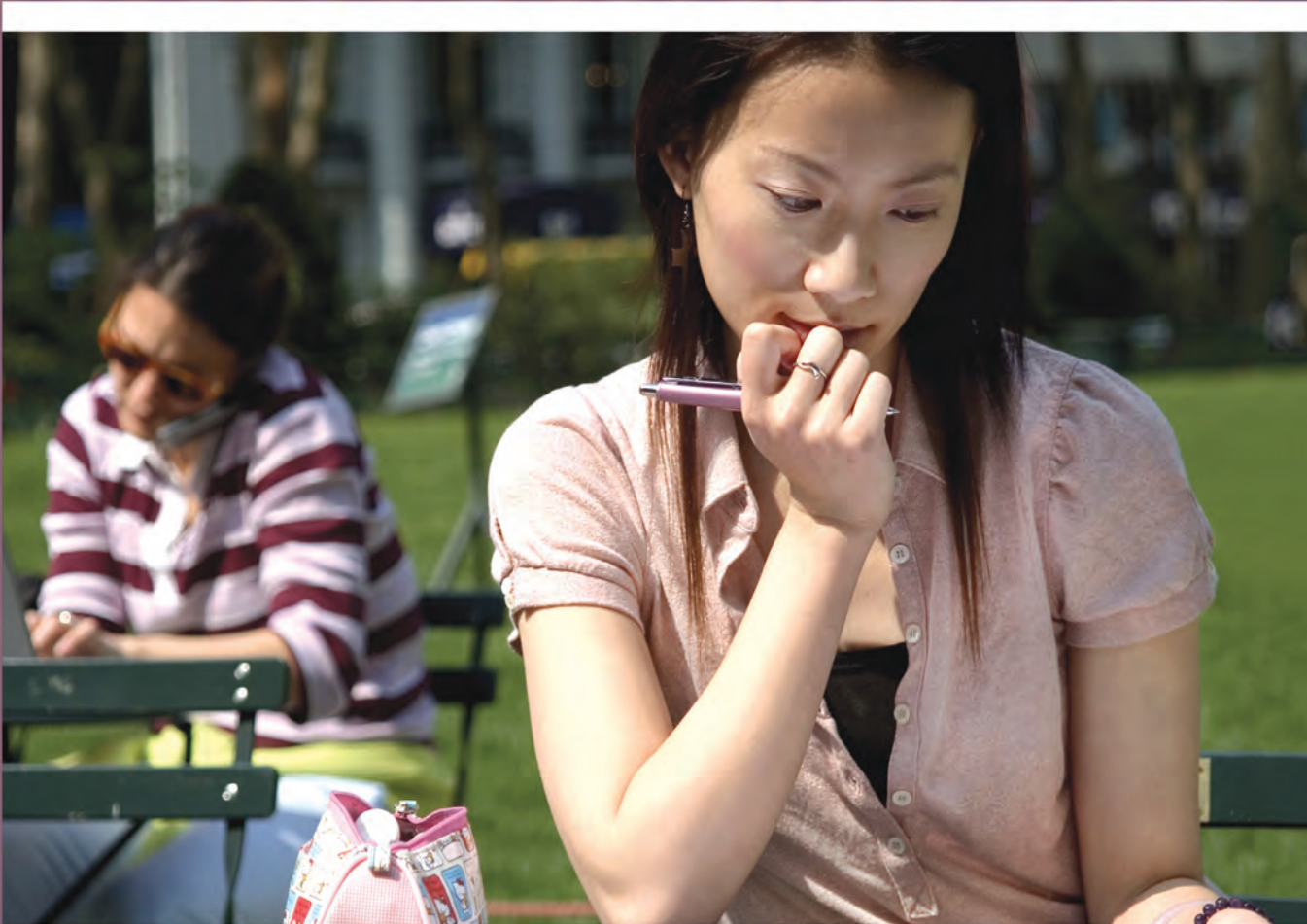


SECOND EDITION

# ACADEMIC WRITING

A handbook for  
International Students



STEPHEN BAILEY

# Academic Writing

A Handbook for International Students  
Second edition

Writing essays and dissertations can be a major concern for overseas students studying at English-medium colleges and universities. Virtually all courses contain a large degree of written assessment and it is essential to ensure that your writing skills meet the necessary standard. *Academic Writing* is a new kind of writing course for all international students who have to write exams or coursework in English. This practical book thoroughly explains the writing process and covers all the key writing skills.

Clearly organised into four parts, *Academic Writing* allows both teachers and students to quickly find the help they need with all writing tasks. Each part is split into short sections containing explanations, diagrams and practice exercises, for use in the classroom or self-study. Newly revised and updated, this second edition contains extra exercises and material – much of which has been suggested by teachers and students.

The text is complemented with cross-references and answers are provided to the exercises. Various writing models, such as CVs, letters and essays, are also included. Key features of the book are:

- Explains the writing process, from understanding the title to proof-reading
- Covers key writing skills such as referencing and paraphrasing
- Contains twenty-three units on accuracy in writing
- Adaptable for both long and short courses

Any international student wishing to maximise his or her academic potential will find this practical and easy-to-use guide to writing in English a truly indispensable resource.

**Stephen Bailey** has taught English for Academic Purposes at the University of Nottingham and the University of Derby for the past 10 years. Before that he taught English to students in the Czech Republic, Spain, Japan and Malaysia.

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# **Academic Writing**

A Handbook for International Students  
Second edition

**Stephen Bailey**

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# Introduction

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*Academic Writing* is for international students studying in colleges and universities where courses are taught in English. Those students who are not native speakers of English often find the written demands of their courses very challenging. In addition to learning academic English they need to adopt new conventions of style, referencing and layout.

Students usually have to complete a variety of writing tasks during their studies, ranging from short IELTS essays to lengthy dissertations. This writing may be done either under exam pressure or as coursework. In addition, the type of writing they are asked to do depends on the subject they are studying: future lawyers will be given quite different tasks from potential pharmacists.

*Academic Writing* recognises this variety of needs. It is a flexible course that allows students of all subjects and levels, from foundation to PhD, to practise those aspects of writing which are most important for their studies. The book is organised to provide maximum hands-on practice for students. They can work either with a teacher or by themselves, since the structure of the book has been made as simple as possible to allow them to find what they want quickly.

*Academic Writing* is divided into four parts. In Parts 1 and 2 the focus is on key writing skills, while Parts 3 and 4 offer revision and reference. Parts 2 and 3 are organised alphabetically for easy access.

**Part 1: The Writing Process** guides students from the initial stage of understanding the essay title, through note-making and paraphrasing, to the organisation of the essay and finally proof-reading.

**Part 2: Elements of Writing** deals with the skills that are needed for most types of assignment, such as making comparisons, giving examples and describing graphs.

**Part 3: Accuracy in Writing** gives remedial practice in those areas that students often find confusing, such as using articles, passives or prepositions.

**Part 4: Writing Models** offers examples of the types of writing that students commonly need, including letters and survey reports as well as essays.

There is also a **Writing Tests** section for checking progress.

The four parts are divided into sixty-one short units which teach practical writing skills and revise common difficulties. Each unit contains exercises, and a comprehensive answer key is given at the end. A system of cross-referencing helps students link related units together.



Although every effort has been made to make *Academic Writing* as clear and accurate as possible, I would welcome comment or criticism from either teachers or students.

Stephen Bailey  
academicwriting@beeb.net

Instructions to students are printed like this:

*Complete sentences with suitable words from the box below.*

Cross-references in margins look like this:

cross-reference
2.11 <i>References and Quotations</i>

This means: refer to the unit on references and quotations in Part 2 (Unit 11)

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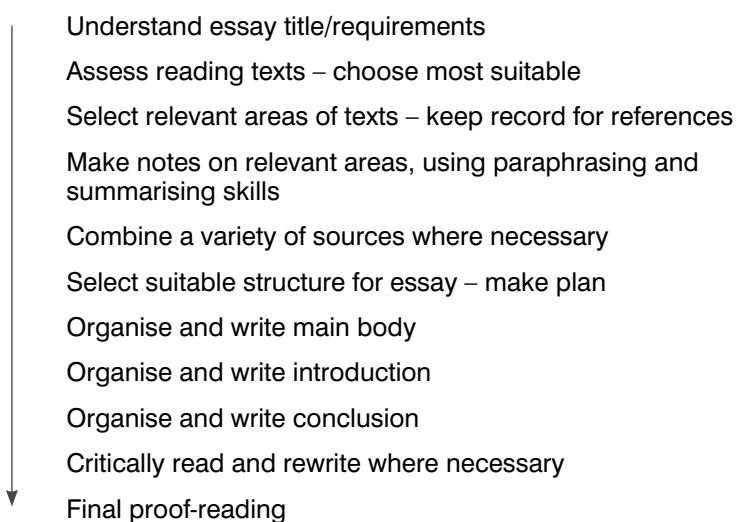
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# 1. The Writing Process

## Student Introduction

Most academic courses in English-medium colleges and universities use essays or other written tasks to assess students' work. These can be done as coursework, when a deadline of one or two months may be given, or in exams, when an essay often has to be finished in an hour.

The process of writing essays for coursework can be shown as a flowchart:



Part 1, *The Writing Process*, examines each of these stages in turn. If students are concerned only with preparing for exam writing they could miss out the reading and note-making stages, but if they have enough time they should work through every unit, preferably in the order given, since each stage builds on the previous one.

Although it is essential to learn the basic writing process, at the same time it is useful to be aware of the elements that contribute to good academic writing. When writing an introduction, for example, it is helpful to know how to write a definition, and so students working on *Introductions* (unit 1.14) should use the cross-reference boxes to look at the unit on *Definitions* in unit 2.5.

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### 3.22 Verbs of Reference

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currently/eventually a/an/the Poor education tends to lead  
to crime affect/effect furthermore/however  
Denmark/Danish/Danes efficiency/efficient business/businesses  
field/concept/factor undergraduate/graduation The purpose of  
this paper. . . “?: that/which/who the team is/are Since  
the nineteenth century. . . speed up/accelerate  
may/could/should The gases were discovered. . . concentrate  
on Martins (1975) claimed that. . . Few scientists  
dispute/have disputed. . . 121 124 127 130 133 136 138 142  
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## Introduction

quotations in Part 2 (Unit 11)



## 1 1.1 Background to Writing

3.14 Punctuation Quotation marks are used to draw attention to a phrase, perhaps because it is being used in an unusual or new way: The research shows that the 'pains of imprisonment' for women are . . . 4. All types of writing consist of a number of key elements. Label the italic items in the text. a) . . . . . THE ORIGINS OF THE INDUSTRIAL REVOLUTION b) . . . . . Introduction c) . . . . .

. It is generally agreed that the Industrial Revolution began in Britain during the eighteenth century, with significant developments in the iron, steel and textile industries. But it is less clear what caused this sudden increase in production in key areas; different writers have examined the availability of capital, the growth of urban populations and the political d) . . . . . and religious climate. All of these may have played a part, but first it is necessary to consider the precise nature of what is meant by 'industrial revolution'. e) . . . . . Industry had existed for thousands of years prior to the eighteenth century, but before this time society as a whole remained agricultural. With the arrival of the ironworks and cotton mills whole towns were dominated by industrial activity. At the same time, agriculture itself went through significant changes which produced more food for the growing urban population. 5. Why are all texts divided into paragraphs? How long are paragraphs? Read the following text, from the introduction to an essay, and divide it into a suitable number of paragraphs. INVESTMENT Most people want to invest for the future, to cover unexpected financial difficulties and provide them with security. Different people, however, tend to have different requirements, so that a 25-year-old just leaving university would be investing for the long term, whereas a 60-year-old who had just retired would probably invest for income. Despite these differences, certain principles apply in most cases. The first issue to consider is cross-reference 1.12 Organising Paragraphs risk. In general, the greater the degree of risk in investment, the higher the return. Shares, for example, which can quickly rise or fall in value, typically have a higher yield than bonds, which offer good security but only pay about 5%. Therefore all investors must decide how much risk is appropriate in their particular situation. Diversification must also be considered in an investment strategy. Wise investors usually seek to spread their investments across a variety of geographical and business sectors. As accurate predictions of the future are almost impossible,

it is best to have as many options as possible. A further consideration is investor involvement. Some investors opt for a high degree of involvement and want to buy and sell regularly, constantly watching the markets. Others want to invest and then forget about it. Personal involvement can be time-consuming and worrying, and many prefer to leave the management of their portfolios to professional fund managers.

## 1 1.2 Avoiding Plagiarism

3.22 Verbs of Reference was indeed the aspiration of almost all governments, so much so that by the late 1980s only the most honest countries confessed to having as many as half their population illiterate, and only ten - all but Afghanistan in Africa - were prepared to admit that less than 20% of their population could read or write.

(Hobsbawm, 1994, p. 295) b) Nearly as dramatic as the decline of the peasantry was the rise of professions which required secondary and higher education. Primary education for everyone (basic literacy) was the aspiration of nearly all governments, so that by the late 1980s only the very honest countries confessed to having as many as half their population illiterate. Only ten (African) countries conceded that less than 20% of their population were literate. (Hobsbawm, 1994, p. 295) c) As Hobsbawm (1994)

argues, there was a marked increase in jobs needing secondary or higher education during the twentieth century. All but a few nations claimed that the majority of their people were literate. Universal primary education i.e. basic literacy was indeed the aspiration of virtually all governments. (p. 295) d) There was a sharp and widespread increase in occupations requiring education above primary level. All governments set out to provide basic education, essentially literacy, for their people. By the end of the 1980s very few states would admit that the majority of their population were unable to read.

(Hobsbawm, 1994, p. 295) 3. What makes the difference between plagiarised and acceptable work? List your ideas below. Acceptable Plagiarised Some vocabulary kept from original

## 1 1.10 Combining Sources

3.22 Verbs of Reference Source B Genetic modification (GM) is in fact far more than a mere development of selective breeding techniques. Combining genetic material from species that cannot breed naturally is an interference in areas which may be highly dangerous. The consequences of this kind of manipulation cannot be foreseen. It seems undeniable that these processes may lead to major benefits in food production and the environment. Furthermore, there is no doubt that some medical advances may have saved millions of lives. However, this level of technology can contain a strong element of risk. Our ignorance of the long-term effects of releasing GM plants or even animals into the environment means that this step should only be taken after very careful consideration. Essay extract It has been claimed that GM technology is no different from breeding techniques which have been practised by man for thousands of years. Source A states that this process is similar to natural selection and remarks: 'such procedures are now labelled "interfering with nature" '. On the other hand Source B considers that, although GM technology could bring considerable benefits in medicine and agriculture, it is quite different to traditional processes of selection. He believes that crossing the species barrier is a dangerous step and that there is insufficient knowledge of the long-term results of such developments. 3. The essay writer uses a mixture of direct quotes and summaries of arguments. a) Find an example of each. b) What phrase does the writer use to mark the point where he moves from dealing with Source A to Source B? c) List all the phrases used to introduce summaries. It has been claimed that 4. You are preparing to write an essay titled 'The social effects of tourism in developing countries'. Read the sources and then complete the paragraph comparing their views, as in the example above. Source C When countries begin to provide facilities for mass tourism, such as hotels and leisure complexes, there is an immediate demand for labour. Work is created for cleaners, waiters, gardeners and drivers on a scale which may significantly boost the local economy. Such work may provide opportunities to learn valuable new skills. For many, these semi-skilled jobs provide an attractive alternative to subsistence agriculture or fishing, while at the same time the tax revenues from their earnings increase the national income. Source D One inevitable feature of tourism's growth is the creation of badly-paid, seasonal jobs in holiday resorts. Much of this work combines insecurity with long hours of work in poor conditions. In Thailand, for example, there are cases of hotel maids

working 15-hour days for less than \$4. Moreover, the combination of wealthy tourists being served by impoverished workers is likely to increase social tensions in these areas. Another risk is that natural or human disasters such as wars and earthquakes may drive visitors away without warning, leaving tens of thousands unemployed. Source E In defence of the tourist industry, it has been claimed that the development of tourism played a major part in helping to modernise parts of Franco's Spain in the 1960s. The presence of easy-going, affluent visitors apparently encouraged locals to learn new skills and open new businesses. Despite this positive interpretation, many examples could be presented where the arrival of rich and idle tourists has been an encouragement for crime, prostitution and other less desirable aspects of the modern economy. Much seems to depend on the economic alternatives offered by the society, and of course the scale of tourist arrivals. It has been argued that tourism can have a very positive social influence on a developing country. Source C claims that

### 3 3.22 Verbs of Reference

3.18 Verbs - Formality f) F: 'After much research, I've found that pigs can't fly.' g) G: 'On my travels in the jungle I found a new type of frog.' h) H: 'I think it unlikely that cats can learn to talk.' i) I: 'Somebody should compare mouse behaviour with rat behaviour.' j) J: 'There may be a link between health and the seasons.'

4. A small group of verbs is followed by (somebody/thing + for + noun/gerund): blame censure commend condemn criticise Lee (1998) blamed foreign investors for the panic. NB All except commend have a negative meaning. A final group is followed by (somebody/thing + as + noun/ gerund): assess characterise classify define describe evaluate identify interpret portray present Terry interprets rising oil prices as a result of Asian recovery.

5. Rewrite the following statements using verbs from the lists in (4). Example: K: 'X's work is responsible for many of our current economic problems.' K blamed X's work for many of our current economic problems.

a) L: 'She was very careless about her research methods.' b) M: 'There are three main species of bees.' c) N: 'The cat family are the kings of the animal world.' d) O: 'I'm sure that dogs bark because they are nervous.' e) P: 'Trying to estimate the number of animal species is like shooting in the dark.' f) Q: 'Darwin was the greatest naturalist of the nineteenth century.' g) R: 'An insect is a six-legged arthropod.' h) S: 'Queen Victoria was a short, rather fat woman with dark eyes.' i) T: 'Gregor Mendel can be considered the founder of modern genetics.'

## Answers

2.12 Restatement and Repetition 2a In other words, this may lead to . . . 2b . . . universities, i.e. coursework and examinations 2c That is to say, the distribution of wealth . . . 4a Every country has a unique structure for its education system. 4b Similarly, China has expanded its higher education. 4c There are two differences between the UK and China in terms of higher education. Firstly, the entrance system. 4d In Spain only 40% of students can find a job. 4e Students who graduate from secondary schools can send application forms to many universities. 4f Both UK and Chinese universities charge fees. 4g This essay will compare HE systems in the UK and China. Firstly, there are similar assessment methods. 5a a/c 5b d/e 5c b 5d g 6

Currently, fast food is growing in popularity. Fast food is food that people can buy or cook quickly. This essay examines the advantages and drawbacks of fast food. First, it is usually tasty. Most people who work in offices are very busy, so they do not have time to go home for lunch. But they can eat in McDonald's restaurants. The second benefit of fast food is cheapness. As it is produced in large quantities, this means that the companies can keep costs down. As a result fast food is usually less expensive than a meal in a conventional restaurant.

2.13 Academic Style Model answers 4a It is widely believed that the railways are deteriorating. 4b Serious crime, such as murder, is increasing. 4c The figures in that report are not reliable. 4d The second factor is that the majority of children in that district may become criminals. 4e There appears to be a significant risk of further strikes and disorder. 4f Women were enfranchised in 1994. 4g The Russian inflation led to poverty and disease. 4h A malaria vaccine may be discovered in the next 10 years. 4i There were two main causes of the American Revolution. 5a

Currently, significant numbers of children are starting school at the age of four or less, whereas 30 years ago five was the normal age. There appear to be various reasons for the change; mothers, for example, need to rejoin the labour force. There are mixed views about the effects of this change on the children concerned. Jenkins (1989) claims that early school attendance causes social problems such as theft and drug taking. There seems to be considerable evidence to support his views and there may be an argument in favour of a state subsidy for women to stay at home with their children. 5b There appear to be two principal reasons for the growing traffic congestion. Firstly, public transport has become increasingly expensive relative to the falling cost of motoring. In addition, car ownership is much more convenient than using

public transport. Together, these factors result in higher vehicle density. 2.14 Synonyms Model answers 4a challenged/outcome/study 4b data or figures/demonstrate/increase 4c forecast/argument or debate 4d main disadvantage/method 4e focus/possibility 4f explain/idea or theory 4g topics/evaluated 4h structure/kept/targets/changed 4i reduce output/increase 4j tendency/accelerated 5 UK - British - this country agency - organisation - body advertising campaign - publicity programme - advertising blitz to raise - to improve British eating habits - regular hand washing to cut - reduction 6 firm's plan cut expenditure or spending business intends or proposes earnings or salaries employees raised

2.15 Variation in Sentence Length Model answers 2 Worldwide, enrolments in higher education are increasing. In developed countries over half of all young people enter college, while similar trends are seen in China and South America. This growth has put financial strain on state university systems, so that many countries are asking students and parents to contribute. This leads to a debate about whether students or society benefit from tertiary education. 3 It is widely recognised that a university degree benefits the individual, since a graduate can expect to find a better job with a higher salary. In the USA the average graduate will earn \$1 million more in a lifetime than a non-graduate. Many governments now expect students to pay a proportion of tuition costs, although it is argued that this discriminates against poorer students. Some countries give grants to students whose families have low incomes because their education is seen to be beneficial for the nation as a whole. 4 China is one developing country (but not the only one) which has imposed fees on students since 1997. The results have been surprising: enrolments, especially in the most expensive universities, have continued to rise steeply, growing 200% overall between 1997 and 2001. It seems in this case that higher fees attract rather than discourage students, who see them as a sign of a good education. They compete more fiercely for places, leading to the result that a place at a good college can cost \$8000 per year for fees and maintenance. 5 Developing countries are under the greatest financial pressure. They may also experience difficulties in introducing loan schemes for students, since the lack of private capital markets restricts the source of borrowing for governments, which are often unable to raise sufficient cheap funds, while a further restraint has been the high default rates by students unable to repay their loans. 2.16 Visual Information 1.1 dE 1.2 fB 1.3 aF 1.4 cC 1.5 bD 1.6



eA Model answers 2a grew slightly 2b rose steadily 2c fell sharply 2d increased slightly 2e sharp rise 2f slight drop 3 (a) is better because it selects the most important details. (b) simply repeats the data on the chart. Model answers 4a density 4b illustrates/shows 4c between 4d emptier/less crowded 4e role/part 4f since/because 4g tend 5a table 5b range/variety 5c marriage 5d Britain 5e rate 5f Iran 5g half 5h proportion/figure 5i result/consequence 7 Model answer Table 4 shows the gender balance in the School of Computing from 1996 to 2000. Between 1996 and 1998 the ratio of men to women was about 1:3, but in the next two years the proportion of women increased, so that in 2000 women accounted for nearly 40% of the total.

### Part 3 - Accuracy In Writing

3.1 Abbreviations 6a Prime Minister/members of parliament/National Health Service 6b Information technology/and others 6c That is/World Trade Organization 6d Take note/Curricula vitarum/A4 size paper 6e Organization for Economic Co-operation and Development/United Kingdom 6f European Union/value added tax 6g Chief Executive Officer/research and development 6h Figure 4/Worldwide Web 6i World Health Organization/tuberculosis 6j Public Relations/\$45,000 6k Genetically modified/for example 6l Professor/Master of Philosophy/Doctor of Philosophy

3.2 Academic Vocabulary 2a prediction 2b significant 2c varied 2d created 2e hypothetical 2f synthesis 2g significance 2h evaluated 2i correlation 2j analytical 3a indicate 3b definitive 3c generalisations/predictions 3d responded 3e analysed 3f variables 5a precise 5b theoretical 5c irrational 5d approximate 5e objective 5f irrelevant 5g concrete 3.3 Adverbs 4a Obviously/Clearly 4b Originally 4c Alternatively 4d Recently/latelty 4e Similarly 4f Clearly/Obviously 6a slightly 6b substantially/significantly 6c dramatically 6d steadily 6e considerably/substantially/significantly 6f rapidly/quickly 6g substantially/considerably 6h rapidly

3.4 Articles 4a - 4b The/the 4c -/- 4d The/the 4e -/the 4f -/the 4g The/the 4h The/- 4i -/the 4j The/the 4k the/- 4l The/- 4m the/the 4n The/the 5a a 5b - 5c the 5d the 5e the/a 5f the 5g the 5h a 5i the 5j the 5k the 5l a 5m a 5n The 5o the 5p - 5q The 5r the 5s the/a 5t the 5u the 5v the 5w the 5x a 5y the 3.5 Caution 2 (Others are possible) Modals: might/may/could/should Adverbs:

3.6 Confusing Pairs 2a quite 2b lose 2c affect 2d

compliments 2e its 2f economic 2g accepted 3 (Others are correct) 3c economical 3d principles 3e Except 3h raise

3.7 Conjunctions 2a d 2b c 2c f 2d e 2e a 2f b 2g b 2h e 4  
because (reason) for example (example) and (addition)  
But (opposition) so (result) while (addition) Firstly  
(time) and (addition) furthermore (addition) 5 (Others  
are possible) Addition: moreover/as well as/in  
addition/and/also Result: therefore/consequently/so/that  
is why Reason: because/owing to/as a result of/as/since  
Time: after/while/then/next/subsequently Example: such  
as/e.g./in particular Opposition:  
but/yet/while/however/nevertheless/whereas 6 (Other answers  
possible) 6a Although 6b i.e./namely 6c After 6d  
Although/While 6e moreover/furthermore 6f so/therefore 6g  
for instance 6h Because of/Due to 6i Secondly/Subsequently  
6j While 7a After 7b Despite/In spite of 7c such as 7d In  
addition/Furthermore 7e then/later 7f while 7g Because  
of/Due to 7h although/though 7i since/because/as 7j and 7k  
However 7l so 7m finally 8a While the government claimed  
that inflation was falling, the opposition said it was  
rising. Despite the fact that the government claimed  
(that) inflation was falling, the opposition . . . 8b This  
department must reduce expenditure, but it needs to install  
new computers. Although this department must reduce  
expenditure it needs . . . Model answers 9a In contrast to  
America, where gun ownership is common, guns are rare in  
Japan. 9b Despite leaving school at the age of 14 he went  
on to own a chain of shops. 9c The majority displayed a  
positive attitude to the proposal, but a minority rejected  
it. 9d While the tutor insisted that the essay was easy,  
the students felt it was too difficult. 9e Although the  
spring was cold and dry the summer was warm and wet.

3.8 Nationality Language 3 Model answer Mexico is in  
central America. The Mexican capital is Mexico City.  
Mexicans speak Spanish. 5a Chinese 5b Russian 5c Australia  
5d Spanish 5e American 5f Brazilians 5g Iraqi 5h Cubans 6  
Model answers Pablo Picasso came from Spain and painted  
pictures. Bob Marley was a Jamaican musician. Mahatma  
Gandhi was an Indian politician and philosopher.

3.9 Nouns and Adjectives 2a safety - safe 2b culture -  
cultural 2c deep - depth 2d health - healthy 3  
high/reliable/hot strength/confidence/truth  
wide/probable/necessary length/danger/relevance 4a  
strength 4b truth 4c probability 4d wide 4e necessary 4f  
relevance 4g danger 4h necessity 4i unreliable 4j Confidence  
5a various - variety 5b analytical - analysis 5c available  
- availability 5d major - majority 5e precise -

precision/unknown - knowledge 5f theoretical - theory 5g  
frequent - frequency 5h critical - criticism or critic 5i  
Social - society 5j practical - practice 6  
approximation/particularity superior/reasonable  
strategy/synthesis political/economic + economical  
industry/culture external/average 7a economic  
approximation particularity external synthesis average  
reasonable culture

3.10 Nouns - Countable and Uncountable 4 Model answers 4a  
. . . of teaching is required 4b . . . travelling in the  
desert 4c . . . insufficient capital 4d . . . during a meal  
4e . . . mainly political centres 4f . . . are moved around  
the world daily 4g . . . huge loss of life 4h . . . many  
great films 4i Her carelessness . . . 4j . . . a great  
leveller 4k . . . in those laboratories 4l . . . very  
demanding 5a Little 5b businesses 5c experience/is 5d  
travel broadens 5e Paper was 5f much advice 5g few  
interests 5h war 5i Irons were 5j behaviour 6a little 6b  
much 6c many 6d few 6e little 3.11 Nouns - Umbrella 1a  
cause 1b theory 1c event 1d feature 1e machine 1f area 1g  
organisation 1h views 1i consideration 1j process 1k types  
1l problem 2a body 2b phenomenon 2c issues 2d field 2e  
device 2f concept 2g aspects 2h categories 2i concern 2j  
factor 2k perspectives 3.12 Prefixes and Suffixes 3 auto by  
itself co together ex (i) previous (ii) outside micro  
small multi many over too much post later re again sub  
below under (i) below (ii) not enough 4a social class at  
bottom of society 4b more tickets sold than seats available  
4c very local climate 4d economy based on information not  
production 4e not listed in the telephone book 4f  
disappointed 8a noun - something which is no longer offered  
8b adjective - two related events at the same time 8c  
adverb - without cooperation 8d adjective - related to  
evolution 8e noun - person who protests 8f adjective - not  
able to be forecast 8g adjective - able to be sold 8h noun  
- person being interviewed 8i noun - style of  
ultra-realistic painting 8j adverb - in a way that suggests  
a symbol 9a joint production/junior company 9b without  
choosing to/not hurt 9c able to be refilled/certain 9d  
cannot be provided/unusual 9e existing in theory/breaking  
into pieces

3.13 Prepositions 1. purpose of/development of/in  
Britain/over the period/contributed to/valuable for/In  
conclusion/sets out/relationship between/decline in/supply  
of/in the factory Verb + = contributed to Adj .+ =  
valuable for Phrasal verb = sets out Place = in  
Britain/factory Time = over the period Phrase = In  
conclusion 2b adjective + 2c verb + 2d place 2e noun + 2f

phrase 2g place 2h time 3a of 3b in 3c of 3d for 3e of 3f  
on 4a On 4b of 4c of 4d In 4e of 4f On 4g In 4h of 5a  
Among 5b from/to 5c in/of 5d in/in 5e in/at 5f On/between  
6a out 6b of 6c in/to 6d to 6e among/in 6f from 6g between  
6h in 6i of 6j over 6k between 6l in 6m in 6n of 6o in/to

3.14 Punctuation 7a On Tuesday June 6, 1759, in the church  
at Derby, Nicolas James married Mary Dewey. 7b Professor  
Rowan's new book, The Triumph of Capitalism, is published  
in New York. 7c How many people would agree with John  
Lennon when he said: 'All You Need is Love'? 7d The  
probability was calculated for each of the three faculties:  
Physics, Biology and Law. 7e As Cammack (1994) points out:  
'Latin America is creating a new phenomenon: democracy  
without citizens.' 7f Thousands of new words such as  
'website' enter the English language each year. 7g Dr  
Tanner's latest study focuses on children's reactions to  
stress in the playground. 7h She scored 56% on the main  
course; the previous semester she had achieved 67%. 8 The  
London School of Business is offering three new courses  
this year: Economics with Psychology; Introduction to  
Management; and e-commerce. The first is taught by Dr  
Jennifer Hillary and runs from October to January. The  
second, Introduction to Management, for MSc Finance  
students, is offered in the second semester, and is  
assessed by coursework only. Professor Wang's course in  
e-commerce runs in both the autumn and the spring, and is  
for more experienced students.

3.15 Relative Pronouns 1a where 1b who 1c which/that 1d  
whose 2a which/that 2b where 2c who 2d which/that 2e who 2f  
which 4a D 4b D 4c A 4d A 4e D 5 (Sample answers) 5a The  
main campus, which used to be a golf course, 5b The River  
Nile, the longest in Africa, 5c Moscow, the ancient  
capital of Russia, 5d Nelson Mandela, who became president  
of South Africa, 5e Apples, a fruit associated with many  
legends, 6a necessary 6b not 6c not 6d necessary 6e not 7a  
whose 7b who 7c which/that 7d which/that 7e X 7f which 7g  
whose 7h which 7i X

3.16 Singular/Plural 1a disadvantages - e 1b are - a 1c  
areas - c 1d crime - b 1e town has its own council - d 3a  
those problems 3b varies 3c cultures 3d are 3e a job/jobs  
3f A huge/Huge numbers 3g has 3h other places 3i is 3j  
lives 4 companies have/websites/e-commerce/this  
is/businesses/their/trouble/security/expense/ mean/these  
companies

3.17 Time Words and Phrases 3a Last 3b During 3c By 3d for  
3e ago 3f until 3g Currently 4a recently 4b until 4c for 4d

Last month 4e by 4f Since 4g During 5a During 5b Since 5c ago 5d recently 5e Currently 5f by 5g since 6a before 6b later 6c by 6d for 6e until 6f during 6g ago 3.18 Verbs - Formality 2 (Possible synonyms) adapt = modify arise = occur carry out = conduct characterise = have features of clarify = explain concentrate on = look at closely concern with = deal with demonstrate = show determine = find discriminate = distinguish emphasise = highlight establish = lay down/found exhibit = show focus on = look at closely generate = create hold = be true identify = pick out imply = suggest indicate = show interact = work together interpret = explain manifest = show overcome = get over predict = forecast propose = suggest prove = turn out recognise = accept relate to = link to supplement = add to undergo = experience yield = produce 2a yielded 2b arose 2c demonstrate 2d held 2e emphasised 2f exhibited 2g concerned 2h carried out 3a demonstrate 3b clarify 3c recognised 3d discriminate 3e focus on 3f interpreted 3g overcome 3h predict 3.19 Verbs - Modal (Others may be possible throughout this unit) 2a can 2b could 2c cannot 2d may/can 2e could 3a would 3b might/may/could 3c could/might/may 3d should/will/might 3e will 3f should/will 3g could not 4a should 4b must 4c must 4d should 5a would (conditional) should (suggestion) 5b may (possibility) could (ability) 5c will (prediction) would (conditional) 5d must (obligation) should (suggestion) 5e may (possibility) could (ability) 5f should (strong possibility) may (possibility)

3.20 Verbs - Passives 2a The data were collected and the two groups (were) compared. 2b 120 people in three social classes were interviewed. 2c The results were checked and several errors (were) found. 2d An analysis of the findings will be made. 3a The company was efficiently run by the Connors family until 1981. 3b The house was conveniently built near the station. 3c The portrait of the old man was brilliantly painted by Picasso. 3d Pencils for all the students in the exam were helpfully provided. 3e Over 550 people were regularly tested for the disease (by doctors). 3f The percentages were precisely calculated to three decimal places (by researchers). 3g Their business was optimistically called the Universal Trading Company. 4 (Passives) was worn out was born was called was helped was taken over was assisted 5 Not all - was born must be passive Compare some sentences changed into the active, e.g. 'On his death in 1860 his wife took over the business, and soon their 10-year-old son Jesse assisted her.' This reads rather clumsily compared to the original. 6 (Suggested changes - others possible) they were married - they married the factories were used to make - the

factories made Boots was sold - he sold Boots Boots was bought by a British group - a British group bought Boots sugar was produced - the factories produced

3.21 Verbs and Prepositions 2a focused on/concentrated on 2b pointed out 2c specialising in 2d associated with 2e divided into 2f blamed for 2g believed in 2h rely on 4a derives from 4b consists of 4c added to 4d looked into 4e rely on/depend on 4f invested . . . in 4g Compared to 4h pay . . . for 4i rely on/depend on 3.22 Verbs of Reference (Others may be possible) 3a A admitted/accepted/agreed that he might have made a mistake in his estimate. 3b B denied saying that sheep were faster than horses. 3c C stated that whales were very intelligent animals. 3d D agreed with A's position on cats and dogs. 3e E assumed that cows could get cold in winter. 3f F concluded that pigs could not fly. 3g G discovered a new type of frog in the jungle. 3h H doubted that cats could learn to talk. 3i I suggested that cat and mouse behaviour should be compared. 3j J hypothesised that there might be a link between health and the seasons. 5a L criticised her for being careless about her research methods. 5b M classified bees into three main species. 5c N characterised the cat family as the kings of the animal world. 5d O interpreted dogs' barking as nervousness. 5e P described trying to estimate the number of animal species as being like shooting in the dark. 5f Q commended/evaluated Darwin as the greatest naturalist of the nineteenth century. 5g R defined insects as six-legged arthropods. 5h S portrayed Queen Victoria as a short, rather fat, dark-eyed woman. 5i T identified/presented Gregor Mendel as the founder of modern genetics.

3.23 Verbs - Tenses 1 Tense Reason for use a present simple general rule b present continuous current situation c present perfect recent event d present perfect continuous recent, with emphasis on action that continues for a long time e simple past finished, with time phrase f past continuous finished, with emphasis on action that continues for a long time g past perfect refers to a previous past period h future prediction 2a has been rising/has risen 2b stands for 2c recorded 2d had written 2e will be 2f is considering 2g was building/had built 2h disputes/disputed 2i has fallen/has been falling 4a is/are working 4b believes 4c is looking for 4d is researching 4e has risen 4f owns 4g live 4h is attending 6a have suspected 6b have developed 6c confirmed 6d developed 6e was displayed 6f demonstrated 6g says/said 6h is being tested 6i makes 6j developed 6k will be available Part 4 - Writing Models 4.1 Formal Letters 1a Address of sender 1b Address of recipient 1c Sender's reference 1d Date 1e Greetings 1f Subject

headline 1g Reason for writing 1h Further details 1i  
Request for response 1j Ending 1k Signature 1l Writer's  
name and title 2 Model answer 54 Sydney Road Rowborough  
RB1 6FD Mr M Bramble Administrative Assistant Arts &  
Social Sciences Admissions Office Wye House Central Campus  
University of Borchester Borchester BR3 5HT Yr Ref: MB/373  
5 May 2006 Dear Mr Bramble Informal Interview Thank you for  
inviting me to interview on May 21st. I will be able to  
attend on that date, but it would be much more convenient  
if I could have the interview at 12, due to the train  
times from Rowborough. Could you please let me know if this  
alteration is possible? Yours sincerely P. Tan P. Tan 3  
Model answer 54 Sydney Road Rowborough RB1 6FD Tel:  
0122-354-751 The Manager Hotel Nelson Queen's Road  
Rowborough RB2 4RN Yr Ref: EN2 16 October 2006 Dear Sir  
Vacancy for Reception Staff I am writing in response to  
your advert for reception staff (Evening News 15/10). I am  
currently studying at Rowborough University, but I am  
looking for parttime work, and believe that I have the  
qualities you are seeking. As you will see from my  
enclosed CV I have previous experience of working in a  
team, and speak Mandarin and Japanese as well as English.  
Having no family commitments I am quite prepared to work  
evenings or weekends. I believe that I could make a useful  
contribution to your business, which I am considering as a  
future career, and hope to hear from you soon. Yours  
faithfully P. Tan P. Tan Enc. CV 4.3 Reporting and  
Designing Surveys 1 (Other suggestions possible/in any  
order) Get up-to-date data Collect information about the  
behaviour of a specific group, e.g. overseas students in  
London Check/replicate other research 2a conducted 2b  
random 2c questionnaire 2d questioned 2e respondents 2f  
Interviewees 2g mentioned 2h majority 2i slightly 2j  
minority 2k questions 2l common 2m generally 2n sample  
3 Model questions. (3-6 could use present tense) Q2 Why  
did you take a job? Q3 What effect did the work have on  
your studies? Q4 What kind of work did you do? Q5 What  
hours did you work? Q6 How much did you earn? Q7 Do you  
have any comments on your work? 4a past tense 4b present  
tense The survey is completed but the results are still  
valid. 5 (ii) is less embarrassing for most people to  
answer. 6 (i) is an open question and has many possible  
answers. (ii) is a closed question with a limited range of  
responses. 7 For casual interviews ten is probably the  
maximum most interviewees will cope with.

4.5 Comparison Essay (Other answers possible) a It normally  
involves having access to a secure site on the internet  
where a graded series of lessons are available, and which  
have assignments sent and returned by email. b A student

living in a small town in China, for example, can now study a course at an American college. c Membership of a group may also create a useful spirit of competition, which stimulates learning. d There may be many people who are unable, either through work or family commitments, or due to lack of funds, to go to classes . . . e Although on-line courses are now offered by many institutions . . . f . . . it is by no means clear that they offer real advantages compared to classroom education. g e-education/on-line courses/internet use in education/e-learning 4.6 Discussion Essay 1 1 F 2 C 3 A 4 G 5 E 6 B 7 D 2 Addition Result Reason Time Example Opposition while and as well as also so that therefore since due to because of first then e.g. for example such as for instance but yet however WRITING TESTS Writing Test 1 Note that in some cases, e.g. (1a), only one answer is acceptable; in other cases, e.g. (1b), a number of synonyms are possible, not all of which may be listed. 1a in 1b problem/difficulty/challenge/priority 1c the/so 1d difficult/problematic/challenging 1e However/Next/Then 1f or 1g improves 1h begins/tends/seems 1i in/after 1j they 1k easily/well/effectively 1l third/further 1m most 1n since/because/as 1o on 1p why 1q necessary/better/useful/helpful 1r an 1s before 1t their

Writing Test 2 Speaking and Writing 1) When we speak, it is normally to one or 2) a small number of people, who are often well known to us. 3) As we speak, we are able 4) to study our listeners' faces for expressions which tell 5) us their reaction to what we are saying; 6) for example agreement, or amusement. 7) If their expressions show incomprehension 8) we will probably restate what we are saying. 9) For most people speaking feels like a natural activity, 10) though if they have to make a formal speech 11) they often find the situation stressful. 1) Writing, however, is much more like speaking to 2) an unknown audience. 3) Unless we are writing a letter to a friend 4) we have no way of knowing who may read our words. 5) Writers cannot check if the readers understand, or are interested 6) in what they are writing. 7) This is the reason why writing is more difficult than 8) speaking, and often uses a more formal style. 9) It also explains why writing must be as clear and simple as possible, 10) to avoid the dangers of being misunderstood by readers 11) who cannot look puzzled to 12) make the writer explain what he means again. Writing Test 3 Note comments in Writing Test 1 above. 3a somewhere 3b from 3c who 3d kinds/types/sorts/categories 3e Almost/Nearly/Virtually 3f halls 3g make/find 3h convenient/practical/sensible 3i but/although/though 3j rather 3k a 3l This 3m



may/might/can/could/should 3n also 3o on 3p  
as/since/because 3q be 3r  
vital/important/essential/critical 3s an 3t them

Writing Test 4 Model answer A COMPARISON OF BORCHESTER AND ROWBOROUGH AS A STUDY LOCATION Rowborough is a large industrial city with a population of one and a half million, while Borchester is an old city with a much smaller population. These basic differences determine their suitability as centres for a university course. Rowborough can offer a wider range of leisure facilities but Borchester has a quieter character. Rowborough may have a worse climate, being cool even in summer and wet in winter, while winters in Borchester are less cold, though the summers tend to be wet. Rowborough is hillier than Borchester, which might be a drawback for cyclists. However, Rowborough does have a better public transport system, which may compensate for the hills. Borchester also has a rather remote campus, which might involve a lot of travelling. It is also likely to be more expensive in terms of accommodation, and is rather distant from the capital. On the other hand, some areas in Rowborough suffer from high crime rates. Clearly, each city has its advantages: Borchester is more likely to suit a student looking for peace and quiet, who can tolerate some inconvenience, while Rowborough would be suitable for someone keen to economise and wanting a more lively atmosphere.

## 2.11 References and Quotations

### cross-reference

#### 1.2 Avoiding Plagiarism

1. A reference is an acknowledgement that you are making use of another writer's ideas or data in your writing:

As Donner (1997) pointed out, low inflation does not always lead to low interest rates.

There are three main reasons for giving references:

- a) To avoid the charge of **plagiarism**, which is using another person's ideas or research without acknowledgement.
- b) The reference can give more authority to your writing, as it shows you are familiar with other research on the topic.
- c) The reader can find the original source by using the reference section which will list the full publishing details of Donner's book:

Donner, F. (1997) *Macroeconomics*. Borchester: Borchester University Press

2. *Decide which of the following need references.*

- a) A mention of facts or figures from another writer
- b) An idea of your own
- c) Some data you have found from your own research
- d) A theory suggested by another researcher
- e) A quotation from a work by any author
- f) Something which is agreed to be common knowledge

### cross-reference

#### 1.7 Note-making

3. **In order to give references accurately it is important to use the following procedure:**

- a) When reading and note-making, keep a careful record of the details of your sources. For a long piece of writing such as a dissertation a card index is useful.
- b) Find out which system of referencing is used in your subject area. You can do this by studying current textbooks and journals and checking departmental guidelines.
- c) Follow one of the methods illustrated below to give the reference.

4. a) **Summary of a writer's ideas**

Orwell (1940) pointed out that although Charles Dickens described eating large meals in many of his books, he never wrote about farming. He explains this contradiction in terms of Dickens' upbringing in London, remote from the countryside.



b) **Quotation of a writer's words.**

Orwell clearly highlighted this inconsistency in Dickens: 'It is not merely a coincidence that Dickens never writes about agriculture and writes endlessly about food. He was a Cockney, and London is the centre of the earth in rather the same sense that the belly is the centre of the body.' (Orwell, 1940: pp. 53–4)

c) **Mixture of summary and quotation.**

As Orwell (1940) noted, Dickens frequently described food but was uninterested in food production. He considered that this was because of the writer's background: 'He was a Cockney, and London is the centre of the earth.' (pp. 53–4)

5. **Read the following extract from the same essay ('Charles Dickens' in *Inside the Whale*, Orwell, G., 1940: pp. 54–5)**

What he does not noticeably write about, however, is *work*. In Dickens' novels anything in the nature of work happens off-stage. The only one of his heroes who has a plausible profession is David Copperfield, who is first a shorthand writer and then a novelist, like Dickens himself. With most of the others, the way they earn their living is very much in the background.

- a) *Write a summary of the author's ideas, including a suitable reference.*
- b) *Introduce a quotation of the key part of the extract, again referring to the source.*
- c) *Combine (a) and (b), again acknowledging the source.*

6. **Referring verbs use both the present and the past tenses. It is probably best to use the present tense for recent sources or when you feel that the idea or data is still valid:**

Rathbone (1997) demonstrates the limitations of video-conferencing.

The past tense suggests that the source is older and the ideas perhaps out of date:

Steinbeck (1965) explored a link between cancer and diet.

7. **There are three main systems of reference in use in academic writing:**

- a) The system illustrated above (the Harvard) is the most common. Note the following:

*Hunter (1989) states . . .* (date of publication in brackets when referring verb is used)

## cross-reference

## 3.22 Verbs of Reference

*Women pose less security risk (Burke and Pollock, 1993)*  
(authors and date in brackets after summary)

Note that with quotations page numbers should also be given after the date. Details of the organisation of the reference section are given in (8) below.

- b) Numbers in brackets are inserted in the text for each source, and at the end of the chapter or article the references are listed in number order:

A survey of Fortune 500 companies found that over 70% have problems recruiting skilled staff (1). Some analysts argue that this could be as high as 90% (2).

1. Cuervo D. 1990, 'Whither Recruitment?' *HR Journal* **13**, pp. 23–39.

2. Segall, N. 1996, *Cross-cultural studies*, Harper & Row, New York pp. 173–4.

- c) A third system uses footnotes:

More than 80% of families own or are buying their own homes.<sup>2</sup>

In this system the references are listed at the bottom of the page:

<sup>2</sup>*Economist*, 13 January 1996, pp. 27–8.

NB A full reference section is required at the end of the article or book.

## 8. Organising the bibliography/references

Here is the reference section of an essay written by a business student.

*Study the pattern of organisation and answer the following questions.*

- a) How are the entries ordered?
- b) What is the difference between the information provided for
- i) a book by one author
  - ii) a chapter in an edited book
  - iii) a source on the internet
  - iv) an article in a journal
- c) When are *italics* used?
- d) How are capital letters used in titles?
- e) How is a source with no given author listed?

#### REFERENCES

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Referencing is a complex subject and students are advised to seek specialist help, e.g. from a library, when referencing less usual subjects.
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