft with a different one after it's finished. student. Carefully review your partner's writing and respond to the inquiries on the Unit 2 peer evaluation document (see page 86). Try to offer constructive criticism in your comments on your partner's draft in order to provide feedback and advice.

Tips study

Make sure you take advantage of the suggestions and judgments of your fellow pupils. You can collaborate and exchange ideas while studying in school.

2.2. Practice giving comments in a respectful manner.

- a. Examine the wording on page 18.

b. Practice using them to discuss essay features with a partner using the examples below.

Examples

Why not modify this heading?

Perhaps making the introduction shorter would be preferable?

2.3. Using the comments you made on the peer evaluation sheet, provide your partner with feedback.

Words to use while offering kind suggestions

cautious recommendations

If you..., it might be an excellent idea.

Perhaps it would be wise to... Perhaps it would be preferable to...

Do you believe that... might be a better strategy?

Accepting and adding recommendations

I concur with you, but you might

True, but you could...

The good news is that you could...

Simple recommendations

Then why don't you?

How about...?

Maybe you could...

Have you considered (verb + ing)?

Offering substitutes

I believe it would be preferable if you...

May I make a further recommendation?

Let's try this.

giving counsel

My recommendation is to...

I would advise you to...

Always keep in mind that peer input should be encouraging and beneficial while offering constructive criticism.

It is considered courteous in English culture to hesitate before giving advice. A good example of how to accomplish this is to agree and then offer a recommendation.



Key writing abilities: providing comments to others

Getting a second set of eyes to read your writing is usually beneficial. This will not only assist you in creating better essays, but will also enable you to become acclimated to the concept of altering and Redrafting is a crucial concept in academic studies.

Task 3 Microskill: Including additional sources in an essay.

In academic writing, you might:

- studying a subject
- incorporating reading-related thoughts into your writing offering insightful
- criticism on a topic

You have read two texts that describe the efficient use of alternative energy sources in the city of Kristianstad. The information that is pertinent to the title of your essay should now be clear to you as to which sections of the books are helpful for your essay:

How might alternate energy sources be properly tapped into?

3.1. Highlight the pertinent passages in the text. What details do the writings contain you desire to include in your essay?

3.2. Describe your decision to a fellow student.

3.3. With your collaborator, go over how you'll incorporate this knowledge into your essay.

3.4. Which of the following passages from Text 2a are the main points and which are the supporting details or illustrations

You can choose to include information in several ways.

1. sources of energy like potato peels
2. the heat produced by discarded materials

Read the details of structuring an idea hierarchy below.

When constructing an argument, it's crucial to comprehend the connections between the variety of thoughts you present. Noting them down in diagrammatic form can be helpful. based on whether they are examples, secondary concepts, or key ideas.

3.5. Study the following extract from Text 2a. A student has chosen to use it in his/her essay, as an example of how alternative sources of energy can be used effectively.

Instead, as befits a region that is an epicentre of farming and food processing, it **generates energy** from a diverse assortment of ingredients like **potato peels, manure, used cooking oil, stale cookies and pig intestines**. A massive ten-year-old plant on the outskirts of Kristianstad uses a **biological process** to transform this detritus into biogas, a form of methane. The gas which is

produced is burned to **create heat** and electricity, or is **refined** as a **fuel** for cars. Once the city council got into the habit of harnessing power locally, they began developing fuel from a variety of sources: Kristianstad also **burns gas emanating from an old landfill and sewage ponds**, as well as wood waste from flooring factories and **tree pruning**.

Follow the steps below showing how these thoughts could be conveyed in note

Step 1: Identify and underline the text's major concepts that related to the efficient use of alternative energy sources.

Step 2: Decide which thought is most important, and place it at the top of your hierarchy of ideas.

Step 3: Subsequently, add more points, ranking them according to how crucial they are to the argument. The bottom of the diagram will include the least significant concept.

Step 4: Draw lines to represent the connections between the ideas, and then name each line with a word or phrase that describes the connection.

Step 5: Verify the veracity of the data in the notes.

Step 6: Use your own words to create a summary of this information that includes the main ideas and how they relate to one another.

Tips study

At first, this may seem challenging and time-consuming, but it is a necessary step in becoming a member of the academic community. Once you've done it a few times, it will become second nature to you.

Biofuel usage in Kristianstad

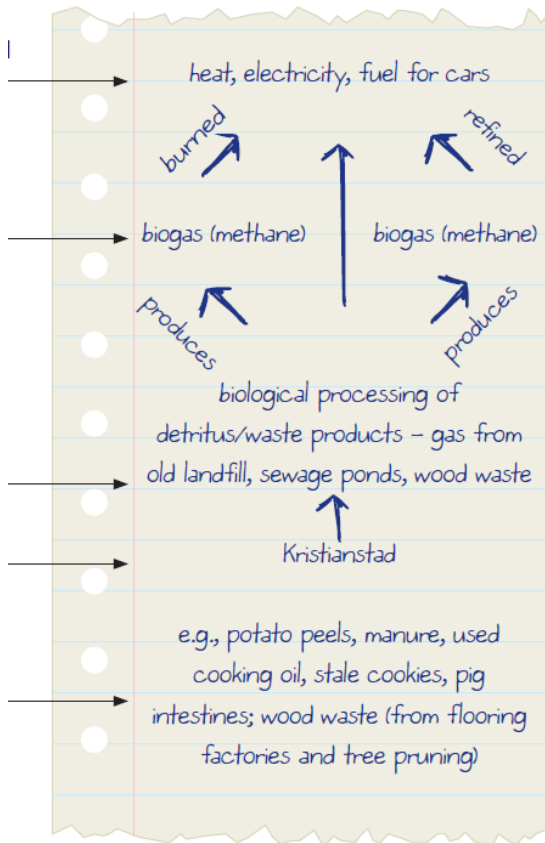
The successful end result of processing waste products that benefit humans is the most crucial factor.

The second-most crucial factor is the end outcome of the processing, which is the creation of biogas.

The primary source or sources of the energy are the third most crucial factor.

The location of the processing activity is the fourth most significant

The waste examples (i.e., energy sources) can be found at the bottom of the



3.6. Complete the summary using the notes in the diagram on page 20.

Waste _____ have been successfully harnessed to provide heat, _____ and car fuel in Kristianstad, Sweden. Potato peels, used cooking oil and stale biscuits are some of the discarded products, which are _____ processed to produce a type of _____ gas, that can either be _____ to produce heat and electricity, or _____ to produce car fuel. Thus, normal everyday waste can be an _____ alternative energy source, and should be considered as a solution to diminishing fossil fuel supplies.

Reread the paragraphs you have selected for your essay. Follow the same procedure for each one to demonstrate how you will use them in your article.

You must now cite your information's source, i.e., state that the information you provided about Kristianstad came from a piece in *The New York Times* By Elisabeth Rosenthal for the *York Times*. If you don't cite your sources, it can appear that you're appropriating someone else's thoughts and passing them off as your own. This is known as plagiarism, and in academic society, it is viewed as a very serious offense.

Tips study

Be sure to double-check your essay's citations before submitting it, both throughout your essay and more thoroughly at the end, sources. By doing this, you can write without plagiarizing.



Put the specifics in the complete citation at the end of your article to appropriately credit sources. This is as it is for an online article from a newspaper. Keep in mind that punctuation is crucial.

The American Psychological Association (APA) form of referencing is utilized in the aforementioned example, and it is also used throughout the rest of the book. Your department can need you to use a different system once you begin your degree program. Always adhere to and regularly use the

conventions of your academic field or the department in which you are enrolled.

You must provide credit to the source both in the essay's body and at the end by providing a complete reference for the newspaper story. This is known as citing or referring in-text. You will learn one method of citing the material above from your teacher.

Task 4 Microskills: Introduction writing

The introduction is the initial section of a good essay, which comprises distinct divisions. This is a crucial issue. The essay's body because it establishes the essay's relevance and significance to the reader.

4.1. Consider and share your own opinions regarding what to include a preamble.

- a. Fill your notebook with as many thoughts as you can.
- b. Discuss your concepts with a different learner and explain the causes for your decision. Be ready to contribute your thoughts during a class discussion.

4.2. Answering the questions below will help you better understand how to create an introduction.

asking the questions.

1. What role or goal does the essay beginning serve?

2. What should be in an introduction?

Tips study

This training includes recommendations for both solo work and discussion in pairs, groups, and classes.

Utilize all of the different discussion to help you develop your ideas

3. Should there always be a start to an essay?

4.3. The first four sentences of the essay's introduction are as follows:

What is the most efficient means of eradicating poverty?

- a. *It is obvious that solving the problem of poverty is challenging, and significant efforts must be made to address this issue.*
- b. *This article will cover some of the best strategies for eradicating poverty and examine the factors that make them effective.*
- c. *For a long time, many nations have been concerned about the prevalence of poverty.*
- d. *It will emphasize the expansion of educational possibilities as the most effective strategy.*

Fill out column 2 of the table in the most sensible sequence for the sentences a through d.

| Order | Sentence | Function |
|-------|----------|----------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |

Compare your choice to that of another student and explain it.

4.4. Work with your companion to determine the purpose of each sentence at this point.

Column 3 of the table should contain the functions you have selected from the box below.

| | |
|-----------------------------|--|
| organizational framework | background statement about the topic |
| writer's viewpoint (stance) | more specific information on the topic |

Note: The thesis statement is another name for the author's position or point of view. Following a general declaration about the subject and background details, the thesis statement is often one or two sentences long and provided in the introduction.

4.5. Go over the first five paragraphs of the essay **What are the most valuable alternative energy sources?**

- Carefully read them and consider your response.
- Consider the advantages and disadvantages of each introduction.

1. There are different alternative energy programmes in different countries. Every country has a programme that is adapted to each country, as some energy sources may not be appropriate in some countries. In Middle Eastern countries the sun is very strong, so there may be projects to use the sun as a source of energy. This essay is about using solar energy in Saudi Arabia, with a focus on cost effectiveness.

2. Viable alternative energy sources are one of the most important goals of many countries. There are some relevant factors to obtain this goal, such as a country's natural resources. This essay will describe some of the energy sources that are relevant to South America, with a particular focus on solar and wind energy as being the most viable.

3. Everybody wishes to see alternative energy sources being used in China, but with so many people, and so much new industry, this is difficult. To be successful, the government needs to harness all possible natural sources of energy. China is a large country, so the possibility is good. Therefore, this essay will describe alternative energy in China and indicate the related factors.

4. Finding alternative energy sources is one of the big projects of the 21st century in all countries. The world is running out of its natural resources. It is important for a country to determine the best way to continue to provide energy for its people. This essay will focus on the development of appropriate alternative energy sources for Thailand, with an emphasis on solar energy.

5. What is the most viable alternative energy source? Many factors to describe it can be found. Its importance depends on the following: a country's natural resources, government policy, the potential market, research systems and facilities. In Japanese society, there is a lot of interest in alternative energy, as there are a great number of people who use energy. So energy has to be cost effective. Therefore, many people spend a lot of time researching this question. This essay discusses ways to develop viable alternative energy sources in Japan, and tries to conclude which could be the most viable.

4.6. Imagine you are writing essays on one of the three subjects listed below. Give each one a good introduction.

Note: The entire essay won't be written by you.



Discuss. how to make your nation's educational system better.



What ways has technology enhanced the efficacy of communication?



It's possible that as electronic communications advance quickly, social skills will decline.

Study Tip

Always take your time with the start because it is so important to the essay and gives the reader. Giving the reader a clear idea of the key topics you plan to cover.

4.7. When you draft your article a second time, what strategies might be used to effectively harness alternate energy sources? Adapt the introduction and other sections as necessary in light of the peer feedback session.

Unit summary

You considered the various phases of the writing process in this course and practiced planning, drafting a first draft, and providing peer critique. Additionally, you have studied how to write strong essay openers and how to use material from sources in your writing.

1

Match the definitions of the words and phrases in the box with those found below. They are all steps and methods used during the writing process.

drafting

brainstorming

peer feedback

organizing ideas

adopting a critical stance

- a. Generating and noting down initial ideas about a topic without ordering them.

- b. Putting ideas together in a logical sequence.

- c. Deciding on and expressing your viewpoint after examining and judging possible opinions.

- d. The process of writing and putting your essay together. Most essays will have two or more drafts and will be revised and edited after each draft.

- e. Comments on your essay from other students.

2

Use the words from Ex 1 to finish the statements below about producing an academic text.

- a. When you are given a writing task, it is important to start by _____

- b. When you write the first draft, you should _____

- c. Before you hand in your final draft, _____

3

Write down in your notebook how you increased your understanding of academic writing after finishing this section.

Visit www.englishforacademicstudy.com for websites with materials related to this book.

You can find information about structuring ideas in essays, writing, and more, by visiting these websites. introductions and other resources on sustainable energy

3.

The Science Business


In this unit you will:

- decide what the essay title asks you to write about
- think through the best method to arrange your ideas
- practice citing and incorporating sources.

Texts The Science Business Texts 3a–3b (Source Book pp. 12–16)

You will have the chance to read two excerpts from articles in this unit, one from the Harvard Business Review and one from New Scientist (Texts 3a and 3b in the Reading & Writing Source Book).

The assignments in this section will help you get ready to write the following essay:



Commercial effects on scientific research have gotten worse during the past 20 years.

Tasks 1

Microskills: Coming up with concepts

This is something you've already practiced in Unit 2, so you are familiar with the procedure. At the conclusion of the work, consider any advancements you may have made.

1.1. Consider the essay's title and respond to these inquiries.

1. What are the essay's title's essential words?
2. Why do you believe these words are important?

Discuss about your views with a fellow student.

1.2. Write down any thoughts you have that you feel might be related to the essay's topic.

In five minutes, write down your thoughts in the order you have them.

1.3. Discuss to two other classmates about the concepts you came up with

Choose the concepts that will work best for your essay and are most pertinent to the subject.

1.4. Read paragraphs 1-4. Which one of them is being asked of you in the essay?

1. Describe to your reader all the commercial effects on scientific research.
2. Convince your audience that commercial impacts on research are either harmful or ineffective. or beneficial.
3. Detail all commercial effects on scientific research throughout history.
4. Describe the various commercial impacts on scientific research that have been found by study and persuade your reader that some of these influences are more detrimental than others.

1.5. Discuss your decision and give your justifications:

- a. with the rest of the class
- b. in groups of three

1.6. How should you structure your ideas for an article of this nature? Why?

Discuss your concepts in groups.

1.7. To develop your thoughts, read Texts 3a and 3b. What concepts and details could you use to create your own concepts and provide academic research to back them up? Discuss your views with a fellow student.

Study Tip

You must comprehend what the essay's title is asking you to do. The more effort you invest in this up front, the more time you'll have to spare while writing your essay. In Unit 4, you will continue to work on this.

2.1. Create a logical essay plan with your thoughts in it, and then precisely outline the essay's structure. To assist you, use the prompts below.

- a. Compile concepts that appear to belong in the same paragraph together.
- b. Provide enough details to demonstrate how you will back up your arguments.
- c. Give great consideration to the arrangement of the paragraphs.

Study Tip

You will save time by writing a clear essay plan that outlines the essay's structure.

2.2. Use these questions as a reference to assess the essay plan of another student. After that, consult your partner about your results.

1. What is the essay's main point?
2. Is the writer's thesis clear from the opening section?
3. Is there a logical flow to the plan's ideas?
4. Are the paragraphs in which the concepts are arranged effective?
5. Is each paragraph's core concept clear?
6. How many paragraphs are there in the essay?

Note: If your partner's plan does not make the answers to these questions apparent, ask them to do so. The strategy might need to be altered or improved.

2.3. Take into account the suggestions made by your spouse for improving your plan.

Task 3 Microskills: Citing and incorporating sources

In Unit 2, you studied how to use textual concepts to strengthen your writing arguments. You will now develop this skill by including a comment or comments to strengthen your arguments.

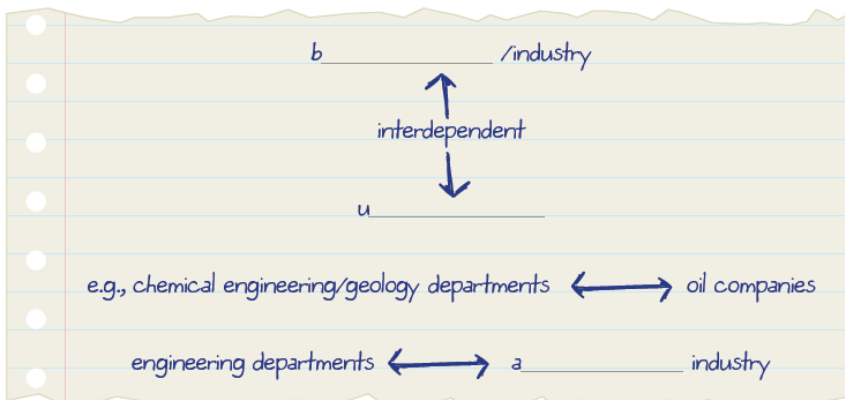
For instance, you might utilize the following excerpt or idea from Text 3a (lines 23–30) to demonstrate to your audience the negative effects that economic influences have on scientific research.

The rapid spread of partnerships between businesses and universities has led to some disciplines becoming so intertwined with industry that few academics are able to retain their independence. Chemical engineering and

geology are strongly linked to oil companies, for example, and it is hard to find an engineering department in the UK which does not receive funding from the arms industry.

3.1. The extract's idea hierarchy is displayed in the notes that follow.

By consulting the text, complete the notes.



3.2. Use the notes in Ex 3.1 to summarize the evidence in your own words.

3.3. Your summary should be compared to the one below. How comparable is the language used?

The marked increase in commercial financing of university departments, as with the oil industry's support for chemical engineering and geology, has led to diminished autonomy among academic staff.

3.4. For the source texts you briefly summarized in Ex. 3.2, provide two types of references.

- a. as a reference in your essay's conclusion
- b. as an in-text citation following your summary

3.5. Commenting on concepts from sources that you have incorporated into your writing is important for academic writing. This makes it easier to incorporate other people's ideas into your own work.

Follow steps 1–3 to understand the process of integrating ideas into your work.

Step 1: Read the extract below and underline the writer's comments

The marked increase in commercial financing of university departments, as with the oil industry's support for chemical engineering and geology, has led to diminished autonomy among staff (Parkinson & Langley, 2009). It seems that academic researchers are obliged to research areas dictated by the industry concerned – areas which may be different from a researcher's particular interests. Of greater concern perhaps is the example that many engineering departments are funded by the arms industry. Thus, not only are university departments becoming more dependent on industry for funding, with restrictions on the type of research, but a number of departments receive funding from industries that could be seen as ethically unsound.

Step 2: In the text, identify it out additional concepts that the author has utilized to support his main points.

Step 3: Discuss to another student about your concepts.

- 3.6. In order to support their argument even more, a student has chosen to use the example of agricultural science. To provide a summary of the excerpt from Text 3a below, follow the instructions in Unit 2 Ex. 3.5. Then, comment on the extract using steps 1-3 in Unit 3 Ex.**

Another cornerstone of science that is being eroded is the freedom to set the public research agenda so that it serves the public interest. Governments are increasingly focused on delivering competitiveness, and business interests are able to exert pressure on funding bodies through representatives on their boards. As a result, environmental and social problems and 'blue-sky' research commonly lose out to short-term commercial gain. For example, genetics now dominates agricultural science, not

least because genetic technologies are highly patentable. This not only dominates privately-funded research, but also steers publicly-funded research away from work that takes a different approach or explores low-tech solutions. As a result, 'low-input' agriculture, which requires minimal use of chemical fertilisers and pesticides and is cheaper and more useful to poorer farmers, is largely overlooked. Similarly, research on how to improve food distribution receives inadequate support.

- 3.7. For more concepts that you can summarize in your essay and comment on to support your points, continue reading Texts 3a and 3b.**

Write the first draft of your essay.

You must purpose to write between 400 and 600 words.

Study Tip

Using sources to support your arguments may help you better comprehend

your topic. It will help you understand concepts from sources better if you add your own thoughts to them.

- 3.8. Read and comment on the rough copy of the essay written by another student.**

Exchange your initial draft with another student once it is complete. Carefully review your partner's work and reply to the inquiries on the peer review form for Unit 3 (see page 87). (see page 87).

Task 4**Microskills: Using paragraph influential**

It is helpful to consider your reader and how they will interpret your ideas when you are writing. The reader will be able to follow your article more simply if you use clear paragraph leaders.

4.1. Examine the following passages from the article *Stop selling out science to business*, and highlight the important points.

a. Over the past two decades, government policy in the US, UK and elsewhere has fundamentally altered the academic landscape in a drive for profit. (Section 1, lines 17–19, page 12)

b. Research is also undermined by misleading messages put out by industry-funded lobby groups. (Section 2, lines 45–46, page 13)

c. Another cornerstone of science that is being eroded is the freedom to set the public research agenda so that it serves the public interest. (Section 3, lines 56–58, page 13)

4.2. Decide what information you may anticipate to follow each of the statements after discussing your ideas in Ex 4.1:

- a. with another student
- b. with the entire class

4.3. The initial sentence of each of the quotations in Ex 4.1 is taken from a different paragraph in Text 3a. Complete exercises a through c while reading these three paragraphs in the Reading & Writing Source Book.

- a. Verify your accuracy with regard to the data that follows the sentences.
- b. Determine the role that each of these sentences plays in the three paragraphs.
- c. Discuss another student about your concepts.

4.4. Read the information about paragraph starters below, then talk about how it relates to what you did in Exercises 4.1–4.3.

Key writing abilities: paragraph structuring

A paragraph leader is the first sentence of a paragraph. A crucial role of paragraph leaders is to foreshadow the ideas that will come after. This kind of paragraph leader, also known as a topic sentence, aids the reader in comprehending the purpose and flow of the paragraph.

4.5. Consider that you are going to write a paragraph about how email is used in businesses.

Choose one of the following sentences to serve as the paragraph's introduction.

1. *The office can benefit from email.*
2. *Having effective communication with coworkers who are located abroad is one of e-mail's helpful features.*
3. *E-mail is used for a variety of purposes in the workplace, each of which comes with benefits and drawbacks.*

4.6. With another student, go over your response and explain your decision.

Imagine that you are going to write a paragraph about the advantages of attending a British university for students from other countries. Select the most appropriate paragraph leader.

1. *There are a variety of benefits to studying at a British university.*
2. *There are several advantages to studying at a British university.*
3. *Foreign students favor studying in the UK.*

With another student, discuss your response and explain your decision.

Study Tip

Consider paragraph leaders as a tool to help you structure your writings and make them simpler for the reader to follow.

4.7. The following two paragraphs no longer have paragraph leaders. Choose an appropriate paragraph starter for each after reading.

1.

Since English has become the most widely used international language in most fields, many employers require their employees to have a high level of English. It is especially useful for those in academic posts, as so many academic papers are published in English. Those working in financial markets also need English in order to be able to talk to their English-speaking clients and to work effectively in the international market. Other fields for which it is useful to know English include business, commerce and diplomacy. Thus, one of the advantages of being competent in the English language is that there is a wider range of career opportunities.

2.

The first option of building more roads needs to be examined very carefully, as one of the possible effects of further construction is an increase in the volume of traffic, which happened when the motorway around London was built. The second option, that of limiting the number of cars on the road at one time, will not meet with the approval of the general public. The third option, that of providing a more extensive, more efficient and cheaper transport system, seems to be the most viable one. It would encourage people to leave their cars at home, as they would benefit more from using public transport. So the third option should be examined in more detail in order to establish a new system.

Sources: Edited extracts from authentic student material.

Make the necessary revisions to your essay for Unit 3 while taking Task 4's work on paragraph leaders into consideration.

Unit summary

You have been working on acquiring the abilities needed for concept organization throughout this unit. You have also considered the use of paragraph leaders to identify the subject of the paragraph and connect it to earlier and later concepts.

1

Consider the tasks you completed and the abilities you honed during this unit. Put the proper exercise number in the following table.

| Skill | Task/exercise |
|--|---------------|
| Deciding what the essay is asking you to write | |
| Deciding the most appropriate way of organizing your ideas | |
| Deciding what information in a text is useful to support your ideas | |
| Incorporating that information in your writing | |
| Effectively introducing your reader to the main idea in each paragraph | |

2

Fill in the blanks on the list of exercises below using the words and phrases from the box.

| | | | | | | |
|-------------------|---------------|------------------|--------------------|-------------|-----------|----------|
| develop | discuss | group | plan | first draft | key words | relevant |
| academic evidence | related ideas | paragraph leader | general statements | | | |

Organizing your ideas for an academic essay:

- Planning**
- a. Identify the _____ in the essay title.
 - b. Quickly write down all the ideas you can think of that may be _____ to the topic.
 - c. _____ with other students what the essay is asking for.
 - d. Read texts on the topic to help _____ your own ideas and provide _____ for your opinions.
- Drafting**
- e. _____ your ideas so that _____ are all in the same paragraph.
 - f. Introduce the topic with _____ and gradually become more specific.
 - g. Read and comment on another student's _____ or _____.
 - h. Make sure that you include a clear _____ at the start of each paragraph.

Visit www.englishforacademicstudy.com for websites with materials related to this book. These websites will give you details on all facets of academic writing, such as citing and incorporating sources.

4. Telemedicine

In this unit you will:

- understand the variances between writing an essay in an examination and writing a passage assignment
- learn how to analyze the essay inquiry quickly
- make decisions about the most suitable way to organize your ideas
- complete an essay within a target

Writing essays under exam circumstances is a crucial component of academic learning. You will have a better understanding of the distinctions between writing for exams and writing for coursework in this subject.

Task 1

writing on test questions

1.1. Consider your personal experiences with writing essays for exams.

Finally, respond to questions 1-3.

1. What action do you take first?

2. How about the second thing you carry out?

3. What are the further steps you take?

Discuss about your views with your classmate.

Study Tip

You can use the material in this unit to answer questions on the exam.

For revision purposes, the Key Writing Skills portion will be especially helpful.

1.2. List three contrasts between completing a course assignment and an assessment essay.

- 1.** _____

- 2.** _____

- 3.** _____

Discuss about your views with your classmate.

- 1.3. Complete the table by ticking (✓) the appropriate box, to show which stages in the process of writing academic essays apply to examinations and which apply to course assignments.

| Stage in the process | Writing in examinations | Course assignments |
|---------------------------------------|-------------------------|--------------------|
| 1. Analyzing the title | | |
| 2. Brainstorming ideas | | |
| 3. Organizing your ideas/plan | | |
| 4. Self-evaluation | | |
| 5. Peer evaluation | | |
| 6. Writing a first draft | | |
| 7. Revising your draft | | |
| 8. Writing a second draft | | |
| 9. Teacher evaluation/ feedback | | |
| 10. Evaluation of teacher feedback | | |
| 11. Revising your second draft | | |
| 12. Writing a third draft | | |
| 13. Writing a final draft | | |

Discuss about your views with your classmate.

Important writing abilities: Exam writing stages

As you've seen, there are some similarities and some distinctions between writing essays for exams and writing coursework. The primary distinction is the time limit: during a test, you do not have enough time to properly modify your essay in a second draft. To check for spelling and grammar errors and to add any information you feel would enhance your response, you should always allot five or ten minutes at the end of the test.

Despite the time restriction, it's crucial that you take the time to:

- *analyzing* the title for important words and determining the precise instructions for the essay (two or three minutes). The wording is carefully crafted by the examiners to ensure a suitable response.
- *Brainstorming* your ideas (takes roughly three minutes)
- *organizing* them into a plan (about five minutes)

Remember: Since you won't have time to write more than one draft of your exam essay, it's critical to have a solid plan to steer your argument's structure and course.

Task 2**Key phrases used in exam questions**

Understanding the meaning of key words is crucial when examining questions since they have very specific meanings when used in the context of test questions. Questions frequently contain "instruction" verbs that guide your decision-making.

2.1. Write the definitions of the following word groupings in the spaces provided.

Use this exercise to gain a thorough understanding of these words. They will remain a very useful resource throughout your study.

| | | | | |
|--------|----------|---------|-------|-----------|
| define | describe | outline | state | summarize |
|--------|----------|---------|-------|-----------|

1. give an explanation of something in detail, e.g., how it works _____
2. give an explanation of the meaning of a term _____
3. sum up something clearly _____
4. provide the main ideas _____
5. convey the main points of a topic _____

| | | | | |
|---------|----------|---------|----------|---------|
| analyze | evaluate | compare | contrast | discuss |
|---------|----------|---------|----------|---------|

6. detail all the different aspects of an issue or statement, including reasons for your particular viewpoint and evidence to support it _____
7. consider very carefully; examine to find out what something consists of _____
8. describe the main aspects of two or more things to show their similarities _____
9. describe the main aspects of two or more things to show their differences _____
10. detail something's strengths and weaknesses, advantages and disadvantages, and importance _____

account of/for comment (on) consider prove explain

11. describe/give reasons for something _____
12. describe and say what you think about something _____
13. give reasons for; describe a process clearly _____
14. demonstrate that something is true _____
15. give your views on something; say what you think about something – this is often used with a quotation with which you should agree or disagree _____

identify illustrate apply(to) relate support

16. use examples for clarification _____
17. name and discuss in detail _____
18. use examples to back up a statement or argument _____
19. put something to use; show how something, e.g., a theory, certain findings, data, research results, can be used in a particular situation _____
20. show the connection between two or more things _____

Source: Adapted from Wallace, M. J. (1980). *Study skills in English*. Cambridge: Cambridge University Press.
Braine, G., & May, C. (1996). *Writing from sources*. Mountain View, CA: Mayfield.

Task 3**interpreting practice test questions**

The subsequent essay questions were taken from actual former test papers. You will have a better understanding of what the examiner expects you to do if you analyze the questions. Does the examiner, for instance, ask you to compare two points of view or describe a process?

3.1. Read the questions and decide what each one is asking you to accomplish.**Food science**

1.
 - a. What properties do microorganisms have which make them a major cause of food spoilage?
 - b. Explain what you mean by food spoilage and describe the mechanisms by which microbes cause food spoilage.
 - c. How, in practice, may microbial food spoilage be reduced or prevented?

Animals in agriculture

2. Discuss reasons why keeping livestock may be particularly important to the welfare of the poorest people in developing countries.
3. Define what is meant by 'breed' in domestic animals. Genetic change in a population may be achieved by breed substitution, crossbreeding and within-breed selection. Define these terms, giving examples.
4. Compare and contrast the characteristics of typical feed resources for ruminant and non-ruminant livestock. Bearing in mind these different feed resources, why does current thinking predict a major expansion for non-ruminant animals in the next 20 years?

Politics of the international political economy

5. Free trade is essential for international economic growth. Discuss.
6. International aid is the key to global development. Discuss.
7. Does the prevailing structure of north–south relations prevent the effective development of the less-developed countries?

Advanced software engineering

8.
 - a. Software quality systems usually contain quality control, quality assurance and quality management components. Give a brief explanation of the need for these three components and examples of their usage.
 - b. Discuss the role and importance of software inspection for quality systems.
 - c. Explain how 'quality standards' relate to software quality systems.

Horticulture

9. What techniques can be used to minimize the wastage of irrigation water in horticultural production?

Animal sciences

10. Write an essay entitled: 'Ecological implications of global warming'.

Economics

11. The best way to promote human development is to promote economic growth. Discuss.
12.
 - a. Markets are efficient. Discuss.
 - b. To what extent is your answer to 12a relevant to events observed in financial markets since 2008?

Finance

13. Explain why you agree or disagree with the view that codes of ethics promote ethical behaviour among employees in the financial services industry.

3.2. Talk about your views in groups of three or with another student.

**3.3. Pick one of the questions and perform the following steps:
Plan, analyze, and brainstorm.**

You should read The Economist's article Telemedicine comes home as preparation for this assignment (Text 4c in the Reading & Writing Source Book).

Task 4**Writing an essay**

The nine points in Ex. 4.1 will be helpful to you while writing in an exam setting. Despite the fact that you are not working in these circumstances, you should attempt to apply the advice to your experience taking exams.

4.1. Exam tips are provided below; study them and note the ones you already follow. Then, talk with a fellow student about how the additional points can be useful to you while you prepare for an exam.

writing on a test

1. Carefully read the question. Highlight crucial terms to ensure that you understand the kind of response that is needed.
2. Quickly jot down every thought you have that can be related to the question while you brainstorm the subject.
3. Reread the question to make sure you didn't miss anything. Cross out any irrelevant thoughts as you evaluate your ideas.
4. Create a plan with pertinent ideas.
5. Create your response, beginning with a succinct introduction that includes a thesis statement that responds to the question and foreshadows the key points of your response.
6. Create paragraphs for each section of your essay. The paragraph leaders should relate to the major point of the paragraph.
7. Provide details and instances to back up your paragraph leaders.
8. Make use of transitional phrases to lead the reader through the text.
9. Spend five to ten minutes at the end of your essay proofreading it for grammar, spelling, and overall clarity.

4.2. Study the essay's title, then give the questions some thought.

1. What are the main points?
2. What are you being asked to do in this question?

Study Tip

When taking exams, make the most of your time and allow enough time to check your work.



The number of potential applications for telemedicine will expand as technology advances.

Discuss about your views with your classmate

4.3. By writing down any ideas you have about the subject, generate essay ideas.

You might read the article Telemedicine comes home in the Reading & Writing Source Book to further pique your curiosity.

4.4. Create a plan from your thoughts.

Write your essay.

You should be able to write at least 400 words.

Unit summary

You have practiced applying essay-writing techniques in this lesson, including question analysis and topic organization, within a time frame.

Consider the tasks you completed and the abilities you honed during this unit. Put the proper exercise number in the following table.

1

Think about the questions below and write brief answers.

a. How is the process of writing in examinations similar to that of writing extended course assignments?

b. What can you do in examinations in place of writing a second draft?

c. What do you need to look for and highlight when you read the essay title?

d. What should you include in your introduction?

e. What do you need to check for before handing in your work?

2

Complete the essay titles with verbs from the unit. There may be several different possibilities for each title.

a. It has been claimed that microwave radiation from mobile phones 'may cause serious diseases and disturbances in the physiology' (Carlo, 2002). _____ this statement and _____ the evidence that supports or contradicts it.

b. Are mobile phones essential or dangerous? _____ the arguments for and against the use of mobile phones.

c. Wireless networking and Bluetooth: _____ the characteristics of each and _____ their performance and functions.

Choose three or four more verbs from Task 2 and write more essay titles in your notebook using them.

Visit www.englishforacademicstudy.com for websites with materials related to this book.

These websites will aid you in understanding test questions and other types of questions.

5.

Food Safety

In this unit you will:

- arrange your thoughts and decide what the essay's title is asking you to do
- think about one method for problem-solving in your writing
- practice writing conclusions in an effective manner
- learn how to end a paragraph with an excellent concluding phrase

Texts

Food Safety, Texts 5a–5d (Source Book pp. 28–39)

You will get the chance to read a range of materials on the subject of food security in this section (Texts 5a–5d in the Reading & Writing Source Book). You can use the background knowledge they give you to support your article.

Task 1

Writing an essay

Problem-solving is a crucial component of academic life. Whatever subject you choose to study, you will run into issues that need to be resolved. To identify suitable solutions, these require serious investigation and review. Both oral and written expression of your analysis will be required.

- *Examining* the issues that have evolved as a result of a certain circumstance
- offering solutions to the issues
- examining the effects of the recommended fixes
- assessing the answers

When describing this strategy in paper, you need to pick the best way to arrange your facts and the right words to convey your views. In this unit, you will investigate these two areas.

The box graphic demonstrates how this problem-solving strategy—abbreviated SPSIE—is reflected in the way text is organized.

Situation ► Problems ► Solutions ► Implications ► Evaluation
(SPSIE)

- 1.1 Analyze how this organization has been applied in the following sample text.

I am an international student living in Britain. I find it very difficult to meet British students and so cannot make British friends and practise my English. I will join some university clubs so as to meet some students. Although this will take a lot of my time, it should help me make friends and improve my English.



- 1.2. Identify a circumstance that you have personally encountered that resulted in a difficulty (not like the one in Ex 1.1). Compose a concise paragraph that
1. explains the circumstance
 2. outlines the issue
 3. offers a resolution
 4. outlines the results
 5. assesses the result

Key writing abilities: SPSIE writing style

It is crucial to take into account established organizational styles when writing academically. Texts that examine issues and potential solutions frequently employ the SPSIE paradigm. However, a variety of organizational patterns are used in the majority of written texts. When you come across further patterns, you should begin incorporating more than one pattern into a single essay.

The SPSIE method can be applied to a paragraph,

- a piece of a lengthier document,
- an entire article
- an entire book.
-

- 1.3. Read the article on migration around the world. Determine which instances of the pattern from Ex. 1.1 are utilized in this text.

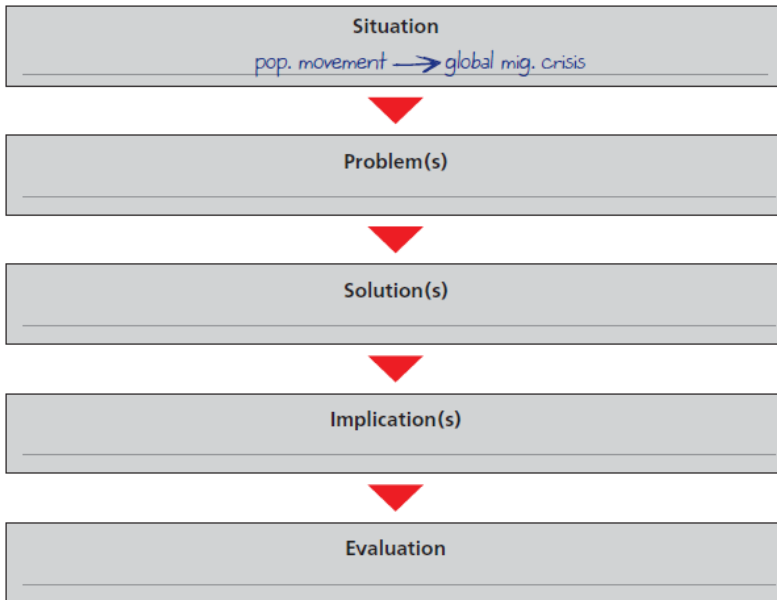
GLOBAL MIGRATION

The movement of populations across borders has increased to such an extent as to produce a global migration crisis. As a result of this development, a number of ethical issues have arisen relating to issues such as the proportion of ethnic groups within a country; the national identity of a country; racism; the effect of a multicultural society and the distribution of wealth. It is mainly the governments of the host countries that seek to solve these problems by establishing language programmes, cultural-exchange and awareness-raising programmes and, where possible, employment opportunities. However, if this pattern of migration continues, there needs to be more openness and willingness on behalf of the native population to accept and receive migrants into their society, and to realize the benefits that a multicultural society can bring. The implications of this suggestion are wide, and not without problems: many older people are resistant to change, and the working population is resistant to outside competition for employment opportunities. There also needs to be a much higher level of cooperation between the host country and the country of origin in order to establish a clear identity for the migrants.



It is obvious that any solution to the problems mentioned above will involve much greater cooperation at the levels of citizens, ethnic groups and political bodies; it will also take many years for any adjustment to take place. However, it is hoped that over time and with greater understanding of the global picture and the possibility of a global governing body that is fair to all global citizens, the problems resulting from the issues of global migration will be minimized.

- 1.4. Utilizing the details from the text in Ex. 1.3, complete the flow diagram. As in the example, write in note form.



Compare your responses to those of another student.

- 1.5. Read the text again and consider the suggested fix. Could it lead to new issues?
- 1.6. What terminology do you believe should be used while providing an evaluation?

Task 2

Writing an essay

You will write an essay on the following subject for this unit. In particular, you should cite Texts 5a–5d to substantiate your arguments.

There are numerous dangers to the world's food supply. Describe the issue, list potential fixes, then evaluate the results of putting these fixes into action.

2.1. Carefully consider the main points of the title.

Discuss your ideas with another student after that.

2.2. Make notes on any opinions you may have that are pertinent to this article.

Texts 5a through 5d should be used to bolster your arguments.

2.3. After having a discussion in small groups, complete the chart below.

| | |
|-----------------------|--|
| Situation | <hr/> <hr/> <hr/> |
| Problem(s) | <i>Threat to global food supplies.</i> <hr/> <hr/> |
| Solution(s) | <hr/> <hr/> <hr/> |
| Implication(s) | <hr/> <hr/> <hr/> |
| Evaluation | <hr/> <hr/> <hr/> |

2.4. Create a coherent plan using the concepts you came up with in Exercises 2.2 and 2.3. This ought to make your essay's structure very clear.

2.5. Read and assess the plan of a different student. To evaluate his or her strategy, pose the following questions to yourself.

- 1.** What is the essay's main point?
- 2.** Is the writer's thesis clear from the opening section?
- 3.** Is there a logical flow to the plan's ideas?
- 4.** Are the paragraphs in which the concepts are arranged effective?
- 5.** Is each paragraph's core concept clear?
- 6.** How many paragraphs are there in the essay?

If reading the plan does not make the answers to these questions clear, ask your partner to elaborate. Maybe the strategy has to be adjusted or improved.

2.6. With your spouse, discuss your respective opinions on the plan. Take into account your partner's feedback and work to enhance your plan.

2.7. Write the essay's first draft.

2.8. Review the rough draft of an essay written by a different student.

Exchange your initial draft with another student once it is complete. Carefully review your partner's draft and respond to the inquiries on the Unit 5 peer evaluation document (see page 88).

Task 3**Microskills: Creating summary sentences****3.1. Read the following four paragraphs. What is the function of the final sentence in each paragraph?**

1. The rapidity or velocity of migration can be assessed in two ways. First, the movement of people across regions in given time periods can be considered, assessing the length of time a mass migration takes from its inception to its conclusion. Second, velocity in individual terms can be considered – the amount of time it takes a migrant to get from his or her original locale to a new host country. Clearly, changes in transportation technology have made a major difference in this respect. (p. 284)

2. Trade, in the sense of the exchange of goods and services between people over distance, has a long history. Great trading empires have arisen periodically ever since regular long-distance travel became possible. But international trade, the exchange of goods and services between nations, by definition only emerged with the establishment of the nation state. Trade has been entwined with the rise of the modern state and its fortunes: states required revenues, above all to wage military campaigns, and trade offered an obvious source of funds. Identifying historical patterns of trade globalization is the primary objective of this chapter, and this entails deploying the analytical framework developed in the introduction. (p. 149)

3. Rapid demographic growth is a key factor in explaining the increasing immiseration of sub-Saharan Africa and processes of desertification and soil decline. This has contributed to the growing economic problems of the region and its mounting international debts. Thus, environmental problems in single African states have spilt over into the international politics of banking. The resolution of these international issues has involved political contests and struggles between Western governments and their financial sectors. In the future, the demographic and environmental squeeze on the South may contribute towards political instability and outward migration, both of which will affect a widening pool of other nations, internationally and domestically. (p. 379)

4. In the last 20 years, a series of technological and political changes have transformed the televisual landscape and have contributed to the globalization of television as a medium and as an industry. First and foremost, the number of countries with broadcasting systems and the number of televisions available on which to watch their output has steadily risen. From its Western core, television has spread in the post-war years across Eastern Europe and the Soviet Union, into Latin America, Asia and Africa.

Second, first within the West, but later in other areas as well, the number of terrestrial channels has steadily climbed. In part, this has been because governments have been prepared to enlarge the funding base for television companies, for there is clearly a limit to the numbers of channels and programmes that can be funded by subsidy/licence fee alone. By allowing advertising revenue and sponsorship into the television funding mix – be it through public corporations taking advertising or wholly private stations – the potential output and funding base of national TV has risen. However, the expansion of output has rarely, if ever, been matched by a corresponding

3.2. A paragraph's final sentence might have a variety of purposes.

Add some of your own to the list that follows to complete it. Next, talk about them with your teacher.

Study Tip

Carefully crafted paragraphs will not only benefit your reader but will also motivate you to consider your

The concluding sentence in a paragraph can:

- *summarize the main ideas of your paragraph*

- _____
- _____
- _____
- _____

3.3. If any of the features you described in Ex 3.2 are present in the final phrases in the paragraphs in Ex 3.1,

3.4. Discuss it with your class and teacher. The final sentences from the student essays are not present in the following phrases.

Create an appropriate sentence for every paragraph.

1. Global warming has had a number of negative effects on the environment. Agricultural crops have been damaged; for example, last year's rice production decreased, so many people are suffering from famine. Many African countries, especially, have a much lower yield of agricultural production. Furthermore, the sea levels are rising around the world, which has led to the disappearance of many islands. Global warming can also affect people's health, in particular, extremely hot temperatures can increase the number of people who die on any given day. In hot weather the heart needs to work harder, for example. The weather can also affect the immune system.

2. There are two major reasons for the fall in the quality of teaching. One problem is the pressure of the increasing population on the demand for school places. This situation has placed excessive strain on the system as it tries to meet these demands, and it has also led to a decline in the quality of teaching. As a result, although a large proportion of students may enter the school system, only a small percentage proceed to high school level, and an even smaller number finish high school. The other reason is that teachers' salaries are low. Watson (1980) states that 'teachers in Thailand remain ill paid'; until more money can be injected into teachers' salaries, thereby attracting better staff, the quality of teaching will remain low, and continue to be one of the causes of poor performance by students.

3. The development of information technology has meant that many businesses have been able to reduce their running costs. This revolution has helped reduce the need for paper-handling operations and other routine work. Moreover, it has also enabled companies to dismantle their main offices, and thus cut overhead costs, as many employees can now work at home or in satellite offices, using computers and telecommunication devices.

Sources: Edited extracts from authentic student material.

Task 4 **Microskills: Writing your conclusion**

4.1. What purpose does the essay's final paragraph serve?

Discuss about your views with your classmate.

4.2. Determine the purpose of the next three ending paragraphs by reading them. Each conclusion is drawn from a paper with the following title:



Is it preferable to provide food and equipment to developing nations or to let them help themselves?

1. It seems that in countries with misguided policies, where conventional aid is known to fail, those who want to help should concentrate not on lending money, but on the policy of education. They should advise the governments and help to provide different kinds of training; they should act as vehicles for transferring knowledge. Other types of aid are not useful, as they often support the ineffective economic policies of a government, increase a country's dependence on aid, and contribute to a waste of money on projects that are not viable. In some cases, the consequences of such aid are not prosperity and economic development, but stagnation and an increase in poverty. Before giving financial aid or machinery, the people should be educated in how best to use them, which is the most useful contribution developed countries can make to developing countries.
2. To conclude, it is important to stress that developing countries need help, but it is difficult to decide which is the most effective and appropriate help for any given situation. The countries which want to help are wise to include local people in the early stages of planning an aid project, as this cooperation results in the continuity of the programme, and ongoing interest in and maintenance of the project over a long period. So a logical outcome of viewing development aid as a right and not as a gift, is that development cooperation should be based on a genuine partnership, with programme ownership and implementation anchored in the developing countries. However, in spite of all these possible solutions, it is the responsibility of developing countries to choose the best way, because they know their own situation. They need only to be shown the direction in which to go in order to solve their problems, and then they will be able to achieve their goal.
3. In conclusion, it seems that the roots of the current crisis from which the Third World suffers are centuries old, as some of them date from the 19th century and are directly linked to colonialism. In spite of all the efforts that have already been made in the economic and social fields, the problems still exist. If no action is taken within the next few years, the situation will inevitably deteriorate and even affect the interests of the developed countries, as they will lose the extensive markets that the developing countries represent.

Sources: Edited extracts from authentic student material.

Key writing skills: Writing conclusions

Your essay's conclusion should inform your audience that you are finished writing and give them the strong feeling that the essay's goal(s) has(have) been met.

Typically, conclusions comprise the following:

- a summary of the key points (although be careful not to reiterate all you have already stated)
- conclusions derived from the arguments you made in the main body advice or ideas for next action forecasts derived from the data in the major body
- There shouldn't be any new, crucial concepts in the conclusion.
- Such concepts ought to have already been covered in the body.

A good conclusion will frequently move from a specific to a broad remark. In contrast to a successful beginning, which moves from a general statement to a precise thesis statement, this movement is the exact opposite.

4.3. The next three sentences are taken from the conclusion of an essay with the subject "The advantages of higher education." In the most sensible sequence, number the sentences.

1. In that sense, educational levels are likely to be improved and education methods become more efficient.

2. To conclude, it seems that universities and higher education establishments have been of widespread importance in the improvements and developments realized in modern societies.

3. However, more should be done to ensure further improvement and participation of those bodies in the development process, for instance the cancellation of tuition fees, or at least a reduction.

Sources: Edited extracts from authentic student material.

4.4. Compare your selection to that of a different student and explain it. Then Determine each sentence's purpose.

4.5. The following passages from an essay's conclusion titled "The Use of Tobacco and Its Consequences" are out of order. Sorting them by logic is recommended.

1. However, most people recognize that many developed countries use the international organizations as a curtain to achieve their purposes. This is because they are by far the biggest beneficiaries of tobacco production, gaining \$100 billion a year from taxes on tobacco.

2. A rational consideration of this situation should lead to a ban on tobacco consumption being introduced, resulting in fewer deaths from smoking-related illness. However, there are many who believe that, despite repeated efforts to instigate change, the present situation will remain indefinitely.

3. We have established that there are so many possible solutions to the problems of tobacco consumption that it would be impossible to consider them in an essay of this length.

4. As discussed in this paper, tobacco companies often respond to tobacco problems by suggesting solutions that benefit their own interests, rather than those of the developing countries, and use international organizations to introduce them.

Sources: Edited extracts from authentic student material.

4.6. Examine your essay's conclusion carefully and make any necessary revisions in light of the work you did in Unit 5.

Key writing skills: Concluding paragraphs

A concluding sentence in a paragraph serves a similar purpose to the ending paragraph of an essay:

- The final sentence of a paragraph might sum up the paragraph's primary theme.
- An essay's final paragraph should include a summary of its key points.

Unit summary

You have concentrated on using the situation-problem-solution-implication-evaluation (SPSIE) pattern to structure your ideas throughout this course. Additionally, you have examined the purposes of finishing sentences and paragraphs.

1

You read at the start of this unit that it will aid in the development of four distinct skills. Consider your past and decide when you last practiced things during the unit. Fill in the appropriate activity number in the following table.

| Skill | Task/exercise |
|--|---------------|
| a. Make decisions about what the essay title is asking you to do, and organize your ideas. | |
| b. Consider one of the ways to approach discussions of problems in your writing. | |
| c. Learn how to end a paragraph with an effective concluding sentence. | |
| d. Practise effectively ending an essay with a conclusion. | |

2

Consider the microskills you have acquired during this unit. Complete the ad by adding your own thoughts. Some of the words in the box may be used by you.

complete appropriate function evaluate accurate signal
specific general implications new ideas

- a. Each paragraph in an academic essay should have a concluding sentence which _____

- b. If you are discussing solutions to problems, you should _____

- c. The conclusion to your essay should _____

- d. It should not _____

Visit www.englishforacademicstudy.com for websites with materials related to this book.

You can get extra assistance from these websites with structuring your thoughts, learning more about the SPSIE technique, and writing conclusions.

things to know about writing assignments.

6. Management of Human Resources


In this unit you will:

- Work on producing concise, precise definitions.
- Provide detailed definitions.
- improve your ability to substantiate and provide examples for your opinions.

Texts Management of Human Resources(Texts 6a–6b (Source Book pp. 40–44)

You will read passages from two books on human resource management for the essay in this unit (Texts 6a and 6b in the Reading & Writing Source Book).

Determine the following details that are pertinent to the essay's title:



How much of a formal role does human resource management need to play in businesses?

Plan your essay for this lesson using the methods you learned in Units 2–5.

Task 1 Analyzing the question

The analysis of the question is already something you've worked on. You can keep putting what you've learned so far into practice.

1.1. Read the essay title above.

1. How many pieces make up the title?
2. What main points do the essay title convey?

Discuss about your views with your classmate

1.2. What kind of hierarchical structure is suitable for this position?

1.3. In five minutes, jot down any thoughts you have that you think might be related to the essay's subject.

Use notes and put things down in the order that comes to mind.

Task 2 Microskills: Composing concise definitions

Definitions have a significant role in academic articles. We'll now examine definition writing in the context of academic writing.

2.1. Consider the teacher according to the following definition.

1. Is that a good definition?
2. Why, if it is, Why not, if it's not?

Discuss about your views with your classmate

2.2. Discuss about with your partner when and why you might need to define a term or phrase in academic contexts.

Consider this in a number of verbal and written contexts.

2.3. Learn how to use these words in this sentence's context. What terms, in your opinion, require definitions, and why?

| Word | Context |
|---------------------|--|
| 1. gene | You are a genetic engineer writing an article for a biotechnology journal. |
| 2. nurture | You are a pre-sessional student writing for a non-specialist readership. |
| 3. migration | You are a sociologist writing a first-year undergraduate textbook. |
| 4. education | You are a pre-sessional student writing an essay on which form or forms of education contribute to the social and economic development of a society. |
| 5. globalization | You are a university lecturer writing an article on the impact of economic globalization on developing countries for an international relations journal. |
| 6. particle physics | You are a journalist writing an article for a quality newspaper. |
| 7. desertification | You are a geography lecturer writing a university textbook about the changing climate in Central Africa. |
| 8. skimming | You are an English-language teacher writing a book on how to read efficiently. |

2.4. Discuss to your partner about your ideas. Try to agree on the rationale behind your decisions.

Note: A writer's decision on how much and what kind of material to include in a definition will rely on:

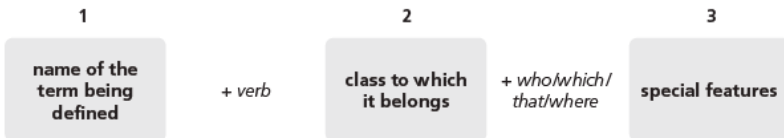
1. whether the audience believe the idea to be novel?
2. how much prior knowledge of the topic is assumed to exist among the readers?

2.5. What criticism on the following statements do you have? How might you change them?

1. The expansion of cross-border economic, political, social, and cultural interactions is referred to as globalization.
2. Colonized nations are those that are currently in the developing world.
3. When rural communities practice subsistence farming, they raise their own food.

Formally Defined

Formal definitions are those that are provided in Ex. 2.5. They use a specific style of sentence construction.



Instead of using the verb to be, you are being more "honest" by acknowledging that there might be alternative meanings if you use an expression like *may be defined as* or *can be defined as*.

Example:

Travel may be defined as the movement from one place to another, often for a particular purpose.

2.6. Give the words 1-3 a formal definition in writing.

1. university
2. research
3. library

Definitions of Naming

A naming definition can be created by rearranging the three components of a formal definition.



Example:

The movement from one place to another, often for a particular purpose, may be defined as travel.

2.7. You provided three formal definitions in Exercise 2.6. Now, give the same words three different naming definitions.

2.8. Determine whether these four definitions are naming definitions or formal definitions after studying them. Put N (formal) or F. (naming).

1. The period after independence is sometimes called neo-colonialism – the continuation of colonial exploitation without formal political control. This concept also covers the relationship of the Third World with the United States, which (with a few exceptions) was not a formal colonizer in the first place. And it covers the North–South international relations of Latin American states that have been independent for almost two centuries. _____

2. Biodiversity is the tremendous diversity of plant and animal species making up the Earth's (global, regional and local) ecosystems. _____

3. The massive transfer of agricultural technology coordinated through international agencies is called the Green Revolution. _____

4. Refugees are people fleeing to find refuge from war, natural disaster or political persecution. _____

Source: Adapted from Goldstein, J. S. (1996). *International relations*. New York: HarperCollins (pp. 434, 484, 496, 531).

2.9. In the Reading & Writing Source Book, locate a definition in Text 6b. Is it a naming definition or a formal definition?

2.10. Write two formal definitions and two naming definitions for each of the four words you choose from Exercise 2.3.

Study Tip

Another technique to give your essay more authority and to help you better understand your own points is to include definitions in it. In order to provide variation to your essays, use both formal and naming definitions thoughts in further detail

Important writing abilities: formal definitions and names

The information you want to emphasize will determine whether you use a formal definition or naming definition (see the underlined sentences in the examples on page 52). Unlike name definitions, which start with the definition itself, formal definitions start with the concept being defined.

Task 3 Microskills: Creating lengthy definitions

3.1. Consider two other definitions that could be used. Share your thoughts with the class.

3.2. Read the next two excerpts. In these circumstances, how have the definitions been expanded?

1. Technological transfer refers to a Third-World state's acquisition of technology (knowledge, skills, methods, designs, specialized equipment, and so on) from foreign sources, usually in conjunction with direct foreign investment or similar business operations. For example, a Third-World state may allow an MNC (a multinational corporation) to produce certain goods in the country under favorable conditions, provided the MNC shares knowledge of the technology and design behind the product. The state may try to get its own citizens into the management and professional workforce of factories or facilities created by foreign investment. In this way, not only does physical capital accumulate in the country, so does the related technological base for further development. However, MNCs are sometimes reluctant to share proprietary technology.

2. In the field of international relations, governmental loans are funds given to help in economic development, which must be repaid in the future out of the surplus generated by the development process ... unlike commercial loans, government-to-government development loans are often on subsidized terms, with long repayment times and low interest rates. Although still an obligation for the recipient country, such loans are relatively easy to service and thus do not hold back the country's accumulation of surplus in the short term.

3.3. Answer the questions after reading these definitions.

1. In each instance, what is being defined?
2. Explain why you believe the subjects are classified as a subset of a larger subject.

1. Anthropology may be defined as a branch of both science and sociology in which people, society and culture are studied.

2. Physics may be defined as a branch of science in which forces such as heat, light, sound, pressure, gravity and electricity, and the way that they affect objects, are studied.

Note: You may occasionally find yourself in a classroom setting alongside kids who will be studying subjects other than your own. In this situation, you might want to educate them on your subject.

3.4. Consider the following psychology definition. How has it been expanded upon, and how do you anticipate the author will proceed?

1. Psychology may be defined as the science that studies the behaviour of man and other animals. For this definition to be useful, it is necessary to specify more clearly what psychologists mean by behaviour. An idea of the meaning of behaviour can be gained if the topics covered by psychology are examined: the behaving organism, growth and development, motivation and emotion, perception, learning and thinking, individuality and personality, conflict, adjustment and mental health, and social aspects of psychology. The behaving organism is important because, as a science rooted in biology, psychology is interested in the bodily processes that make activity possible ...

Source: Buzan, T. (1971). *Speed reading*. Newton Abbot: David and Charles.

3.5. Give your topic a thorough definition in writing.

Compare yourself to another student and talk about any problems you had.

Study Tip

You'll think more carefully about your target audience and what they need to know if you write lengthier definitions.

3.6. Read the Text 6b excerpt. then respond to questions 1-6.

Definitions of international HRM

There is no consensus about what the term 'IHRM' covers, although most studies in the area have traditionally focused on the area of expatriation (Brewster & Harris, 1999). IHRM has been defined as 'the HRM issues and problems arising from the internationalization of business, and the HRM strategies, policies and practices which firms pursue in response to the internationalization of business' (Scullion, 1995). Welch (1994) concluded that international HRM was essentially concerned with the four core activities of recruitment and selection, training and development, compensation, and the repatriation of expatriates. Iles (1995) agrees with regard to the first two activities but replaces the latter two with the management of multicultural teams, and international diversity and performance management. An alternative view is argued by Hendry (1994), who sees the three main issues as firstly, the management and development of expatriates; secondly, the internationalization of management throughout the organization; and finally, the need to internationalize the whole organization by creating a new corporate culture that addresses the need for greater international experience, given the increasing frequency of cross-cultural interactions while doing business at home as well as abroad. Such definitions highlight IHRM as a field related to, but separate from, comparative employment relations, which is concerned with understanding in what ways and why HRM practices differ across countries (Bamber & Lansbury, 1998).

1. How many definitions are in the paragraph?
2. What language do the writers use to introduce each definition?
3. Why do the writers include the definition of IHRM?
4. Why do the writers introduce an 'alternative' view?
5. What information is in the paragraph leader?
6. What information is in the concluding sentence?

3.7. Answer these questions after reading the second passage from Text 6b.

1. What is the paragraph's major point?
2. How do the authors go with their explanation of HRM definitions?

More recent definitions emphasize a more strategic approach and consider the role and organization of IHRM functions and the relationship between headquarters and local units, as well as the actual policies and practices adopted. They tend to focus on how multinational corporations manage their geographically dispersed workforces in order to leverage (i.e., make best use of) their HR resources for both local and global competitive advantage (Schuler et al., 2002). Globalization has brought new challenges and increased complexity, including the challenge of managing newer forms of network organization. In recognition of such developments, some experts have developed new definitions where IHRM is seen as playing a key role in achieving a balance between the need for control and coordination of foreign subsidiaries, and the need to adapt to local environments. More recently, definitions have been extended to cover localization of management, international coordination, global leadership development and the emerging cultural challenges of global knowledge management (Evans et al., 2002). This suggests that developing future global leaders is a key priority in the management of human resources in the global firm (Gregerson et al., 1998; Scullion & Starkey, 2000).

3.8. Select the information from the sources that you will use for your essay.

- a. Talk with a fellow student about how you'll use the data from these extracts into your own essay.
- b. Consider the definitions that will help you in writing your essay on human resource management. Add definitions to the list below.

Task 4 **Microskills: Development of the paragraph:
clarification and support**

It is crucial to back up your arguments in academic writing with examples and specifics; this calls for the application of critical reading and critical thinking abilities. You will look at methods for doing this in this job and Unit 7.

4.1. What various techniques may you employ in an essay to support and develop your ideas? Talk about your views with a fellow student.

4.2. Consider the author's arguments as you read the excerpt that follows. Your assessment will be guided by questions 1-3.

1. What key point is being covered in this paragraph?
2. How have the authors backed up the paragraph's main idea?
3. How has this information improved your understanding of the main idea as a reader?

1. a In the last 20 years, a series of technological and political changes have transformed the televisual landscape and have contributed to the globalization of television as a medium and as an industry. b First and foremost, the number of countries with broadcasting systems and the number of televisions available on which to watch their output has steadily risen. c From its Western core, television has spread in the post-war years across Eastern Europe and the Soviet Union, into Latin America, Asia and Africa. d Second, first within the West, but later in other areas as well, the number of terrestrial channels has steadily climbed. e In part, this has been because governments have been prepared to enlarge the funding base for television companies, for there is clearly a limit to the number of channels and programmes that can be funded by subsidy/licence fee alone. f By allowing advertising revenue and sponsorship into the television funding mix – be it through public corporations taking advertising or wholly private stations – the potential output and funding base of national television has risen. g However, the expansion of output has rarely, if ever, been matched by a corresponding increase in the capacity of national audiovisual industries to supply all of the potential broadcast slots. h Thus, the expansion of television output across and within countries has fuelled the demand for television imports.

Source: Held, et al. (1999).

Discuss about your views with your classmate.

The key point is conveyed in the paragraph leader of the text in Ex. 4.2. '*... technological and political changes have transformed the televisual landscape ...*'. The author goes on to further describe the effect. By employing these markers: First and foremost (sentence b); Second (sentence c); Third (sentence d); Fourth (sentence e); Fifth (sentence f); Sixth (sentence d). You should incorporate this crucial component into your own work. Checking any potential queries concerning the key idea(s) in your statement of the issue is one technique to make sure that you, as the writer, thoroughly clarify your arguments to your reader.

4.3. By asking yourself questions regarding the paragraph leader, you can find the essential supporting information.

Regarding the concepts in the paragraph leader, one query is:

What technological and political changes have occurred in the last 20 years?

Write down other questions you could ask.

4.4. Find the responses to questions 1-4 using the excerpt from Held et al. (1999) found in Ex 4.2. Make a note of the letter(s) that identify the questions and sentences.

1. What technological and political changes have occurred in the last 20 years?

2. How have these technological and political changes transformed the televisual landscape?

3. How have these technological and political changes contributed to the globalization of television as a medium?

4. How have these technological and political changes contributed to the globalization of television as an industry?

You'll note that phrase b, which describes that more nations now have access to television, is a part of the answer to question 2. The reader can then inquire, "Which country?" This question is addressed in sentence c.

This demonstrates that the authors have thought of potential queries a reader might have regarding a claim they have made. They have provided a writing that flows logically and coherently because they have sufficiently explained their concepts.

4.5. Use the wording from Ex. 4.2 to respond to these inquiries.

1. What is the function of sentence *g*?

2. What is the function of sentence *h*?

4.6. Read the passage from Text 5b below and respond to questions 1-4. To make it simpler to answer, the text's phrases have been given the letters a–g.

A–G are denoted in the text to facilitate answering.

1. What, according to the paragraph leader, is the topic of the paragraph?
2. What inquiries may you make regarding the concept(s) in the paragraph leader?
3. Does the author respond to these queries?
4. Why does sentence e in paragraph an exist?
 - a. sentence e?
 - b. sentence f?
 - c. sentence g?

Study Tip

You will absorb, integrate, and assimilate writing abilities that can be used to your own writing by studying the materials you read for your research.

a Patterns in global food prices are indicators of how the availability of food changes, at least for those who can afford it and have access to world markets. **b** Over the past century, gross food prices have generally fallen, levelling off in the past three decades but punctuated by price spikes such as that caused by the 1970s oil crisis. **c** In mid-2008, there was an unexpected rapid rise in food prices – the cause of which is still being debated – that subsided when the world economy went into recession (Piesse & Thirtle, 2009). **d** However, many (but not all) commentators have predicted that this spike heralds a period of rising and more volatile food prices driven primarily by increased demand from rapidly developing countries, as well as by competition for resources from first-generation biofuels production (Royal

Society, 2008). **e** Increased food prices will stimulate greater investment in food production, but the critical importance of food to human well-being and also to social and political stability makes it likely that governments and other organizations will want to encourage food production beyond that driven by simple market mechanisms (Skidelsky, 2009). **f** However, there are serious concerns about changes in food production patterns where production of traditional staple food sources is flattening out rather than rising in line with the population explosion (Figure 1). **g** The long-term nature of returns on investment for many aspects of food production and the importance of policies that promote sustainability and equal treatment for all also argue against relying purely on market solutions.

4.7. Read the passage from Text 2a below and respond to questions 1-

4. To make it simpler to answer, the text has sentences with the letter designations a–h.

1. What, according to the paragraph leader, is the topic of the paragraph?
2. What inquiries may you make regarding the concept(s) in the paragraph leader?
3. Does the author respond to these queries?
4. What is the purpose of:
 - a. sentences d and f?
 - b. sentence h?

a In the United States, biogas systems are quite rare. **b** There are currently only 151 biomass digesters in the country, most of them small and using only manure, according to the Environmental Protection Agency. **c** The EPA has estimated that installing such plants would actually be feasible at about 8,000 US farms. **d** However, so far, such projects have been limited by high initial costs, scant government financing and the lack of a business model. **e** There is no supply network for moving manure to a centralized plant and no outlet to sell the biogas generated. **f** Still, a number of states and

companies are considering new investment. **g** Two California utilities, Southern California Gas and San Diego Gas & Electric, have filed for permission with the state's Public Utilities Commission to build plants in California to turn organic waste from farms and gas from water treatment plants into biogas that would feed into the state's natural-gas pipelines after purification. **h** Using biogas would help the utilities meet requirements in California and many other states to generate a portion of their power using renewable energy within the coming decade.

Critical thinking is a necessary writing ability.

Ask what, why, and how questions about the concepts in your paragraph leader to make sure you are adequately elaborating on them for your reader in order to support your key ideas.), and then respond to them. Additionally, you should include examples, make a comment regarding the concepts you covered, and finally write a conclusion.

It's crucial for writers to provide a comment and a conclusion to any discussion of their views (in a concluding sentence). This demonstrates that you are evaluating your views critically.

Task 5 Using examples to enhance your ideas

Which businesses are thinking about fresh investment? is answered in Text 2a by the data in sentence g from Ex 4.7. By giving a specific example, this line expands on the author's thoughts.

You can use certain language in your writing to let the reader know that you are giving an example. The reader will find it easier to follow the discussion if you use these expressions.

5.1. Create some expressions in your writing that can serve as examples.

5.2. Compare the expressions you use to those your teacher will provide.

1. How many of them are identical?
2. How many did you effectively use?

5.3. Use a phrase from one of your teacher's provided expressions to complete each of the following texts. Any expression should only be used once.

Note: You will refrain from using one phrase.

1. There are three main aspects which influence academic success; these can be classified as: learning environment, social pressure and competition, and personal growth. First of all, schools should offer good learning environments, such as a good library, qualified teachers, and the latest equipment. Secondly, students may receive support or pressure from their parents, or encounter competition among their peers. _____, they need their parents' financial support in order to complete their academic studies. Families might pressure their children to study to an advanced level because they feel this will bring them more success in the future. Finally, by working to achieve personal growth, students can increase their chance of academic success. _____, they can learn how to communicate with other people, how to cooperate with classmates and how to be a leader in a group discussion or a case study. Personal growth can also be achieved by joining a club, talking with a tutor, doing a project or a dissertation, or participating in group discussions.

2. Nurture strongly influences human development. _____ is the example of a newborn baby, lost in the forest. An old and kind wolf finds him, takes him in and feeds him with her own milk. She uses wolf language to communicate with him. After a few months the baby thrives; this baby has human genes and features, but lives in a wolf environment, and behaves accordingly. As he has been so strongly influenced by this environment, perhaps he would just as easily re-adapt to human society after a period of time.



3. Many people agree that babies develop as a result of the environment in which they live. _____ is that children, reared in an environment in which people talk to them and reward them for making speechlike sounds, talk earlier than children who do not receive the same experience. Similarly, a study by Zelazo et al. (1972) indicated that if parents help an infant to step forwards for a few minutes several times a day in the first two months, he/she will begin walking five to seven weeks earlier than other infants who have not had this practice.

4. However, sometimes the fax machine and e-mail are used in a negative way, _____ the delivery of junk and abusive mail, as it is difficult to discover the identity of the sender.

5. One advantage of having an open market is the fact that new companies can enter the market, so the customer can have a wider choice of product. There will also be more competition between the companies to create the best product, thus eliminating low-quality products from the market. _____

is the growing market for mobile phones in Colombia. Two companies are trying

Task 6 Creating an essay

6.1. Take a look at your essay's plan. Where could you strengthen your essay by adding definitions and arguments to back up your points?

Write the first draft of your essay.

6.2. Read and comment on the rough copy of the essay written by another student. Exchange drafts with another student once you've finished your first one. Examine your partner's draft carefully, then answer the inquiries on the Unit 6 peer review page (see page 89).

Unit summary

You have practiced writing definitions in this unit. Additionally, you have concentrated on how to develop your thoughts utilizing examples and background information..

Consider the tasks you completed and the abilities you honed during this unit. Put the proper exercise number in the following table.

1

What other student could you explain the following to?

- a. a formal definition
- b. a naming definition
- c. an extended definition

2

Determine the purpose of the highlighted text in each of the ensuing extracts.

- a. In the last ten years, the landscape has been transformed. **Firstly**, the number of households using the technology has increased ...
- b. **Recently** there has been substantial population growth. **There have been several surveys which indicate** ...
- c. The open market has certain disadvantages. **A case in point is** ...
- d. Expenditure on leisure increases during the summer. **This is due to** increased tourism.

3

Put your own words in this summary to complete it.

This lesson has assisted me in more efficiently structuring my thoughts for an essay by

Visit www.englishforacademicstudy.com for websites with materials related to this book.

These websites will give you definition writing assistance and links to information concerning management of human resources..

7. a sustainable style

In this unit you will:

- Examine essay titles to determine the best organizing strategies
- When writing, take into account the development of cause-and-effect linkages
- employ facts to bolster your arguments

Texts A Sustainable Style Texts 7a–7c (Source Book pp. 45–54)

You will study three excerpts on sustainable fashion in this lesson from various sources (Texts 7a–7c in the Reading & Writing Source Book).

You can then write the following essay after doing this:

The ecology is seriously threatened by the fashion industry. The main solution is to increase the sustainability of material

Task 1 Analyzing the question

In Unit 6, you worked to analyze the essay question. The same process applies to the essay title above.

1.1. Read the essay title above.

1. How many pieces make up the title?
2. What main points do the essay title convey?

Discuss about your views with your classmate

1.2. How should you structure your ideas for this title, in your opinion?

Discuss about your views with your classmate

1.3. In the next five minutes, write down any thoughts you have that might be related to the essay's subject.

Use notes and put things down in the order that comes to mind.

Task 2 Microskills: Essay organization: cause and effect

You studied how to use the SPSIE pattern to organize your essays in Unit 5. Since the term "solution" is one of the essay's key words, you may have judged in Ex. 1.1 that this pattern is appropriate for the essay about the fashion industry.

However, you might have chosen that the writing assignment has two sections. You might choose to address the causes of the issue in the first section by outlining how the fashion business seriously endangers the environment. You might wish to discuss the problem's potential solutions in the second section and whether creating more environmentally friendly materials is one of them.

2.1. How could you arrange your ideas if you considered the structure of your article as two portions requiring various patterns:

1. in the first section?
2. in the second section?

2.2. Read the student essay on "Discuss the positive and bad effects of tourism on people and the environment" that is posted below. Identify the goal of each paragraph.

Make notes in the spaces provided below, emphasizing crucial details that will aid in your decision.

At this point, ignore the italicized words and phrases.

(1) Since the end of the Second World War, the developed countries have made very significant leaps in progress. A consequence of this development for the populations of these countries has been that their standards of living have risen year after year. They have now reached a situation in which most of the people are living a healthy and comfortable life. Parallel to the rise in standards of living, many people have developed a strong desire to visit different parts of the world, resulting in a steep rise in foreign tourism. Nowadays, it is common for people to take a holiday in a foreign country rather than in their own native country. This essay will attempt to discuss the effects of tourism on people and the environment.

(2) Most people tend to take a holiday at least once a year; for some people it is almost a duty. Owing to the rising standards of living, people, especially from the developed countries, do not hesitate to spend large amounts of money on the pleasure of having a break far from their permanent residence. Travel agencies and tourism companies have capitalized on this trend; they display advertisements with attractive pictures, and offer affordable prices with the aim of enticing more people to travel the world on holiday. This has caused the number of people who travel for their holidays to multiply many times over the last few decades. As holidaymakers tend to travel to tropical areas and coastal towns where they can enjoy permanent sunshine, beaches or extensive forest areas, it seems that no part of the world has been untouched by tourism.

(3) The millions of holidaymakers who travel the world looking for new places have caused serious problems for the local population and for the environment of the destination countries. In fact, one result of the rising numbers of tourists visiting developing countries is that a certain proportion of the local population has developed illegal activities. For instance, the trade in ivory products has increased at the expense of elephants, especially in the Ivory Coast and Kenya. Another example is the trade in Siberian tiger furs which is threatening the species with extinction. Worse still, particularly in South Asia, the population has suffered from the rapid proliferation of prostitution, mainly due to the large number of people reportedly practising sex tourism. Thailand, where minors are occasionally sold by their parents, is a case in point.

(4) Another harmful effect of tourism is the damage it causes to the environment. In fact, as a result of the large number of tourists visiting some parts of the world, environmental damage has reached serious proportions and natural resources have been degraded. An example of this is the Mediterranean Sea, which is reported to be the dirtiest sea in the world because of sewage contamination; German coasts have also been polluted by effluent from the many cruising boats; in France, where sewage is sometimes discharged directly into streams, most of those in the Pyrenees are now polluted. Above all, the dense aerial traffic created by the active movement of holidaymakers has caused an alarming rise in air pollution; this gives rise to acid rain that, in turn, contaminates soils and causes serious damage to forest areas. For example, 60% of the Alpine forests in France are reported to be experiencing serious degradation. So it would seem that mass tourism has resulted in very serious problems for both the people and the environment of the destination countries.

(5) The rising intensity of the threat that mass tourism represents has prompted some governments and non-governmental organizations to act swiftly. In fact, some governments have made considerable efforts to sensitize their populations to the threat that tourism represents to the environment; campaigns have been launched and money has been spent to protect the environment and to counteract the environmental damage that has already occurred. In France, for example, the government spends billions of euros on ways to protect the national nature reserves from tourist-related waste and tidy the beaches and mountain villages. It is also engaged in creating tree plantations to replace trees destroyed by acid rain. In York, in England, many residents wear anti-tourist badges in protest against the increase in the number of tourists. Access to many monuments, such as the Leaning Tower of Pisa in Italy and the Parthenon in Athens, is extremely restricted. In addition, local governments in Africa, with the help of non-governmental organizations like Greenpeace, have declared war on the illegal trade in ivory and the fur from wild animals that are currently menaced with extinction. It therefore seems that significant effort has been made in different parts of the world where nature appears to be threatened.

(6) The solutions that have been adopted by governments have not shown much effectiveness or efficiency, however. Although governments have made serious efforts to deal with the problems, sometimes by enacting strict new laws, mass tourism is still causing many problems, and the intensity of degradation that has been registered in the environment has not declined. Also, the traffic in ivory and rare animal furs has considerably increased, and gangs are becoming more organized because of the potential profits that can be obtained from this traffic. The strict laws do not seem to dissuade the gangs from carrying out these illegal and destructive activities. In addition, in spite of the huge efforts made by the international courts and the organizations for the protection and promotion of children's rights, there are still hundreds of thousands of tourists who are reported to practise sex tourism and to abuse poverty.

In addition, there is a marked deterioration in the behaviour of young people associated with tourism, such as alcohol-related problems and violence, which governments have been unable to prevent despite their efforts to do so.

(7) This essay has provided an illustration of the problems generated by mass tourism nowadays, outlined the laws and initiatives adopted by governments and international non-governmental organizations to abolish these problems, and evaluated the solutions. At present, a variety of wild animals and flora is seriously threatened with extinction, the deterioration of sea water has already caused the extinction of some sea species, and the world is losing a forest the size of Britain every year. If nothing is done in the next few years, the worst possible outcome is to be expected, and more destruction is likely to occur to nature and humanity. The underlying causes of these problems require more serious attention, and greater consideration should be paid to the initiatives introduced to solve the problems.

Source: Edited extracts from authentic student material.

2.3.2.3 Review the essay's title in Example 2. 2. Evaluate whether the essay has covered every aspect of the question. For instance:

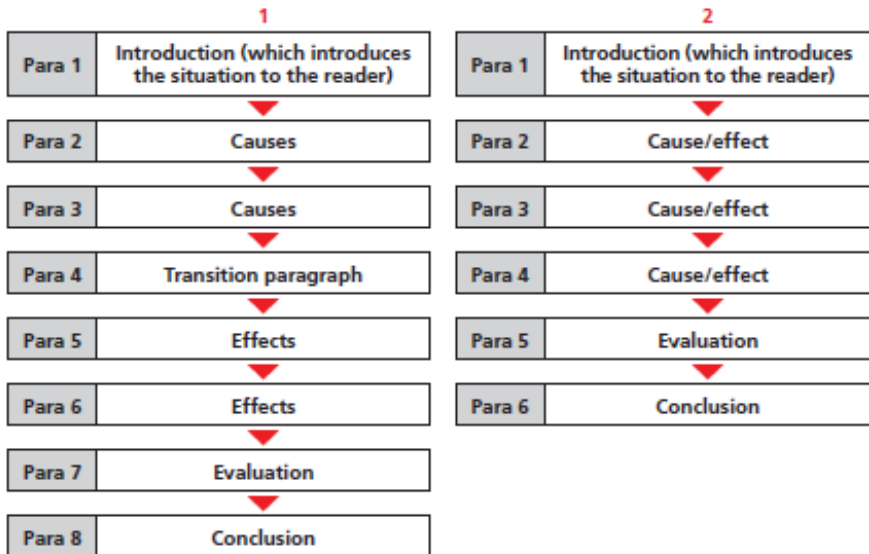
1. Are all of the paragraphs required?
2. Have all pertinent points been developed in a suitable manner?
3. What other queries can you pose to assess this essay's effectiveness?

2.4. Study the two straightforward models on page 68. Then consider them in light of the essay you just read. Use these inquiries to your advantage.

1. Which of the two models most closely resembles the format of the essay?
2. What are the benefits and drawbacks of every model?

Note: The explanation and analysis of the reasons and repercussions of a situation are key components of many different types of essays.

Discuss about your views with your classmate



2.5. Read the highlighted phrases in the student essay in Example 2.2, then respond to the questions.

1. What purpose do these phrases serve within the sentences or in transitions between them?
2. Make a note of any comparable phrases you come across in paragraphs 3-6.
3. Make a mental note of more expressions that use the same function.

Compare your answers with your partner..

Principals of writing: writing with a variety of organizational frameworks. Discussions of a situation's causes and implications are common requirements for academic writing. In the academic world, this is a typical method of problem-solving. This conversation would be perfect for your essay's introduction on sustainable fashion.

- Use suitable organizational
- linguistic patterns as a result.

By doing this, you will explicitly and plainly state the relationship between cause and consequence..

2.6. Create phrases that join the ideas together. The first two are used as illustrations.

Use a few of the expressions from Ex. 2.5.

1. air travel–airports

Since there is such a demand for air travel, the government is building more airports.

2. infected mosquitoes–malaria

Due to the rising number of infected mosquitoes, malaria has become an even worse threat to health than in the 1990s.

3. rain–floods

4. globalization–cultural convergence

5. fear–adrenalin

6. inflation–unemployment

7. arid climate–irrigate fields

8. absenteeism–low productivity

9. lack of plants–soil erosion

10. satellites–mobile phone

11. high birth rate–overcrowding

Useful expressions to express cause and effect

a. Using **cause** as a noun

The

| | |
|---------------|---|
| <i>direct</i> | cause of death was a serious bacterial infection. |
| <i>likely</i> | |
| <i>major</i> | |
| <i>main</i> | |

The cause of the damage was not known.

Structure: **the** + (adjective) + **cause** + **of** + noun + verb **to be** + noun phrase/verb phrase

b. Using **reason** as a noun

The

| | |
|---------------------------|--|
| <i>main</i> | reason for choosing a university is its academic reputation. |
| <i>first/second/third</i> | |
| | |

One

| | |
|------------|--|
| <i>key</i> | reason for entering higher education is to improve employment prospects. |
|------------|--|

Structure: **the** + (adjective) + **reason** + **for** + _____ **ing** + noun + verb **to be** + noun phrase/verb phrase

The main reason for inflation is the rising cost of oil.

Structure: **the** + (adjective) + **reason** + **for** + noun + verb **to be** + noun phrase/verb phrase

c. Using *cause* as a verb

Student loans

| |
|------|
| may |
| can |
| will |

 cause financial problems for some categories of graduates.

Falls in the Asian stock market may cause significant damage to markets in the United States and Europe.

Structure: noun + (modal auxiliary verb) + **cause** + noun phrase

d. Using *result* as a verb

The rise in house prices

| |
|------|
| may |
| can |
| will |

 result in fewer young people buying their first home.

Structure: noun phrase + (modal auxiliary verb) **result** + **in** + noun phrase

e. Using *effect* (noun) pattern 1

The effect of loan sales is an immediate improvement in the public finances.

The effect of greenhouse gases is to warm the atmosphere.

Structure: **the** + (adjective) + **effect of** noun + verb **to be** + noun phrase/verb phrase

f. Using *effect* (noun) pattern 2

Violence on television can have a(n)

| |
|-------------|
| substantial |
| adverse |
| strong |

 effect on the behaviour of children.

Loans may have a disincentive effect on the willingness of individuals from low socioeconomic groups to participate in higher education.

Structure: noun + (modal auxiliary verb) + **have** + **a/an** + (adjective) + **effect** + **on** + noun phrase

g. Using *affect* (verb)

The increase in greenhouse gases in the atmosphere significantly affects some of the continental-scale patterns of climate change.

Adverse weather conditions can affect the psychological state of human beings.

Structure: noun +

| |
|----------------------|
| adverb |
| modal auxiliary verb |

 + **affect(s)** + noun phrase

h. Using the first conditional

When there is a dense accumulation of pollutants in the air, people often become ill.

When a reduction in the available research funds occurs, there is a decrease in the number of medical research projects.

Structure: **When** + **cause** + **effect**

Task 3 Composing an essay

The second task examined how to create cause-and-effect linkages in your writing. It's crucial to keep in mind that, as was already said, a response to an essay challenge will typically comprise multiple organizational patterns.

3.1. Consult a partner on the best way to structure your thoughts.

3.2. Read Texts 7a–7c and select the data you want to use in your essay. Review the arrangement and notes you worked on in Task 1.

3.3. Draft your essay's outline.

3.4. Study another student's essay plan. Provide helpful criticism about the the following:

Write the first draft of your essay.

3.5. Read and provide feedback on the rough copy of the essay written by another student.

Exchange drafts with another student once you've finished your first one. Carefully review your partner's draft and respond to the inquiries on the Unit 7 peer evaluation document (see page 90).

Task 4 Microskills: Utilizing data from statistics

4.1. Consider the many visual representations of statistics. Why are there multiple display techniques used?

Discuss about your views with your classmate

4.2. Review Table 1 on page 72 and respond to the following questions.

- 1.** What facts are particularly intriguing?
- 2.** Can you come up with any explanations for any of the data in the table?

Table 1: Readership of national daily newspapers, 1971–2010

| Great Britain | Percentages | | | | |
|------------------------------|-------------|------|------|------|------|
| | 1971 | 1981 | 1991 | 2001 | 2010 |
| The Sun | 17 | 26 | 22 | 20 | 16 |
| Daily Mail | 12 | 12 | 10 | 12 | 10 |
| Daily Mirror | 34 | 25 | 22 | 12 | 7 |
| The Daily Telegraph | 9 | 8 | 6 | 5 | 4 |
| The Times | 3 | 2 | 2 | 3 | 3 |
| Daily Express | 24 | 14 | 8 | 4 | 3 |
| Daily Star | - | 9 | 6 | 3 | 3 |
| The Guardian | 3 | 3 | 3 | 2 | 2 |
| The Independent | - | - | 2 | 1 | 1 |
| Financial Times | 2 | 2 | 2 | 1 | 1 |
| Any national daily newspaper | - | 72 | 62 | 53 | 41 |

Source: Text and tables adapted from Seddon, C. (2011). Lifestyles and social participation. In Beaumont, J. (Ed.), *Social Trends 41* (Newport: Office for National Statistics). Retrieved May 17, 2011, from www.statistics.gov.uk.

4.3. Read the analysis of Table 1 from Ex. 4.2 below. Respond to the following queries. For your convenience, the sentences have been numbered.

- 1.** What is the commentary's principal goal?
- 2.** What important topics of interest has the author emphasized?

Study Tip

You can support your argument using statistics in your writing to give it more weight.

(1) The estimated proportion of adults aged 15 and over in Great Britain who read a national daily newspaper has been decreasing over the past 30 years, from 72 per cent of adults in 1981 to 41 per cent in 2010, according to the National Readership Survey (Table 1). (2) On average, since 1981 the proportion reading national newspapers has fallen by approximately ten percentage points every ten years.

(3) The most commonly read newspaper in 2010 was the *Sun*, though readership has decreased from 26 per cent of adults who read newspapers in 1981 to 16 per cent in 2010. (4) In fact, most tabloid newspapers experienced substantial falls in readership over this period. (5) The *Daily Mirror* suffered the largest decrease, falling from being the most commonly read in 1971, when 34 per cent of adults read it, to 7 per cent in 2010. (6) The *Daily Express* has also suffered a similar fate, falling from 24 per cent in 1971 to 3 per cent in 2010.

(7) The readership of most other newspapers has remained stable, fluctuating by only one or two percentage points over the period. (8) These are mainly the broadsheets, which have kept their smaller but more targeted audiences.

(9) The decline in the proportion of those reading national newspapers may be affected by the availability of news websites which are free on the Internet. (10) A recent survey by YouGov asked whether respondents would consider paying for access to online news sites. (11) Only 2 per cent stated yes they definitely would, while a further 4 per cent said they would pay but only for special content, for instance content not available elsewhere. (12) A further 6 per cent stated they might possibly pay for online content, while the majority (83 per cent) stated that they would not consider paying for access to newspapers online (YouGov, 2010b).

Source: *ibid*

4.4. Analyze the use of tenses in the commentary

- a. Identify each sentence's major verbs.
- b. Complete the table by entering the tense and its purpose.

| Sentence | Verb(s) | Tense | Reason |
|----------|---------------------|----------------------------|----------------------------|
| 1 | has been decreasing | present perfect continuous | describes an ongoing trend |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |
| 11 | | | |
| 12 | | | |

- 4.5. Discuss your responses first in groups of three, then with the rest of the class.

4.6. Write a paragraph that develops the following topic statement using the information from Table 2.

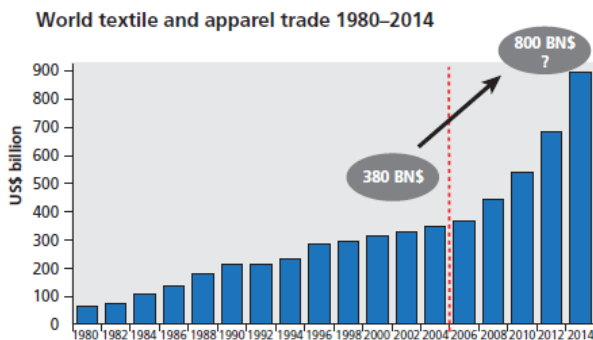
In the UK, there are some obvious disparities between older and younger people in terms of their leisure activities.

Table 2: Selected activities performed in free time¹ by age, 2009/2010*

| | 16–24 | 25–34 | 35–44 | 45–64 | 65 and over | All aged 16 and over |
|-----------------------------------|-------|-------|-------|-------|-------------|----------------------|
| Watching television | 88 | 85 | 88 | 89 | 92 | 89 |
| Spending time with friends/family | 87 | 85 | 85 | 83 | 82 | 84 |
| Listening to music | 90 | 78 | 76 | 74 | 69 | 76 |
| Shopping | 71 | 73 | 74 | 69 | 69 | 71 |
| Reading | 53 | 62 | 65 | 72 | 73 | 67 |
| Eating out at restaurants | 66 | 71 | 70 | 72 | 73 | 67 |
| Days out | 54 | 65 | 68 | 67 | 59 | 63 |
| Internet/e-mailing | 79 | 77 | 71 | 57 | 24 | 59 |
| Sport/exercise | 63 | 63 | 60 | 55 | 35 | 54 |
| Gardening | 16 | 36 | 51 | 64 | 62 | 49 |
| Going to pubs/bars/clubs | 59 | 63 | 50 | 44 | 33 | 48 |
| Going to the cinema | 72 | 61 | 55 | 42 | 21 | 48 |

¹Respondents were shown a list of activities and asked to pick the things they did in their free time in the last year prior to interview. The most popular activities performed by all adults aged 16 and over are shown in the table.

4.7. In your essay for this unit, consider how you might use the following bar chart.



Source: Textile Exchange (2011). *Industry overview*. Retrieved May 17, 2011, from www.teonline.com/Industry-overview.html

Make appropriate changes to your essay for Unit 7, considering the work you have carried out in Tasks 3 and 4.

Unit summary

You have examined many essay organization strategies in this section. Also, you have made an effort to include ideas from your reading in your essay.

1

Think about and/or discuss your answers to the following questions.

- I have trouble knowing when to start a new paragraph when I write essays. Will it help if I use the same basic paragraph organization for all my essays?
- My essay is supposed to be on the advantages and disadvantages of tourism in developing countries, but I can't think of many disadvantages. How important is it to look at negative effects as well as positive ones?
- How flexible should the plan for my essay be? For example, do I have to have three paragraphs on the advantages of a situation, and three paragraphs on the disadvantages?
- Why is it important to use particular language patterns in different types of essays? For example, in a cause-and-effect essay, do I need to use the language expressions on pages 69–70? Should I vary the expressions I use? I get confused about the different grammar patterns.

1

To complete the sentences below, pick the best answer.

- a. The choice of how to structure your essay should be based on the subject matter and the preferences of your professor.
- b. After writing your first paragraph, you must organize and modify the remaining paragraphs. Draft so that each paragraph has a definite conclusion and purpose.
- c. It's critical to provide a thorough and well-rounded response to the essay question. For instance, if you are requested to explain benefits and drawbacks, you should endeavour to (but are not required to) give equal weight to both sides of the debate.
- d. You can organize your writings using a variety of designs. You can be more versatile and compose lengthier paragraphs as you gain confidence and skill.
- e. Your essay's ideas will be less intriguing and original, as well as clearer and simpler to understand, if you are familiar with and adept at using conventional essay-writing terms.

Visit www.englishforacademicstudy.com for websites with materials related to this book.

You can organize your essay utilizing this website's cause and effect statements, statistics to back up your points, and an informative article about sustainable fashion.

7. The Tipping Point

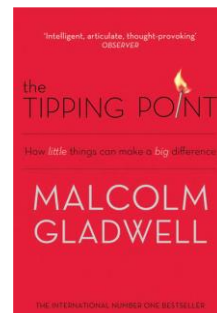
In this unit you will:

- Examine essay titles to determine the best organizing strategies
- When writing, take into account the development of cause-and-effect linkages
- employ facts to bolster your arguments

Texts **The Tipping Point, Texts 8a–8e (Source Book pp. 55–68)**

In this unit, you will study five excerpts (Texts 8a–8e in the *Reading & Writing Source Book*) about the author Malcolm Gladwell and his book *The Tipping Point* from diverse sources. You can then write the following essay after doing this:

Compare and contrast the contributions of innovators and early adopters to commercial success with those of the early majority. Refer to



Task 1 reading the background information

In Unit 6, you worked to analyze the essay question. The same process applies to the essay title above.

1.1. Read Texts 8a and 8b, the first two texts in this unit. You can develop your essay's ideas with the aid of these texts.

Task 2 Analyzing the question

2.1. Analyze the essay title using the same steps as in Units 6 and 7.

Refer to Unit 6, Task 1

if you have any questions about the process. 2.2 You've now considered the query. What, in your opinion, is the most effective

2.2. You've now analyzed the query. What, in your opinion, is the most effective, assemble the ideas you have for this essay? Talk about your views with a fellow student.

2.3. Write down any thoughts you have in the next five minutes that are pertinent to this article.

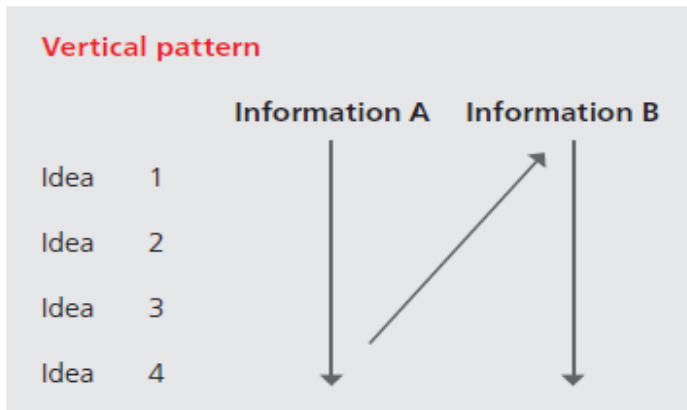
2.4. How can you connect what you've said to theory?

Task 3 Microskills: Making a compare and contrast essay structure

There are two techniques to build a comparison and contrast-based description. The concepts and data being compared and contrasted in Figures 1 and 2 have been given the names Information A and Information B for the sake of clarity.

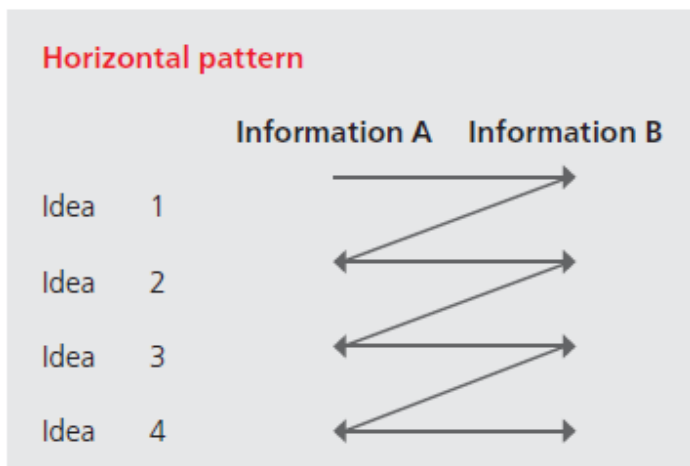
- a. **Vertical pattern:** The key points of Information A can be grouped in one paragraph or section, and those of Information B can be grouped in the subsequent paragraph or section. As shown in Figure 1, this can be characterized as a "vertical" pattern.

Figure 1



- b. **Horizontal pattern:** As an alternative, you can compare and contrast the related concepts in Informations A and B as a pair, one after the other. As shown in Figure 2, this can be defined as a "horizontal" pattern.

Figure 2



The following three factors will determine whether you use the vertical pattern or the horizontal pattern:

- the style of content you are writing
- the document's intended audience
- your personal preference

Because it conjures up images of comparison and contrast, some authors and readers find the horizontal pattern to be easier to understand. Some people favor the vertical layout because of how straightforward it is. A longer piece of literature may benefit more from the horizontal layout. Both patterns are frequently employed in comparison-and-contrast descriptions.

3.1. Read the passage below. Which organizational style does it follow to?

Apples are generally oval in shape. They range in colour from green to yellow to red. Their texture is usually firm and sometimes even hard. Most oranges, however, are more round in shape. Their colour range is more limited – from vermilion to pale orange. In terms of texture they are relatively soft.

3.2. Change the comparison and contrast pattern in the paragraph to the opposite.

3.3. Compare the food in your nation with the food in the UK in a brief paragraph. Choose a pattern that is either vertical or horizontal.

3.4. Read a passage written by a different student and determine whether it was written in a

horizontal or vertical pattern.

3.5. Use the opposing pattern to rewrite your partner's text.

Key writing skills: Common expressions and markers for comparison and contrast

| Comparison within sentences | | | | |
|-----------------------------|---|--------------|-----------------|----------------------------------|
| X is | very | like Y | in terms of | quality/size. |
| X and Y are | quite | similar | with respect to | expense. |
| X is | rather | similar to Y | with regard to | |
| X resembles Y | | in that | | they are both large/expensive. |
| X is | exactly precisely just virtually almost nearly | | | the same as Y. |
| X is costly to buy | | and | | it is (also) costly to maintain. |

Comparison between sentences

X is expensive.

Similarly,
Likewise,
Moreover,
Furthermore,
In addition,

it is expensive to maintain/
operate.

Contrast within sentences

X is unlike Y
X differs from Y
X and Y differ
X is different from Y
X contrasts with Y

with respect to
with regard to
in terms of
in that X is smaller/more expensive, etc.

size/expense, etc.

X has four aspects,

whereas
while
but
yet
although

Y has three.

X is
Y is

considerably
a great deal
(very) much
rather
a little
slightly
scarcely

smaller than Y.
larger than X.

Contrast between sentences

X is expensive to buy.

However,
Conversely,
By/In contrast,
On the other
hand,

it is cheap to operate/maintain, etc.

3.6. Consider how you might include some of these phrases into your essay. Discuss them with your partner.

Task 4 Microskills: Using quotations

You worked through a number of assignments in Units 1 and 2 to help you combine concepts from various sources into your writing. These assignments have the purpose of assisting you in refraining from copying other people's writing. The precise words of another author can occasionally be used to bolster your arguments, but you should only do so in the following situations:

- when they are essential to advancing your argument.
- when you're using them to leave a lasting impression
- when you explicitly state that you are quoting another author

4.1. Read Text 8e, which is an extract from *The Tipping Point*. Decide which parts will be useful in your essay. Discuss them with your partner

4.2. Answer the first three questions after looking at the brief excerpt from Text 8e below.

1. Do you think this excerpt effectively conveys the book's main idea?
2. Could you better articulate the concept than this extract?
3. In what way would you decide to use it in your essay? by explicitly quoting or paraphrasing?

Airwalk tipped because its advertising was founded very explicitly on the principles of epidemic transmission.

Key writing skills: Making use of direct quotations

You could want to utilize the success of Airwalk as an example to support a point you are making about the Tipping Point idea. The aforementioned statement, which makes a crucial point and is superbly presented, may be used.

You must begin by introducing the direct quote in order to avoid plagiarism:

1. the author's name
2. the year that it was published
3. A page number

It is obvious from this that the concepts you have written about are not your own. There are numerous approaches to accomplishing this; three of them are provided here:

1. As Gladwell (2010) emphasizes, 'Airwalk tipped because its advertising was founded very explicitly on the principles of epidemic transmission.' (p. 196)

2. Gladwell (2010) emphasizes that 'Airwalk tipped because its advertising was founded very explicitly on the principles of epidemic transmission.' (p. 196)

3. 'Airwalk tipped because its advertising was founded very explicitly on the principles of epidemic transmission.' (Gladwell, 2010, p. 196).

Answer to the questions regarding these three techniques for including a quotation in academic writing.

1. Which of the following sentences uses a verb to begin the quotation?
2. What distinctions can you make between the verb-based sentences?
3. What punctuation appears right before and right after the initial words?
4. What differentiates the page number from the year?

4.3. Brainstorm other verbs with a fellow student that you can use to introduce quotations into your work.

4.4. Introduce the following quote from Text 8e using one of the three techniques listed on page 80.

... there is a substantial difference between the people who originate trends and ideas and the people in the Majority who eventually take them up.

4.5. Examine the following passage from a student's essay and respond to the writing-related questions.

Gladwell (2010) summarizes Moore's argument as follows:

... the attitude of the Early Adopters and the attitude of the Early Majority are fundamentally incompatible. Innovations don't just slide effortlessly from one group to the next. There is a chasm between them. All kinds of high-tech products fail, never making it beyond the Early Adopters, because the companies that make them can't find a way to transform an idea that makes perfect sense to an Early Adopter into one that makes perfect sense to a member of the Early Majority (pp. 198–199).

1. What variations exist from the quotation mentioned in Example 4.2?
2. How might you use this quote to your writing? Just why would you do this?

Key writing skills: using in-depth quotations

Throughout your writings, you'll frequently use brief quotations. You might occasionally want to use 40 or more words from the original text, though. You must adhere to different conventions in this situation. Use a block quotation to format this in accordance with APA guidelines. Place a new line after the block quotation and indent it by five spaces (1.3cm).

4.6. Read Text 8e again. Select and highlight additional passages that you could use as quotations in your essay.

4.7. Go out your options with a partner. Reasons why How you selected them and why you believe they will help you finish your task.

Note: You should write the following when crediting an author in your references

Gladwell, M. (2010). *The Tipping Point: How Little Things Make a Big Difference*. London: Abacus

Study Tip

When using quotations in your writing, it's crucial to employ proper language and punctuation. You should limit the amount of original wording you utilize to no more than a few lines.

Task 5 Organizing and composing your essay

5.1. Plan out your essay.

5.2. Review another student's essay plan. Please comment positively on the following points:

- coherent and logical ordering of concepts
- The effectiveness of examples
- Compose the essay's first draft.

5.3. Read and comment on the rough copy of the essay written by another student.

Exchange drafts with another student once you've finished your first one. Provide thoughtful input after carefully reading your partner's manuscript.

5.4. Read and comment on the rough copy of the essay written by another student.

Exchange drafts with another student once you've finished your first one. Check your Review your partner's draft attentively and offer comments.

Unit and course summary

1

Consider the essay you wrote in Unit 8 as you consider or have a discussion with the questions.

- a. How simple did it seem to you to plan and organize your essay?
- b. How well did you use the concepts from the materials you studied to inform your essay?
- c. How well did you connect theory and practice?
- d. How effective was the process' peer review phase?
- e. Did your essay contain any grammatical errors? How could you keep them from happening again?

2

Consider how your writing has changed throughout the course of this semester. What do you consider to have aided you most?

- a. Conversations and teamwork with other students.
- b. Information taken straight from your course book.
- c. Your teacher's explanations and clarifications.
- d. The quantity of writing experience you have.
- e. Your tutor providing feedback on your writing.
- f. Engaging in employment at a college or university

3

Read the essays you wrote for this course again, as well as the teacher's comments. Consider the overall quality of your essays to identify any strengths and shortcomings.

Consider how this course has helped you improve your academic writing as you consider the following questions:

- a. Is the information presented consistently accurate and well-written?
- b. Do the essays have a good sense of organization and show coherence and cohesion?

- c. Do I succeed in avoiding recurrent errors in particular linguistic areas?
- d. Can I identify the areas where I need to improve?

4

Add appropriate comments in the corresponding column to complete the table on page 93.

Visit www.englishforacademicstudy.com for websites with materials related to this book.

You can organize your essay utilizing this website's cause and effect statements, statistics to back up your points, and an informative article about sustainable fashion.
