

ACADEMIC WRITING EXERCISES: GRADUATE LEVEL



Волинський національний університет імені Лесі Українки
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ВПРАВИ З АКАДЕМІЧНОГО ПИСЬМА: ДРУГИЙ (МАГІСТЕРСЬКИЙ) РІВЕНЬ

*для студентів спеціальностей
035 Філологія (Мова і література (англійська). Переклад),
014 Середня освіта (Англійська мова)*

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Навчально-методичні матеріали підготовлено з метою систематизації й удосконалення знань студентів-магістрів денного і заочного відділень закладів вищої освіти при вивченні теоретичного курсу з академічного письма. Видання складається з шести тематичних розділів, які охоплюють особливості академічного письма і сприяють розвитку використання певних мовних одиниць, моделей, структур в академічних текстах, формуванню навичок з писемного наукового мовлення і комунікації англійською мовою.

Для студентів і викладачів факультетів за напрямками підготовки 035 Філологія (Мова та література (англійська). Переклад), 014 Середня освіта (Англійська мова), для аспірантів-філологів та всіх, хто цікавиться академічним письмом.

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1. WRITING ABSTRACTS, INTRODUCTIONS, ACKNOWLEDGEMENTS

Abstracts and Introductions

1. Choose the right form of the verbs in the abstracts below.

With its focus on the research cycle, scientific methodology (1) **has devoted / devoted** a great deal of attention to problem solving. However, the issue of problem choice (2) **has been / was** relatively neglected, notwithstanding its relevant epistemological implications. What (3) **are / have been** the criteria used by PhD students to set their research agenda? To what extent (4) **is / was** the research agenda driven by pure curiosity about social phenomena? A survey (5) **has been / was** carried out among PhD students of European universities to examine the criteria used in the choice of their dissertation topics over the last decade. The analysis thus sheds light on the way scientific knowledge (6) **is / has been** crafted in the last ten years, and about the challenges and limitations researchers (7) **have faced / faced** during this process.

We (1) **currently carry / are currently carrying** out a survey of 500 PhD students of European universities to examine the criteria employed in the choice of their dissertation topics. Analysis of the data (2) **explores / is exploring / will explore** the duration of the PhD program, the availability of a scholarship or background experience in the field, and PhD students' criteria for choosing the specific issue that they wish to study. Initial results from the first 20 surveys (3) **seem / are seeming / will seem** to indicate the importance of the availability of funding. We (4) **hope / are hoping / will hope** to shed light on the way scientific knowledge (5) **is / is being / will be** crafted as well as on the challenges that young researchers (6) **face / are facing / will face** during this process.

2. Insert the words below into the spaces.

addresses, aim, aimed at, aims to, continuation, feasibility study, framework, propose, scope, targeted, this end, undertook

1. Our _____ is to provide a short, practical analysis of how this language is used.
2. This article _____ define the difference between a hazard and a danger.
3. This article is the result of a _____ investigating...
4. This work _____ the problems inherent in...
5. This work is a direct _____ of the work begun by Zappata [2014].
6. To _____ we have tried to...
7. We have _____ funding as being our main priority.
8. We _____ a new code for calculating the number of hours required.
9. We _____ this study to...
10. Within the _____ of these criteria, we propose to...
11. Defining P and Q falls outside the _____ of this article.
12. It is _____ students of engineering.

3. In each sentence delete the one word / phrase in bold that is not appropriate / grammatical.

1. This paper **outlines / proposes / describes / discovers / presents** a new approach to... 2. This paper **validates / examines / seeks to address / focuses on / discusses / investigates** how to solve... 3. This paper is **an overview of / a review of / a report on / preliminary attempt** how bilinguals separate the two languages while talking. 4. The aim of our work is to **further / extend / widen / broaden / amplify** current knowledge of... 5. This paper **takes a new look at / re-examines / revisits / informs / sheds new light on** how politicians use their power. 6. In the literature, ‘psychotic’ **usually refers / often refers / is usually referred** to a patient who... 7. Vitous [2015] has **provided / put forward / put down / proposed** a new definition of X, in which... 8. In the literature **there lacks of a general definition of X / a general definition of X is lacking / there is no clear definition of X**. 9. In their **seminal / groundbreaking / cutting edge / state-of-the-art** paper of 2001, Peters and Jones... 10. Experiments on X were **conducted / carried on / carried out / performed on X** in 2009 by a group of researchers from... 11. More recent evidence [Obama, 2013] **shows / suggests / investigates / highlights / reveals / proposes** that... 12. He **claims / argues / criticizes / maintains / suggests / points out / underlines** that... 13. Kamos’s [23] assumptions seem to be **sensitive / realistic / well-founded / well-grounded / plausible / reasonable / acceptable**. 14. Many experts contend, **however / instead / on the one hand**, that this evidence is not conclusive. 15. This has led authors **as / such as / for example / for instance** Mithran [32], Yasmin [34] and Hai [35] to investigate...

4. Match the phrases from abstracts and introductions (1–25) with their functions (A–D)

- (A) Establishing why your topic (X) is important.
- (B) Outlining the past-present history of the study of X
(no direct references to the literature).
- (C) Outlining the possible future of X.
- (D) Indicating the gap in knowledge and possible limitations.

1. A neglected area in the field of analytical chemistry is...
2. Although this approach is interesting, it fails to take into account three critical factors.
3. By 2035, computers will have become redundant.
4. Concerns have arisen which call into question the validity of...
5. Despite this interest, no one to the best of our knowledge has studied...
6. Few researchers have addressed the issue of...
7. GISs have many applications in the field of...

8. However, there has been little discussion on...
9. In the next few years Nigeria is likely to have become...
10. It is not yet known whether these problems will be solved in the near future.
11. It is well known that psychologists tend to...
12. Moreover, other approaches have failed to provide...
13. Most studies have only focused on China to the detriment of India.
14. Psychometric tests are a critical part of the job interview process.
15. Recent developments regarding the future of the Internet have led to...
16. Roses are among the most well-known flowers on the planet.
17. Since 2012 there has been a rapid growth in the use of nanotechnologies.
18. The first studies in child psychology saw children as...
19. The Indonesian economy has received much attention in the past decade due to...
20. The last two years have witnessed a huge growth in the number of studies on this topic.
21. The main characteristics of bilinguals are: ...
22. The next decade is likely to see a considerable rise in unemployment.
23. There is little or no general agreement on...
24. There is still considerable controversy surrounding...
25. Traditionally, the focus on bilingualism has always been...

5. Write an abstract related to your current research, alternatively invent some research. Choose one of the two possible structures below.

STRUCTURE 1

1. Give a basic introduction to your research area, which can be understood by researchers in any discipline. (1–2 sentences).
2. Provide more detailed background for researchers in your field. (1–2 sentences).
3. Clearly state your main result. (1 sentence).
4. Explain what your main result reveals and / or adds when compared to the current literature. (2–3 sentences).
5. Put your results into a more general context and explain the implications. (1–2 sentences).

STRUCTURE 2

1. Begin by saying what you did plus introduce one key result, i.e. begin with information that the reader does NOT already know. (1–2 sentences).
2. Introduce the background by connecting in some way to what you said in your introductory sentence. (1 sentence).
3. Use the background information (which the reader may or may not already know) to justify what you did, and outline your methodology (and materials where appropriate). (1–2 sentences).
4. Provide some more information regarding your results. (1–2 sentences).
5. Tell the reader the implications of your results. (1–2 sentences).

6. Choose the right form of the verbs in the introductions below.

There is some cross-linguistic contrastive research to suggest that a foreigner (1) **is / was** at a disadvantage when writing an academic paper in the English language. It (2) **is / has been / was** suggested, for example, that Asian languages such as Chinese, Japanese and Korean (3) **have / have had / had** different patterns of argument to English [Hinds]. Thus one study (4) **finds / has found / found** that those Korean academics trained in the United States (5) **have written / wrote** in an ‘English’ discourse style [Egginton]. More generally Hinds (6) **has put / put** forward a widely discussed position that Japanese (7) **has / had** a different expectation as to the degree of involvement of the reader compared to English [Hinds].

Research on German (8) **shows / has shown / showed** that German academic writing in the social sciences (9) **has / has had** a much less linear structure than English, to the extent that the English translation of a German textbook is criticized as haphazard or even chaotic by American reviewers, whereas the original had received no such reviews on the European continent. Similarly, academic Finnish texts (10) **have been / were** shown to differ in the way they use connectors.

For some years the community (1) **encourages / has encouraged** collaborative clinical trials. In this section we (2) **describe / have described** the first of two unreported results on such trials that we believe deserve such publication. Then, in Section 2, we (3) **review / have reviewed** the broad perspectives that (4) **shape / have shaped** the direction of the literature on clinical trials. Section 3 answers the question: ‘Under what circumstances (5) **are trials / have trials been** carried out since the introduction of the new norms?’. Finally, we (6) **draw / have drawn** some conclusions in Section 4. We believe that this (7) **is / has been** the first time that such an approach (8) **is / has** been applied to an analysis of clinical trials.

7. Write your own introduction following the structure below. You may decide to leave out some of the stages.

1. Define the topic, suggest why it is important and of interest and / or give some brief historical background. (1–3 sentences).
2. Outline the accepted state of the art plus the problem to be resolved (i.e. the gap). (2–4 sentences).
3. State your major objectives, i.e. how you intend to fill the gap. (1–2 sentences).
4. Introduce the background literature that you intend to refer to in order to give the rationale behind your research. Ensure you make reference to current insufficient knowledge of your topic. (an appropriate number of sentences).
5. Make a clear statement of how your paper represents an advance on current knowledge, and what your objective is. (2–4 sentences).
6. Announce / Preview the main results of your work. (1–4 sentences).
7. Give the structure of your paper. (3–4 very short sentences).

8. The introduction of a paper typically ends with an outline of how the paper is organized. How does the author of the text below create variety in his / her description of the structure?

For some years the community has encouraged collaborative clinical trials. In this section we describe the first of two unreported results on such trials that we believe deserve publication. Then, in Section 2, we outline the broad perspectives that have shaped the direction of the literature on clinical trials. Section 3 answers the question: ‘Under what circumstances have trials been carried out since the introduction of the new norms?’. Finally, we draw some conclusions in Section 4. We believe that this is the first time that such an approach has been applied to an analysis of clinical trials.

Acknowledgements

9. Choose the right form of the verb in the acknowledgements below.

This work (1) **is / has been / was** carried out within the framework of an Indian government sponsor project and (2) **is / has been / was** partly sponsored by Fundz. Support (3) **is / has been / was** given by the Bangladeshi National Research Council, who (4) **have partially funded / partially funded** the work in its initial stages.

We (5) **thank / are thanking / would thank** all our students for their support, without whose help this work (6) **would never be / would never have been** possible. Thanks (7) **are / will be** also due to Prof. Rathasmaji who (8) **gives / has given / gave** us much valuable advice in the early stages of this work. Dr. Gurati (9) **collaborates / has collaborated / collaborated** with our staff in this research project.

This research (1) **benefited / was benefited** from a grant from the Excelcius Institute. Support (2) **also gave / was also given** by Fundz, who (3) **funded / was funded** the last phase of the project. We (4) **gratefully acknowledge / are gratefully acknowledged** the help provided by Dr. Yu and constructive comments of the anonymous referees. We (5) **indebted / are indebted** to Dr. Alvarez for her valuable suggestions and discussions.

Finally, thanks are due to Prof. Savage, who (6) **gave / was given** us much valuable advice throughout the project.

10. Insert the words and phrases below into the spaces.

- | | |
|---|--|
| (a) advice in the early stages of this work | (f) valuable suggestions and discussions |
| (b) gratefully | (g) was made possible |
| (c) indebted to | (h) we would like to thank |
| (d) support | (i) within the framework |
| (e) technical assistance | (j) worked alongside |

1. This work was carried out _____ of an EU project and was partly sponsored by... 2. This research _____ by a grant from... 3. _____ was given by the Institute of X, who funded the work in its initial stages. 4. _____ the following people for their support, without whose help this work would never have been possible ... 5. We _____ acknowledge the constructive comments of the anonymous referees. 6. We are _____ Dr. Alvarez for ... 7. We are grateful to Dr. Y for her _____. 8. Thanks are also due to Prof. X, who gave us much valuable _____. 9. Dr. Y _____ our staff during this research project. 10. We also thank Prof. Lim for her _____ in all our experimental work.

11. Write your Acknowledgement section (See the example of acknowledgement below) by including some or all of the following.

- Sources of funds.
- People who gave significant technical help (e.g. in the design of your experiment, in providing materials).
- People who gave ideas, suggestions, interpretations etc.
- The anonymous reviewers.

I would like to thank all my Ph.D. students as well as the following people for allowing me to reproduce (modified) extracts from their work: Matteo Borzone, Carlo Ferrari, Roberto Filippi, Elisabetta Giorgi, Estrella Garcia Gonzalez, Caroline Mitchell, NASA Scientific and Technical Information Division, Chris Rozek, Anna Southern, and Alistair Wood.

The text for exercises (Sections 6.9 , 6.10 , and 7.20) were taken from *Principles and Methods of Teaching* by James Welton, published in 1906 by University Tutorial Press. The exercise on writing definitions (Section 8) is an adaptation of an exercise from *Study Writing* (Cambridge University Press, 1987), an excellent book by Liz Hamp-Lyons and Ben Heasley. The exercise on structuring the results section is based on recommendations by Maeve O'Connor in her book *Writing Successfully in Science* (Harper Collins Academic, 1991) [19].

12. Think of all your academic achievements in your life so far. Write 50–100 words of acknowledgements to all those people who have helped you.

2. PARAPHRASING, SUMMARISING AND AVOIDING PLAGIARISM

13. Which of the words and phrases in bold would you be able to cut and paste into your own work without stating the source because they are sufficiently generic that they could apply to any situation?

In this research project I will consider bilinguals as (1) **“those who use more than one language or a dialect in their everyday life”** (Grosjean, 2010). The inclusion of dialects is particularly relevant here, (2) **as part of the project involved Italian participants.** (3) **In Italy, different dialects are spoken in different regions.** These dialects are not just mild inflections from the mother tongue, but proper languages that may significantly differ in syntactic, semantic and phonological properties. For example, (4) **someone from Sicily who speaks Sicilian and Italian should be considered as bilingual** as someone from Barcelona who speaks Catalan and Spanish. As in most of the Italian regions a dialect can be spoken for historical and cultural reasons, (5) **we may say that a considerable proportion of Italians, especially in older generations, are bilinguals.**

(6) **What is bilingualism?** I asked this question to an artist, the one who painted the work represented at the beginning of this chapter. She replied:

(7) **“Bilingualism is my fourth dimension. It is the way I see things without boundaries, without communication constraints. Bilingualism is a space in which culture flies freely and the mind expands to new fascinating territories.”**

Perhaps this definition of bilingualism is too romantic. However, I feel that (8) **it captures the very nature of being bilingual in modern times.** According to Beatens Beardsmore (1982) the term bilingualism has an “open-ended semantics”. (9) **No definition can really explain the complexity of the cognitive, social, educational and cultural factors** that are embedded in those who embarked on a bilingual life. In this first chapter (10) **I will attempt to describe** what is bilingualism in the contemporary world, (11) **how it is studied,** and (12) **why it is important to understand** crucial cognitive mechanisms that support it in the human brain.

14. Which of the statistics and findings in bold would you be able to use in your paper without making a reference to the literature or attributing a source?

The growing interest in bilingual or multilingual speakers is not surprising if we think that more than half of the world’s population – (1) **about 3.5 billion people** – regularly speak (2) **more than one language** (Grosjean, 1982, 2010). As far as Europe is concerned, the European Commission published a report (2006) in which a large sample of European citizens were asked how many languages they spoke other than their mother tongue. (3) **Fifty-six percent of the people in 25 countries** replied that they could have a conversation in a second language, and 28 % replied they spoke a third. (4) **Great Britain is one of the most “monolingual” countries in**

Europe; nonetheless, (5) **38 % of those polled** replied they could speak a second language.

These figures, though impressive, do not tell us much about a potentially bilingual or multilingual population that appears to be a tremendously heterogeneous group. Were the languages learnt early in childhood or later? Are the additional languages used in everyday life? How competent are these people in their second language? These (6) **three basic questions** are themselves enough to transmit even to the naïve eye how difficult studying bilinguals could be. As Grosjean (1998) pointed out "... working with bilinguals is a more challenging enterprise [than studying monolinguals].

Paraphrasing

15. Replace the phrases in italics with a verb and make any other necessary changes.

The presence of mixtures of saccharide materials make *the identification of a plant gum in a paint sample a difficult task*.

= The presence of mixtures of saccharide materials make *it difficult to identify a plant gum in a paint sample*.

1. *The use of a microscope is essential for a full comprehension of the technique.* **2.** In certain environments this could *lead to an enhancement in the lipid preservation.* **3.** The anaerobic bacteria can cause *a strong degradation of the wood.* **4.** The amount formed *is strictly dependent on the degree of oxidation, thus the values observed present a high variability* and are influenced by many factors. **5.** Samples were directly monitored *for the observation of the morphological characteristics.* **6.** *The assessment of this index was carried out by means of the correlation function.* **7.** *The heating of the probe can be carried out in two different ways...* **8.** The main drawbacks are the increase in volume and weight of the residue *which causes the loss of the advantage of the incineration process, and the production of a material that might still be very hazardous for the environment.* **9.** This solution implies *the reaching of a consensus among these processes.* **10.** The authors wish to thank the Department of Political Sciences for *the setting up and coordination of the project.*

16. Write definitions of the following branches of human biology and medicine shown below. Note: do not use exactly the same grammatical structure or the same verb or noun in more than one definition.

Example: Anatomy is the study of how the body is structured and the way in which the various components are linked together. = An anatomist studies the structure of the body and how its parts fit together.

Note the changes made in terms of grammar and / or use of synonyms:

- Anatomy (the science) > anatomist (scientist).
- The study (noun) > studies (verb).
- Is structured (verb) > the structure (noun).
- Components (noun) > parts (noun).
- Fit (active verb) > are linked (passive verb).

SCIENCE	AREA OF STUDY
1. biochemistry	chemical processes occurring in and around body cells
2. cardiology	problems relating to heart and blood vessels
3. genetics	DNA, chromosomes and genes + inheritance mechanisms
4. neurology	disorders of nervous system
5. psychiatry	mental illness – prevention and treatment

17. Rewrite the sentences below so that (1) the word order is different (where possible), and (2) at least one element changes from, for example, verb to noun, or noun to verb, or active to passive, or adjective to adverb.

The examples below show two different ways to change the sentence.

- X is different from Y in a number of respects.
 - = There are a number of important differences between X and Y.
 - = X differs from Y in several fundamental ways.
- This tool is targeted at end-users.
 - = The target of this tool is end users.
 - = End users are the target of this tool.
- This survey provides a summary of the relevant literature.
 - = This article aims to do widen current knowledge of this topic.
 - = Summarizing the most pertinent papers in the field is the focus of this article.

1. Our experiments confirm previous results [Wiley 2009]. **2.** We found much higher values with respect to those reported by Pandey [2000]. **3.** These discrepancies are negligible due to the fact that ... **4.** To the best of our knowledge no other authors have found that $x = y$. **5.** In conclusion, our work demonstrates that $x = y$. **6.** Figure 1 clearly shows that these values reach a peak when $x = y$. **7.** There is a possibility that dissimilar evaluations would have arisen if the focus had been on x instead of y . **8.** Many attempts have been made [Kim 2009, Li 2010, Hai 2011] aimed at improving performance. **9.** As far as we know this is the first time that this system ... **10.** The samples were prepared as required by current norms. **11.** A great deal of attention must be paid when handling the samples. **12.** This method suffers from a number of pitfalls. **13.** We would like to thank the following people for their support, without whose help this work would never have been possible: ... **14.** It is very likely that participants may have answered the questions incorrectly. **15.** The reasons for this result are not yet entirely understood. **16.** Despite the limitations of this method,

and consequently the poor results in Test 2, our findings do nevertheless suggest that ... **17.** Given that this was only a preliminary attempt, it is hardly surprising that there were some discrepancies. **18.** The benefits in terms of performance far outweigh the additional costs. **19.** As anticipated, there were some discrepancies due to the massive amount of data being processed.

18. Rewrite these sentences by putting the part in bold at the beginning of the sentence. Make any changes that you feel are necessary.

1. There are several categories of race and ethnicity. **These include Hispanic, American Indian and Filipino.** 2. There are three categories of **rendering techniques.** These are A, B, and C. 3. Someone who spends their day thinking about existential problems is called a **philosopher.** 4. Someone who spends their day thinking about **existential problems** is called a philosopher. 5. The usual length of **the rod** is two meters. 6. The usual length of the rod is **two meters.** 7. The disease may be caused by **water pollution, contaminants in food etc.** 8. The categorisation combines **the ideas from previous taxonomies.** 9. It is still not fully understood **how the brain works.** 10. A courier delivered **the package.**

Finding Synonyms

19. Write at least one synonym for each of the words / phrases in bold.

1. Last century this procedure was **considered to be** the most ... 2. Previous work has **only focused on** addressing the symptoms rather than the cause. 3. Concerns have **arisen** which question the validity of ... 4. This paper **outlines** a new approach to ... 5. The aim of our work was to **further** current knowledge of ... 6. Vitous [2015] has **provided** a new definition, in which ... 7. A growing body of literature has **examined** [Ref]. 8. An increase in the number of cases was first **noted** by ... 9. Experiments with this system were **conducted** in 2009 by a group of researchers from ... 10. He **claims** that ... 11. Many experts now **contend** that rather than using Pappov's approach it might be more useful to ... 12. To **assess** whether plastic could be converted into gold we ... 13. The set-up we used **can be found** in [Ref 2]. 14. Our experimental set up **bears a close resemblance to** the one proposed by Smith [2014]. 15. The apparatus **consists of** three main parts. 16. The interface can easily be **customized** to suit all requirements. 17. The resulting ad hoc device **can** function in various fields. 18. Having this system **enabled us** to incorporate several new parameters. 19. The interviewees were **divided** into two groups. 20. No significant difference was **revealed** between the two methods. 21. We **began** this project three years ago. 22. This **underlines** just how important this system is. 23. This **confirms** previous findings in the literature ... 24. Further tests carried out with this system **confirmed** our initial findings. 25. As **expected**, our experiments prove that...

26. The cost of this system **could account for the fact that** it is rarely used. 27. This research has **raised** the need for further investigation. 28. As was **mentioned** in the Methods, ... 29. Table 2 **proves** that this system is ... 30. Figure 1 **presents** the data on the new system.

20. Write at least one synonym for each of the words in bold.

1. This has many **uses** in the field of ... 2. A major **defect** of this procedure is ... 3. In this **report** we ... 4. A recent review of the literature on this **topic** [2012] found that ... 5. Southern's group [5] calls into question some past **assumptions** about this procedure. 6. The method is essentially the same as that used by Kirk [2009] with some **changes**. 7. This component is fully compliant with international **norms**. 8. The software **application** used to analyze the data was SoftGather (Softsift plc, London). 9. The main **criteria** for selecting the samples was not mentioned at all. 10. In all cases **patients'** consent was obtained. 11. In the first **step** of the process ... 12. This new equipment has the **ability** to outperform all previous versions. 13. Our procedure is a clear **improvement** on current methods. 14. Our study provides **additional support for** alternative methods for treating this disease. 15. Apart from this slight **discordance**, the result is confirmation of ... 16. There are several possible explanations for this **result**. 17. The results point to the **likelihood** that the species will be extinct within 5 years. 18. Further experimental **investigations** are needed to estimate ... 19. These findings suggest the following **directions** for future research: ... 20. An important **issue** to resolve for future studies is ... 21. It is **straightforward** to verify that ... 22. Malaria is the **main** cause of ... 23. Greening the Internet has become a **central** issue in ... 24. Many hypotheses regarding this system appear to be **ill-defined**. 25. In their **seminal** paper of 2001, Peters and Jones ... 26. Kamos's [23] assumptions seem to be **realistic**. 27. Their approach is not **well suited to** ... 28. The **traditional** approach to sample collection is to ... 29. Our results were **disappointing**. However, ... 30. One **possible** application of our technique would be ...

21. Write at least one synonym for each of the words / phrases in bold.

1. **Since** the focus of the study was on a new system, we decided to ... 2. There has been some disagreement **concerning** whether x is equal to y or not. 3. Several authors have attempted to define emotional intelligence, but **as yet** there is still no accepted definition. 4. The fonts, **i.e.** the form of the characters, are of various types. 5. **Little** is known about ... 6. Many experts contend, **however**, that this evidence is not conclusive. 7. Statistical significance was analyzed **by using** SoftGather. 8. The aim of this system is to increase performance. **Consequently**, we... 9. We chose this particular apparatus **because** it is inexpensive. 10. The samples were prepared **as described by** Jude [2010]. 11. **Almost** two-thirds of the participants (64 %)

commented that ... 12. In response to Question 1, **most** of those surveyed indicated that ... 13. **Interestingly**, only 7–8 year olds were able to find the answer. 14. There were no significant differences between the two systems **in terms of** cost. 15. **Overall**, our results show this machine outperforms all the others on the market. 16. The correlation between the two procedures is **worth noting** because ... 17. **In contrast to** earlier findings [Castenas, 2009], we ... 18. **Despite** the lack of agreement, we believe our findings compare well with ... 19. **Although** there was some inconsistency ... 20. We hope that our research will be helpful in solving this difficulty. **At the same time** we believe that ...

Summarising

22. Compare the summary with the original text (*Charles G. Morris, Psychology*). **Underline the parts of the text that appear in the summary (the first part is underlined as an example for you). Discuss with your partner what is included into the summary and what is left out. Write out the synonyms and synonymous expressions that are used in the summary instead of the following: to excel, researchers, economic factors, a higher need, seek approval by conforming.**

Are Firstborns Better?

Freud, Kant, Beethoven, Dante, Einstein and Julius Caesar – what do they have in common? All of these eminent men were firstborn children. Although many later-born children also become famous, certain studies hint that a firstborn child is more likely to excel. For example, more firstborns become National Merit Scholars, earn doctor's degrees and rate mention in Who's Who.

Researchers suggest several explanations for the higher achievement of firstborns. Some believe that the reason is simply that firstborns are more likely than other children to attend college. They argue that economic factors alone could account for this difference, although firstborns typically get high grades before college as well.

Others suggest that firstborn children have a higher need to achieve (Rosen, 1964). This need to achieve may be an outcome of the special relationship between firstborn children and their parents. Firstborns have their parents' exclusive attention and seem to interact more with parents than other children (Gewirtz, 1965). Parents of firstborns also seem to expect more of them (Hilton, 1967). As a result,

Summary

According to Charles G. Morris in his discussion of firstborns in *Psychology*, the first child in a family is more likely to have achieved excellence than are those children born later. Scientists explain this in a number of ways. The firstborn has a greater chance to receive higher education, if only financial elements are considered. Another suggestion is that these children have a deeper motivation for achievement possibly resulting from the fact that they relate to adults, particularly their parents, who have very high expectations of them. Thus, firstborn children might

firstborns may seek approval by conforming to adult standards, including standards of achievement.

Whatever the reasons, firstborn children do tend to be more conforming, shyer, more anxious than their siblings, – and more likely to outdo them.

gain acceptance through conformity and meeting standards set for them.

23. Write a 20–40 word summary of the following text by B. Alvarez. Decide what parts you might need to quote directly, i. e. which words might be better expressed by the original author rather than being paraphrased by you.

Researchers often believe they do not need to consider style when writing scientific papers. They consider style a matter of ‘decorating’ their prose to make it more attractive to the reader. In our survey of 1,000 papers written by Ph.D. students we found that this is not the case. It is much more fundamental than that and involves such things as point of view and sentence structure.

We tested six different approaches to writing papers. We found that the best was to instruct writers as follows: As you begin to organise your thoughts and your findings, decide who your reader is. It’s even useful to imagine a particular person, in some cases a colleague, in others a student. What attitude should you assume? Are you trying to instruct and explain or to inform and persuade? Specialists in the same field will be familiar with your subject and its particular jargon and so won’t need a lot of “prompting.” You should ask yourself what essential information or meaning you want to put across in your paper.

We believe that writers should overcome the idea that they must adopt a certain ‘official’ style when writing technical papers. There is no one correct or ‘official’ voice. It is a fallacy that serious scientific journals do not accept papers written in the first person.

Many researchers aspire to an objectivity they believe is obtained by using impersonal constructions or the passive voice. They want to lay emphasis on the experiment or results and not on the observer. Scientific findings are no more or less valid because they are expressed by an identifiable author. Our survey of the literature of early scientific work highlighted that some of the greatest men of science, such as Einstein, Darwin and Louis Pasteur, were also gifted writers, unafraid to report their findings in the first person. Even today their papers exude a degree of warmth and immediacy.

24. Write a 20–40 word summary of the following text written by B. Alvarez. Decide what parts you might need to quote directly, i.e. which words might be better expressed by Alvarez rather than being paraphrased by you.

While watching a film we unconsciously make hundreds of logical connections that enable us to follow the story line easily. We certainly do not think about the

hours of film which have been cut out. Readers too make connections as they move from sentence to sentence, paragraph to paragraph.

When papers reflect a clear, logical progression of ideas, the reader follows the argument without excessive promptings like: *It is worthwhile noting that ...*, *As a matter of fact ...*, *Experience teaches us that ...* Likewise, the overuse of such words and expressions as *hence, therefore, thus, it follows that, in fact, indeed, and namely* can be tiresome.

We found that many students fill their papers with redundant expressions because they think it makes their writing sound more impressive, or sometimes because they simply do not have much to say.

Why do so many writers use long, empty phrases instead of short clear ones? Perhaps it is because as George Orwell suggests “it is easy.” He goes on to explain that it is easier – even quicker, once you have the habit – to say *It is not an unjustifiable assumption that* than to say *I think ...*

A key finding in our work was that particularly when students are writing in a hurry they fall into a pretentious, Latinised style. Tags such as *a consideration which we should do well to bear in mind* or *a conclusion to which all of us would readily assent* will save many a sentence from coming down with a bump. By using stale metaphors, similes and idioms, it was revealed that students could save themselves much mental effort. But this at the cost of leaving their meaning vague, not only for their readers but for themselves.

25. Write a 10–20 word summary of the following text, which comes from a freely available NASA document on writing technical reports.

You will be given, say, 20 minutes in which to present to visiting scientists a review of your research. Your first reaction is to insist that you need more than 20 minutes. Your arguments will be rejected, however, so you eventually proceed complainingly to your task. With great ingenuity you apply yourself to outwit your stubborn and arbitrary boss by getting an hour’s material into a 20-minute talk. You concoct long and brilliantly comprehensive sentences for your discussion, you organize all of your numerical results so that you can present them in rapid-fire order, and you lay out 15 slides, each crammed with detailed information. Unfortunately, when you first read through your prepared speech, it takes nearly 30 minutes instead of 20. You are not very disturbed, however, because you are confident that, with a little practice, you will be able to increase your speaking rate until the delivery time is down to the required 20 minutes.

All that is missing from your approach is consideration for the central figure – the man in the audience. After 2 minutes of your talk he will be rapidly developing mental indigestion; after five minutes he will have lost the thread of your discussion; and during the remainder of your talk he will simply concentrate on hating you or on trying to sleep.

3. REVIEWING THE LITERATURE. COMPILING A BIBLIOGRAPHY

Review of the Literature

26. The sentences below come from a Review of the Literature. In each case, decide which sentence (a or b) you prefer.

- (1a) X and Y are known to be characteristic of Z [Bach, 2014].
- (1b) X and Y are characteristic of Z [Bach, 2014].
- (2a) X and Y were once used in the Middle East and the Far East [Bakali, 2012].
- (2b) The use of X and Y has been ascertained in various regions of the Middle East and the Far East [Bakali, 2012].
- (3a) Also X and Y contain a small quantity of Z [Yamashata, 2013].
- (3b) Also X and Y have been reported to contain a small quantity of Z [Yamashata, 2013].
- (4a) In the literature the detection of X has also been reported in ceramic artefacts [Santana, 2014, McLaughlin 2015].
- (4b) X has also been identified in ceramic artefacts [Santana, 2014, McLaughlin 2015].
- (5a) In archaeological findings the occurrence of X may be correlated to Y [Shankar 2011, Hussein 2015].
- (5b) Several authors [Shankar 2011, Hussein 2015] have suggested that in archaeological findings the occurrence of X may be correlated to Y.

27. Delete any unnecessary phrases in this extract from the Review of the Literature. You only need to delete phrases – do not make any other changes.

In a very interesting paper, MacNamara (1967) stressed the need to consider the degree of bilingualism not as a unitary component, rather as a level of competence in writing, reading, speaking and listening. In this view, bilingual competence is seen as a continuum in which individuals may vary in the degree of proficiency for each of the four linguistic skills. Several descriptors have been described in the literature that are used to define proficient or less proficient bilinguals. One of the most common, as reported in many papers, describes balanced bilinguals as those who have an equal mastering of both languages (Lambert, Havelka & Gardner, 1959; Starsky and Hutch, 1970; Bobzyer Oncle, 2011). Several authors in the more recent literature have argued that balanced bilingualism is very rare (see for example the following two works: Beatens Beardsmore, 1982; Grosjean, 1997). Thus, according to the literature taken as a whole, bilingual individuals may be more dominant in one language (L1) and have their second language (L2) as the subordinate language.

28. In the following reviews of the literature chose the correct forms of the verbs.

Persistence (1) **has most often been** / **was** most often studied in terms of cultural differences. Blinco (1992) (2) **has found** / **found** that Japanese elementary school children (3) **have shown** / **showed** greater task persistence than their American counterparts. School type and gender (4) **have not been** / **were** not factors in moderating task persistence. This (5) **has left** / **left** culture as the remaining variable.

Heine et al. (2001) (6) **has furthered** / **furthered** this idea by testing older American and Japanese subjects on responses after success or failure on task persistence. Japanese subjects (7) **have been** / **were** once again found to persist longer (in post-failure conditions), and this (8) **has been** / **was** speculated to be because they were more likely to view themselves as the cause of the problem.

These cultural studies (9) **have hinted** / **hinted** that task persistence may be predictably based on attribution style. A later experiment (10) **has shown** / **showed** that attribution style and perfectionism level can be correlated with final grades in college-level classes (Blankstein & Winkworth, 2004).

Attributional style (11) **has first begun** / **first began** being commonly measured in 1982 when Peterson et al. (12) **have created** / **created** the Attributional Style Questionnaire. Since then many experiments about feedback and task performance (13) **have been** / **were** completed.

Fewer studies (14) **have looked** / **looked** at the effects of similar feedback on task persistence. Dogdson and Wood (1998) (15) **have found** / **found** that participants with high self-esteem (16) **have responded** / **responded** to negative feedback with greater task persistence than participants with low self-esteem.

Doyle in 2009 (1) **was** / **has been** the first to investigate this phenomenon. In this seminal work Doyle (2) **claimed** / **has claimed** that violence is the consequence of videogames, but he (3) **failed** / **has failed** to provide adequate proof of this finding. A review of the literature on this topic [Yin 2010] (4) **found** / **has found** that violence was consequence of other aspects of the Internet. This (5) **led** / **has led** Marchesi et al. [2012] to investigating the role of violence in social networks. Since the work of Marchesi's group, much research on social networks (6) **was** / **has been** carried out, yet there are still some critical issues which need to be resolved. Consequently, in the last two years more attention (7) **was** / **has been** given to pornographic sites. In a more recent work, Dee (8) **developed** / **has developed** a new method to measure violence. As might have been expected, (9) Dee **pinpointed** / **has pinpointed** many contradictory findings in previous works, which subsequently (10) **raised** / **have raised** many questions. In fact since Dee's paper (11) **was** / **has been** published many other shortcomings of using Internet-based statistics (12) **were** / **have been** brought to light. An experiment that (13) **was** / **has been** reported in a recent paper [Zhang, 2014] (14) **revealed** / **has revealed** that...

29. Insert the words below into the spaces.

approach, attention, claimed, critical issues, developed, emphasis, failed, led, literature, pointed out, review paper, was among the first, work, would support

1. In this _____ only the highlights of the last 4 years, with _____ on novel techniques, will be discussed. 2. A recent review of the _____ on this topic found that... 3. Much _____ on the potential of nanotechnology has been carried out, yet there are still some _____ which need to be resolved. 4. In the traditional _____, X is used to define Y. 5. In the last few years more _____ has been given to the pitfalls of monolingualism. 6. Doyle (2015) _____ to... 7. As _____ by Wallwork, this will only occur if... 8. He _____ that this is the consequence of mismanagement, but he _____ to provide adequate proof of this finding. 9. This _____ Marchesi et al. to the following conclusion... and this _____ the hypothesis that... 10. Dee _____ a new method and concluded that...

30. Insert the words below into the spaces.

calls into question, compared, conducted, contend, drawbacks, expected, findings, hypothesis, notes, observations, raises many questions, shortcomings, underway

1. Spencer et al. _____ a similar experiment with dogs. 2. As might have been _____, contradictory _____ were shown. 3. This _____ about whether live subjects should be used. 4. Smith and Jones _____ France and Italy, and found them to be... 5. Their group _____ some past assumptions about the use of animal testing. 6. Burgess, an authority on schizophrenia, _____ that one of the major _____ to adopting this system is... 7. Many experts _____, however, that his evidence is not conclusive. 8. A related _____ holds that the love of money is equal to evil, suggesting that... 9. Other _____ indicate that this explanation is insufficient... 10. The _____ of this method have been clearly recognized and experimentation is _____ to provide...

31. Using the table below, write a short paragraph, highlighting the two opposing views. Also, add your own particular perspective for each case by stating to what extent (and why) you support the claim or counterclaim.

Example answer:

Geldov et al. claim that industrialized nations need to send more aid to Africa. A completely opposing view was expressed by Njimi, who states that African countries need to sort out their own problems – financial aid only makes things worse. We

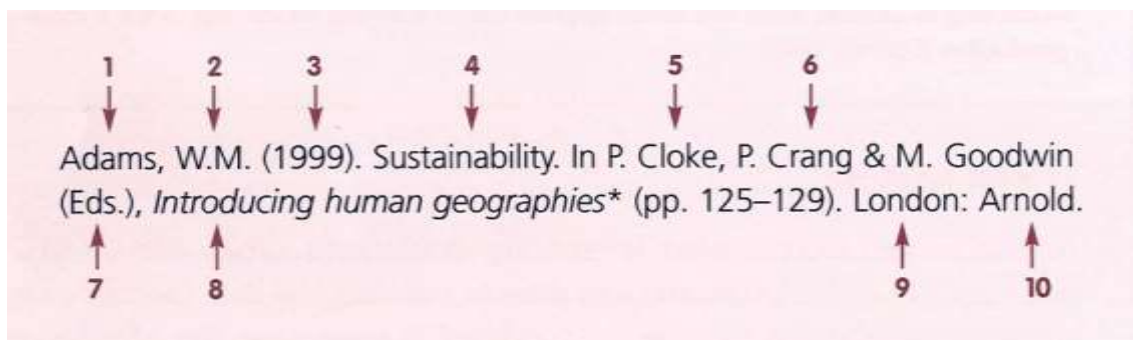
believe that it is possible to take the best of both approaches by using aid in more subtle ways that do not fall into the trap of making the recipient country dependent on aid.

	AUTHOR / ORGANIZATION	CLAIM	AUTHOR / ORGANIZATION	COUNTER-CLAIM
1	R. Geldov et al.	Industrialized nations need to send more aid to Africa	Njimi	African countries need to sort out their own problems – financial aid only makes things worse.
2	Schwarz	study of 60 cats in Germany; conclusion: cat is man's best friend	Santana et al.	study of 82 dogs in Mexico: dog is man's best friend
3	Berlusconi, Mafiosovic	voters will ignore corruption and immorality in politicians provided tax rate kept low	Sensato	low tax rate no guarantee that voters will ignore criminality in the government
4	Wordsworth	English is best equipped to be the language of science	Zapata	Esperanto much better equipped
5	Ferrari, Lotus	speed limits on motorways and autobahns in Europe actually increase the number of accidents	Zhang	analogous studies in China reveal that optimum speed limit should be 180 km

Compiling a Bibliography

32. Look at the bibliographical entry below. Match labels a)-j) with the elements of the bibliographical entry 1-10.

- a) Title of article ___
- b) Name of publisher ___
- c) Date of publication ___
- d) Author's surname ___
- e) Title of book ___
- f) Editor's name ___
- g) Place of publication ___
- h) Author's initials ___
- i) Other editors ___
- j) Shows book is a collection ___



Identify the mistakes in the bibliography below and rewrite it. Use the sample bibliography and Appendix as the guide.

- Alan Bilham-Boult et al. 1999. People, Places and Themes. Heinemann, pp. 17-22
- Adams, W.M. 1999. Sustainability. In P. Cloke et al. (eds) *Introducing Human Geographies*. Arnold, pp 125-129
- 'Africa Recovery' E. Harch (2003). [online]. Available from: <http://www.africarecovery.org> Accessed 18 May 2004
- P. Newman, Transport: reducing automobile dependence. In D. Satterwaite (ed.) *The Earthscan Reader in Sustainable Cities*. Earthscan Publications pp 67-92 (1999)

33. Here is a list of references in the field of applied linguistics. Arrange the references in alphabetical order and then answer the questions that follow.

- Posteguillo, S. 1997. Writing titles for computer science research articles in English. Paper given at the 11th LSP Symposium, Copenhagen, 18-22 August 1997.
- Berkenkotter, C., & T. Huckin. 1995. *Genre Knowledge in Disciplinary Communication: Cognition/Culture/Power*. Hillsdale, N.J.: Lawrence Erlbaum.
- Vassileva, I. 1997a. Hedging in English and Bulgarian academic writing. In *Culture and Styles of Academic Discourse. Trends in linguistics, studies and monographs* 104, A. Duszak (Ed.), 203-223. Berlin: Mouton de Gruyter.
- Kassevitch, V. B. 1998. Culture-dependent differences in language and discourse structures. In *Proceedings of the XVIth International Congress of Linguists, Paris, 20-25 July 1997*, B. Caron (Ed.), paper No. 0003. CD-ROM. Oxford: Pergamon.
- Swales, J. M., & C. B. Feak. 1994. *Academic Writing for Graduate Students: A Course for Non-native Speakers of English*. Ann Arbor: University of Michigan Press.
- Pennycook, A. 1997. Vulgar pragmatism, critical pragmatism, and EAP. *English for Specific Purposes* 16 (4): 253-269.
- Swales, J. M. 1998. *Other Floors, Other Voices: A Textography of a Small University Building*. Mahwah, N.J.: Lawrence Erlbaum.
- Modiano, M. 2000. Euro-English: Educational standards in a cross-cultural context. *The European English Messenger* X/1: 33-37.
- Kus'ko, K. (Ed.). 1996. *Linhvodydaktychna Orhanizatsiya Navchal'noho Protsesu z Inozemnykh Mov* [Linguistic and Didactic Organization of the Process of Teaching of Foreign Languages], L'viv: Svit.
- Vassileva, I. 1997b. Who am I/Who are We in Academic Writing? Paper given at the XVI th International Congress of Linguists, Paris, 20-25 July 1997.

1. How many references to books (monographs) are there on the list?
2. How many references to book chapters does the list include?
3. How many journal articles are there?
4. How many volumes of conference proceedings are referred to?
5. How many pieces of unpublished work are there among the entries?
6. How many textbooks are included?
7. How many publications in a language using a non-Roman alphabet are referred to?
8. How many references to joint authorship are made?
9. How many authors are referred to more than once?
10. The works of which author appeared in one year?
11. How many references to electronic sources does the list contain?

4. ANALYSING MATERIAL AND RESEARCH METHODS

34. Imagine you have written the Materials and Methods below. You then discover that your chosen journal does not allow the use of personal pronouns. Where possible and appropriate, rewrite the parts in bold by removing all instances of *we* and *our*.

(1) **In the first part of our study, we analysed** the length of 50 European Union documents written in English and Spanish, to confirm whether documents which purport to be exact translations of the same subject, vary substantially in length. The difference was not significant: Spanish documents were typically in the region of 5 % longer.

Not convinced by this result, (2) **we then decided** to do a more detailed study. One thousand scientific articles written in English and the same number written in Spanish were scanned using a conventional high resolution scanner. A ‘Word Parser’ was then used to analyse the articles in terms of: word length, sentence length, frequency of use of nouns rather than verbs, the use of impersonal phrases and passive form, and the frequency of particular punctuation marks.

The two languages were compared on the basis of the number of occurrences of these elements. For example, (3) **we assumed that** there would be a direct correlation between the length of words and sentences and the reader’s understanding of such sentences, i. e. the shorter the sentence (the quicker and deeper the understanding). In addition, (4) **in a previous paper [2012] we had hypothesized** that the use of verbs rather than nouns, and personal rather than impersonal constructions, leads to more fluent, concise and comprehensible sentences. This information was then used to establish the difficulty in understanding the authors’ (i. e. the authors of the papers being analysed) individual concepts and overall meaning.

(5) **To test our hypothesis**, (6) **we gave a selection of the sample articles** to a panel of 10 professional referees and proof-readers (all native English speakers). The sample articles were all written in English, but either by native speakers or Spaniards. To check whether non-native speakers might actually find the more complex language easier to understand (as it might reflect the conventions and style of their own native tongue), (7) **we assembled a panel of 10 non-native referees**.

(8) **We also asked both panels** to note down the time (T) it took them to read a particular paragraph. They then rated their understanding (U) in a range of zero to three (0 = nil understanding, 10 = total understanding), and also the amount of energy (stress S) they believed to have consumed in coming to such an understanding.

(9) **We believe that our verbosity index can be used** to test the level of comprehensibility of any government document from any country.

35. Choose the correct forms of the verbs in the Materials and Methods below.

The Heaf test was performed in accordance with BTS guidelines. Initially it was not anticipated that there (1) **would be / would have been / was** a need to offer BCG vaccinations on site to clients (i.e. homeless people) as it was assumed that, like the general population, only a small minority (2) **would have / would have had / had** negative Heaf tests without BCG scars. This meant that at the beginning of the study, a number of Heaf tests (3) **would be performed / would have been performed / were performed** on clients without recording their BCG status.

Clients referred to the chest clinic were those admitting to haemoptysis within the previous three months. It was decided that haemoptysis (4) **should be / should have been / was** the only symptom meriting referral to a chest clinic as a large number of the study population were likely to have persistent coughs and not all could be referred to a chest clinic.

The instrument employed (1) **is / was** a DX model. The apparatus, as provided by the manufacturers, (2) **consists / consisted** of three containers. The system also (3) **comes / came** equipped with a pump. The data (4) **are / were** obtained using a Backman XRZ, which (5) **incorporates / incorporated** the latest technological advances. The XRZ (6) **has / had** a fully integrated support mechanism. We (7) **tailored / have tailored** the XRZ to our own specific purposes. Samples (8) **were / have been** prepared as described by Schocken [2018] and (9) **were / have been** weighed in pre-cleaned tubes. The final solutions (10) **contain / contained** 10 % sulphuric acid. Initial studies (11) **are / were / have been** made using the conditions described above. The traditional approach (12) **is / was / has been** complicated. Consequently, it (13) **is / was / has been** decided to adopt a more practical approach, which (14) **entails / entailed / has entailed** conducting the experiments both inside the laboratory and in the field. The repeatability for 10 replicate injections (15) **is / was / has been** shown in Table I.

A total of 138 students (1) **participated / were participated** in the experiment. Each student either (2) **volunteered / was volunteered** to participate in return for free tickets to a music concert, or (3) **paid / was paid** a one-off token fee. Five videos (4) **created / were created**, each lasting approximately one minute. Each video (5) **showed / was shown** two groups of people, dressed either in green or red, who (6) **moved / were moved** around up and down two 25 m corridors in a large supermarket.

36. Underline any verbs in bold that should not be in the passive form.

All the experiments performed (1) **were carried** out using watermelon. Melon seeds (2) **were sown** on damp filter paper under light until germination (about 7–8 days). When the cotyledons (3) **were reached** their full extent, the plants (4) **were transplanted** into soil or into a hydroponical system. The hydroponical system (5) **was based** on thick gravel. Hydroponics (6) **was dispensed** to plants once a week. Each time, the exhausted nutrient solution (7) **was discarded** and refreshed with a newly-made solution. On the other hand, plants grown in soil (8) **were watered** three times a week. All plants (9) **were grown** in plastic pots in a growth chamber. Depending on the kind of experiment, plants (10) **were treated** at the age of two weeks or two months. The melons (11) **were grown** rapidly and after a period of only two weeks, they (12) **were weighed** over 2 kg.

37. Reduce the length of this extract from the Methodology section of an engineering paper. It is currently 118 words, try to reduce it to 90 words or less.

Let us now consider a disk as shown in the schematic representation in Figure 1. The figure clearly highlights that the disk is coupled with a pin with an initial radial clearance. An approximation is introduced for the purposes of a simplification of the geometry for the analytical and numerical solutions. If one now takes into consideration Figure 2, it is immediate to see that it is now possible to decompose the vector that indicates the position of the mass. Furthermore, the centrifugal forces may feasibly be written as the sum of the two components x and y . In the following analysis for ease of discussion, the pin is assumed as being rigid and the disk as deformable.

38. Look at the table below. Explain how your methodology differs from existing methodologies regarding typical academic activities. Justify why your methodology is superior. Add / Invent any details.

Example answer:

Many experts on how to write research papers state that it is best to write the paper in chronological order. In our approach, the writer begins with what he / she finds to be the easiest section, which is often the Materials and Methods. We believe that our approach works well because the writer is immediately given a boost in confidence, which enables him / her to then face the difficulties in writing the more complex parts (e. g. the Abstract and the Discussion).

	ACADEMIC ACTIVITY	YOUR METHODOLOGY	DIFFERENCE FROM EXISTING METHODOLOGIES
1	Writing a research paper	Begin with easiest section (generally Methods)	Write all the paper in chronological order
2	Preparing a presentation	Begin by writing a script (everything that you want to be say during the presentation), create slides on the basis of the script	Begin by creating slides, then decide what to say
3	Attending lectures	Write notes, record lecture (with lecturer's permission), concentrate at all times	Send text messages, go on FB, complete other tasks on laptop
4	Preparing for an examination	Takes notes throughout the course. Highlight important parts of notes. Revise highlighted parts	Begin revision the night before the examination
5	Responding to very critical referees	Begin by saying something positive, agree with as much of the referee's report as possible, never criticize or say anything negative	Begin by undermining referee's credibility, justify why referee's recommendations have been ignored, adopt an angry tone

39. Write your Methods section by answering some or all of the questions below. Your first subsection may be a general overview of the methods chosen, how they relate to the literature and why you chose them. Then in each subsequent subsection you:

- (a) Preview the part of the procedure / method you are talking about.
- (b) Detail what was done and justify your choices.
- (c) Point out any precautions taken.
- (d) Discuss any limitations in your method or problems you encountered.
- (e) Highlight the benefits of your methods (perhaps in comparison to other authors' approaches).

1. What / Who did I study? What hypotheses was I testing?
2. Where did I carry out this study and what characteristics did this location have?
3. How did I design my experiment / sampling and what assumptions did I make?
4. What variable was I measuring and why?
5. How did I handle / house / treat my materials / subjects? What kind of care / precautions were taken?
6. What equipment did I use (plus modifications) and where did this equipment come from (vendor source)?
7. What protocol did I use for collecting my data?
8. How did I analyze the data? Statistical procedures? Mathematical equations? Software?
9. What probability did I use to decide significance?
10. What references to the literature could I give to save me having to describe something in detail?
11. What difficulties did I encounter?

5. DISCUSSION AND CONCLUSIONS

40. Write your Discussion section by answering some or all of the questions below.

1. Do my data support what I set out to demonstrate at the beginning of the paper?
2. How do my findings compare with what others have found? How consistent are they?
3. What is my personal interpretation of my findings?
4. What other possible interpretations are there?
5. What are the limitations of my study? What other factors could have influenced my findings? Have I reported everything that could make my findings valid or invalid?
6. Do any of the interpretations reveal a possible flaw (i.e. defect, error) in my experiment?
7. Do my interpretations contribute some new understanding of the problem that I have investigated? In which case do they suggest a shortcoming in, or an advance on, the work of others?
8. What external validity do my findings have? How could my findings be generalized to other areas?
9. What possible implications or applications do my findings have?
10. What further research would be needed to explain the issues raised by my findings? Will I do this research myself or do I want to throw it open to the community?

Making Hypotheses

41. Choose the correct forms of the verbs below.

In line with our suppositions, Blake's hypothesis suggests that the onset of optimal language learning (1) **starts / would start** when a child reaches the age of 16–18. Since this age range (2) **appears / would appear** at a later stage of development than previously found, it (3) **is / would be / would seem to be** the result of learning experiences from other areas of life. In addition, the optimal environment (4) **is hypothesized as being / would be** in a family environment (rather than a language school) in the country where the target language is spoken.

In agreement with this, data by Wordsworth et al. [2015] (5) **suggest / would suggest** a state of true bilingualism (6) **is / may be** reached even at the age of 30 or later, with proficiency subsequently (7) **being transferred / would be transferred** to a third language. Trilingualism (8) **is / has been / would be** shown [Coleridge, 2020] to be achievable even by octogenarians. This supports the hypothesis that our potential for learning foreign languages (9) **would be / would appear to be** limitless. Accordingly, the amount of languages that (10) **can / may** be learned (11) **is likely to / would** be correlated to other learning experiences for example the ability to: gain the affection of parents and siblings, establish positive relationships with complete strangers, act in the theatre, and play a musical instrument. These behaviours (12) **are expected to / would contribute** massively to a key element of language learning: empathy. This (13) **thus precludes / would thus preclude** politicians and warmongers from being optimal linguists. And this leads nicely to our final research question: if we (14) **were all able / would all be able** to learn six or seven languages, what effect, if any, (15) **would this have / would this have had** on the chances of long-lasting world peace?

Writing Definitions

42. Insert the words below into the spaces.

call, henceforth named, hereafter, i.e., known as, mean by, namely, refer to, so-called, term

1. The _____ 'informatics' is meant to describe any kind of action which... 2. The goals (_____ 'annotations') are to... 3. The European Community, _____ the EC, is... 4. The goals, which we shall _____ as 'annotations', are clearly... 5. What the authors _____ 'significant' is not clear. 6. The sources, which we shall _____ 'founts', are... 7. These are called 'societies', but are also _____ 'firms'. 8. He fonts, _____ the form of the characters, are of various types. 9. There are three different types, _____: round, square and oblong. 10. In our model, these _____ 'checkers' were used to verify whether...

43. The definitions in the table have been mixed up. Rewrite them including, where necessary, an appropriate article (the, a / an) at the beginning of the sentence.

Example:

Oxygen is a gas which is essential for our survival.

	CONCEPT	CLASS	RELATIVE PRONOUN OR EQUIVALENT
1	oxygen	person	who spends a lot of their time looking for funds for projects.
2	university	tool	which is essential for our survival.
3	researcher	country	which has revolutionized the world.
4	USA	gas	which has made vast quantities of money through cutting-edge technologies.
5	Internet	company	where it is believed by many that everyone has the same opportunities.
6	Apple	place	that is widely considered to be man's best friend.
7	gold	animal	where in theory people go to study but in reality often spend most of their time just having fun.
8	dog	metal	that tends to go up in value during financial crises.

44. Using a maximum of 30 words, write your own definitions of for five of the following. Include articles (the, a / an) where necessary.

1. good teacher; 2. language; 3. philosophy; 4. Ukraine; 5. computer; 6. synonym;
7. plastic; 8. soldier; 9. true happiness; 10. vitamin C.

Example:

A good teacher is passionate about their subject and manages to pass on this passion to their students through clear explanations that the students can easily understand and relate to.

Extend the definitions you wrote by using one of the following techniques. For each definition use a different technique.

- (a) Make the definition more specific.
- (b) Give a concrete example.
- (c) Describe the components and / or basic operating principles.
- (d) Explain the origin of the word.
- (e) Outline the purpose or usage of the concept / object defined.
- (f) Compare and contrast the concept / object with a similar concept / object.

Making Generalizations

45. Expand on the generalizations listed below. Useful link words: *in fact, this is because, consequently, in addition.*

The Internet is one of the most important inventions in the last 100 years. In fact, it has completely changed the way we live and has given everyone access to vast amounts of information that would have been inconceivable a few decades again.

1. Stereotypes are often misleading.
2. Water scarcity will be the biggest cause of war in the next few decades.
3. Social, academic and business networks are becoming increasingly important.
4. The gap between the rich and the poor shows no signs of getting narrower.
5. Most manual work will one day be done by robots.
6. History repeats itself.
7. Politicians are essentially only interested in lining their own pockets.

Highlighting Important Information

46. Insert a suitable word from the list below into the spaces.

appropriate, complicated, concern, conjectures, drawback, flawed, misleading, shortcomings, speculative, weakness

1. The _____ of their method have been clearly recognized.
2. A serious _____ with this argument, however, is that...
3. Their approach is not _____ for those kinds of patients.
4. Their experiments were _____ by the fact that they were almost impossible to replicate.
5. This then is the major _____ to their experiments.
6. Such a _____ assumption can lead to serious consequences with regard to...
7. Their claims seem to be somewhat _____.
8. In our view, their findings are only _____ based on unsubstantiated assumptions.
9. Their attempts to solve this simple problem are unnecessarily _____.
10. An even greater source of _____ is the fact that...

47. Insert the words below into the spaces.

compelling evidence, incredible breakthrough, indisputable reasons, new and convincing argument, novel, particularly important, to date no work has been published, undeniable evidence, very exciting proposition

1. It can be stated that these experiments have provided _____ of an autonomic link-up of the limbic area.
2. Major changes in the business processes and the organizational models are, of course , _____ for drastic decisions regarding the

information systems used by the organization. 3. The latter finding is _____ in the sense that it cannot readily be explained socioculturally, thus presenting a _____ for brain-based etiology of this disorder. 4. The possibility of contributing to change the way we communicate with machines is a _____. 5. These observations provide _____ that a massive black hole exists at the centre of NGC4258. 6. _____ on the role of circulating miRNAs in breast cancer – an area where, if feasible, their use as _____ minimally invasive biomarkers would be an _____ in our management of this disease.

48. Expand the four sentences below, so that the reader understands why something is *significant, interesting, innovative, remarkable* etc. Invent whatever you want.

1. Our model is very innovative ...
2. These results are very interesting ...
3. This increase in performance is remarkable ...
4. Our findings have wide implications ...

Example:

This method would certainly represent a significant step forward ... as it would enable the use of much smaller sample sizes and would thus be around 40% less invasive than current procedures.

Referring to Figures and Tables

49. Insert the words below into the spaces. They must have a similar meaning to the other words in bold.

apparent, are presented, below, chart, details, highlights, illustrated, indicate, note, summarizes

1. Table 1 **compares / lists / details** / _____ the data on the progress of the patients.
2. Table 2 **proves / shows / demonstrates / illustrates** / _____ that developed countries create more than 3,000 times more toxic waste than most developing countries.
3. Figure 1 **presents / reports / shows** / _____ the data on the first set of findings.
4. Figure 3 **pinpoints** / _____ exactly where X meets Y.
5. As **shown / highlighted** / _____ / **detailed / can be seen** in Fig. 1, the value of... 6. The results on X **can be seen / are compared** / _____ in Fig. 1.
7. From the **graph / photo** / _____ / **histogram** we can **see / note** that...
8. It is **clear** / _____ from Fig. 1 that...
9. We **observe** / _____ from Table 1 that...
10. The graph to the **left / to the right / above** / _____ shows that...

Comparing Data

50. The table summarizes the efficiency of two methods for learning English. Make a comparison between the two methods. In your description make sure you use:

- At least one irregular comparative form (e.g. worst, fewest).
- All the following words: less, fewer, more, much, many.
- At least two adverbs (e.g. efficiently, quickly, fluently).

Below is an example in which the first few rows of the table are compared.

In both methods the length of the study was the same (i.e. four months), however the number of participants in Method B was higher than in Method A: 421 and 375, respectively. Not as many words were learned in Method B than in ...

	METHOD A	METHOD B
No. participants in study	375	421
Length of study	4 months	4 months
No. words learned that can be used actively	500	456
No. words that can be understood	3,000	1,500
No. of tenses learned	5	8
Level of fluency achieved	mid	low
% errors made when speaking	35%	15%
Writing ability	low	good
% understood while listening to authentic radio news	10%	20%

Giving Examples

51. Insert the words below into the spaces.

can be illustrated, classic example, example, for example, illustrates, illustration, include, including, such as

1. A _____ of this stereotype is that women have more difficulty reading maps than men. 2. This is a yet another _____ of the infinite levels of greed of the financial community. 3. The graph in Figure 1 _____ this point clearly. 4. This fact _____ briefly by looking at... 5. Those living in impoverished inner city areas may be prone to violence for a number of reasons. They may, _____, have never been employed... 6. Another _____ of what we mean is... 7. Countries that have adopted this policy _____ Ecuador, Columbia and Bolivia. 8. This policy has been adopted by many countries _____ Ecuador, Columbia and Bolivia. 9. Several South American countries, _____ Ecuador and Bolivia, have adopted this policy.

Writing Results and Conclusions

52. Decide which category (A–C) each of the phrases below (1–16) belongs to.

- (A) Admitting limitations.
- (B) Explaining and justifying undesired or unexpected results.
- (C) Minimizing undesired or unexpected results.

1. A major source of uncertainty is in the method used to... 2. Although performance was not optimal, we nevertheless believe that... 3. As anticipated, there were some discrepancies. 4. As is well known, these types of children are extremely difficult to control, consequently... 5. Despite the limitations of this method, and consequently the poor results in Test 2, our findings do nevertheless suggest that... 6. Since this was only a preliminary attempt to scan the brain, it is hardly surprising that... 7. It is plausible that a number of limitations could have influenced the results obtained. 8. The performance was rather disappointing. 9. The prime cause of the discrepancy is the result of... 10. The unexpectedly high level of contamination is without any doubt due to... 11. There are several possible explanations for this finding. 12. These discrepancies are of no real consequence due to the fact that... 13. This apparent lack of correlation can be attributed to... 14. This may have happened because we had not examined the data in enough depth. 15. Unfortunately, we were unable to investigate the significant relationships of X and Y further because...

53. Insert the words below into the spaces.

following, having, integrating, reducing, resulting, selecting, speaking, subtracting, taking, using
--

1. The samples were prepared _____ Jude [2012]. 2. The third mixture was prepared _____ the same procedure as for the first. 3. The criteria for _____ the subjects to participate in the survey were: ... 4. By _____ the amount of liquid to the minimum, the mixture becomes more solid. 5. Generally _____, our results show that bankers have no social conscience. 6. The _____ solution to this problem can be expressed as... 7. _____ the results together we have that:... 8. _____ advantage of the properties of gold, we can now. 9. _____ the first result from the second, we obtain... 10. _____ these features meant that we could...

54. Choose the correct forms of the verbs.

We (1) **describe / have described / described** a system for defining the level of verbosity in a language. The real power of this system (2) **lies / has lain / lay** not only in the specific uses we (3) **describe / have described / described**, but also in its user-friendliness. Exploiting this approach, we (4) **begin / have begun / began** to analyze

a wide variety of European languages. We (5) **see / have seen** no reason why our verbosity index cannot be applied to other languages such as Arabic, Hindi, Japanese, and Korean. This study (6) **is currently being / is currently / has currently been** carried out at our institute. We (7) **plan / are planning / will plan** to extend this research to other language families.

We (1) **show / have shown / showed** that current English (2) **is / has been / was** considerably more simple and succinct than the English of 50 years ago. By extension, we (3) **demonstrate / have demonstrated / demonstrated** that there (4) **is / has been / was** a direct correlation between complexity in language and complexity in life in general.

Further work (5) **is / will be / was** needed in order to establish whether simplicity in language (6) **induces / has been inducing / would include** simplicity in lifestyle or vice versa, or whether the two (7) **go / will go / will be going** hand-in-hand.

55. Choose the correct modal verb.

1. Their findings **may / will** certainly go a long way in helping to solve this problem. 2. Our method **could / should** be applied to the field of economics. 3. One promising application of our technique **would / should** be to exploit the speed for rapid problem solving. 4. We believe that our results **may / will** improve knowledge about... 5. We hope that our research **might / should** be beneficial in solving the difficulty of... 6. The findings of my research **could / should** have important implications for managers. 7. Our future work **might / will** focus on... 8. We recommend that further research **might / should** be undertaken in the following areas... 9. Our results are encouraging and **will / should** be validated by a larger sample size. 10. Our results **will / should** be seen in the light of other studies in this field.

56. The following sentences come from the middle of a Conclusions section. For each sentence (1–4) decide which version A or B you prefer, on the basis of how clear and / or concise you think it is.

VERSION A	VERSION B
1. In this study it is concluded that compression plays an important part in ... It was found that ...	Compression plays an important part in ... In fact, it was found that ...
2. A number of compounds are responsible for delaying the onset of ...	This work has demonstrated that a number of compounds are responsible for delaying the onset of ...
3. The crystal structure reveals that ...	We have shown that the crystal structure reveals that ...
4. It has been suggested in this paper that the neurons are a good marker for neuronal viability.	The neurons are a good marker for neuronal viability.

6. ACADEMIC COMMUNICATION

Writing CV and Application

56. Study the structure of the following CV of a graduate student.

CURRICULUM VITAE

IVAN MARKIV

Department of Applied Mathematics and Computer Science Ivan Franko Lviv National University 1 Universytetska Str. Lviv, 79000 Ukraine	5 Matematychna Str., apt. 6 Lviv, 790XX Ukraine (+380-322) 64-XX-XX E-mail: ivan markiv@yahoo.com
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Education

November 2011-present	Graduate student (doctoral program in Applied Mathematics), Ivan Franko Lviv National University.
2006-2011	Diploma of Specialist with Highest Honours in Applied Mathematics and Computer Science, Ivan Franko Lviv National University.

Work Experience

2010-present	Engineer, UNT Co. Ltd, Lviv. Responsible for creating a local business information network. Translated from English into Ukrainian. Numerical methods.
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Research Interests

Awards/Scholarships

2011	Grant from the Central European University for participation in the Budapest Summer School of Econometrics.
2008	First award in the Annual Student Contest for the Best Knowledge of English, Ivan Franko Lviv National University.

Publications

“Numerical investigation of some contact problems for elastic-visco-plastic materials.” *Prykladna Mekhanika* (accepted for publication).

Conference Presentations

“Variation analysis of some quasistatic problems for elastic-visco-plastic materials.” *Annual Scientific Conference of the Ivan Franko Lviv National University*, February 2012.

Professional Skills

Familiar with computer applications C++, Visual Basic, Delphi, FoxPro.

Languages

Ukrainian (native speaker), Russian (fluent),
English (good), German (fair).

57. Here is the English version of a sample autobiography of a Ukrainian scholar (the names of Ukrainian places and universities are invented in this text). Rewrite the autobiography in the form of a CV adding necessary details.

I, Kovalenko, Olena Petrivna, was born on May 16, 1969 in the village of Danyliv, Zakhidne region. My father, Klymyuk Petro Ivanovych, and mother, Klymyuk Mariya Mykhailivna, are school teachers.

In 1976 I entered secondary school № 1 in Danyliv. I graduated from the school with the Gold Medal in 1986 and entered the Department of History of the Ukrainian Humanitarian University in the city of Zakhidne. In 1991 I graduated from the University with the Diploma of Higher Education with Highest Honours. My diploma paper, “History of Ukrainian-Polish Relations”, received the award of the Ministry of Education of Ukraine.

From September 1991 until June 2001 I worked as a junior researcher at the Ukrainian Institute of Historical Research in Zakhidne. I also worked part-time as a teacher of history at Zakhidne secondary school № 15 from September 1991 until June 1994. In 1997 I participated in the American-Ukrainian academic exchange program and spent three months at the University of North Carolina at Chapel Hill. In September 2000 I defended the dissertation entitled “Current Ethnopolitical Situation in Ukraine” and received a Kandydat Nauk degree.

Since September 2001 I have been working as a lecturer of the Department of History, Ukrainian Humanitarian University (Zakhidne). I am currently teaching such courses as “Medieval History”, “Ethnographic Methods in Historical Research”, and “Methodology of Teaching History”. My current research interests focus on ethnic conflicts and oral history. I am the author of six papers published in leading Ukrainian journals, and I participated in three national and two international conferences (see the enclosed list of publications). I am a member of the Society of Ukrainian historians.

In 1994 I got married. My husband, Kovalenko Pavlo Ivanovych, works at the Zakhidne State Archive. My son, Kovalenko Nazar, was born in 1995.

58. Take the following short text that focuses on teaching experience and rewrite it so that it would be suitable for a CV. Be sure to make up a subheading, too.

My first year (1996) in the Chemistry Department as a beginning grad student I worked in the Chemistry Tutorial Centre, a centre that provided one-on-one help to students in any Chemistry class. As a tutor I helped students from Introduction to Chemistry (Chern 100) as well as those from senior level Organic Chemistry (Chern 415). I have been a teaching assistant for the Department of Chemistry for the last four years. During that time I have taught a number of courses, including General and Inorganic Chemistry (Chern 125), General Chemistry (Chern 130), and Structure and Reactivity (Chern 210). I have been fully responsible for my own section of 210 each

semester for the last year. I have really enjoyed my experiences as a teacher of chemistry and would like to continue teaching after I graduate.

59. Prepare or revise your own CV that you might be submitting together with some fellowship or grant application and discuss it with your classroom partner. Then, prepare a revised version of the CV with the incorporation of your classmate's advice and remarks.

60. Chose the correct variant in the following application extracts.

I am (1) **molecular / a molecular** biologist (2) **dealing / to deal** primarily with (3) **breast cancer / the breast cancer**. With my (4) **research group / group research** I study cancer growth, and profile its protein expression. This carcinogenesis process is very important to understand how (5) **to treat / treating** this widespread kind of tumour. Until now we have (6) **only done / done only** immunohistochemical experiments, but we (7) **have planned / planned** a molecular investigation for the near future. Starting (7) **next / the next** January, I (8) **will also / also will** be working on the proteomic profile of the metastasis of tumours in (9) **the Egypt / Egypt**.

My current (1) **researches are / research is** concerned with blind signal processing, (2) **that / which** is, manipulating or extracting (3) **information / informations** from (4) **any / some** kind of signal without (5) **to know / knowing** the system, or the physical process, through (6) **that / which** the signal has passed before (7) **to be / being** sensed. In mathematical terms, this is a very difficult problem, (8) **that / which** can be solved by (9) **to use / using** just two basic tools: diversity and statistics. In the last few years, I have been treating "frequency" diversity. My main objective is (10) **extracting / to extract** only those maps (11) **that / which** are related to astrophysical radiations.

I am (1) **enthusiastic / an enthusiastic** and motivated twenty-four (2) **year-old / years-old** Electronics Engineer with (3) **a / the** special interest in XYZ. I have spent (4) **the last / last** six months doing (5) **an / the** internship at XTX Semiconductors Inc in Richmond. This internship was part of (6) **my / the my** Master's and entailed (7) **characterization / characterizing** a linear power amplifier for UMTS mobile handsets. I (8) **will be getting / am going** to get my Master's diploma in March next year.

61. Your acquaintance from Korea, Ji-Young Kim, is in need of financial support to conduct her research. She has written three versions of her statement of purpose for the Miller Fellowship so far. She now needs your advice as to which one to submit and regarding whether the best of the set needs further work. Read through her drafts and decide which would likely be the most successful. What are the strong and weak points of each? What further advice would you give Ji-Young?

Version A

My name is Ji-Young Kim, and I am a beginning second-year female master's student of Korean nationality in the School of Social Work. As you can see from my transcript, my grades for my first year's course-work are very encouraging. This year I really need a Miller Fellowship so that I can go back to Korea to collect data for my thesis. My main area of interest is in gerontology, particularly in long term care provisions for elderly widows. I could base my thesis on United States data and experiences, but both my advisor and I think it would be more useful for me to collect Korean data, especially since this issue has been little addressed by Korean social work researchers. My own family experience demonstrates how real the problem is. I have two elderly aunts (both now in their 80s and widowed) who live in rural areas quite a long way from their relatives and who are virtual "shut-ins". They are visited by an untrained church volunteer only once a week and by their families only once or twice a year. As demonstrated by my aunts, this is a serious problem, and when I return to Korea I would like to be able to do more for them and for other elderly women in similar situations. That is why a Miller Fellowship is very important for my future.

Version B

As can be seen from my supporting documentation, I am beginning my second year in the master's program in social work. I plan to complete my degree in July 2024 after I have written and defended my master's thesis. My primary professional interest is in the interface between social work and gerontology, more specifically in the care of elderly women whose husbands have died and who are not cared for by their family members. Recent demographic data show that this at-risk group is growing rapidly in many parts of the world, including Korea. My advisor, Dr. S. Grant, has suggested that, since I plan to return to Korea on completing my degree, it would be advantageous if I could base my thesis on Korean data. Unfortunately, little information is available in this country, which is why I am applying for a Miller Fellowship. I am successful, I plan to spend three months in Korea in my hometown of Kunsan. There I will interview a stratified sample of 40 elderly widows in order to develop a profile of how well the municipality is coping with this growing problem. Without a Miller Fellowship I will not be able to carry out my plan. Thank you for your consideration.

Version C

Rising life expectancies, especially for women, are creating increasing social problems in many parts of the world. The latest available Korean government census data show that 53 % of Korean women in their 80s are either widowed or have never been married; of these nearly 30 % are living alone and are rarely visited by their family members. Current Korean social policy toward the elderly is at least partly premised on the traditional Asian concept of filial piety, i.e., that younger family members will take care of their elderly relatives, but as the above statistics show, this tradition is not as strong as it once was. Discussions with Sally Grant, my advisor, have convinced me that an appropriate topic for my upcoming thesis would be an onsite investigation of the medical, financial, and emotional status of elderly widows in my hometown of Kunsan, Korea. If this investigation works as planned, Dr. Grant and I plan to submit a joint article comparing United States and Korean approaches to this problem. If I am awarded a Miller Fellowship, I plan to carry out the case-study phase of the research from February to April as well as work on preliminary analyses of the findings. I would then return to the university to write up my thesis and then hopefully defend in June. I will then return to Korea and look for a position in the social work field.

62. Do one of the following tasks:

1. Rewrite Ji-Young's application for her, starting from your preferred version.
2. Prepare your own draft application for a fellowship or scholarship or grant that you might be applying for at some time in the future.

Writing Letters and Emails

Enquiry Letter

63. Choose the correct variant below.

Dear Professor Smith,

We (1) **met** / **knew** last month when you were doing a seminar at the Department of Biology. I am (2) **student** / **a student** of Professor Ihsan (Vibravoid Project). You mentioned it might be possible for me to (3) **job** / **work** at your lab (4) **for** / **from** two months this summer. I was wondering (5) **whether** / **that** the invitation is still open, if so (6) **would** / **might** June to July (7) **fit** / **suit** in with your plans? My department will, of course, cover (8) **all** / **whole** my costs. I would be (9) **appreciate** / **grateful** if you could let me know (10) **by** / **within** the next ten days so that I will (11) **again** / **still** be in time to book (12) **cheap** / **economic** flights and get my accommodation organized.

I look forward to (13) **hear** / **hearing** from you.

Mary White

Dear Professor Janson,

I am a Ph.D. student at the University of San Salvador. I (1) **attended / frequented** the ACE-Y conference last week and I (2) **found / fund** your seminar very interesting, the part about the finite element formulation was (3) **particularly / particular** useful.

I saw on your webpage (4) **that / which** it is possible to have a placement (5) **period / stage** in your lab. It (6) **would / will** be a real pleasure for me to join your research group and do some (7) **further / ulterior** research (8) **in / into** the formulation of an efficient finite element for the adhesive layer.

The area where I think I (9) **could / will** really add value would be in enhancing adhesive strength. I have attached a paper and (10) **any / some** recent results, which I hope you will find both interesting and useful. I believe my approach could work in conjunction with (11) **yours / your** and really improve efficiency.

If it would (12) **fit / suit** you, I could come (13) **from / since** April next year, for a six (14) **month / months** period. I would be able to get funding (15) **by / from** my university to cover the costs of a placement period, so I need (16) **any / no** grant or scholarship.

Please (17) find **attached / in attachment** my CV with the complete list of my publications and a letter of recommendation (18) **by / from** my tutor, Professor Shankar.

Thank you in advance for (19) **any / some** help you (20) **may / will** be able to give me.

Mercedes Sanchez Tirana

64. Insert the correct preposition into the spaces. In one case no preposition is required.

I am an assistant professor (1) _____ the department of Engineering, (2) _____ the Islamic University (3) _____ Bangladesh, where I am doing research (4) _____ reducing fuel emissions. I would be very interested to continue my studies for a Ph.D. (5) _____ your supervision. (6) _____ my CV (see attached) you will see that I have been working (7) _____ very similar areas as you, and I feel I might be able to make a useful contribution (8) _____ your team. I would be grateful if you would kindly send (9) _____ me necessary information regarding admission procedures and any financial support that might be available. I look forward (10) _____ hearing from you.

Cover Letter

65. Choose the correct variant below.

I am (1) **a Ph.D. student / Ph.D. student** in agriculture and I (2) **would like / like** to take part (3) **at / in** the above summer school. (4) **At / In** my lab we are currently studying two varieties of *O.basilicum* to evaluate their resistance (5) **at / to** boron stress. (6) **Next / The next year**, we would like to study whether resistance (7) **at / to** high boron concentrations can be transmissible and whether F1 lines show more resistance (8) **at / to** boron in comparison (9) **to / with** parental lines.

(10) **As / How** you will note from my CV, ...

This Summer School would be the perfect opportunity for me (11) **to improve / for to improve** my (12) **knowledge / knowledges** of the matter.

I have seen that several courses are strongly related (13) **to / with** what we are planning to do in our research. (14) **Choosing / To choose** between the various laboratories (15) **at / in** the Summer School was (16) **particular / particularly** difficult, because all of them are very (17) **interested / interesting**.

I believe that the skills I will learn (18) **at / in** this Summer School will (19) **benefit not only / only benefit** not me (20) **at / on** a personal level but (21) **will also / also will** be useful for my colleagues at my lab – my idea would be to give a couple of seminars to my colleagues (22) **at / on** my return (23) **by / from** the School.

I look forward to (24) **hear / hearing** from you.

Request Letter

66. Insert the correct preposition into the spaces. In some cases no preposition is required.

I am currently working (1) _____ a paper that I would like to submit (2) _____ the journal's special issue (3) _____ the conference. The paper is the extension (4) _____ the work that I presented as a poster (5) _____ the conference, which I think you saw. The draft is still (6) _____ quite an early stage, but I would really appreciate your input.

I know that you have a lot (7) _____ experience in this area and I am sure my paper would really benefit (8) _____ your input. (9) _____ any case, I have what I think are some really important new results, so I hope that you will find this paper of interest too. Obviously I don't want to take up too much (10) _____ your time, so perhaps you might just focus (11) _____ the Discussion and Results. Also, if you could quickly browse (12) _____ the Literature Cited to make sure I haven't missed (13) _____ any important papers (yours are all there by the way!).

The deadline for submission is (14) _____ October 10, so if you could get your revisions back to me (15) _____ the end of this month (i.e. September) that would be great.

I do appreciate the fact that you must be very busy, so please do not hesitate to let me know if you don't have the time.

Thank you very much (16) _____ advance.

67. Insert *can't, could, should* or *would* into the spaces.

I hope all is well with you. I was wondering if you (1) _____ do me a couple of favours. Attached are two documents. The first is an Abstract that I (2) _____ like you to read and hear your comments on. It is actually 50 words over the limit required by the conference organizers, so if you (3) _____ find any way to remove a few words that would be great. Also attached is the proposal for the request for funding – for some reason I (4) _____ find the email addresses of the people in the Research Unit in Madrid, so (5) _____ you possibly forward it to them? Thanks. Then finally, you mentioned last time we met that you had a useful bibliographical reference that you thought I (6) _____ look up, do you think you (7) _____ send me it? Thanks very much and sorry to bother you with all this.

68. Insert the most appropriate word or phrase into the gaps.

Dear Professor Oleh Pylypchuk,

I _____ (1) whether you might be able to help me.

My name is Kim Myeong-sook and I am _____ (2) doing research into social networks at Hanyang University.

I found your name in the references of Martin and Steinberg's paper and I see that you are _____ (3) analysing social network data.

I would be extremely _____ (4) if you could give me some information about what software you have been using.

Thank you very much in advance for any kind of help you might be able to give me in this _____ (5).

_____ (6) you in the _____ (7) future.

Please find _____ (8) a copy of my recent paper which I hope you will find interesting.

Yours sincerely

1. (a) ask (b) demand (c) request (d) wonder
2. (a) actually (b) currently (c) now (d) presently
3. (a) additionally (b) also (c) as well (d) too
4. (a) glad (b) grateful (c) happy (d) pleased
5. (a) affair (b) business (c) matter (d) topic

6. (a) I am looking forward to hearing from you.
 (b) I look forward to news from you.
 (c) I look forward to hearing from you.
 (d) I look forward to hearing news from you
7. (a) close (b) near (c) next (d) topic
8. (a) annexed (b) attached (c) enclosed (d) included

Submission Letter

69. Insert an appropriate word into the spaces.

aim, believe, entitled, finding, found, implications, nature, publication, research, study, submit, trend

Dear Professor Seinfeld,

I would like to (1) _____ for publication in the Journal of Future Education the attached paper (2) _____ A Proposal for Radical Educational Reform by Adrian Wallwork and Anna Southern.

Our (3) _____ was to test the efficiency of short vs long degree courses.

Our (4) _____ of 15,000 male and female graduates aged between 35 and 55 (5) _____ that they would have performed far better in their careers from a financial point of view, if they had undertaken a one-year course at university rather than the traditional three to four-year course.

Our key (6) _____ is that people on shorter courses will earn up to 15% more during their lifetime. The (7) _____ of this are not only for the graduates themselves but also for governments as (i) governments could save considerable amounts of money, and (ii) universities would be free to accept more students.

We (8) _____ that our findings will be of great interest to readers of your journal, particularly due to their counterintuitive (9) _____ and the fact they go against the general (10) _____ that claims that university courses should be increased in length.

This (11) _____ has not been published before and is not being considered for (12) _____ elsewhere.

I look forward to hearing from you

Acknowledgement Letter

70. Insert an appropriate verb into the spaces.

confirmed, dedicated, fixed, perplexed, thought, undergone

First of all, we acknowledge, as the second reviewer correctly noted, that the English and the reference section needed improvement. We have now (1) _____ the

references and the paper has (2) _____ a thorough revision by a mother tongue professional. However, we are a little (3) _____ by the reviewer's comments on the amount of the paper devoted to actual work descriptions. We have (4) _____ of ways of addressing this problem but in any case we believe that in reality about 70 % of the paper is (5) _____ to work descriptions – and this would seem to be (6) _____ by the positive and constructive comments from the other two reviewers.

Follow-Up Letter

71. Insert an appropriate verb from the list:

appreciate, check, get, hope, know, look, need, read, spare

I was wondering if you had had time to look at my email dated 10 February (see below).

I (1) _____ that you must receive a lot of requests such as mine, but I really (2) _____ your input as no one else has your expertise in this particular field. In reality, it would be enough if you could just (3) _____ the last two pages of the Discussion (pages 12 and 13), just so that you could (4) _____ that I have not reached any erroneous conclusions. I very much (5) _____ that my results might be of interest to you too as they diverge from what you reported in your paper. I have a deadline for submission on the 20 April, so it would be perfect if you could (6) _____ your comments to me by about 10 April.

I (7) _____ that this is a lot to ask, particularly as you have never even met me, but if you could (8) _____ 10–15 minutes of your time, I would be extremely grateful.

I (9) _____ forward to hearing from you.

Apology Letter

72. Insert an appropriate word into the spaces.

and so, as, consequently, first of all, given that, if so, that said, this means that

Dear All

(1) _____, I'm sorry it's taken me until today to answer your email but I have been immersed with sorting out problems with our new intake of international students.

I completely understand your concerns, (2) _____ I have sketched out the following solution to the section on funding.

(3) _____ we are going to be collaborating with several other institutes, I think we should take into account that some of the costs will be shared among the partners.

(4) _____ we could reduce the estimate of the costs associated with the quarterly meetings.

The amount allocated to new equipment seems a little excessive, (5) _____ we were funded for new equipment only last year in the other project.

(6) _____, I think that we could eliminate items c–e on your list. (7) _____, I completely agree with the addition of items f–h.

Is everyone happy with this solution? (8) _____, I can go ahead and update the proposal accordingly.

Best regards

Thank You Letter

73. Insert an appropriate word into the spaces.

by, due, feel, for, further, great, just, kind, on, would

Dear Theodor,

I (1) _____ wanted to thank you for your (2) _____ hospitality during the congress – you really seemed to go out of your way to make me (3) _____ welcome. I thought the congress was a (4) _____ success and much of that success was undoubtedly (5) _____ to your organizational skills.

Congratulations also (6) _____ your paper which I thought was excellent, I re-read it again on the plane coming home. (7) _____ the way, have you had time to look at those notes I left you?

You mentioned during that delicious dinner on the last night that you might be interested in setting up a collaboration between our departments. I think that (8) _____ be an excellent idea – have you had any (9) _____ thoughts about it?

Well, once again thank you very much (10) _____ everything.

Kind regards,

Knut Wiesengrund

APPENDICES

COMMON LATIN EXPRESSIONS

Expression	Full Form	Literal Meaning	Modern Use
cf.	<i>confer</i>	compare	compare
e.g.	<i>exempli gratia</i>	free example	for example
et al.	<i>et alii</i>	and others	and other authors
etc.	<i>et cetera</i>	and other things	and others
errata	<i>errata</i>	errors	list of typographical mistakes
ibid.	<i>ibidem</i>	in the same place	the same as the previous reference
i.e.	<i>id est</i>	that is	that is to say
infra	<i>infra</i>	below	see below
loc. cit.	<i>loco citato</i>	in the place cited	in the place cited
N.B.	<i>nota bene</i>	note well	take note
op. cit.	<i>opere citato</i>	in the work cited	in the work cited
passim	<i>passim</i>	here and there	the point is made in several places
P.S.	<i>post scriptum</i>	after writing	something added after the signature
sic	<i>sic</i>	thus	the error is in the original quote
supra	<i>supra</i>	above	see above
viz.	<i>videlicet</i>	obviously	namely

<i>a fortiori</i>	with even stronger reason
<i>a posteriori</i>	reasoning based on past experience or from effects to causes
<i>a priori</i>	deductive reasoning or from causes to effects
<i>ab initio</i>	from the beginning
<i>ad hoc</i>	improvised, for a specific occasion, not based on regular principles (e.g., an <i>ad hoc</i> solution)
<i>ad infinitum</i>	to infinity, for forever, or without end
<i>ad lib</i>	at will, so to speak off the top of the head
<i>ante meridiem</i>	before noon, typically abbreviated A.M.
<i>antebellum</i>	before the war, usually before the American Civil War
<i>circa (c. or ca.)</i>	about, approximately, usually used with dates (e.g., c. 1620)
<i>de facto</i>	from the fact, so existing by fact, not by right (e.g., in a <i>de facto</i> government)
<i>de jure</i>	from the law, so existing by right
<i>ex post facto</i>	after the fact, so retrospectively
<i>in memoriam</i>	in the memory of a person
<i>in situ</i>	in its original or appointed place (e.g., research conducted <i>in situ</i>)
<i>in toto</i>	in its entirety
<i>in vitro</i>	in a glass (e.g., experiments conducted <i>in vitro</i>)
<i>in vivo</i>	in life, experiments conducted on living organisms
<i>inter alia</i>	among other things
<i>per capita</i>	per head, so a <i>per capita</i> income of \$20,000
<i>per diem</i>	per day, so expenses allowed each day
<i>post meridiem</i>	after noon, typically abbreviated to P.M.
<i>postmortem</i>	after death, an examination into the cause of death
<i>pro rata</i>	in proportion (e.g., <i>pro rata</i> payment for working half time)
<i>sine die</i>	without a day, with no time fixed for the next meeting
<i>sine qua non</i>	without which not, hence an essential precondition for something

COMMON RESEARCH VERBS

able to	clarify	deviate from	filter
accompany	collect	devise	find
accord with	combine	differ	fit
account for	compare	discard	fix
achieve	compare with	discover	focus on
acquire	compensate for	discuss	formulate
adapt	complement	display	generalise
address	compute	disprove	generate
adjust	concentrate on	distribute	give rise to
administer	conclude	divide	govern
adopt	conclude that	document	guarantee
affect	conduct	drive	help to
align	confirm	drop	highlight
allow	conflict with	eliminate	hypothesise
alter	connect	embed	identify
analyse	consider	emphasise	ignore
appear to	construct	employ	illustrate
apply	contains	enable	immerse
argue	contradict	encase	implement
arise from	contribute to	enclose	imply
arrange	control	enhance	improve
ascribe	converge	ensure	include
assemble	convert	establish	incorporate
assess	correlate with	estimate	increase
assume	correspond to	evaluate	indicate
attach	corroborate	examine	infer
attempt	couple	exceed	influence
attribute	create	exclude	initiate
avoid	deal with	exhibit	input
be confined to	decline	exist	insert
bisect	decrease	expand	install
calculate	deduce	explain	interpret
calibrate	define	explore	intersect
carry out	delay	expose	introduce
categorise	demonstrate	extend	invert
cause	derive	extract	investigate
challenge	describe	fabricate	isolate
change	design	facilitate	join
characterise	detect	fall	know
choose	determine	fall short of	lag behind
claim	develop	fasten	lead

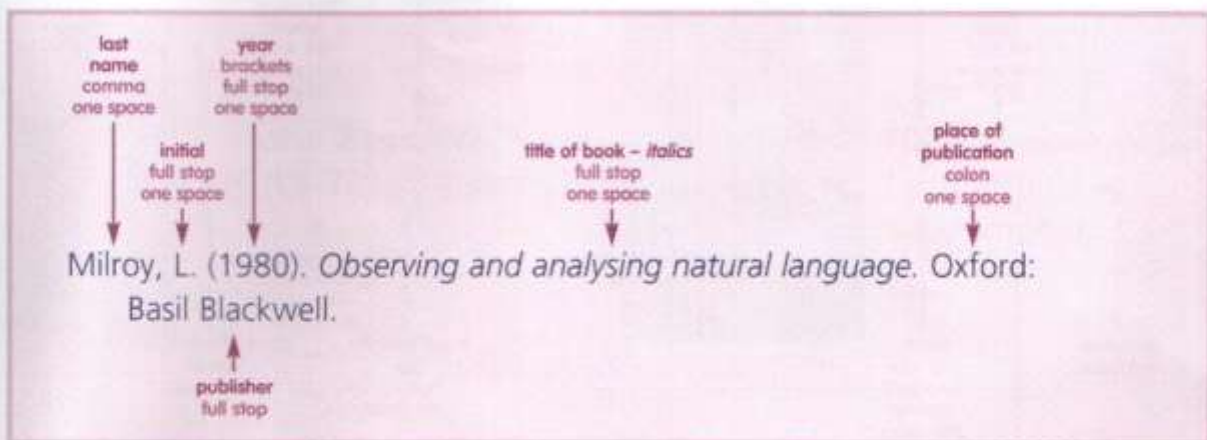
lead to	peak	reduce	signify
limit	perform	re-examine	simplify
list	permit	refine	simulate
locate	place	reflect	situate
maintain	plot	refute	solve
match	point out	regulate	space
maximise	position	reinforce	speculate
mean	postulate	remain	stabilise
measure	precede	remove	state
mention	predict	repeat	streamline
minimise	prepare	replicate	study
mirror	present	report	substantiate
miscalculate	prevent	represent	substitute
misjudge	process	require	succeed
misunderstand	produce	resemble	suffer from
model	propose	resolve	suggest
modify	prove	restrict	summarise
monitor	provide	result from	supply
mount	provide a	result in	support
neglect	first step	resume	surround
normalise	provide a	retain	synthesise
note	framework	retrieve	take place
observe	provide	reveal	test
obtain	evidence of	review	theorise
occur	provide	revise	track
offer	insight into	rise	transfer
operate	provide	rule out	treat
optimise	support for	sample	use
organise	purchase	seem to	utilise
orient	put forward	select	validate
originate in	quantify	separate	vary
outline	reach	serve as	verify
outperform	recognise	set out	yield
overcome	recommend	shed new	
overlook	record	light on	
pave the way for	recover	show	

BASIC FRAMEWORK FOR A RESEARCH PAPER

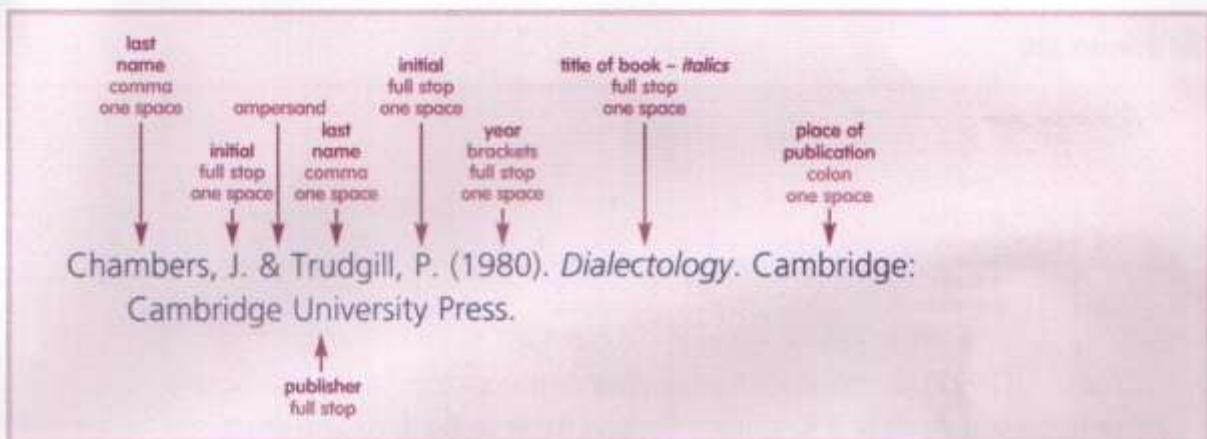
Preliminaries	{	1 The title	The fewest words possible that adequately describe the paper.
		2 Acknowledgements	Thanking colleagues, supervisors, sponsors, etc. for their assistance.
		3 List of contents	The sections, in sequence, included in the report.
		4 List of figures/ tables	The sequence of charts or diagrams that appear in the text.
Introduction	{	5 The abstract	An extremely concise summary of the contents of the report, including the conclusions. It provides an overview of the whole report for the reader.
		6 Statement of the problem	A brief discussion of the nature of the research and the reasons for undertaking it. A clear declaration of proposals and hypotheses.
Main body	{	7 Review of the literature	A survey of selective, relevant and appropriate reading, both of primary and secondary source materials. Evidence of original and critical thought applied to books and journals.
		8 Design of the investigation	A statement and discussion of the hypotheses, and the theoretical structure in which they will be tested and examined, together with the methods used.
		9 Measurement techniques used	Detailed descriptions and discussion of testing devices used. Presentation of data supporting validity and reliability. A discussion of the analysis to be applied to the results to test the hypotheses.
		10 Results	The presentation in a logical order of information and data on which a decision can be made to accept or reject the hypotheses.
Conclusion	{	11 Discussion and conclusion	The presentation of principles, relationships, correlations and generalisations shown by the results. The interpretation of the results and their relationship to the research problem and hypotheses. The making of deductions and inferences, and the implications for the research. The making of recommendations.
		12 Summary of conclusions	A concise account of the main findings, and the inferences drawn from them.
Extras	{	13 Bibliography	An accurate listing in strict alphabetical order of all the sources cited in the text.
		14 Appendices	A compilation of important data and explanatory and illustrative material, placed outside the main body of the text.

COMPILING A BIBLIOGRAPHY

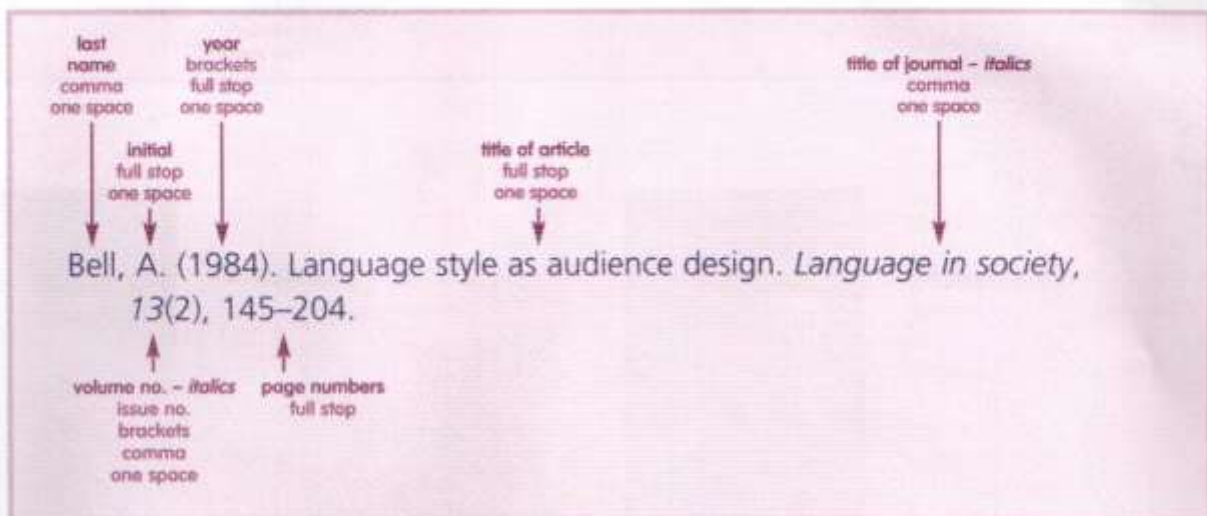
A book – single author



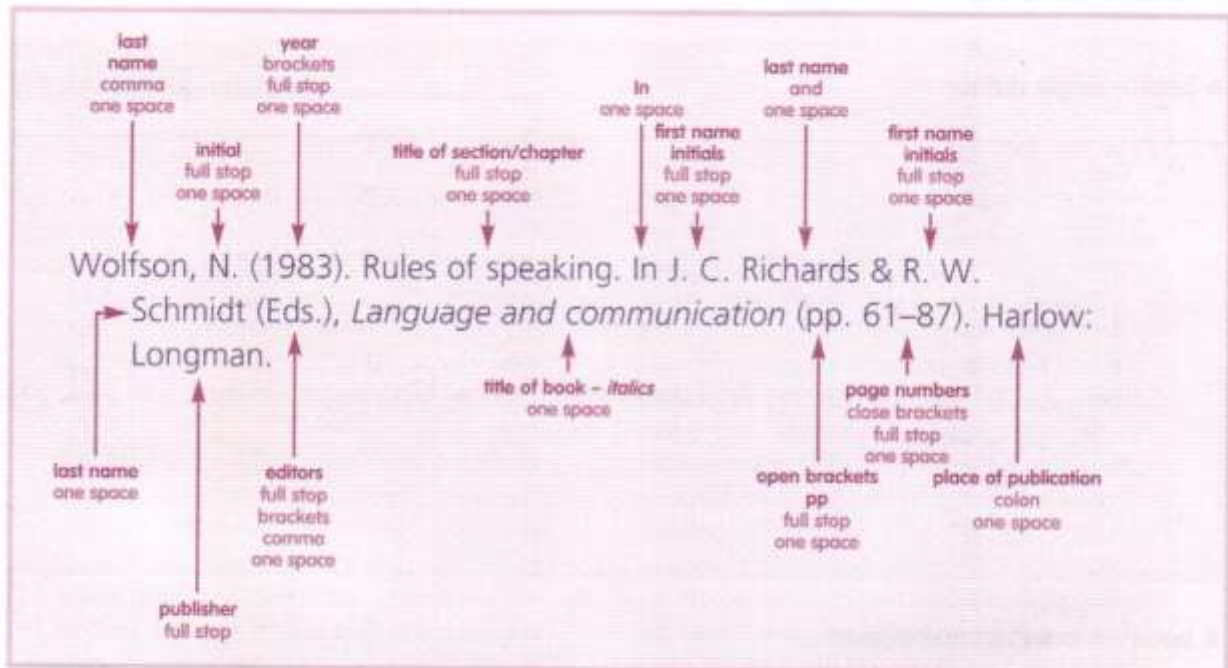
A book – more than one author



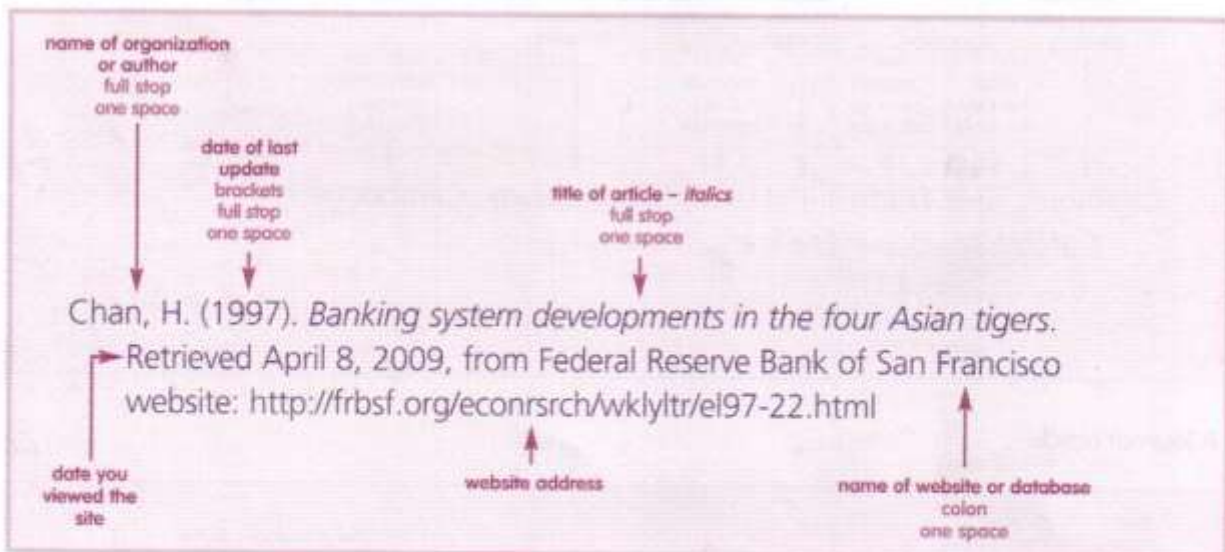
A journal article



A section or chapter of a book



An internet site



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