

高等学校学术英语（EAP）系列教材



Writing

Research Papers

学术英语论文写作

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To the Teacher

The increase in availability of information online is both a boon and a challenge to students. From their homes or classrooms they can access a variety of information on a variety of topics. However, not all information is of the same type, or the same quality. Today's student researchers therefore need to know not only how to locate information but how to judge it. As writers, they need to know how to use information to inform their understanding and support their arguments, and (both legally and ethically) how to give appropriate credit to the sources they use.

Writing Research Papers is designed to guide university-level students through their first research paper. Beginning with a review of the essay, students choose a topic appropriate for an academic paper, formulate either an expository or persuasive thesis, research outside sources to support their main points, integrate that research into their own original writing, and format their research paper according to APA (American Psychological Association) guidelines. They conclude their study with an oral presentation of their research, a common follow-up assignment in subject-matter university classrooms as well.

Writing in English is a cultural experience as well as an academic one. Students investigate issues of academic honesty, and learn how to incorporate others' research, ideas, and writing into an original paper of their own in accordance with guidelines from English academic institutions. In addition, students explore issues related to academic research such as judging the reliability of sources, identifying opinion and bias, and organizing and presenting ideas logically and persuasively.

In Units 1-3, students complete a persuasive or expository essay on a topic of their choosing, using process writing to complete two drafts with the help of a thorough peer and self-review process. In Units 4-12, students research the same topic outside of class to add facts and expert opinion to support their points, expanding their essay into a 5+ page research paper, complete with an abstract, in-text citations, and a bibliography. In addition, in Unit 12 students present their research orally to the class through an organized academic presentation.

Throughout the course, students receive support and guidance in organization, language, and academic conventions. They analyze models, and share and discuss their work with their classmates. Both the essay and research paper are developed and written in stages, so students are never overwhelmed, but guided through the process to complete competent work of which they can be proud.

Included in the appendices of the book are a model essay (brainstorming, edited brainstorming, first draft, peer editing, and a final draft) and a full research paper, with title page, abstract, body, and bibliography. Blank peer evaluation forms are also provided.



To the Student

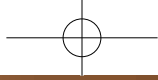
One of the most challenging types of writing is the research paper. Navigating through the sea of information available online and in libraries and evaluating what is accurate, interesting, and useful is one of the most important skills you can gain not only as a writer but as a student. A further challenge for the writer is using that research to support your own ideas, rather than simply summarizing other people's work and adding your comments. *Writing Research Papers* aims to strengthen your skills in these areas to prepare you for academic work in English.

Throughout this course you will study model writing, your classmate's writing, and your own writing in depth. You will analyze writing in terms of words, sentences, paragraphs, essays, and a short research paper. You will focus on presenting your ideas in a clear, logical way to inform or persuade your reader first in an essay and then in a research paper of your own.

In addition, you will discuss issues related to integrity in writing—originality, honesty, and crediting the work of others. You will have the chance to study some famous cases involving professional writers to see how these issues affect the writing and academic communities.

You should come to your writing class every day with energy and a willingness to work and learn. Your instructor and your classmates have much to share with you, and you have much to share with them. By coming to class prepared, asking and answering questions, taking chances and trying new ways, you will add not only to your own education but to the education of those around you. Remember, the goal of this course is not just to produce an essay, a research paper, and a presentation—but to produce a competent, confident academic writer.

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UNIT 3

Peer Review

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In this unit you will

- 1 learn more about introductions and conclusions;
- 2 learn to effectively review papers with a classmate;
- 3 make revision decisions;
- 4 write the second draft of your essay.





1 Work in a group. Discuss these questions.

- Do you like to read your classmates' papers? Why or why not?
- Do you like to have your classmates read your papers? Why or why not?
- Is it valuable to have someone read your paper before your instructor does? Why or why not?

Parts of an introduction

You know that the thesis statement finishes your introduction. What goes before it? Depending on your topic, you have several choices:

- Background information or explanations
- An interesting story or event
- Some surprising information

Additionally, many essays (and research papers) begin with a hook—a sentence or two to catch the readers' attention. Here are some common hooks:

- A quotation or saying (Find these by searching for “your topic + quotation” with an Internet search engine). Make sure it is actually relevant to your thesis!
- An unusual fact or surprising statistic. This type of hook is more common in a research paper; after all, it is during your research that you would find such information.
- The beginning of a story, if you relate an anecdote in your introduction.
- A question. These are tricky to use effectively—you need to ask a question that will increase your readers' interest and make them want to read your paper to find out the answer.

The information after the hook sets up the thesis statement. It might give some history, especially if you are writing an expository essay, or it might discuss a problem, especially if you are writing a persuasive essay. However, keep specific descriptions and support of your thesis statement for the body of your paper.

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2 Look at these hooks for an essay or research paper on sugar. Circle the letter of the three you like best. Put a **x** by any that you think are not good. Then discuss your choices with a partner.

- a. Do you like sugar?
- b. “Ecstasy is a glassful of tea and a piece of sugar in the mouth.”
(Alexander Pushkin)
- c. According to the United States Department of Agriculture, the average American consumes between 150 to 170 pounds of sugar a year.
- d. How much sugar do you think the average American eats in one day? Half a cup? A full cup? Guess again.
- e. I have always loved sweet things.
- f. “What are little girls made of? Sugar and spice and everything nice,” goes a traditional English nursery rhyme.
- g. Sugar is commonly produced from sugar cane and the sugar beet.
- h. Question: What do these foods have in common: ketchup, bread, peanut butter, mayonnaise, and salt? Answer: They all contain added sugar.
- i. In the developed world, sugar is present in almost all aspects of our diet.
- j. Karen W., 23, couldn’t understand why she felt tired all the time, or why she had so many headaches.
- k. One of the three leading causes of degenerative diseases in the United States may surprise you: It’s sugar.

3 Work with a partner. Check (✓) the types of information you think would be appropriate in an introduction to an essay about the need to eat less sugar. Then check the essay on page 2 again to see what the writer chose.

- A list of the countries in the world that produce sugar
- A description of how sugar causes diabetes
- Some statistics about how much sugar is consumed in different parts of the world
- Examples of unexpected sources of sugar in our diets
- Prices of sugar around the world
- A recipe for a dessert that doesn’t use sugar
- A list of diseases and conditions that will later be shown to be affected by sugar consumption



Parts of a conclusion

A conclusion, first of all, summarizes the main points of your essay. These are what you want your reader to remember most! You may use specific language to signal your conclusion, such as *To sum up* or *In conclusion*, although it isn't necessary. Since your conclusion is always your final paragraph, your reader will know what it is.

A conclusion does not introduce new arguments or important information. These belong in the body of your essay. However, you may logically extend the arguments you made in the body of your essay by making a recommendation or prediction. An academic essay is not a novel; there are no surprise endings. A reader would feel very surprised if you wrote three or four paragraphs about the evils of sugar and then concluded by saying, *However, life is short, so make it pleasant and eat as much sugar as you want!*

Depending on your hook, you might be able to tie your conclusion back to your introduction. For example, a writer who had begun an essay against sugar with the quotation *What are little girls made of? Sugar and spice and everything nice* might write in her conclusion, *A little girl made of sugar wouldn't be "nice"—she'd likely be obese and have bad teeth. Let's make our little girls, and our little boys, of healthy, natural food.*

Conclusions that tie back to introductions, like very clever hooks, are hard to write—not just for students, but for professional writers too. Don't feel bad if you can't write these every time. Often, whether you can write them depends on your topic. However, notice these types of conclusions when you read them in other pieces of writing, and remember that you also can conclude certain essays in this way.

4 Work with a partner. Read the conclusion on page 3 again, and answer these questions.

- Did it summarize the main points? If not, which points did it miss?
- Did it add any new main points or support? If so, what?
- Did it make a recommendation or prediction? If so, what?
- Did it tie back to a hook in the introduction?



- 5** Work with a partner. Analyze this earlier draft of a conclusion for the sugar essay. Why is it weak?

Sugar is very bad for you. Did you know that across the world the consumption of sugar is much more than it was 50 years ago? Also, studies have shown that eating too much sugar can have a damaging effect on your eyesight. This means that everybody should try to eat less sugar. In the future, I will certainly try to cut down on my sugar intake. People should be aware of the amount of sugar in their diets and take steps to reduce it. Thank you for reading.

Peer Review

- 6** Read the following text aloud with a partner. Circle the correct verb forms. Then check answers with the whole class.

A peer is someone who is in the same position as you. In your university class, this means a classmate who 1) has / has not been assigned the same task that you have. Often in university writing classes, students are asked to exchange papers and comment on their classmates' writing.

If you 2) are / are not used to working like this, it can seem strange at first. Beginning writers may ask, "How can he judge my paper? He's only a student like I am" or "I don't think I write as well as she does—how can I give her any useful advice?" The truth is, you can help a lot.

Peer review accomplishes two important things:

- It lets you know how well a reader understands what you wrote.
- It lets you see how someone else handled the same assignment.

The first of these is important because writing 3) is / is not an interview or a conversation. Your writing exists on paper or a computer screen, separate from you, and then someone reads it. Can readers understand what you wrote without any further help from you? Will they notice what you thought was important? Your instructor, of course, is the person who gives you a mark or a grade. But a peer reviewer 4) is / is not closer to the type of reader you will encounter after you finish your studies—someone pretty much like you, who you don't know, who will read what you write



for information, and will not judge your ability and assign you a grade.

The second 5) *is / is not* even more important, at least in a learning situation. Here is your chance to study exactly the type of essay or research paper that you are writing yourself. Can you find the thesis statement? Is the support convincing? Do you see what the conclusion is doing? Was this writer able to find an interesting hook? How much background information did he / she choose to include? Were the arguments convincing? Was the paper longer or shorter than yours? You have an example of how someone like you met the same challenge. You 6) *may / may not* get some ideas from reading someone else's paper that you can use in the future for yourself.

When you review a classmate's paper, 7) *look / don't look* for specific things. Look for the standard sections of an essay or research paper. Make sure you can identify the thesis statement, topic sentences, and methods of support. Note any parts of the writing that you didn't understand—this may mean that the writer was not clear, or it may mean that you had some trouble as a reader. But it 8) *is / is not* good information for the writer. Finally, note what the writer did well. It can be difficult to judge your own work, so it is useful—and encouraging—to know what a reader thought was effective.

Most instructors feel that spelling and grammar 9) *are / are not* for the instructor to grade, not peer reviewers. Look at content, organization, and ideas. Do not worry about spelling and grammar.

In addition to being specific, be kind. You know that it is difficult to share work, even with someone who is not assigning a grade. Respond from a reader's point of view; that is, say "I didn't understand this argument" instead of "You didn't argue this very clearly". Give reasons. Just writing "Good conclusion!" 10) *tells / doesn't tell* the writer anything unless you say why it is a good conclusion.

7 Read these sentences from a peer review. Check (✓) the ones that are useful and effective. Then discuss with a partner why the ones you didn't check are not useful or effective.

- Your essay was much better than mine because it was longer.
- Your introduction surprised me. I didn't know Americans ate so much sugar!
- I think your thesis statement was *Sugar poses a threat to the world's health*. However, it was the first sentence in the introduction and not the last one, so I'm not sure.



- Come on. Sugar is not a serious problem. I eat a lot of sugar, and I am healthy.
- How come your essay is so short?
- You said that sugar causes “a lot of health problems.” Can you say what those health problems are? I think that’s important information.
- I liked the comparison of eating sugar and a car needing fuel. That helped me understand the issue.
- I don’t know if consuming sugar is the same as a car needing fuel. It’s an interesting comparison, but are the two really the same?
- Your information about headaches in the conclusion should come earlier, in one of the body paragraphs. It’s another health condition, so maybe in paragraph 4.
- You will get an A on this essay, I know it.
- Nice main points, but your grammar is pretty bad. Please check it.

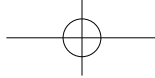
Responding to a Peer Review

After you and your classmate have reviewed each other’s papers, meet in person and discuss each one. If your classmate made any comments that you don’t understand, ask for clarification. Answer any questions that were asked.

Then it is time for you to decide how to revise your paper. Remember that suggestions from a peer reviewer are just that: suggestions. They are not orders. If your reviewer says that you have too many supporting points in paragraph 3, you should check paragraph 3. Perhaps you will find that one supporting point isn’t really important enough to include. Perhaps you will decide to split paragraph 3 into two paragraphs, or perhaps you will decide that paragraph 3 has a good number of supporting points and you don’t want to change it. You are the writer, and it is your choice. Check all of the points your reviewer made, and think about them carefully. Then make your own decision.

In addition to suggestions from your reviewer, it is quite likely that you will find things on your own that you want to change. Perhaps when you wrote your first draft, you didn’t have time to think of a clever hook, and now you would like to add one. You might want to add more information somewhere, or change the vocabulary in some sentences.

Mark the changes that you want to make on your essay. Ask for any necessary help with grammar or vocabulary. Then you are ready to write your second draft.



8 Peer Review

- a Work with a partner. Look at the form below, and discuss the example essay on page 2. Then fill out the form together.
- b Work with the same partner. Check the sample essay with comments on pages 136-138 and then the corrected essay on pages 139 and 140. Discuss these questions:
 - Do you have any of the same comments?
 - Do you agree with the comments the peer reviewer made?
 - How did the writer respond to the comments in the final version?
- c Exchange your essay with a classmate. Read your classmate's essay carefully. Then fill out the duplicate form on page 133.

Peer review form: essay

Name: _____

Classmate's name: _____

Title of classmate's essay: _____

Date: _____

1. What is the topic?
2. Is the essay expository or persuasive?
3. Write the thesis statement here:

4. How many body paragraphs are there?
5. Does the introduction have a hook? What other information is in the introduction?
6. Underline the topic sentence in each body paragraph. If you can't find one, note it here:



7. Write the number of each body paragraph and then explain what types of support were used for each paragraph. (Check for a list of types on page 4.)

8. Does the conclusion tie back to the introduction? What functions does the conclusion fulfill?

9. Write a question mark (?) by anything in the essay that you didn't understand. Write a short note to explain if possible.

10. On the essay, draw a star (*) by the two sentences you liked best.

11. Any other comments:

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Put it together

- a Meet with your peer reviewer. Discuss first one essay, and then the other. Remember to take notes on your essay about anything you want to change.
- b Read your essay again. Make notes about anything you would like to add, delete, change, or move.
- c Revise your essay and write the final draft.
- d Proofread your essay by following these steps:
 - 1) Run your computer's spell check program. (However, remember that it can't catch correctly spelled words that are used incorrectly, such as *their* for *there*.)
 - 2) Read your essay out loud, to someone else or to yourself. This will help you catch missing words.
 - 3) Check to see that your paper is formatted correctly (see page 2).
- e Beware of electronic storage systems! Make a back-up copy of your work on a flash drive or a second computer, email it to yourself, or use an online back-up system.
- f Print a copy of your essay and submit it to your instructor, together with the peer review about your essay, your first draft, and your brainstorming. Put the oldest work on the bottom and your finished essay on top. Then print out a second copy of your essay for yourself, and bring it to class.

Note

Do not rely on your computer's grammar checker. It will miss actual errors and find "errors" that are actually OK.

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UNIT 10

Academic Language

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In this unit you will

- 1 consider appropriate style and tone for academic work;
- 2 learn how to make your points stronger and more precise;
- 3 learn about avoiding phrasal verbs and idioms;
- 4 consider qualifying your thesis statement;
- 5 use hedging language to make claims and assertions more believable and accurate;
- 6 write a second draft of your paper.





- 1 Work with a partner. Look at the picture. Discuss with your partner who the people are, and where you think they might be. Then read the dialogue. Do you think it is appropriate? Why or why not?



- Woman:** So, is skateboarding now permitted on campus?
Boy: Dunno. Maybe.
Woman: Would it not be a good idea to check?
Boy: Everyone else is doing it, must be OK.
Woman: Doing what? Ignoring the rules, or skateboarding?
Boy: What? Are you the skateboard police?

Just as there are appropriate and inappropriate ways to talk with people depending on the situation, so are there appropriate words and expressions to use when writing an academic piece of work. In this unit we will look at some of those more appropriate academic styles.

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Academic style and tone

Academic style, in addition to being formal, includes being precise. The more clearly your vocabulary expresses what you mean, the better the chance your reader will get your points.

For example, a sentence such as this is vague:

Sebastian Jimenez is a good soccer player.

What does *good* mean? Is he successful? Does he train hard? Is he well-known? Is he a good team player?

Beginning writers sometimes try to “strengthen” their writing by simply making vague words stronger. However, the following sentences are no clearer:

Sebastian Jimenez is an excellent soccer player.

Sebastian Jimenez is an amazing soccer player.

We still don’t really know what qualities he has or displays that make him remarkable.

The following sentences are more precise:

Sebastian Jimenez has remarkable endurance and is a quick sprinter.

Sebastian Jimenez has good “field vision”: At any time, he knows where his teammates are and where his opponents are.

It is natural to have a larger reading vocabulary than an active writing vocabulary. As you edit your first draft, though, look for places where your language is weak or imprecise. You can strengthen these sentences by substituting stronger, more descriptive words, or by adding explanations and examples.

2 Classify the words in the box by writing them into the correct column. Add two more words to each column. Then discuss with a partner which words can be used to describe these things:

- objects
- ideas or plans
- people

clever	impractical	obsolete	unfounded
efficient	innovative	overwhelming	unpopular
faulty	misguided	stubborn	visionary



Positive	Negative

- 3** Work with a partner. Rewrite the following sentences to make them stronger. You can change words or phrases; however, keep the overall meaning the same. Then share your new sentences with another pair.
- Overpopulation is a real problem.
 - Convincing people in some cultures to have fewer children is difficult.
 - Many people like large families.
 - They think having a lot of children is good.
 - However, living in a world without enough food or energy for everyone would be bad.
 - Education is important.
 - Understanding and respecting people's cultures is important, too.

Phrasal verbs and idioms

Academic styles of writing are usually marked by precision and concision. Casual conversation, though, isn't usually a model for these features. In conversation, we use a range of verbal and nonverbal expressions to communicate. Among the verbal forms are **phrasal verbs** and **idioms**.

Phrasal verbs

A phrasal verb is a regular verb followed by a preposition or adverb, such as *turn on*, *set apart*, or *get up*. The phrasal verb's meaning often cannot be guessed just by knowing the original verb. For example, we all know the meaning of *come*, but *come around* can mean *visit* or *wake up*.

Note

Phrasal verbs are certainly not "bad" English. However, phrasal verbs are usually more suited to conversational English, and might not be appropriate in an academic context.



4 Work with a partner. Match the common phrasal verbs on the left with their one-word equivalents on the right.

- | | |
|-----------------|------------------------|
| a. hold back | 1. resemble |
| b. make up | 2. tolerate |
| c. point out | 3. invent / create |
| d. put up with | 4. indicate |
| e. rule out | 5. defend |
| f. run into | 6. eliminate |
| g. show up | 7. arrive |
| h. stand up for | 8. meet (by chance) |
| i. take after | 9. convince / persuade |
| j. talk into | 10. restrain |

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Idioms

An idiom is a phrase that has a meaning different from the literal reading, which, if directly translated, loses either the meaning or the grammar. Here are two examples of idiomatic expressions:

- It's raining cats and dogs.*
- The basketball player is on fire.*

In a), of course it doesn't mean that cats and dogs are falling from the sky. It simply means raining heavily.

In b), the player is not literally "burning"; it means he or she is playing extremely well.

Idioms can be fun, and are perfectly acceptable in spoken English. However, they are casual in style and not usually appropriate for academic writing.

5 Work with a partner. Guess the meaning of the following idiomatic expressions. Check your dictionary if necessary. Then rewrite the idea in more formal language.

- She went off the deep end.
- He needs to pull his socks up.
- I was over the moon.



- d. The exam was a piece of cake.
- e. I passed by the skin of my teeth.

6 Work with a partner. Read the following paragraph. Circle the phrasal verbs and underline the idioms. Then rewrite it in a more appropriate academic style. Compare your new paragraph with another pair.

As a young man, he took after his father in many ways, burned the candle at both ends, and eventually became filthy rich. Although he was not the sharpest tool in the box, this did not hold him back, and his hard work paid off. Perhaps his greatest achievement was his idea to cut down on the amount of waste within local government. He had a hard time talking the local officials into going along with it, but once they started saving money hand over fist, he was the toast of the town. He gave up working soon after, but he stayed on in an advisory role right until he passed on last year.

Hedging

You may find as your research paper progresses that you still believe your original thesis, but that your argument is not quite as black and white as you first thought. You might have found information that weakens your claim, so you'd like to take a less absolute position on your argument. Take a look at the following statement:

Our continued practice of polluting water will destroy all animal life.

When the writer originally stated this, he may well have believed that this level of threat was indeed true. He may now feel, however, that such a strong statement doesn't fully reflect the facts uncovered in the research. In this case, the language can be adjusted by using hedges. Compare this version:

If we continue polluting water, it is likely that many animals will die.

A hedge can refine the shape of your argument—making it more tentative and less strict, absolute, and forceful, thereby making it easier for the reader to accept and believe.



How to use hedges

Adverbs

Sometimes you can insert an adverb or adverbial expression to soften the impact of what you are saying and make it less absolute. Here is a list of useful expressions (this is not an exhaustive list):

a little	often	rather	slightly
generally	possibly	reasonably	somewhat
moderately	probably	relatively	to some extent

Example: *Driving at night is dangerous.* → *Driving at night is somewhat dangerous.*

Note

A few adverbial expressions make sentences more absolute, and less likely to be true. Avoid expressions such as *all, always, every, all of the time, never, none, nobody, and so on.*

7 Insert an adverb into the following sentences to reflect a more tentative position. Then compare your sentences with a partner.

- Smog is the cause of modern respiratory ailments.
- Urban air pollution causes lung cancer.
- Congenital defects and psychological disorders are the result of a polluted planet.

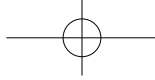
Modal verbs

Another way to soften your message is by using certain modal verbs, such as **can, could, may, might, ought to, should**, and so on.

Example: *Driving at night is dangerous, and there will be accidents.* → *Driving at night is somewhat dangerous, and there could be accidents.*

8 Insert a modal verb into the following sentences to reflect a more tentative position. Then compare your sentences with a partner.

- Researchers in future generations will study us and our habits and wonder why we developed plastics.
- Human civilization will see a decline as demands for fossil fuels increase.
- The widespread use of petro-chemicals will someday mark the end of life.



Modifiers

Instead of suggesting that something is true **in all cases**, it makes your argument more credible if you admit that it might not **always** be the case. Here you can use quantifiers like these:

a (good / high) number of	many	several
a (significant) portion of	most	some
few	much	a majority / minority of
little		

Example: *Driving at night is dangerous, and people will have an accident.* → *Driving at night is somewhat dangerous, and a good number of people could have an accident at some point in their lives.*

9 Insert a modifier into the following sentences to reflect a more tentative position. Then compare your sentences with a partner.

- a. Visitors to foreign lands feel free to pollute.
- b. Humans are polluters.
- c. Pollution threatens life in the biosphere.

Qualifying phrases

A well-placed qualifying phrase can make your argument seem more tentative, and this quality may add credibility to what you say. Here are some phrases:

It seems that ...
 Many people believe that ...
 There is a tendency to think that ...
 It is understood that ...
 It is possible that ...
 It might be the case that ...

Example: *Driving at night is more dangerous than driving in the day.* → *It is possible that driving at night is more dangerous than driving in the day.*

SAMPLE



10 Insert a qualifying phrase into the following sentences to reflect a more tentative position. Then compare your sentences with a partner.

- a. Pollution exists because people work and play unconsciously every day of their lives.
- b. Polluting water is like polluting yourself.
- c. Polluters have no respect for the environment.

Qualifying conditionals

Finally, you can make your claim more credible by adding a qualifying or limiting condition. The simplest way to do this is by adding an “if” clause.

Example: *Driving at night is dangerous.* → *Driving at night is dangerous if you don't pay attention to the road and driving conditions.*

11 Insert a qualifying conditional into the following sentences to reflect a more tentative position. Then compare your sentences with a partner.

- a. People who pollute water should be charged with a crime.
- b. We will destroy ourselves by our waste products.
- c. Humans will need to invent new ways of breathing.

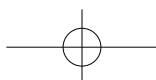
12 Work with a partner. Look at the following paragraph. Circle any examples where you think the assertion of the writer is too strong. Rewrite the paragraph on a separate piece of paper, using more tentative, hedging language. Then share your new paragraph with another pair.

Plastics are unsafe. In fact, plastics are composed of very dangerous toxins, and toxins damage the very cells of your body. They damage the endocrine system, the vital system that regulates hormones. These disruptions affect fetal development, sexual development, brain development, motor development, and are linked to a wide range of cancers. Two of the most common and yet dangerous toxins are BPA and PCBs. Through their extensive use in so many products, they are now in soil, air, and water. In fact, they are in the containers we use to hold and transport water. If we do not address this dangerous issue soon, the world will be in serious trouble.



- 13** Work with a partner. Look at the sample research paper on pages 145–151. Can you find examples of hedging language? Note in the space provided the number you find. Then compare your results with your classmates.

SAMPLE





Put it together

- a** Look at your research paper draft. Look to see if there are any of the following forms:
- Weak or vague language
 - Phrasal verbs
 - Idioms

If so, make notes in pen or pencil with more precise and academic language. Use a dictionary or ask your instructor for advice if necessary.

- b** Have you made any statements that are too strong or too absolute? If so, add hedges to make them more tentative.
- c** Write a second draft of your research paper. Consider content, organization, and language choices. You will edit for finer points when you prepare your final draft after Unit 12. As usual, save a copy of this draft in two places. You may also wish to save a copy of your earlier draft.

Your instructor may ask you to turn in a copy of your second draft. If so, print out a hard copy and turn it in; keep an additional hard copy for yourself. Remember not to leave printing till the last minute, in case there is a problem with the printer you plan to use!