学术英语类·技能类

Reading
English for Academic Study
学术英语阅读

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Text 5a: Diet and sustainability key to feeding the world: A food security report

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Reading for academic purposes

In this unit you will:

1

2 develop strategies for deciding whether a text is useful
3 build vocabulary through reading
4 identify the organisation of a text

Text Reading for academic purposes, Text 1a (Reading texts pp. 133–136)

Text 1a contains information on how to read for academic purposes more effectively.

Task 1 Reading for general understanding

The exercise below will give you practice in reading for general understanding. It is therefore important that you do not stop to look up any of the unknown words (you will get a fuller understanding of difficult vocabulary after completing some of the later tasks). The text in the part of Reading texts consists of six sections. The table on the next page contains seven headings that are possible summaries of the content for each section.

1.1 **Read the instructions below.**

a. Read the summary headings and underline the most important word or words in each one. If necessary, your teacher will explain the meaning of the language used.

b. Read Section 1 of the text and label the appropriate summary heading in the table.

c. Discuss your answer with other students and/or your teacher.

Study tip

Reading for general meaning is a very important skill that will help you deal with the amount of reading at university. See **Skimming** in the Introduction on page IX.

Summary headings	Sections
Linking effective reading to vocabulary acquisition	
Reading widely and critically	
Good reasons for reading	
The difficulties of reading academic texts	
The motivation behind reading	
Acquiring good reading habits	
The EAP reading syllabus	

1.2 Now read and match Sections 2–6 to the appropriate summary headings in the table. One of the summary headings does not need to be used.

Task 2 **Reading for specific details**

2.1 Read Text 1a again and find the answers to the following questions.

You will use some of your answers to complete another task later in the unit.

1. What type of reading material is Bassett (2010) concerned with?

_____

2. Bassett believes the key to the best understanding of a text is …

_____

3. The greater the reader's reading ability, the greater their …

_____

4. What are the two main criteria for text selection for an EAP course?

_____

5. When are EAP students more likely to read subject-related material?

6. What does a critical reader use to assess the value of a text?

7. What is Kurland's main idea?

8. What helps to determine how a text should be read?

9. What reason for reading is suggested for students in higher education?

10. How much daily reading is recommended?

11. What are all the words that an individual knows in a language called?

12. What are postgraduates often given before starting their studies?

13. How much exposure to a word is needed before its use becomes automatic?

Task 3   Paragraph reorganisation

The second paragraph of Section 6 has been removed from the original text in Reading texts. The sentences from the removed paragraph are listed below, but they are in the wrong order.

3.1   **Read the sentences 1-6 and arrange them in the appropriate order to form a paragraph.**

   a. Read sentences 2 and 3 that have been identified as the first and final sentences.
   b. Read sentences 1, 4, 5 and 6 and identify the correct order.
   c. Complete the remaining boxes with the appropriate number.

1. This is one of the reasons why most reached university level in their home countries. ☐

2. Fluency in both written and spoken language will only develop with practice. [1]

3. Thus, the more students work on developing good reading habits, the more fluent they should become and the more successful they are likely to be in their academic studies. [6]

4. Nonetheless, university students are expected to read a considerable amount during a typical week. ☐

5. In fact, international students studying through English are normally already fluent readers in their own languages. ☐

6. International academics, i.e., students, have to do this in a foreign language – English. ☐

<div style="background-color:purple; color:white; padding:5px; display:inline-block">Task 4</div> **Inferring meaning from context**

Not knowing the meaning of words is one of the main difficulties faced by language learners reading in a foreign language. When you come across a word which is unfamiliar, try to avoid automatically reaching for a dictionary or tapping the word into your electronic translator; develop the habit of reading on in the text to see if this helps your understanding. If, however this does not help, experiment with the following advice.

4.1 **Look at the sentence from Text 1a and discuss the meaning of the underlined word with another student. If this word was new to you, what helped you infer its meaning?**

> Bassett's focus is on graded readers, but <u>arguably</u> the type of text should suit the needs and interests of individuals.(Lines 15–16)

Key reading skills: Inferring meaning

One way of identifying the meaning of the word is to look at it in context – the way it is used within the sentence. For example, in the sentence above, the word *but* is used to indicate a contrast or difference. Thus, although Bassett is interested in graded readers, the writer is saying there is *arguably* more to reading than just readers. In other words, there is some sort of *argument* or *disagreement* involved.

Another way is to think of the "root" word, which in this case is *argue* – which means "to not agree about something".

You might also think about words with a similar sound or spelling which may help you. The key thing is that the more you think about a word, the more likely it is to become part of your active lexicon.

It is also useful to recognise and understand the way that language varies within a text. One way of varying language is through the use of *synonyms*.

A synonym is a word or phrase that has the same meaning, or almost the same meaning, as another word or phrase.

4.2   **Read Section 1 again from Text 1a and find synonyms for the words or expressions in the left-hand column.**

Defining words	Synonym	Line number
proof/confirmation	*evidence*	7
a wide range of		
closely connected/significant		
get something back		
help/make easier		
without being aware of or without thinking about something		
ability/skill		
something which is aimed at or is the main focus		

Task 5   Identifying word class

5.1   **Read the following definitions of word classes and match them to the correct words in the box.**

conjunction	preposition	noun	adverb	verb	adjective	pronoun

1. a word referring to a person, a place or a thing _____
2. an action or doing word _____
3. a word that describes what a person, a place or a thing is like _____
4. a word used to describe a verb, an adjective or another adverb _____
5. a word which comes before a noun or a pronoun and shows its relation to another part of the sentence _____
6. a word that is used to replace a person, a place or a thing _____
7. a word that is used to join other words, phrases, clauses or sentences _____

5.2 **Read Sections 2–5 again from Text 1a and find the words in the table. Complete the table by writing the line number where each word occurs in the text and the word class of each word.**

Word	Line number	Word class
topics	31	noun
typically		
this		
blends		
consideration		
simply		
through		
embark		
their		
only		

5.3 **Look at the words from Ex 5.2 and choose which ones you want to record.**

You should record words if:

- you don't know their meaning or how they are used, and/or
- you think they might be useful words to know either now or for future academic purposes

Key reading skills: Choosing and recording new words from a text

One way of deciding which words to record is to check how frequently the word is used by native speakers. You can do this by visiting the *Compleat Lexical Tutor*, which can be found at www.lextutor.ca/vp/bnc; here you will find that, for example, the adverb *arguably* is a K1 word – in other words, it is among the 1,000 most commonly used words. Considering this information, you may decide that it is a word you would want to use in future and, therefore, keep a record of.

> **Study tip**
>
> In your own language, you naturally make use of word classes to read effectively with speed and understanding. This will develop in English over time.

Task 6 | Reading for a purpose

At various stages in Units 1–8, you will be given a Focus task. This is an essay question, or similar academic task, that is linked to a reading text or texts in Reading texts. The Focus task will help direct your reading and the use you make of the text(s) to synthesise ideas.

Focus task

> Summarise the main points of the text "Reading for academic purposes".

6.1 **Re-read Text 1a and then write a short one-paragraph summary of the main ideas. You can use some of the answers in Task 2 to help you.**

Key reading skills: Reading selectively

At university level, you may be given extensive reading lists. It can be a daunting prospect to read all the texts and sources and to understand them at the same time. It is therefore important to read selectively. This means thinking carefully about your reading purpose and concentrating only – or mainly – on texts, or parts of texts, which are relevant to that reading purpose.

Task 7 Recalling information

Do you think reading is a very important language skill?

Even if you read selectively, you may still have a considerable amount of text to *read, understand* and *recall.* This has to be achieved as quickly and as effectively as possible. The following tasks aim to help you recall and use information from an academic text.

7.1   **Re-read Section 1 from Text 1a, straight through without stopping or checking for meaning in a dictionary. Then follow instructions a–c to find out how much information you can recall.**

   a. Put the text away and write down in note form (words or phrases) anything you can remember about the information you have just read.
   b. Compare your notes with another student to see to what extent you have "recalled" the same information. Decide whether there are any gaps in your notes.
   c. Check the text and add any further notes you think are useful to summarise the main idea(s) in this section.

7.2   **Re-read Section 2. This time, underline or highlight main points as you read. Again, read without stopping or using a dictionary. Read only once.**

   a. Put the text away and recall in note form (words or phrases) anything you can remember about the information you have just read.
   b. Compare your notes with the original text. Have you "recalled" the text more effectively this time? If so, why do you think this is?

   Now read through Sections 3 and 4 without stopping or using a dictionary. Recall these two sections in the same way.

7.3   **Decide whether you found underlining or highlighting more effective. Discuss your conclusions with another student.**

7.4   **Carefully consider the following question:**

> How can readers independently develop effective reading habits?

   Tell another student what you think the answer is.

7.5 **Re-read Sections 5 and 6, then follow steps a–d to find an answer to the question in Ex 7.4. You can underline or highlight key words or ideas in Sections 5 and 6 if you think this is useful.**

a.   Copy down the question in Ex 7.4.
b.   Put away the text and from memory make notes that might help you answer the question.
c.   Check the text for accuracy and make any necessary amendments to your notes.
d.   Finally, using the notes for Sections 5 and 6, briefly summarise your answer to the question in Ex 7.4.

Task 8   Reflection

8.1 **How did reading and making notes at the same time affect your reading? Choose one or more of the expressions below and/or write your own brief comment explaining your reaction to the exercises in Task 7.**

It made reading and understanding:

a.   slower
     I found reading and understanding slower because I had to decide which parts of the text were main ideas and make suitable notes.

b.   quicker

c.   less laborious

d.   more purposeful

e.   less interesting

f.   annoying

     Add your own ideas:

Text 1b contains information on a particular study system you can use to improve academic reading.

Task 9 Reading and mind mapping

You are going to practise reading and recording information on a mind map. You will also check your reading speed; this is to encourage you to read *fast*, an essential first step to effective reading.

9.1 **Read Text 1b carefully, but as fast as you can.**

Before you start reading, note the time. When you finish reading, note the time again.

9.2 **Complete the mind map without referring back to the text.**

Complete as many of the circles as you can with the appropriate words and fill in the underlined gaps.

Mind map of SQ3R

images

title

graphs

style

source(s)

notes accurate?

when?

what?

all necessary information
written down

why?

skim (gist)

points

intensive

essentials of
the text

answers to

highlight/underline
margin notes

answers to
questions
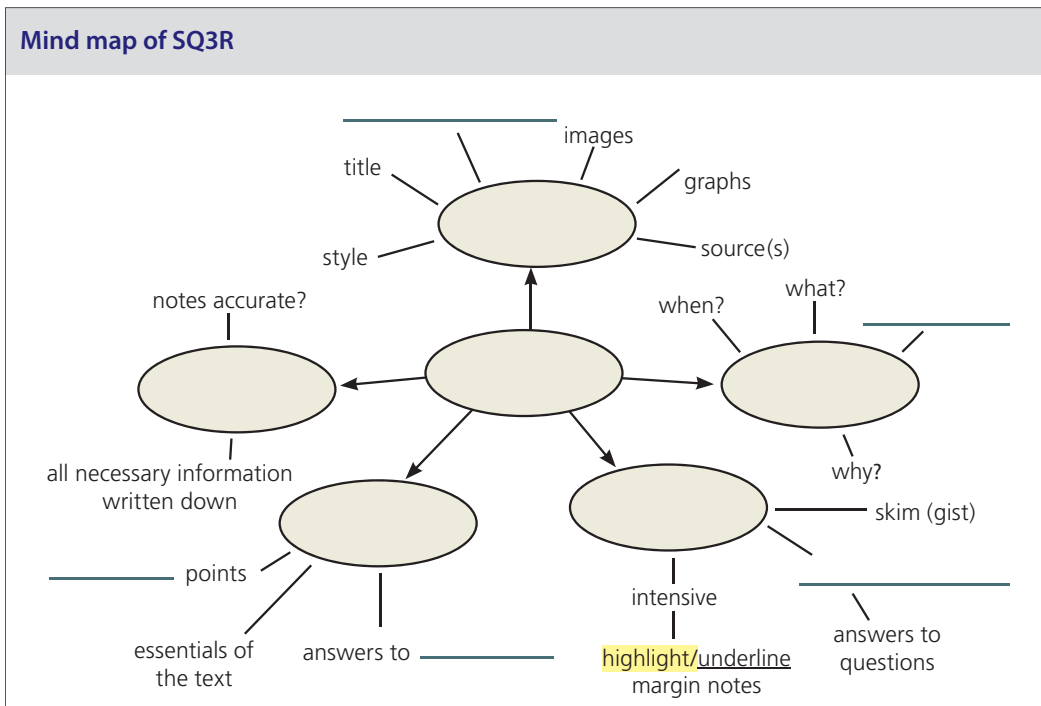
9.3   Discuss your mind map with another student and amend or complete it as necessary.

This is an important step in the process. You will find that when you discuss your understanding of the text you will remember more than you first thought.

9.4   Check your mind map against the text for accuracy.

Calculating your reading speed

The text has 621 words. Divide this number by the number of minutes it took you to read the text. This will give you your reading speed. Even though you have tried to read fast, you will probably discover that you have understood more of the text than you expected, especially after discussing with a partner. If this is not the case, your understanding will improve over time. Your target is at least 75% understanding.

Study tip

Mind maps are a very useful tool for organising your thoughts, especially for visual learners. You may find they do not suit your learning style, but it is a strategy worth trying.

The average native speaker of English can read between 200 and 250 words per minute when reading quickly.

Task 10   Summarising the SQ3R system

10.1   Using your mind map, write a brief summary of the SQ3R system.

10.2   Compare your summary with that of another student and discuss any differences.

Unit summary

The checklists at the end of each unit are intended to help you reflect on the work you have covered. They will help you decide to what extent you feel you have progressed with the activities and skills covered. A number of activities have been introduced in the first unit of the book. These are listed below.

1 **Look back over the work you have done and think about how successfully you carried out the various tasks. As you check, tick (✔) the appropriate box in the table below.**

Skills and techniques	very well	quite well	need more work	not covered
Reading for general understanding				
Reading for specific details				
Identifying paragraph organisation				
Inferring meaning from context				
Identifying word classes				
Reading for a purpose				
Recalling and highlighting information				
Using a mind map and SQ3R				
Rapid and efficient reading				
Experimenting with reading strategies				

2 **Complete the following sentences.**

a. "Word class" means _____

b. Highlighting or underlining can be used to _____

c. SQ3R stands for _____

d. A mind map can be used for _____

For web resources relevant to this book, see:
www.englishforacademicstudy.com

This weblink will provide you with comprehensive information on how to develop effective reading strategies and skills, and how to understand the differences between conventional and academic reading.

Sustainable energy

In this unit, you will:

1.
2. differentiate between main ideas and supporting points

Text 2a contains information about the Swedish city of Kristianstad, which uses waste for the purposes of heating. You will use the text to write a summary of the ways fossil fuel use has been reduced.

Task 1   Reading for specific information

1.1   **Read the instructions below.**

a.   Study the questions for three minutes.

b.   Read Text 2a carefully, but as fast as you can. Time yourself to see how long it takes you.

c.   Answer as many questions as you can without referring to Reading texts.

1. From what source did Kristianstad get its heating 20 years ago?
   a. biomass
   b. solar panels
   c. fossil fuels
   d. wind turbines

2. What is Kristianstad's main industry?
   a. waste processing
   b. alcohol production
   c. food production
   d. alternative energy production

3. Which one of the following is <u>not</u> mentioned as ingredients for generating energy?
   a. used cooking oil
   b. rotting fruit
   c. potato peels
   d. manure

4. In which area of Kristianstad is the energy-generating plant situated?
   _____

5. Which one of the following is used as a local source of power in Kristianstad?
   a. rivers
   b. landfill
   c. lakes
   d. alcohol

6. What energy source are most European countries investing in?

   _____

7. What is a major source of renewable energy in agricultural areas?

   _____

8. By what amount has Kristianstad reduced its fossil fuel use?
   a. a half
   b. a quarter
   c. three-quarters
   d. one-third

9. How many biomass digesters exist in the United States?
   a. 1,800
   b. 151
   c. 8,000
   d. 1,550

10. What are the two Southern California utility companies planning to do?
    a. buy up farmland
    b. build biogas plants
    c. take over another utility company
    d. open water treatment plants

1.2 **Check your answers with another student.**

This step has been included to encourage you to discover how much you understand even when reading fast. You will find you remember more than you think when you discuss your answers.

1.3 **Check your answers against Text 2a.**

Record the number of questions you answered correctly.

1.4 **Calculate your reading speed.**

Divide the number of words in the text (566) by the number of minutes it took you to read the text.

Key reading skills: Improving your reading speed

It can be hard to read academic texts quickly, but you can improve your reading speed with regular, timed reading practice. Make a mental note of what helps you to read quickly. This may include: the layout of the text, headings and visuals and even the time of day you read.

Task 2 Synonyms and word classes

In Unit 1, you looked at how to infer the meaning of new words in a text. In Text 2a there are a number of useful words and phrases that you may not be familiar with.

2.1 **Find words or phrases in the text with the same, or similar, meaning to the words or phrases in the left-hand column of the table below. And then complete the table by adding the relevant word class and the synonym from the text.**

Word or phrase	Line number	Synonym in text	Word class
detach from something	2	to wean from	verb
ambition/hope			
icy cold			
a turnaround/change			
replaced			
accumulation of rubbish			
exploiting/making use of			
extremely important			
to be in charge of something			
create/set up			
achieve what is necessary			

2.2 Use the synonyms you have found to complete the following sentences. You may need to change the form of the word.

1. The dramatic drop in temperature resulted in _____ conditions throughout the country.
2. Current research into animal behaviour is being _____ by an emeritus professor of zoology.
3. A new suite of PCs has been _____ in one of the seminar rooms at the university.
4. The identification of the parasite causing malaria was _____ in efforts to overcome this terrible disease.
5. The new prime minister's victory in the elections was a complete _____ of the defeat he suffered the previous time.

2.3 Now write sentences of your own to help you remember some of the other words in Ex 2.1.

2.4 Compare your sentences with those of another student.

Text Using waste, Swedish city cuts its fossil fuel use (2), Text 2b (Reading texts pp. 141–142)

Text 2b contains information on how Kristianstad has managed to harness waste to heat the city.

Task 3 Reading for specific information

3.1 Read the instructions below.

a. Study the multiple-choice questions for three minutes.
b. Read Text 2b carefully, but as fast as you can. Time yourself as before.
c. Answer the questions without referring to Reading texts. You may wish to discuss your answers before checking them against the text.

1. Biogas is essentially:
   a. natural gas
   b. biological waste
   c. non-renewable
   d. heat-trapping

2. The Bioenergy Initiative is based in:
   a. Wisconsin
   b. Sweden
   c. California
   d. Germany

3. From one greenhouse alone, how much CO_2 has been eliminated by the use of wood pellets?
   a. 24 tons
   b. 64 tons
   c. 84 tons
   d. 104 tons

4. Using biogas to heat municipal buildings saves Kristianstad:
   a. $3.2 million per year
   b. $114 million per year
   c. $70 million per year
   d. $3.8 million per year

5. The Kristianstad council makes money by:
   a. selling excess diesel
   b. spending less on electricity
   c. charging money for waste disposal
   d. reducing the heating level

6. When did Kristianstad start its energy conversion project?
   a. the 1960s
   b. the 1970s
   c. the 1980s
   d. the 1990s

7. Where is the "district heating system" located?
   a. under the ground
   b. in hospitals
   c. in schools
   d. around the city

8. What action was taken in Sweden in 1991?
   a. a switch to a new heating system
   b. a tax on CO_2 emissions
   c. the installation of a biogas plant
   d. a ban on wood burning

9. What is the Swedish government doing to promote pellet-fuelled heating?
   a. selling it to farmers
   b. exporting it to Europe
   c. building furnaces
   d. providing it cheaply

10. By 2020, Kristianstad city planners hope to:
    a. build a new biogas plant
    b. reduce fossil fuel emissions
    c. run municipal vehicles on biogas
    d. have no polluting emissions

Key reading skills: Fast reading

Fast readers read in "chunks". This means you should try to read whole phrases instead of looking at each word separately. This will take practice, as you first have to change a reading habit; in time, reading in chunks will become your new reading habit.

3.2   **Check your answers against the text.**

Record the number of questions you answered correctly. Did you score higher than in Task 1?

Task 4   ## Differentiating between main ideas and supporting details

In Unit 1, you were introduced to reading for a purpose, i.e., concentrating on the texts or parts of texts that are relevant to your reading purpose. Your reading purpose now is to identify main ideas.

4.1   **Re-read Text 2b, study the information in sentences 1–6 below, find the relevant sections of the text and select three pieces of information which are main ideas.**

1. Tanker trucks are now being used for delivering wood pellets.
2. Both old fossil fuel technologies and a modern biomass replacement exist in Kristianstad.
3. Natural gas and biogas are polluting when burnt, but much less than coal and oil.
4. The policy director of the Wisconsin group describes biomass as an "opportunity fuel".
5. Kristianstad no longer uses fossil fuels and is now making use of other sources of energy.
6. New York also uses a district heating system.

Key reading skills: Differentiating main ideas from supporting details

In an academic context, it is important to be able to extract the main ideas from a text, particularly if the text contains complex ideas and a lot of supporting points. A paragraph generally contains one main idea and may have several supporting details. You first need to identify the main points and extract the key information. You can then decide which of the supporting details are also relevant to your reading purpose.
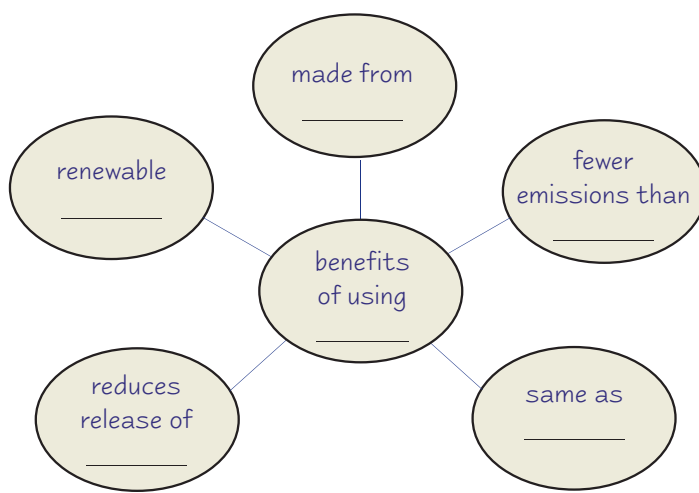
Study tip

The key reading skills in this unit are particularly useful for increasing your reading speed and understanding.

Task 5 — Ways of making notes

One effective way of making notes is to draw a mind map.

5.1   **Read Paragraph 1 of Text 2b and complete the mind map below.**

```
                        made from
                        _____

   renewable                │              fewer
   _____                │          emissions than
              \             │         /    _____
               \            │        /
                        benefits
                        of using
                        _____
               /            │        \
              /             │         \
   reduces                  │           same as
   release of               │          _____
   _____
```
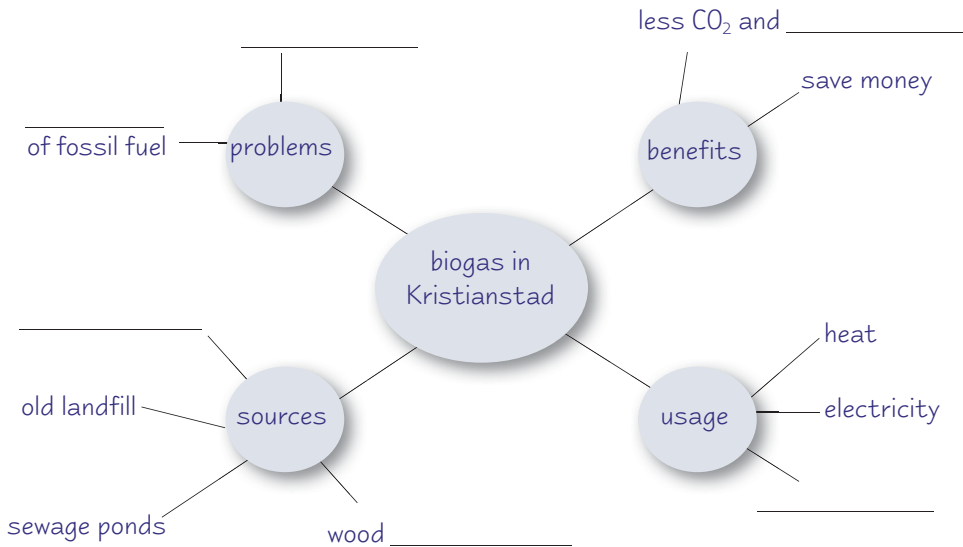
Task 6 — Creating mind maps

6.1   **After reading the text and highlighting the main ideas, study the mind map on the next page and then complete the blanks.**

6.2   **Identify which information in the mind map seems the most useful, and which seems irrelevant.**

You may be able to use some of the information in the mind map to write the first draft of your summary.

6.3 Check the text to identify any further information that could be added to the mind map.

less CO$_2$ and _____

save money

of fossil fuel — problems

benefits

biogas in Kristianstad

heat

old landfill — sources

usage — electricity

sewage ponds

wood _____

Summarising in note form

You are going to use both Texts 2a and 2b to write a brief summary.

Focus task

How has Kristianstad cut its fossil fuel use?

7.1 **Re-read both texts once.**

a. Put the texts away and write down in note form everything you can remember that is relevant to the Focus task question above.
b. Compare your notes with another student's. Decide whether there are any gaps in your notes.
c. Check the texts to add any further notes or to make any amendments.
d. Draw your own mind map to display the key points of your notes.

7.2 **Using only your notes and mind map, write your summary. Your summary should be no more than 120 words.**

Unit summary

Some new activities have been introduced in this second unit. You have also had further practice in some activities that were introduced in Unit 1.

1 **Look back over the work you have done and think about how successfully you carried out the various tasks. As you check, tick (✔) the appropriate box in the table below.**

Skills and techniques	very well	quite well	need more work	not covered
Developing fast, efficient reading				
Identifying word classes				
Identifying and using synonyms				
Differentiating between main and supporting points				
Summarising in note form				

2 **Read the following definition of the word *synonym*. Then complete the following sentences containing the word *synonymous* with an appropriate association. You may find that your ideas differ from other students'.**

A *synonym* can be defined as a word or phrase that means exactly or nearly the same as another word or phrase in the same language, for example, "near" is a synonym of "close". It is also said that a synonym is a person or thing so closely associated with a particular quality or idea that the mention of their name calls it to mind; for example, the British royal family is synonymous with British tradition and culture.

Example: Examinations are synonymous with *hard work*, *worry and nerves*.

1. Soft toys are synonymous with _____.

2. Manufacturers hope that their products will become synonymous with _____.

3. Diamonds are synonymous with _____.

4. Punctuality is synonymous with _____.

5. Sports and games are synonymous with _____.

Listening

English for Academic Study

学术英语听力

（英）Colin Campbell　（英）Jonathan Smith　著

University of Reading

Garnet
EDUCATION

Contents

Unit title and topics	Skills focus	Microskills
5 **Note-taking: Part 2** Purposes of education World economy Health in the UK *P41*	▪ Returning to your notes ▪ Using abbreviations and symbols ▪ Note-taking practice ▪ Organizing your notes	▪ Word boundaries
6 **Introducing new terminology** Embedded words European Union regulations and directives Market dominance and monopoly *P51*	▪ Introducing new terminology ▪ Introducing terms and concepts	▪ Weak forms of function words
7 **What lecturers do in lectures** Doing market research Social learning Contestable markets *P59*	▪ Macrostructure of lectures ▪ Lecture structure	▪ Word families (2)
8 **Digressions** Questionnaire design Integrated rural development *P71*	▪ Reasons for digressions ▪ Identifying digressions ▪ Practice	▪ Common expressions in lectures

Introduction

Aims of the course

The purpose of this book is to help you better understand spoken English, particularly the spoken English of academic lectures, as well as to help you develop your note-taking skills while listening.

Structure of the course

- **Unit structure:** Apart from the first unit, all the units are divided into two sections: macroskills and microskills.

Macroskills include such things as:

- making use of lecture introductions
- note-taking
- recognizing the structure of lectures

Microskills focus on understanding linguistic features of spoken English such as:

- recognizing words that are spoken quickly and are not stressed
- recognizing where one spoken word ends and the next begins
- word stress and sentence stress

In these units you will also find the following items:

- **Sound advice:** These either summarize key points from the unit or present advice on listening strategies.

- **Study tips:** These have been included for ease of reference when you are revising what you have studied. They either summarize the outcome of a series of activities or are a summary of other information contained in the unit.

- **Unit summaries:** Each unit is followed by a unit summary, giving you the opportunity to reflect on what you have learnt.

Additional materials

Glossary: Key words or phrases in the text are explained in the glossary on pages 84-86.

Transcripts: At the end of the book you will find the transcripts of all the lectures. Your teacher will sometimes give you the opportunity to listen to the recordings and follow the transcript at the same time, once you have completed the main listening tasks.
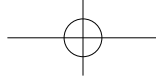
Working with the course

It can be particularly challenging to listen to long stretches of speech in a foreign language, particularly when you are not aware of the general structure of academic lectures given in English. This book will provide you with:

- guided instruction on how to follow a lecture.
- the opportunity to practise listening to similar lectures to the ones you will meet in your future studies.

What you put into the course will determine how much you get out of it. Obviously, if you want to improve your skills in listening to lectures and taking notes, it is essential to practise this skill. You should therefore prepare well for the sessions, as well as participating actively in them.

Listening materials

Many of the lecture extracts in this book are based on transcripts of authentic lectures given at the University of Reading. These lectures were given to audiences of British and international students as part of their normal degree programmes. Although the extracts have been re-recorded to ensure clarity, the language and content of these lectures have been maintained, to ensure that you are provided with listening practice that closely simulates listening to, and note-taking from, real academic lectures.

The lecture extracts are taken from a range of academic fields, including investment banking, development economics, marketing, psychology and linguistics. Although the original lectures were intended for students doing degrees in these subjects, we have chosen extracts that should be accessible to students of all subjects.

Other extracts have been written specially for this book, but have been designed to reflect features of authentic academic lectures.

The symbol indicates that the recordings are available on DVD-ROM.

Vocabulary

Although the recordings in the book may not be related to your particular subject, you will find a lot of useful vocabulary in this book.

There are different types of vocabulary that you may find useful:

- **Academic words:** These are words that occur frequently in many different academic subjects, so whatever your degree subject, it is important to learn how to use them.

IV

- **Non-technical topic words:** Many of the recordings use sets of topic vocabulary which will be useful to students on almost all degree courses; for example, the text on market research contains many words connected with surveys, questionnaires and statistics.

- **Subject-specific words:** Some of the recordings contain words which will be of particular interest to students of specific subjects; for example, there is an extract on social learning which will be of particular interest to students planning to study psychology.

Listening outside the classroom

Your listening will improve more quickly if you practise outside the classroom. You can do this in a variety of ways; for example, talking with English-speaking friends, listening to the radio or watching TV, or working with independent study materials (see further below).

You will find *Sound advice* sections in most units in this book, and these contain useful advice for improving your listening. Here are some more ideas.

- There are a number of good websites which provide practice in listening to academic lectures. If you go to the EAS website (enter through **www. englishforacademicstudy.com**) you will find links to some of these sites.

- A wide range of vocabulary is part of the key to success in listening. You should keep a record of new words or phrases that you learn, and make sure you note down the pronunciation, particularly if it does not fit in with pronunciation patterns you are familiar with. Ask your teacher to model the pronunciation if you are not sure of it.

- There are several dictionaries on CD-ROM where you can hear the pronunciation and see the meaning of a word on screen, either by moving the mouse pointer over a word or by clicking on it. The *Macmillan English Dictionary* and *Longman Dictionary of Contemporary English* both have good CD-ROM versions. Think about buying one of these because it will be useful, not just on this course, but in your later studies.

Listening to longer talks, and talks about your own subject, will help prepare you for listening to lectures, so you will need to do more independent listening in your own time.

Additional audio-visual resources

To help improve your extended listening, you can access highly relevant lectures and talks on two websites – the University of Reading's SACLL site, and TED Talks.

Self-Access Centre for Language Learning website (University of Reading)

This has more than 30 lectures given to international students on pre-sessional courses at the university's International Study and Language Centre on academic and general topics; many of these are by distinguished lecturers in disciplines such as construction management, food science, investment, psychology, finance and management. Each lecture is 35–50 minutes long and comes with transcripts and tasks, both of which can help your listening.

Here is a guide to using the material effectively.

- Find the website by typing in the URL www.sacll.co.uk or entering "SACLL lectures Reading" into Google or another search engine.

- Check through the lecture list, read the brief descriptions and choose one that interests you.

- Click the task button for your chosen lecture to get a list of open questions about the lecture.

- Read the questions and check any unknown vocabulary – reading and understanding the questions will help you anticipate the lecture's content.

- If necessary, do a quick Google search on the lecture topic to gain some more background knowledge. On degree courses, doing background reading before lectures is essential to full understanding.

- Listen to Part 1 of the lecture. Here, the speakers typically a) introduce the topic, b) say why it is important and c) explain how they will organize the lecture. Understanding this is essential to understanding the whole lecture (see Unit 2 on lecture introductions).

- As you listen to Part 1, answer the questions in the task.

- Check your answers to the questions on Part 1. If you have answered these correctly you will be well placed to understand the rest of the lecture. Otherwise, it is a good idea to listen again with the answers in front of you.

- Listen to the rest of the lecture. You could do this in parts, but it may be better to listen to the whole lecture without pausing, as you will need to develop the stamina needed for listening to long talks, rather than the shorter extracts that appear in this book.

- If you found parts of the lecture particularly hard to understand, or had problems answering the questions correctly, it is worth a) looking at the answers and listening again or b) reading the transcript while listening. This can help you understand why you have misheard or misunderstood.

- Spoken English can be harder to understand than written English, due to things like word and sentence stress (Units 2 and 4), word boundaries (Unit 5) and weak forms of words (Unit 6). One way to practise is to listen to a very short extract of a lecture, then try to write down exactly what the speaker says. Listen several times to do this. Then check the transcript and see if you have heard correctly. This may show you why you are having problems following spoken English.

TED Talks

Speakers on this interesting site include world-famous academics, writers, thinkers, medical researchers, politicians, investors, cooks, businesspeople and artists. The talks are informative, up to date and thought-provoking. They vary from three minutes to more than an hour in length. You will hear different accents that will help you prepare for study at a culturally diverse university.

Here are some suggestions on using this website effectively.

- The URL is **www.ted.com**, or just enter "ted talks" into a search engine.

- You can access the talks in different ways. The top of the homepage has a menu including "Themes", "Speakers", "Talks". You can search for a particular speaker, e.g., Bill Gates, or the "Themes" button may offer a more interesting way to access talks – giving you a choice of talks on related topics.

- Each screen has a thumbnail picture of the speaker next to the title of their talk. Click on a photo for a talk you think might be interesting.

- You will find brief information about the talk and the speaker accompanying the video.

- To find out more before you listen, try entering the speaker's name and some key words from the title into a search engine. Reading before attending lectures is key to successful understanding.

- TED Talks also provides transcripts of the talks, which you can keep open on-screen together with the video, plus translations and subtitles in various languages. However, for your first listening we recommend that you initially just listen to the introduction and perhaps pause to check the transcript, then open the transcripts or subtitles later.

- Listen to the rest of the lecture and make notes. If anything is unclear, listen again. If it is still unclear, look at that part of the transcript and listen again.
  Why did you not understand?
  Were there unknown words?
  Perhaps you did not recognize the pronunciation of a word you know in written form – remember, in connected speech, pronunciation can also be affected by the

sounds in words before or after. Perhaps it was hard to recognize word boundaries (see Unit 5) – e.g., you might not hear the unstressed first syllable in *attempt* and hear "tempt" instead. Perhaps you heard a word you knew but that seemed to have a different meaning, e.g., you might hear *fair* and recognize it as meaning "light-coloured" (as in *fair hair*), but not know it can also mean "just" (as in *justice*). Or, was the idea not clearly expressed or hard to understand even though you knew all the words? Understanding why you have had problems can help you listen more effectively next time.

- Finally, you may want to listen to the talk again, or part of it, with the transcript open, paying attention to the way words are pronounced in connected speech.

Introductions to lectures

In this unit you will:

1. look at how a lecture introduction can help you to understand the lecture better

2. practise making notes on introductions to lectures

3. learn how to recognize words that may be pronounced differently to the way you expect them to be

Task 1 — Thinking about introductions

1.1 What do you expect the lecturer to talk about in the introduction to a lecture?

1.2 Think of lectures you have heard. Did the lecturers try to make the structure of the lecture obvious to students? If so, how?

1.3 Two students took notes on the introduction to a lecture about migration. Look at the notes they took. How are the notes different?

Student 1:

Migration from new EU countries, e.g., Poland – effect on UK econ., etc.

Student 2:

Not EU migration BUT internal UK migration, e.g., country ➜ city

1.4 Listen to the introduction. Then answer the questions.

6

1. Which student understood what the lecturer was going to talk about?
2. Why do you think the other student made a mistake?
3. Which words in the introduction signal what the lecturer will talk about?

Sound advice

In an introduction, the speaker may define the scope of the lecture by explaining what will *not* be discussed, as well as what *will* be discussed.

Functions and language of lecture introductions

The left-hand column shows what lecturers commonly do in introductions to lectures. All the statements in the right-hand column are examples from introductions to lectures.

2.1   **Read the functions 1–9 in the left-hand column of the table.**

a.   Tick (√) those you discussed in Ex 1.1 and 1.2. Check that you understand what the others mean.

b.   Match 1–9 from the left-hand column to the statements a–i in the right-hand column.

What lecturers do in introductions	Lecturer statements
1. ☐ **limit the scope of the lecture;** in other words, say what they will talk about and what they will not talk about	a. ☐ There are in a sense two themes – there's a qualitative stream of market research and there's a quantitative stream. I'm going to deal with basically the quantitative stream of data collection first.
2. ☐ **comment on a theory** they have just described	b. ☐ However, that's not the type of migration that I want to look at today. What I want to look at is internal migration, i.e., the movement of people from country to city, and vice versa, and from one city to another.
3. ☐ **preview the content or structure** of the current lecture	c. ☐ Sara Shettleworth has a superb chapter on social learning, and I'm going to mention just a few of the examples that she mentions.
4. ☐ **refer to research** on the subject – this often includes mentioning specific reading material	d. ☐ What I want to do first, because I know some of you are not from the EU, is just give a very simple introduction to European Union institutions.
5. ☐ **give background information** on the lecture topic	e. ☐ I undertook a study in the mid-80s and it was quite easy for me to find 22 markets.
6. ☐ **introduce different approaches** to the subject	f. ☐ I'll be giving you a handout with these quotes, so you don't have to write them down verbatim.

(*To be continued*)

What lecturers do in introductions	Lecturer statements
7. ☐ **refer** to what students should/should not write down	g. ☐ My critique about the theory of perfect contestability is that if you change the assumptions slightly, the predictions change dramatically. It's very unstable.
8. ☐ **indicate that they are referring back** to previous lectures and remind students of the content of those lectures	h. ☐ Last term we looked at how accounting systems were different. We looked at France and Germany and the Netherlands, and so forth, to see how the financial reports are different.
9. ☐ **explain the lecturer's own interest** in the subject, for example, any research he/she has done	i. ☐ So in today's session – I'm going to talk about the local environment, the role of local government, and also look at the interaction with the community.

Task 3   Listening to lecture introductions

You are going to listen to the introductions to three different lectures. Before you listen to each introduction, you will do some activities to help you anticipate the content of the lectures.

3.1 The first lecture is entitled *Britain and the European Monetary Union*. Before you listen, discuss the following questions with a partner.

1. What is the Eurozone?
2. What countries are in the Eurozone?
3. What do you think Britain's attitude to the EU is? And to the USA?

Check that you understand the following words and phrases from the lecture.

currency	opt out	the Commonwealth

3.2 Listen to the introduction to the lecture *Britain and the European Monetary Union*. Which functions from the checklist in Task 2 does the lecturer use?
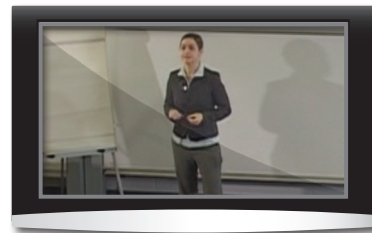
3.3   The second lecture is entitled *Globalization*. Before you listen, discuss the following questions with a partner.

1. What does globalization mean to you?
2. What kind of people does it affect?
3. Which department of the university do you think the lecturer will be from?

Check that you understand the following words and phrases from the lecture.

stockbrokers	global tycoons	sociologist	implications

3.4   Listen to the introduction to the lecture *Globalization*. Which functions from the checklist in Task 2 does the lecturer use?

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3.5   The third lecture is entitled *Magistrates' courts*. Before you listen, discuss the following questions with a partner.

1. How many different types of court do you have in your country?
2. What problems do the different courts deal with?

Check that you understand the following phrases from the lecture.

non-criminal matters	maintenance of children	criminal offences

3.6   Listen to the introduction to the lecture *Magistrates' courts*. Which functions from the checklist in Task 2 does the lecturer use?

9

Note: At the beginning of the lecture, the speaker refers to "John", the person who has introduced her.

Sound advice

Listen carefully to the introductions to all your lectures. Doing so may help you to understand the lectures better and take better notes.

Microskills: Word stress

4.1

Listen and complete the sentence from the introduction to *Britain and the European Monetary Union.*

> However, _____, I am
> going to spend most of the time today talking about why Britain
> _____, and what that said,
> and still says, about Britain's attitude in general to membership of the
> European Union.

Answer the following questions.

1. Were the missing words ones you already knew?
2. If you already knew the words, did you recognize them when you heard them? If you didn't, why didn't you recognize them?

Sound advice

A better understanding of the reality behind the pronunciation of English will help you develop your listening skills. One aspect of pronunciation that may cause difficulties in listening is word stress and its influence on the pronunciation of vowel sounds. For example, you may not have recognized *adopt* in Ex 4.1, either because you expected a different pronunciation or because you did not hear the initial /ə/.

4.2

Listen and complete the following sentences from the introduction to *Magistrates' courts.* Write one word in each space.

> So, for example, in the case of family break-up, it would involve making
> parental contact orders where the parents can't agree on how much
> _____ time each parent should have with the child …
>
> What we are mainly _____ with today is the criminal court, and
> that is what I am going to spend most of my time talking about this morning.

Answer the following questions.

1. How do you pronounce the words you have written?
2. The first syllable of each word is spelt the same, but in the second extract it is pronounced differently from how you might expect. Why?

4.3   **Put the words in the box into the correct column according to their stress pattern.**

access	account	process (*n*)	produce (*v*)	contact	context
product	protect	adapt	promise	assist	provide
connect	consume	control	consist	assume	aspect

Oo	oO
access	account

a. Now label the words in the two columns *n* (noun) or *v* (verb), where they are not labelled already.
b. Look at where the stress falls in the two-syllable words. Can you see a connection between word form and word stress in two-syllable words?

4.4   **Listen to a recording about security and computers. Complete the text with one word in each space. Use forms of the words from Ex 4.3.**

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> Security is an important _____ of using a computer that many people do not pay much attention to. If you buy a laptop or personal computer, you will probably want to _____ to the Internet. If so, it is important that you install security software which will protect it from attack by viruses or spyware. Now there is a wide range of _____ available on the market which are relatively cheap and which _____ a variety of different features. For example, in addition to checking their computer for viruses, parents can use the software to _____ which websites their children can _____. You should not _____, however, that you

are 100% safe if you are using such security software. You should make sure that you have backup copies of your work, and you should be very careful about keeping important information, such as bank _____ details, on your computer.

4.5

Listen to a recording about competition between large supermarket chains and small local shops. Complete the text with one word in each space. All the words begin with *con~*, *pro~* or *a~*.

Because of planning restrictions, the large UK supermarket chains are looking to expand their businesses and increase _____ by opening smaller "convenience stores". Organizations representing small, independent shops _____ that they now face unfair competition from the large chains. And they _____ the large chains of a number of practices that make it difficult for them to compete. Firstly, it is _____ that below-cost pricing is used by large supermarkets to force smaller, local shops out of business. Secondly, the large chains often buy up land which is not immediately used, and this prevents smaller local businesses from entering the market.

There is also some _____ that the large chains are treating their suppliers unfairly. Farmers claim that they are being paid less for their products, and they are reluctant to complain for fear of losing key _____.

However, supermarkets argue that the _____ is the best regulator of the market.

Look at the words you have written in the spaces. Does the stress fall on the first or second syllable? How do you pronounce these words?

4.6

Put the words in the box into the correct column according to their stress pattern.

decent	decide	reflect	expert	extinct	rescue
equal	reptile	defend	dentist	delay	even
effect	decline	rely	reckon	report	emerge

Oo	oO
decent	decide

4.7

Listen to a recording about the effect of global warming on numbers of polar bears. Complete the text with one word in each space. Use forms of the words from Ex 4.6.

Wildlife _____ predict that numbers of polar bears will _____ by at least 50% over the next 50 years because of global warming. Polar bears _____ on sea ice to catch seals for food, and it has _____ that ice floes in the Arctic are disappearing at an alarming rate. Now scientists _____ that the animals are already beginning to suffer the _____ of climate change in some parts of Canada, and if there is any further _____ in tackling this problem, polar bears may be _____ by the end of the century.

Listen to a recording about monitoring water levels in rivers. Complete the text with one word in each space. All the words begin with *de~*, *re~* or *e~*.

Scientists are now able to monitor river levels using information from satellites by using a computer programme _____ by researchers at De Montfort University in Leicester. Satellites have been able to measure the height of the sea by timing how long it takes to _____ a beam bounced back off waves. But, until now, interference from objects on the banks of rivers has made it impossible to measure river levels.

However, the new programme, which is based on data collected over the last _____, is specially _____ to filter out this interference. This new technology will be particularly useful in monitoring river levels in _____ areas. It will, for example, enable scientists to _____ river-level patterns over the _____ Amazon River basin, contributing towards our understanding of climate change.

Look at the words you have written in the spaces. Does the stress fall on the first or second syllable? How do you pronounce these words?

Unit summary

In this unit you have seen how a lecture introduction can help you to better understand the lecture and practised taking notes on introductions to lectures. You have also focused on words that may be pronounced differently from the way you expect them to be.

1 **Look at these extracts from lecture introductions. Underline the topic of each lecture.**

a. Now, you may think that a lecture entitled *Britain and the European Monetary Union* will be about Britain's plans to join the EMU, but what we will actually look at today is why Britain is not part of the Monetary Union.

b. What I especially want to focus on today is low-paid employment within the public sector, and not get sidetracked into talking about the many underpaid individuals in the private sector, or indeed, the unemployed.

c. Rather than talk at length about crime figures as a whole, I'm going to concentrate on crime that is considered to be drug-related. That means crime that occurs because the perpetrator needs to buy drugs to satisfy an addiction – crimes like burglary and common theft, for example.

2 **Complete each of these functions of lecture introductions with a word from the box below.**

approaches	content	research	scope
theory	background	interest	previous

a. limit the _____ of the lecture

b. comment on a _____

c. preview the _____ or structure of the current lecture

d. refer to _____ that has been done on the subject

e. give _____ information on the lecture topic

f. introduce different _____ to the subject

g. indicate that they are referring back to _____ lectures

h. explain the lecturer's own _____ in the subject

For web resources relevant to this book, see:
www.englishforacademicstudy.com

This weblink will provide you with further practice in the language of introductions and help you with issues concerning word stress.

UNIT **5**

Note-taking: Part 2

In this unit you will:

1 learn how to use abbreviations and symbols to save time when note-taking

2 discuss the advantages and disadvantages of two ways of taking notes

3 practise note-taking from lectures

4 learn linking and word boundaries

Returning to your notes

It is important to make clear notes during lectures, as you will need to understand them after the lecture or when you refer back to them later in the year. It is useful to look at the way others make notes, but in the end you will develop your own style.

Your teacher will show you some notes from a lecture extract that you listened to in Unit 4.

1.1 **See how you can expand the notes into complete sentences with another student.**

As you discuss, try to explain how the ideas are connected to one another.

> **Study tip**
>
> Remember that you will need your notes for future reference, so make sure they are clearly understandable.

Task 2 **Using abbreviations and symbols**

2.1 **What abbreviations and symbols were used in the notes in Task 1, and what do they mean?**

> **Study tip**
>
> Your notes are generally for yourself, so the abbreviations you use will tend to be personal.

2.2 **Look at the examples of abbreviations that an economics student used. What do you think they stand for?**

infl. _____   invest. _____   recess. _____

bus. _____   org. _____   min. _____

What abbreviations would you use if you were listening to lectures in your own field? List them below.

_____   _____

_____   _____

_____   _____

_____   _____

2.3 What do you think the following symbols refer to?

Symbol	Meaning	Symbol	Meaning
↗	increase, rise, go up	≠	
↘		€	
→		?	
←		!	
≥			

Note-taking practice

You are going to listen to extracts from two different lectures and practise note-taking using symbols and abbreviations.

3.1 **Listen to a lecturer talking about language learning. She refers to a source text (Littlewood, 1992) which provides an analysis of the purposes of education in general. Continue the following notes.**
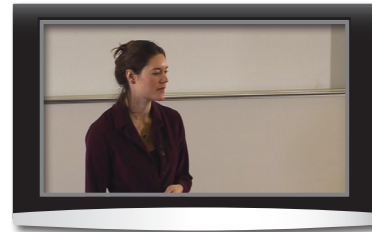
Extract 1

> 3 purposes of education (Littlewood, 1992)
>
> _____
>
> _____
>
> _____
>
> _____
>
> _____
>
> _____
>
> _____

3.2

You are going to hear another extract from the lecture on development economics. Here the lecturer is describing changes in the world economy during the 1970s. Listen and continue the following notes.

Check that you understand the meaning and pronunciation of the words in the box before you listen.

Extract 2

boom	inflation	devalue	float

early 70s econ. boom → infl. in world econ.

Task 4 Organizing your notes

Different people organize their notes in different ways. Some students write linear notes, starting at the top of the page and working down, while other students prefer to use mind maps. The best solution may be to use different ways of taking notes for different types of lectures.

SAMPLE

Study tip

Linear notes are arranged so that the ideas are set out one after the other. The writer starts at the top of the page and works down to the bottom.

Linear notes

key point 1: (a) _____

(b) _____

(c) _____

key point 2

key point 3

Mind map is a diagram used to represent words, ideas, tasks or other items linked to and arranged radially around a central key word or idea.

generate ideas

quick summary

creative thinking

definition

advantages

mind map

organize ideas

visual map

painting devices

design

central words

branches
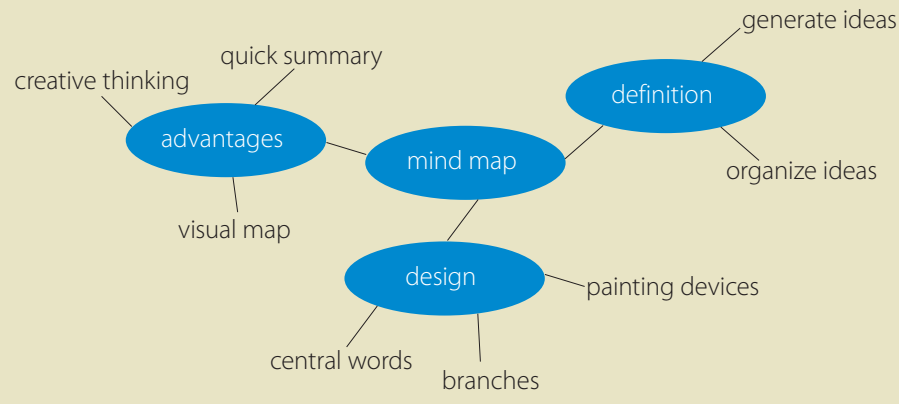
4.1 **Look at the following descriptions of different lectures. Do you think it would be better to use mind maps or linear notes for these lectures? Why? Discuss your ideas with another student.**

1. This is a lecture on global warming. The lecturer discusses the evidence that global warming is taking place, then looks at the causes, and finally looks at possible solutions and the difficulties of solving the problem.

2. This is a lecture on teleworking. The lecturer compares teleworking with normal ways of working, i.e., office-based working. He looks at the social, financial and environmental effects/benefits of both types of work.

3. This is a lecture on the history of the European Union from the 1950s to the present day.

4. This is the first lecture in a series entitled *Global problems*. In this lecture, the speaker gives an overview of some of the main problems facing the world today.

4.2   **Listen to this extract from a lecture entitled *Health in the UK* and make notes. Work with your partner. One of you should take notes in a linear style, the other should make a mind map.**

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a. Before you listen, make sure you understand the words and phrases in the box. How would you abbreviate them?

individuals	life expectancy	statistics
_____	_____	_____
heart disease	prescriptions	blood pressure
_____	_____	_____
cholesterol	physical inactivity	British Heart Foundation
_____	_____	_____

b. Compare your notes with your partner. Which style of note-taking do you think is more appropriate for this lecture? Why?

4.3   **Discuss the advantages and disadvantages of linear notes and mind maps with your partner. Think about the following:**

1. the process of writing notes in a lecture
2. referring to the notes after the lecture

4.4   **Compare your opinions with another pair.**

Task 5   **Microskills: Word boundaries**

5.1   **Listen and complete the sentences.**

42

1. The government has introduced _____ to encourage investment in this region.

2. For _____ these organizations are
   often regarded as charities.
3. A number of reforms to the _____
   have been proposed.
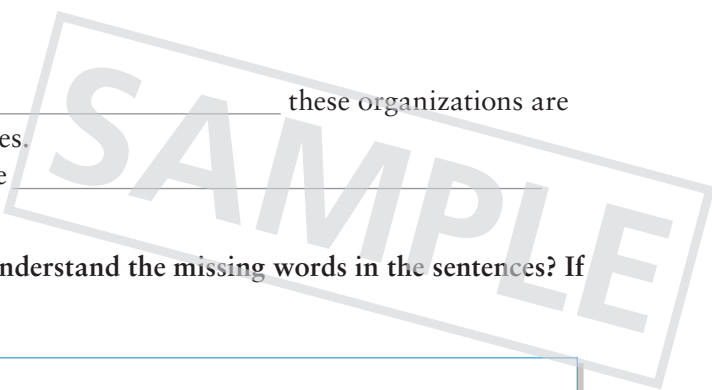
Did you find it difficult to understand the missing words in the sentences? If so, why?

> ### Sound advice
>
> The pronunciation of a word is affected by the word before or after it. When you are listening, it is sometimes difficult to hear when one word ends and another begins, because it may sound as if the words are linked together. In addition, sometimes sounds are inserted between the words, or sounds disappear or change. These make pronunciation easier for the speaker, but may cause problems for the listener!

5.2

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Read the explanation below and listen to the examples.

> **Linked words: Consonant + vowel**
> When a word ends in a consonant sound and the next word begins with a vowel sound, the words may seem to be linked, e.g.,:
> add‿up
> What‿are these?
> the main‿objective
> **Inserted sounds: Vowel + vowel**
> When a word ends with a vowel sound and the next word begins with a vowel sound, a /w/, /J/ or /r/ sound may seem to be inserted, e.g.,:
> do /w/ anything
> try /J/ out
> no /w/ idea /r/ of it
> **Disappearing/changing sounds: Consonant + consonant**
> When a word ends with a /d/ or /t/ sound and the next word begins with a consonant, the /d/ or /t/ sound often disappears, e.g.,:
> next̷ day
> rapi̷d growth

5.3 🔴 *44*
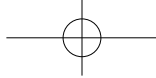
Listen to the phrases. Mark the phrases with the symbols (‿), (/), /d/ and /t/ from Ex 5.2.

1. they   invested   in   property

2. a   mixture   of   oil   and   residues

3. it's   an   open   market

4. it's   due   on   Friday   morning

5. free   admission   on   Sundays

6. it   shows   as   a   white   mark

5.4 🔴 *45*

You are going to listen to an extract from a lecture on the theory of real options in investment. Listen and complete the text with two to five words in each space. The missing expressions include examples of word boundaries that may cause you difficulties.

Study tip

Real options are techniques that allow investments to be analyzed, while taking flexibility and uncertainty into account.

I'm going to go through the theory of real options, and then I'm going to show you how they can be used to _____ _____, particularly on property assets. "Real options" is a term which was coined ten or 15 years ago, when people began to realize that _____ isn't the only thing you should look at in valuing assets, that a number of assets in companies have _____ option value.
And so the option theory you've been looking at can also be applied to _____ instead of just _____. And that, in raising money, companies particularly have _____ _____ from an option pricing perspective than they first thought. The idea of real options is that management is not just a passive participant, but that management can take _____

in making and revising decisions that can lead on from unexpected
market developments such as, for example, the _____
_____ has gone up from about $85 a barrel
to _____ $100 a barrel
over the last year. So, if you were an oil producer this time
last year, you would be taking a very different view on the
_____. So the increase in oil
prices has uncovered _____
which make oil producers a lot more valuable, and now you can
bring oilfields _____ that were
not necessarily economic. So this is the kind of idea that when we're
looking at a project, we're not just looking _____
_____, we're actually looking at a cash flow that can be
subject to a lot of optionality.

Unit summary

In this unit you have seen how abbreviations and symbols can be used when taking notes, and you have discussed the advantages and disadvantages of two ways of taking notes. You have also looked at linking and word boundaries.

1   **Circle 1, 2 or 3 to complete each of these statements about note-taking.**

a. Using abbreviations and symbols …
   1. saves time.
   2. shows that you are intelligent.
   3. stops other students using your notes.

b. If you use abbreviations and symbols, …
   1. everyone must understand them.
   2. your lecturer must understand them.
   3. you must understand them.

2   **Delete the wrong options in this statement so that it is true for you.**
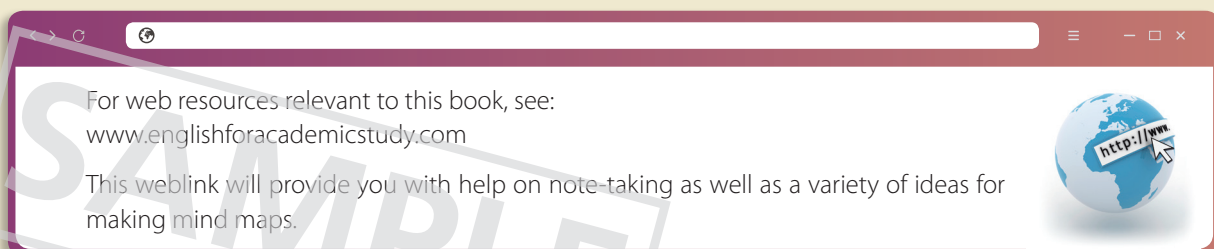
> *I don't know how to use any/can use a few/use a number of* abbreviations and symbols when I take notes.

3   **Mark each of the different lecture types a–e below as follows.**

L – I think making linear notes is the better approach.
M – I think making a mind map is the better approach.

a. The lecture compares how successful one thing is compared with another and examines the reasons. ☐

b. The lecture runs through the history of an organization. ☐

c. The lecture is on an issue that affects everyone. It also gives examples of how the issue affects particular people in particular places. ☐

d. The lecture is about a successful person and outlines what he achieved in his life. ☐

e. The lecture states that a problem exists, examines its causes and then proposes some solutions. ☐

For web resources relevant to this book, see:
www.englishforacademicstudy.com

This weblink will provide you with help on note-taking as well as a variety of ideas for making mind maps.

Speaking
English for Academic Study
学术英语口语

（爱尔兰）Joan McCormack　（英）Sebastian Watkins　著

University of Reading

Garnet
EDUCATION

Contents

I

Communicating in academic situations

Being a successful student

In this unit you will:

1. reflect on your experience of speaking in an academic context
2. analyse your strengths and weaknesses in speaking
3. identify and practise language for agreeing and disagreeing
4. consider aspects of a successful presentation
5. give a short informal mini-presentation

There are a number of different situations on your academic courses in which you will need to communicate orally in English. The main situations are presentations, seminars and discussions.

In academic culture, students need to express their views clearly on different issues relating to their subject area. These views are often based on a critical reading and evaluation of written texts.

The more you study and engage with your subject area, the more your ideas will develop and change. This will help you to develop your critical thinking skills, which are a key aspect of academic study. It is also important that you develop the language skills that will enable you to express your ideas most effectively.

Task 1 Your experience of speaking English

1.1 Look at the following list of academic situations which require you to speak. Which situations have you experienced either in your own language or in English? Put a tick (√) in the appropriate box.

Situations	English	Own language
1. Giving a formal presentation		
2. Participating in a seminar (group discussion)		
3. Leading a seminar (group discussion)		
4. Discussing and giving your opinion in a seminar on pre-assigned articles you have read		
5. Speaking with a department tutor in a one-to-one tutorial (e.g., about an essay plan)		
6. Discussing feedback on your written work with a tutor in a tutorial		
7. Discussing your studies with other students		
8. Other (please state)		

1.2   Compare your experiences with those of another student, using your answers to Ex 1.1. Give details of:

   a. where you had each experience
   b. how it was organised (e.g., how many students were involved and how long the speaking turns were)
   c. what kinds of topics you covered

1.3   Discuss your attitude to the situations in Ex 1.1. Which academic tasks do you find, or think you will find, the most difficult to do in English? Why?

Task 2   **Your attitude to speaking English**

2.1   Look at the following statements. Do you agree or disagree with them? Which points are important to you?

   a. I want to speak English with a perfect native-speaker accent.
   b. I want to speak English without a single grammatical mistake.
   c. I feel as though I am a different person when I speak English.
   d. My pronunciation is not as important as my grammatical accuracy.
   e. If I can communicate my meaning effectively, it does not matter if I make mistakes.
   f. I don't like working in groups during English lessons because I may learn incorrect English from my classmates.
   g. I want to speak English for social reasons as well as for academic reasons.

2.2   In groups, discuss each statement from Ex 2.1. Appoint one student to note which statements are the most controversial for your group, i.e., which statements caused the most disagreement.

2.3 Listen to some students reporting back on their discussion of the points in Ex 2.1. Which statements do they refer to?

2.4 Choose one student to report back to the class on the most interesting/controversial points from your discussion in Ex 2.2.

> **Useful language:** Reporting back
>
> *Our group thought the most controversial point was …*
> *Point X provoked the most discussion.*
> *Point X was the most controversial point.*
>
> *There was some disagreement about Point X.*
> *Some people felt …*
> *Most of the group agreed …*
> *Others disagreed …*

Task 3 Agreeing and disagreeing

3.1 Read the statements below. Do you agree (A), disagree (D) or partly agree (P) with each one?

To succeed at university, you need to:
1. ___ be good at taking exams
2. ___ be a quick reader
3. ___ have a good tutor
4. ___ manage your time well
5. ___ understand your own learning style
6. ___ have a good memory

3.2 Listen to two students discussing some statements about academic life. Does the second speaker agree, disagree or partly agree with each statement? Underline the correct alternative in the *Opinion* column in the table.

Opinion	Useful language
1. agrees/disagrees/partly agrees	
2. agrees/disagrees/partly agrees	
3. agrees/disagrees/partly agrees	
4. agrees/disagrees/partly agrees	
5. agrees/disagrees/partly agrees	
6. agrees/disagrees/partly agrees	

3.3 Listen to the discussion again.

a   In the *Useful language* column in Ex 3.2, write down the exact words the second speaker uses to agree, disagree or partly agree.

b.   Try to say the words as they are pronounced in the recording.

3.4 Look at the statements in Ex 3.1 again. Work with another student as follows:

Student A: Read a statement.

Student B: Respond, using one of the *Useful language* phrases from the table in Ex 3.2. Give your own opinion and a supporting reason.

Task 4 | Study skills for success

You are going to hear a conversation between two students discussing the challenges of studying at university. The female student is a native speaker of English. The male student is an international student who studies on a pre-sessional course.

4.1 Listen and number the points below according to the order in which the students discuss them.

1. ___ Plan ahead and begin working early.
2. ___ Choose areas to study that you are interested in.

3. ___ Find out what is important on your reading list.
4. ___ Ask a peer to read your work before submitting it.
5. ___ Use reading strategies to help you read quickly.
6. ___ Deal with stress by finding time for relaxation.

4.2 **Think of your own study suggestions to add to those mentioned in the recording and write them below.**

_____

_____

_____

_____

_____

Task 5   Prioritising study skills

5.1 **In groups, discuss the study skills you will need at university.**

a. Come to an agreement on the study skills your group thinks the most important for success at university.

b. List what your group thinks are the five most important skills.

Build on the ideas from Ex 4.1. Make sure you are able to justify your choice. Remember to use the language for agreeing and disagreeing from Task 3.

Task 6   A mini-presentation: Tips for successful study

Now that you have looked at various aspects of being successful as a student, consider what advice would be useful for new students. Give a group mini-presentation to the class, explaining why the tips you chose in Task 5 are important.

6.1 **You are now going to start preparing your presentation. First, think about what signpost expressions you could use.**

Look at the visual aid below.

Top five study tips

- Be well-organised
- Develop good IT skills
- Work with classmates
- Be motivated
- Keep good notes

Listen to a student presenting his top five study tips based on this.

a. Write your five points from Ex 5.1 onto a visual aid, such as a PowerPoint slide or poster. Use key words, not whole sentences. You need to identify the key words for each of your tips.

b. Look at the *Useful language* expressions from the recording. These expressions signal when you are moving from one point to another. Use them in your presentation.

Useful language: Signpost expressions

There are five main points which we consider important for successful study.

Our first point is …   *Fourthly, we think …*

Next, we have put …   *And finally, our last point is …*

Moving on to our third point, …

Presentation skills: Using signpost expressions

When giving a presentation, you need to help your audience follow your presentation by using signpost expressions. These are important for:

- opening a presentation
- guiding an audience through the main points
- helping an audience understand the presentation's organisation
- closing a presentation

See Appendix 1 (page 166) for a more extensive list of signpost expressions.

6.2 **Now think about how you would deliver your presentation. Look at the following list of important aspects of delivering a presentation clearly.**

- pronunciation of sounds and words
- intonation
- volume
- speed
- eye contact

Presentation skills: Clear delivery

The delivery of your presentation is as important as the content. If your audience cannot understand what you are saying, e.g., because your pronunciation is poor or because you speak too fast, then the content will be wasted.

6.3 **In your group, discuss the delivery of the presentation.**

a. Decide who will give the presentation – either one group member or two or more group members.
b. Practise the presentation, focusing on the points in Ex 6.2. Other group members should give the presenter(s) feedback on these points, e.g., *You need to make more eye contact with the audience.*

Presentation skills: Listening to feedback

Presentation skills develop with practice, so you will not do everything perfectly from the beginning. Listen carefully to group feedback – whether you are presenting or not – as it will help you improve.

6.4 **Now give the presentation to the class.**

For each presenter, complete a presentation assessment form (Appendix 9a, page 180). At the end of each group's presentation, compare your assessment forms in your groups.

6.5 **At the end of all the presentations, give each presenter the assessment form you completed for his/her presentation.**

a. Read and think about any feedback you as a presenter receive from other students.

b. Decide as a class which presentation was the best according to the criteria on the assessment form.

Assessing a successful presentation

7.1 **Think about the following points related to the delivery of a presentation. Which would you consider appropriate or inappropriate, and which depend on the presentation? Tick (√) the relevant box.**

Presentation point	Appropriate	It depends	Inappropriate
1. The presenter puts as much information as possible on each poster or slide.			
2. The presenter uses colour and sound to liven up his/her PowerPoint slides.			
3. The presenter reads from a script.			
4. The presenter memorises a script and recites it.			
5. The presenter uses notes.			
6. The presenter pauses after each main point.			
7. The presenter reads all the information on the poster or slide.			
8. The presenter stands in one place all the time.			
9. The presenter speaks at the same speed all the time.			

7.2 In groups, discuss your completed table and state your reasons for the choices.

Task 8 **Review: Preparing to use a learner diary**

Research into language learning has shown that reflecting on the process of learning has a strong impact on its effectiveness. One way of doing this is through keeping a diary. Before you fill in your first diary entry, complete a self-assessment questionnaire on your speaking skills.

8.1 **Look at the following range of speaking skills. Indicate which of these you feel to be easy or difficult (5 = I can do this well; 1 = I do not feel competent at all). Put a tick (√) in the appropriate box.**

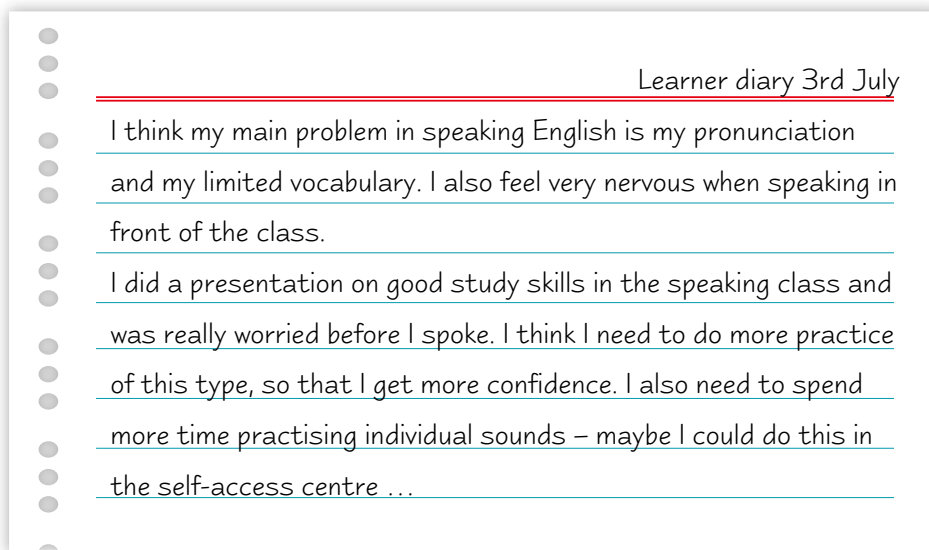| Speaking skill	1	2	3	4	5
I can speak accurately, without making too many grammatical mistakes.					
I can speak without hesitating too much.					
I can find ways to express my meaning, even if I cannot find exactly the right words.					
I can usually find the words I need to say what I want.					
I can make most people understand my pronunciation.					
I can speak confidently in front of an audience.					
I can contribute effectively in group discussions.					
I can talk confidently in my own subject area.					

8.2   **Consider the questions below.**

a. What makes speaking in another language difficult?
b. Can you think of some practical suggestions to improve your spoken English, inside and outside the classroom – e.g., talking to yourself in English? Make a list. For each suggestion, ask yourself these questions:
   - How would it help me?
   - How easy would it be to organise?

Learner diary

Read the learner diary questions and example diary entry.

- What areas of speaking English do you feel you need to work on?
- What can you do to improve in these areas, either inside or outside the classroom?
- How do you feel about the speaking you have done so far in the lessons on this course?

> *Learner diary 3rd July*
>
> I think my main problem in speaking English is my pronunciation and my limited vocabulary. I also feel very nervous when speaking in front of the class.
>
> I did a presentation on good study skills in the speaking class and was really worried before I spoke. I think I need to do more practice of this type, so that I get more confidence. I also need to spend more time practising individual sounds – maybe I could do this in the self-access centre …

Make an entry in your own learner diary, answering the questions. Think about your strengths and weaknesses in speaking English as identified in the questionnaire in Ex 8.1.

Unit summary

In this unit you have looked at the speaking skills you need in academic situations and thought about your own strengths and weaknesses.

1 **Complete the sentences below in any way you want so that they are true for you.**

a. I find speaking in English difficult when

_____

_____

b. I find using English in academic situations can be different from other situations. I think it is important to be able to speak _____ but some people feel _____

c. I agree with others in the class that _____

_____

_____

2 **Think about the discussions you have had while working on this unit. Discuss the following questions and agree on a suitable answer for each one.**

a. To what extent did other students agree in the discussion in Task 2 about attitudes to speaking English?

b. Which discussion statement in Ex 2.1 about study skills did students find most controversial?

c. What do you think are the key points to remember when giving a presentation?

3 **Think of good presentations you have seen. What made them good in terms of:**

- content?
- delivery?
- visual aids?

For web resources relevant to this book, see:
www.englishforacademicstudy.com

This weblink will provide you with further practice for becoming a successful speaker of English, as well as useful study tips.

Seminars and discussions

Learning online

In this unit you will:

1 identify characteristics of successful participation in seminars and discussions

2 consider problematic issues from different perspectives

3 practise summarising the outcome of a discussion

4 examine the role of a chairperson in a discussion

In your academic studies you will need to participate in seminars and discussions with groups of other students. Usually you are expected to have done some preparation, e.g., read an article. Seminars take various formats. Some are led by tutors and others by students. In seminars you need to be able to state your viewpoint clearly and to develop the confidence to do this. This unit will give you practice in participating in seminars, as well as the opportunity to lead one.

It is important to think about how you can contribute effectively to a seminar. The purpose of Task 1 is to start you thinking about how you can do this.

Task 1   The role of seminars

1.1   **Discuss questions 1–3.**

1. What is the role of seminars in academic studies?
2. What do tutors expect from students?
3. How can you prepare for seminars?

Task 2   Participating successfully in group discussions

2.1   **Decide the degree to which the statements 1–11 in the table describe characteristics of good or poor seminar participants.**

a. Put a tick (√) in the appropriate box.
b. Prepare a list of reasons for your answers; if your answer is *It depends*, be prepared to explain further.

The participant …	Good	It depends	Poor
1. listens to what others say and builds on this, adding his/her opinion			
2. tries to get other people to change their minds and agree with his/her opinion			
3. always agrees with other people's opinions			
4. does not say anything at all			
5. explains his/her points in great detail, and at great length			
6. explains his/her points briefly			
7. is nervous about speaking, but makes himself/herself do it			
8. encourages others to speak, inviting them into the discussion			
9. only speaks when asked			
10. asks other students to clarify what they mean, or to explain further			
11. changes his/her opinion during the discussion			

2.2   **Compare and discuss your answers in Ex 2.1 with those of another student, explaining the reasons for your choices.**

2.3   **Reflect on factors affecting group discussions in different cultures.**

1. What is considered good behaviour in group discussions in your own country?
2. Do you think there are any differences from an English-speaking country?
3. If you have experience of different English-speaking countries, do you feel there are differences between any of them?

Task 3 Considering different perspectives on an issue

3.1 **Look at questions 1–4. Think about who would be affected, either directly or indirectly, by each issue.**

1. At what age should formal education begin?
2. What is the most effective way to maintain discipline within large classes of children?
3. Who should decide what is taught in schools?
4. How might different groups of people (e.g., parents) or organisations respond to the points above?

3.2 **Look at this statement concerning education and consider it from the perspectives of the different people involved (1–7).**

> A seriously disruptive child should be excluded permanently from school.

1. the teacher of the child
2. the parents of the child
3. the headteacher of the child's school
4. the child
5. the child's classmates
6. a child psychologist
7. the education authorities

Study tip

In academic study, you need to look at issues from different perspectives and to think beyond your own experience or position. This is part of the process of reaching a balanced conclusion.

3.3 **Read the text "Learning support units" on page 103 (note: Ofsted is the UK Office for Standards in Education). Do you think these units are a solution to the problem of disruptive children?**

3.4 **Compare and discuss your ideas with those of another student, giving reasons for the view of each person. Use some of the *Useful language* expressions for comparing perspectives.**

> **Useful language:** Comparing perspectives
>
> *From (a teacher's) perspective, …*
> *If I were (the headteacher of the child's school), I'd probably feel that …*
>
> *(The child psychologist) would argue that …*
> *From the point of view of (the parents), …*

3.5 Now listen to a student comparing different perspectives on the statement in Ex 3.2. What does the speaker say about the views of those involved?

Task 4 Reaching a balanced conclusion

4.1 Look at the following statements about school education.

> - Corporal punishment is necessary to maintain discipline.
> - Children should be given formal tests and exams from the age of six.
> - Children should be allowed to leave school at 16 if they wish.
> - Parents should be allowed to educate children at home if they wish.
> - Children should be able to choose which subjects they want to study at the age of 15.

Consider each statement from the perspective of three or four different people who might be affected. Consider:

1. how they would view the issue
2. the long- and short-term implications of the statements

In addition to the people mentioned in Ex 3.2, think about the viewpoints of other sectors of society – such as young people or employers – and society as a whole.

4.2 Now record your points using the table in Appendix 2 (page 167). Remember you are recording what you think the views of those directly involved might be, not your own views.

4.3   **In groups, discuss each of the statements from Ex 4.1, comparing your ideas about the different views of the people involved.**

Step 1: Compare what you wrote for the first statement in the *Different perspectives* columns of the table in Appendix 2. Use some of the *Useful language* expressions from Ex 3.4.

Step 2: When you have completed Step 1, give your own opinion on the first statement. What do you think should happen?

Step 3: In groups, compare your answers to Step 2. Do you agree?

Step 4: Now repeat Steps 1–3 for the other statements.

Task 5 Summarising the outcome of a discussion

In seminars, you may have to summarise the final outcome of a long discussion. Did people agree or disagree on the main issues, and why? What were the main points for and against?

5.1   **Listen to a student summarising a group discussion of the statement from Ex 3.2 relating to the exclusion of disruptive children. Did the group agree or disagree with the statement?**

5.2   **Look at the following extract from the student's talk, paying attention to how the speaker organises the points.**

The missing phrases are where the speaker:

- states whether or not the group agreed
- acknowledges a strong argument against the final position
- qualifies the final position

> This is a difficult question, but _____ such a child should be excluded from school, as this would be in the best interests of most people concerned. _____ this action might cause some damage to the child's long-term ability to socialise effectively with other children, so we also agreed that _____ there is no other solution – I mean, if all else fails.

6 Listen again and complete the gaps.

5.3 Underline the words that you think are stressed in the three phrases in Ex 5.2. If necessary, listen again.

5.4 Next to each phrase in the following *Useful language* box there is a number. This number tells you how many words are stressed when this phrase is spoken aloud and with the correct emphasis.

7
a. Predict which of the words are stressed.
b. Listen to a student using some of the phrases.
c. Practise saying the phrases in a natural way. Make sure you are using the correct stress.

Useful language: Summarising a discussion

Summing up your position

We finally all agreed that … 3

After much consideration, we decided that … 3

All things considered, we felt that … 4

On balance, we felt that … 2

We couldn't reach agreement on this issue … 3

Some of us felt that …, whilst others … 4

Recognising strong arguments against your position

It's true that … 1

We recognised that … 1

We're fully aware that … 2

One has to acknowledge that … 2

Qualifying your position

This action should only be taken if … 4

So, although we agreed with the statement, we stressed that … 5

5.5 Take turns to present a summary of your discussion of one of the statements from Ex 4.1 to the class. Use the *Useful language* expressions in your summary.

After you have listened to the summaries given by the other groups, be prepared to make comments or ask questions about what they have said.

Considering issues in higher education

6.1 **Look at questions 1–3. Who is affected by these issues? What might the different responses be?**

1. How should higher education be funded?
2. How much of its time and resources should a university spend on research and how much on teaching?
3. How can a developing country best improve its higher education system?

Task 7 **The role of a chairperson in a discussion**

When we have a group discussion it is often a good idea to appoint a chairperson. This will help the management of the discussion. Task 7 looks at the role of the chairperson.

7.1 **Online learning is rapidly becoming more popular as an increasing number of students choose to study in this way. Use the table below to make notes on the advantages and disadvantages of online learning.**

a. Use ideas from your own experience.
b. Read the texts on pages 105–111. Think about whether the texts have changed your opinions and amend your notes as appropriate.

Advantages	Disadvantages
	– not all people have access to the technology

7.2   **Take part in a group discussion on the topic given. Follow the steps.**

> Online learning will eventually replace many forms of face-to-face teaching.

Step 1: Think about the points you want to make and what your overall position on the issue is.

Step 2: Appoint a chairperson to manage the discussion. Some of the chairperson's responsibilities are listed below. The appointed chairperson should refer to the *Useful language* expressions below.

The role of a chairperson includes:

- getting the discussion started
- giving a brief overview of the topic (introducing it)
- possibly giving definitions
- keeping the discussion going by encouraging everyone to participate
- clarifying what people say, if necessary
- ensuring that one person does not dominate
- checking that all contributions were understood
- managing the time
- summing up the discussion at the end

Note: The chairperson should not dominate or control the discussion too much.

Step 3: You have 10–15 minutes for your discussion. Each person should try to make at least one contribution to the discussion; you do not need to wait for the chairperson to invite you to speak.

Useful language: Chairing a discussion

Getting started	**Managing contributions**
Shall we begin?	*Thanks, Pete, for your contribution …*
Today, we're looking at the following question/topic …	*OK, Pete. Would anyone else like to comment?*
Who would like to begin?	**Concluding**
Clarification	*So, to sum up, …*
So what you mean is …	*We're running out of time, so …*
If I've understood you correctly, …	*Does anyone want to make a final point?*
	Have I forgotten anything?

7.3   **Review your group's discussion in Ex 7.2 by completing the discussion review form in Appendix 9b (page 181).**

7.4   **With a student from another group, compare and discuss your discussion review forms. If you are a chairperson in the discussion, join with another chairperson.**

> **Study tip**
>
> To make progress with your speaking, you need to reflect on your performance in speaking activities. This will help you identify areas for improvement.

Learner diary

Make another entry in your learner diary.

Reflect on the characteristics of a good/poor discussion participant you considered at the start of this unit.

- Do you feel that you were a "good participant" in the discussion activities in this unit? Can you say why or why not?
- What areas do you think you need to improve on to become a better participant?

Make an entry in your learner diary, answering the questions. If you prefer, you can make an audio recording of your thoughts and give it to your teacher to listen to.

Unit summary

In this unit you have looked at the speaking skills you need to participate in and summarise seminars and discussions. You have also looked at the role of the chairperson.

1 **Read the opinion below and discuss the questions with another student.**

> I believe we should be allowed to leave school at the age of 15.

a. Do you agree with this teenager's perspective? Why? Why not?
b. How could you complete the sentence below? *From the point of view of an employer, …*
c. What other perspectives could this issue be considered from?
d. Why is it important for a seminar participant to be able to think about different perspectives in advance when preparing for a discussion?

2 **Complete the text with the words and phrases in the box from Unit 2. There is one word which you will not need to use.**

> clarify   participate   dominate   overview   sum up
> contribution   conclusion   time   dominate

> **The role of the chairperson**
>
> In a seminar, the chairperson is responsible for keeping the discussion going but should not control or _____ it. He or she normally gets the discussion started by giving a brief _____ of the topic and clarifying key concepts. He or she then helps the discussion run smoothly by encouraging everyone to _____. This means ensuring that one person does not _____ and inviting quieter people to speak where necessary so that everyone makes at least one _____. He or she may also ask people to _____ any points that are unclear. The chairperson also manages the _____ and should _____ the main points at the end.

For web resources relevant to this book, see:
www.englishforacademicstudy.com

This weblink will encourage you to think about how seminars differ from lectures, provide you with practice in looking at issues from different perspectives and give you some useful language for discussing ideas.

Speaking in Academic Scenarios

学术英语情境口语

学术英语情境口语

引进自剑桥大学出版社经典学术英语教材，结合中国课堂实际教学需求进行改编，有效帮助中国学生培养学术场景中的口语交流能力。

★ 围绕常见学术场景和话题，针对小组讨论和口头陈述技能进行专项训练。

★ 内容讲解与操练活动并重，以练促学。

★ 任务真实，步骤明晰，激发思考，有效训练学术场景中的口语交流能力。

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Speaking in Academic Scenarios

学术英语情境口语

（英）Kenneth Anderson　　（英）Joan Maclean　　（英）Tony Lynch　著

ISBN 978-7-5135-6208-9

9 787513 562089 >

定价：37.90元
（含MP3光盘一张）

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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CONTENTS

Culture

This unit aims to develop your speaking skills by:

1 improving the way you report ideas in discussions;

2 helping you conclude your presentations effectively.

DISCUSSION SKILLS
Reporting

In seminar or tutorial discussion, you often have to talk not only about your own ideas, but also those of the authorities in your field that you have read in textbooks and journals or heard about in lectures. You have to take care to make it very clear to your listeners when you are expressing your own opinions, and when you are reporting ideas you have read or heard about.

Useful language

Reporting

sb. says…
According to sb.,…
sb. defines… as…
sb. describes… as…
sb. believes…
sb.'s theory is that…
sb. argues that…
sb. makes a strong case for…
sb. suggests that…
Note: Use just the surname (or personal name and surname) of the authority you are referring to—not titles such as Doctor or Professor.

Critical evaluation

Of course, you are expected to read and understand the key literature on the topic you are studying. But, as we pointed out in Unit 6, in the Western academic tradition it is not enough just to know the ideas: You are also expected to show that you can evaluate them critically. This means being able to form your own informed opinions about them.

The verb "claim" is very useful when you want to show that you do not necessarily accept the ideas you are reporting. When you say: *sb. claims that…*, your listeners will understand that you have doubts about the validity or truth of the idea.

To express your critical evaluation more directly, you can use the same expressions that you use to express opinions generally. (See also Useful language in Unit 1.)

I think sb. is right about…
sb. is quite right when he / she says…
I'm not sure I accept sb.'s point about…
I'm not sure I'm convinced by sb.'s argument that…
I don't agree with sb. about…
I can't accept sb.'s idea that…
sb. doesn't produce any evidence for his / her claim that…

You normally use the PRESENT SIMPLE tense when referring to people's ideas in discussion.
sb. says (not sb. said)...
But when you report research findings, use the PAST SIMPLE.
sb. found that…

Practice

Work in groups of three or four students. Spend a few minutes reading the following ideas and data. Think about how you could report the material. Do you have a critical evaluation of it? If so, think about how you could express that.

Take turns to practise reporting each item. Each student in the group should try to find a different way to report each one. If appropriate, let your listeners know your critical evaluation.

Tips : When you report ideas in discussion, you would not normally read out the exact words from your source material. It is more usual to summarise or paraphrase the ideas in your own words. Try not just to read out of the book—focus on getting the main idea across clearly.

1) "We have global markets but we do not have a global society. And we cannot build a global society without taking into account moral considerations." (George Soros)

2) Number of TV sets per 1000 people in East Asia
   1985: 50
   1995: 250
   (World Bank)

3) "The relative risk of breast cancer increased by 7.1% for each additional 10g per day intake of alcohol, i.e. for each extra unit or drink of alcohol consumed on a daily basis… These results suggest that about 4% of the breast cancers in developed countries are attributable to alcohol… Smoking has little or no independent effect on the risk of developing breast cancer." (Cancer Research UK)

4) "There needs to be greater recognition that what is called Western science drew on a world heritage, on the basis of sharing ideas that made science what it is." (Amartya Sen)

5) "If we win the battle with nature, we'll end up on the losing side." (E.F. Schumacher)

6) "Cloning… will probably come to be accepted as a reproductive tool if it is carefully controlled." (Robert Edwards)

Discussion point 1   Coping with cultural differences

Preparation 1 (individual)

One of the predictable difficulties you can expect to encounter when you go to a different country to study or work is language. But difficulties may also result from cultural differences, which are often less obvious at first, and can be unexpected.

Read the definition of one of two terms: culture shock or culture bumps. Prepare to report the meaning of the term you have read about to another student.

TEXT 1A

Culture shock

Culture shock is a common experience for a person learning a second language in a second culture. Culture shock refers to phenomena ranging from mild irritability to deep psychological panic and crisis. Culture shock is associated with feelings of estrangement, anger, hostility, indecision, frustration, unhappiness, sadness, loneliness, homesickness, and even

physical illness. The person undergoing culture shock views his new world out of resentment, and alternates between being angry at others for not understanding him, and being filled with self-pity.

(Abridged from) Brown, H. Douglas. *Principles of Language Learning and Teaching*. Englewood Cliffs, NJ: Prentice Hall, 1980: 28.

TEXT 1B

Culture bumps

Certain situations (e.g., arriving late for class) exist in all but a few cultures, and each culture develops particular responses that are labeled "polite" for these situations. For example, North American culture teaches university students who are late for class to enter quietly without knocking and sit down, while Chinese culture teaches university students to knock, offer an explanation, and wait for the teacher's permission to enter. A culture bump occurs when an individual has expectations of one behavior and gets something completely different. The unexpected behavior can be negative or neutral or positive. Unlike culture shock, which extends over an extended period of time, culture bumps are instantaneous, usually over within minutes or even seconds, though the effect may be long-lasting, and can occur any time one is in contact with members of a different culture.

(Abridged from) Archer, Carol M. "Culture bump and beyond." *Culture Bound*. Ed. J. Valdes. London: Cambridge University Press, 1986: 171.

Preparation 2 (pairs)

Work with a student who has read the other definition.

1   Take turns to explain to each other the meaning of the term you have read about. Don't read out the definition you have read, but explain the term using your own words. What is the difference between the two phenomena?

2   Tell your partner about any experiences you have had of or heard about:

   a)   a culture bump. Was it negative, neutral or positive?
   b)   culture shock. Did you overcome it? If so, how? How long did the process take?

Discussion

Now form a larger group of four to six students and do the following tasks.

1   Describe any experiences you (or your partner in the last activity) have had of or heard about culture shock or culture bumps.

2   Your group is asked to write a leaflet giving advice to foreign students coming to study at the institution you are studying at on how to avoid culture shock. What difficulties do you think a foreign student might have in adapting to life in this country? How could these be minimised? You must agree on five main points that should be included in the leaflet.

3   When you have decided on the advice you will offer, choose someone in your group to report your group's decision to the rest of the class.

Discussion point 2   Hofstede's dimensions

You are going to read part of a summary of an influential theory of cultural diversity, proposed by Geert Hofstede[1], a Dutch academic. Hofstede's work was originally intended to improve intercultural understanding in the business world (it was based on research into the IBM corporation), but it has also been applied in other fields.

Hofstede devised a framework for analysing national cultures based on four dimensions: "power distance", "individualism / collectivism", "masculinity / femininity" and "uncertainty avoidance".

Preparation (individual)

Your teacher will ask you to read a short explanation of one of Hofstede's dimensions. You will be asked to report what you have read to your group members who have not read your text. Read your summary carefully, using a dictionary if necessary, and plan how to explain the information to your group. You can make notes if you like, but don't write out a "script".

---

1   Hofstede, G. *Culture's Consequences: International Differences in Work-Related Values*. London: Sage, 1980.

Power distance

Power distance is defined by Hofstede as "the extent to which the less powerful members of institutions and organisations within a country expect and accept that power is distributed unequally".

In nations with a low power distance, such as the United Kingdom, inequalities among people will tend to be minimised, decentralisation of activities is more likely, subordinates will expect to be consulted by superiors, and privileges and status symbols are less evident. In high power-distance nations, conversely, inequalities among people are considered desirable, there is greater reliance by the less powerful on those who hold power, centralisation is more normal, and subordinates are likely to be separated from their bosses by wide differentials in salary, privileges, and status symbols.

TEXT 2B

Individualism / collectivism: behaviour towards the group

"Individualism pertains to societies in which the ties between individuals are loose: Everyone is expected to look after himself or herself and his or her immediate family. Collectivism as its opposite pertains to societies in which people from birth onwards are integrated into strong, cohesive in-groups, which throughout people's lifetime continue to protect them in exchange for unquestioning loyalty."

In some societies, people need to belong to a group and have a loyalty to the group. Children learn to say "we". This is true of countries such as Japan, India and China. In other societies, such as the United Kingdom, individualism is more important, and there is a lower emphasis on loyalty and protection. Children learn to say "I". In strong collectivist countries, there tend to be greater expectations of the employer's obligations towards the employee and his or her family.

TEXT 2C

Masculinity / femininity: behaviour according to gender

"Masculinity pertains to societies in which social gender roles are clearly distinct; femininity pertains to societies in which the social gender roles overlap."

In a masculine society (Hofstede gives the United Kingdom as an example), there is a division of labour in which the more assertive tasks are given to men. There is a stress on academic success, competition, and achievement in careers. In a feminine society such as France (according to Hofstede), there is a stress on relationships, compromise, life skills, and social performance.

The last 10 to 15 years have seen enormous changes—a "feminisation" process—in the behaviour of Western democracies. It has also been said that the emergence of developing countries is as much about feminisation as it is about dealing with harder business and economic realities.

TEXT 2D

Uncertainty avoidance: the need for structure

Uncertainty is "the extent to which the members of a culture feel threatened by uncertain or unknown situations".

In some societies, there is a pronounced need for structure. This is because those societies tend to fear the unknown and to possess a high degree of uncertainty. Countries characterised by a low level of uncertainty (such as the United Kingdom) do not perceive something different to be dangerous, whereas, in strong uncertainty-avoidance societies, people will seek to reduce their exposure to the unknown and limit risk by imposing rules and systems to bring about order and coherence. The same thing can be seen in organisations. For example, where there is a need for rules and dependence there will tend to be a pyramidal organisational structure.

Business. London: Bloomsbury, 2002: 1004-5. (Quotations from Hofstede, G. *Cultures and Organisations: Software of the Mind*. Maidenhead: McGraw-Hill, 1991.)

Discussion

Your teacher will organise you into groups of three or four students who have each read about a different "dimension" of Hofstede's cultural framework.

1   Take turns to explain what you have read to the other students in your group. You must not just read out your text! Use your own words.

    Tips: Remember that at this stage you are simply reporting what you have read, not giving your own views. Check that you have made yourself clear, and try to answer any questions you are asked.

2   Listen carefully to the other students' reports on their readings, and make notes on the key points. Ask for clarification of any points you haven't understood.

3   Discuss the following questions.

    ▪   Can you apply Hofstede's analysis to your own national culture? Try to rate it "high", "medium" or "low" on each of Hofstede's dimensions.

    ▪   If you have experience of another culture, how would you define it on the four dimensions?

    ▪   Do you think this kind of analysis could help people of different cultures understand each other better?

    ▪   Do you have any criticisms of this approach?

    ▪   One criticism that has been made of Hofstede's theory is that it seems to imply that cultures are fixed and unchanging. Do you think your national culture is changing? If so, can that change be described on Hofstede's dimensions? Which one(s)? Do you think that change is a good thing, or not? Explain your answer.

PRESENTATION SKILLS
Concluding your presentation

The importance of a firm clear conclusion

In Unit 6 we said that how you present your introduction is important because it makes a first impression. Similarly, the delivery of the conclusion is important because it leaves a final impression which can colour, retrospectively, the audience's view of your entire presentation. It leaves a bad general impression if you stop your presentation awkwardly, or rush through your final points because of lack of time, or, even worse, have to stop your presentation before you reach the conclusion. In fact the conclusion is so important that if you find you have mistimed your presentation and it is going to be too long, then you should omit your last main points or summarise them in a sentence, and go straight to the conclusion.

The conclusion is also important from a practical point of view, in that it offers the opportunity for a summary of your main message, so if the audience has not followed parts of your presentation this can be redeemed in the conclusion.

A conclusion should always be delivered firmly and strongly, usually at a slightly slower pace than the main body of the presentation. Keep the content brief and to the point, but don't rush the ending.

Signalling the conclusion

Start your conclusion with a language signal.

> **Signals for concluding**
>
> *In conclusion / summary…*
> *To conclude / sum up / summarise…*
> *So…*
> *Finally…*

Signal the last sentence of the conclusion by your delivery. Catch the attention of the audience by lowering your voice slightly, slowing the pace, and using shorter phrasing and more emphasis. Then do not just stop, or mumble: *That's it* or *That's all I have to say* or *I've finished now*. Instead, pause briefly, smile at the audience, and say firmly: *Thank you.* If there is no chair, you might then want to say: *Are there any questions?*

If you are using an overhead projector, switch it off before you ask for questions. A PowerPoint presentation should be left running—with a final blank slide showing—in case you need to return quickly to a slide during question-time.

Content of the conclusion

Most conclusions consist of a summary of the main points of the presentation, perhaps highlighting any point that is particularly important. Most lectures and course seminar presentations end in this way.

If the presentation is of your own research, the conclusion may include some evaluation of your study. You can:

- relate the findings to your original hypothesis
- comment on the methods and how these affected the findings
- indicate the application of your findings, either in practical real life or to the development of theory
- make recommendations for further research

Analysis

You will hear the concluding part of a seminar presentation.

First listening

Listen and take notes. Do not worry about details, but answer the questions below.

Your teacher will play the recording section by section, stopping for the answer to each question. Discuss your answer with another student, then check with the teacher.

1   The speaker re-states the main research question, in general terms. What was the topic of the paper?

2   The speaker reminds the audience of the two sets of data that the researchers considered. What were they?

3   The speaker emphasises that three factors have to be taken into consideration when evaluating the supposed effects of the media. What are they?

4   The speaker indicates what the main finding seems to be so far. What was it?

Second listening

Listen again to the presentation.

1   Notice that the speaker says WE and not I. This is because she is representing a group of researchers.

2   As you listen, note the verbs and verb phrases that the speaker uses to report academic investigation. For example, she begins by saying "so in this paper we've *evaluated* a number of arguments".

Presentation practice

Preparation

Plan a talk (of about five to six minutes) on the influence of American English and North American culture in your own country.

1   Decide first what your main message will be. Then make an outline of your main points. (See Unit 1, Page 39 for suggestions on ways of organising the information in a presentation.) Make very short notes under each of the headings:
  - Introduction
  - Main point 1 (plus example or comment)
  - Main point 2 (plus example or comment)
  - Main point 3 (plus example or comment)
  - Conclusion

2   Decide which language signals you will use to introduce all the sections of your talk.

3   Plan your conclusion in more detail. You should summarise the main points, and perhaps highlight the most important, or suggest a recommendation, or make a prediction. The conclusion should be brief—for a five- to six-minute talk a conclusion should be half a minute to one minute long.

     Look at the verbs and verb phrases you noted in the Analysis section. Plan to use at least three or four of them.

4   Write out your last sentence, and practise speaking it slowly, firmly, with short phrasing, and emphasis. Remember to add the end signal *Thank you.*

Presentation

Now give your presentation to two other students. One listener should time your talk, and tell you when you have spoken for nearly five minutes. If you have not

started on your conclusion by then, you should move on to it immediately. The listeners should take notes of your main points while you are speaking and also note answers to the following questions.

1   Did the speaker use a language signal at the start of the conclusion?

2   Did the speaker summarise his / her main points clearly and briefly?

3   Did the speaker use a slightly lower voice, change of pace, and effective phrasing and emphasis in the final sentence?

4   Did the speaker remember to pause, look at the audience and smile, and say *Thank you* at the end?

Then exchange roles.

Evaluation

1   Compare your speaking notes with the ones the listeners took as you spoke. Did they understand all your main points? If not, discuss what you should do to make your meaning clearer.

2   Compare your notes on how you each concluded the talk. Did you forget to do anything?

3   Ask them if they thought your style was appropriate. Was there any part of your talk that was too informal?

SUMMARY

To conclude your presentation firmly and clearly, you have to remember:

- Even if you have to hurry some of your main points in the main body of the talk, don't hurry the conclusion.
- The conclusion should normally contain a summary of the main points in your presentation.
- It should be brief.
- Give the last sentence weight by speaking firmly, with a lower voice and slower pace, short phrases and clear emphasis.
- Conclude gracefully by saying *Thank you* to your audience.

SCENARIO
Project results

TASK

❶ Work in groups of four with two students taking Role A and the other two Role B.

❷ Analyse your task and discuss what you will say in this situation with the group member who takes the same role as you.

❸ Role-play the following situation with a group member of the opposite role. You may refer to the discussion skills illustrated in this unit.

Role A *Student*

You handed in a project for your course a couple of weeks ago. It was on a topic that you are interested in and you felt it would get quite a good mark.

The results were given out yesterday and your mark was much lower than you expected—a low Pass (54%). In their written comments, the two markers criticised your introduction as "rambling" and "messy". You are not quite sure what that means. Some of their other comments did not seem fair. In fact, before you gave in the project, you had shown a draft to one of the tutors, who said it was "OK".

You have also seen some of the projects written by other students and their work didn't seem better than yours, but they got higher marks. You have asked to speak to the Course Director to ask him / her to read the project and give a third opinion, to see whether he / she thinks the mark is fair.

What do you think is the best way to explain to the Course Director why you want him / her to read your project? Discuss what to say.

Role B *Course Director*

One of the international students in your department has made an appointment to see you, to discuss a recent project mark. He / She got a low Pass.

The two colleagues who marked his / her project thought that his / her project was very repetitive. One of them, in particular, felt that the introduction to the project was "rambling" (vague and unfocused) and the other described it as "messy" (poorly organised). Both the markers had the impression that the student did not know enough about the subject. They also commented on the low standard of his / her written English, which is much weaker than his / her ability to communicate in speech.

In your department, the normal procedure is that if the two markers give similar marks, and agree on a final mark, there is no reason for a third opinion. If they differ by 10% or more and can't agree on a final mark, they ask you as Course Director to assess the student's work and see which of the two marks you agree with more.

In this case, the two markers' individual marks were 50% and 61%. They discussed their comments and then agreed on a mark of 54%. So if the student wishes to make a formal objection to the project mark, you can either read the project yourself and give a third opinion, or you can ask the External Examiner to read the project and to advise you on a suitable mark. Now is the end of the academic year, just before the Examination Board meeting to discuss students' marks for all their assignments and exams.

Plan how best to explain the situation to the student. You want to be sympathetic but you are also extremely busy at this time of year.
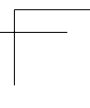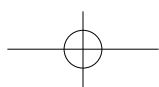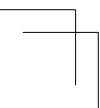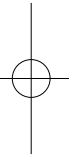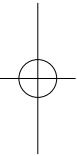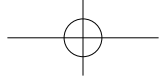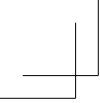
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Writing
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学术英语论文写作

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Contents

Appendices

Review of the Essay

In this unit you will

1 consider reasons for writing essays;

2 review the standard parts and format of an essay;

3 review methods of support;

4 review process writing.

1 **Work in a small group. Discuss these questions.**

- What are some reasons university students write essays? (e.g., to demonstrate that they have thought about or learned something)
- What are some common types of support in essays? (e.g., comparison/contrast)
- Imagine that you have been asked to write a 500-word essay on a topic that is familiar to you.
  - How much time will it take you?
  - What will be the easiest part? The most challenging part?
  - What will you do first? Then what steps will you follow?

2 **Read the example student essay. Check unfamiliar vocabulary in a dictionary or with your instructor.**

Sugar: Friend or Foe?

Ji-un Kang

English Composition 101

March 15, 2011

In the developed world, sugar is present in almost all aspects of our diet. The most common sources of natural sugar are sugar cane and the sugar beet. Sugar also occurs naturally in most fruits and some other foods. However, in addition to these natural sugars, there is a huge amount of refined sugar added to the food and drink we consume. Soft drinks, sweets, desserts, fast food, and even salty foods like crisps all contain some form of sugar added to make them taste better. The results of this over-consumption of sugar are worrying. It is linked to obesity, tooth decay, diabetes, and other illnesses and conditions. People should be aware of the amount of sugar in their diets and take steps to reduce it.

Raw sugar has been eaten by humans for thousands of years. Sugar is a form of pure energy, high in calories and low in nutrients. Like gasoline refined from raw crude oil, refined sugar has undergone a process to make it easy to store, transport, and consume. Refined sugar fuels the body with instant energy, while also having a pleasant taste. In fact, it is this pleasant taste that is the problem. The appealing taste can make a person want to consume

more, even when the body is at rest and has no need of sugar. Over-filling a car with gasoline creates only a minor spill at the local filling station, but over-filling a human with sugar can create much greater problems.

One of the greatest dangers of consuming too much refined sugar is obesity. Many college students in Japan and Korea, for example, report that they gain weight during their studies abroad in North America and Western Europe. There could be many reasons for this, but one primary cause is eating too much sugar. Visitors to these regions are often surprised at both how common sweets are and how sweet the foods are. In fact, when the typical sugar content of the average diet in North America is compared with that of most Asian or Middle Eastern countries, the difference is clear. This corresponds to a similar difference in rates of obesity, particularly among children. Obesity in turn can lead to many other problems, including heart disease and depression.

In addition to obesity, refined sugar is responsible for a rise in other modern conditions and illnesses such as diabetes, tooth decay, and gout. By changing our sugar-eating habits, we can reduce the occurrence of these serious ailments.

Finally, over-consumption of refined sugar steals nutrients from the body. The body's engine, the metabolism, has great difficulty burning refined sugars, and so it must use some of its own stored nutrients to convert refined sugars into energy. This is why refined sugar has been called a thief.

In conclusion, instead of being a useful fuel for the body, refined sugar acts like the body's enemy. Of course, as with all things in life, raw sugar in moderation is both healthy and desirable. However, with the high concentrations of refined sugars in so many common products, eating sugar only in moderation is a big challenge. Everyone needs to face this challenge and recognize how serious it is.

> **Note**
>
> This is the first draft of a student essay, so it is not perfect. You will have the chance to see comments on and improvements to this essay as you work through this course.

3 **Work with a partner. Answer the questions about the example essay.**

a. Look at the introduction. Which sentence is the thesis statement? Underline it.

b. What is the function of the other sentences in the introduction?

c. How many major points are there in the essay? What are they?

d. Check (√) the types of support the writer uses.

☐ An example from his personal life

☐ An example from someone else's life

☐ A comparison to a similar situation

☐ Quotations from experts

☐ Statistics or other numerical data

☐ Logical reasoning

☐ Common knowledge

☐ Personal knowledge

e. What does the conclusion do? Check (√) all that apply.

☐ Summarizes the main ideas

☐ Restates the supporting evidence

☐ Introduces a new argument

☐ Makes a recommendation

☐ Makes a prediction

f. Which arguments did you find the most convincing? Why?

g. Were there any statements that you didn't believe or weren't sure about? How could the writer convince you that they were true?

4 **Complete the description of the steps of the writing process on page 5 with labels from the box.**

Reviewing	Brainstorming	Organizing
Publishing	Drafting	Revising

The Writing Process

Good writing is more than just sitting down at the computer and typing a document. To write effective essays and research papers, strong writers use process writing. This means that they go through a number of different steps that each help shape a final product of quality.

Word map

The first step is (1) _____. This means gathering ideas. You might make a quick list, design a word map, or just talk with a few other students. At this stage, you want as many ideas as you can find, so write everything down, even if it doesn't seem useful at first. You can later edit out ideas that don't work. The more ideas you have to work with, though, the easier it will be to write your paper.

After you have collected a lot of ideas, the next step is (2) _____ them. Cross out ideas that aren't relevant or interesting. Circle or star the ideas you want to use. Number them from the most important to the least important. Then write an outline. If your outline is very detailed, writing your

first draft will go quickly and you will stay organized.

Now you are ready for (3) _____, or writing your paper.

Follow your outline as you write so that you remember to include all of your ideas, and in the correct order. Some writers find it easiest to write the introduction and conclusion last; others start at the beginning and write all the way through.

Outline

I.   Introduction
II. First main point
     A. Support
     B. Support

III. Second main point
     A. Support
         a. Example
         b. Example
     B. Support

After your paper is written, it's time for (4) _____, or checking. Sometimes you will read your own paper, and sometimes you will exchange papers with a classmate. Make notes about places where you want to add information, where you want to take out any sentences that aren't relevant, and any other changes you'd like to make. Review the original assignment to make sure you have addressed the task and included all necessary parts.

(5) _____, also known as editing, refers to actually making the changes. If you have received comments from another reader, remember that you do not have to accept every recommendation. You

Note

Beginning writers sometimes feel that going through a number of different steps will take more time. However, the opposite is true. Adequate preparation (brainstorming and organizing) means that the drafting stage will go much more smoothly. Reviewing and revising means that you will be presenting your best efforts to your audience, so that your publishing is successful.

are the writer, so the final choice is still yours. However, you want your paper to be clear and complete. Remember to use your computer's spell check program. Ask your instructor about any language or vocabulary issues you can't figure out on your own.

Finally, you are ready for (6) _____. For professional writers, this means having the work printed in a newspaper or magazine or posted online; for students, it usually means submitting the work for a grade.

Put it together

a Think of a creative process other than writing that involves several steps; for example, cooking a meal, writing a song, decorating a room, planning a vacation.

b Write a short description of what someone would do for each of the steps of the creative process. An example is given below for the process of decorating cookies.

Brainstorming	Organizing	Drafting
Reviewing	Revising	Publishing

First, I brainstorm ideas about how to decorate the cookies. For example, I could use seasonal colors, or make abstract designs, or write my friends' names, or make them look like animals, or color them like my favorite sports team's colors.

Then, I organize the ingredients and tools I need to decorate the cookies: plates, spoons, a knife, colored frosting, nuts, raisins, and sprinkles.

To draft my cookies, I apply the frosting and other decorations using a knife, a spoon, and my fingers.

I review my cookies by arranging them on a plate and looking at them. I judge whether they look like I want them to.

I revise my cookies by making a few changes. If any decorations have fallen off, I put new ones on. I add some more nuts or raisins to cookies that are too plain. If there are any cookies that look too ugly, I remove them—by eating them!

Finally, I am ready to publish my cookies. I serve them to my friends at a party. I also serve some tea. Success! All of the cookies are eaten.

c Present your process to a small group or the whole class.

高等学校学术英语（EAP）系列教材

Extended Writing & Research Skills
English for Academic Study
学术研究与论文写作

(爱尔兰) Joan McCormack　　(爱尔兰) John Slaght　著

Contents

Contents

Introduction

Aims of the course

The purposes of this book are to support you in developing your **extended writing** and research skills and to encourage the development of an independent approach to extended writing and research. It is assumed that you will be working on the development and consolidation of core academic written-language skills on other parts of your course, and part of the aim of these materials is to put such skills into practice.

Structure of the course

- **Unit structure:** There are eight units in the book. Each unit explores and/or recycles certain key aspects of academic writing, such as analyzing the task, selective reading of source material, organizing and supporting your ideas, avoiding plagiarism and developing a stance.

- **Input panels:** These provide key information of particular relevance to you when researching and writing your extended projects. You will be able easily to refer to them for guidance and support when writing your projects.

- **Study tips:** These are included for ease of reference when you are revising what you have studied. They either summarize the outcome of a series of activities or are a summary of other information contained in the unit.

- **Unit summaries:** Each unit is followed by a unit summary, giving you the opportunity to reflect on what you have learnt.

Additional materials

- **Glossary:** Key words or phrases in the text are explained in the glossary on pages 148–151.

- **Sample project:** A sample project written by a pre-sessional student illustrates the main elements of academic texts.

- **Source material:** These authentic texts are referred to throughout the course to provide you with material similar to academic texts you will use in your faculty study.

Working with the course

The book is designed around a ten-week course, during which you are expected to write two projects: a guided project in the first four weeks, and a project in your own academic subject over the remaining six weeks. You will be working on the projects at the same time as you carry out the tasks in each unit of this book.

There is a suggested route through the materials for a shorter course of, for example, six weeks. In this case, you are encouraged to study the materials that are not covered on your course, independently.

- **Project work:** The course is designed so that for Project 1, the whole group will be working on the same essay title, which is provided in the book along with appropriate source material. Your teacher will support you in planning and writing this project, which will enable you to develop the skills you need for extended academic writing. Alternatively, especially on a short course, your teacher might choose to go straight to Project 2 (see page 8).

In academic life at university, students are expected to work independently, and in Project 2 this aspect is emphasized. With the second project, you have to choose your own title and decide on the focus of the project. Although you will need to find your own resources, you will, of course, be supported in class and in tutorials during this period. For example, you will be able to "negotiate" a title in collaboration with your tutor and make changes to your project after discussing your work with him/her at various stages of the project.

The differences between Project 1 and Project 2

Project 1	
Title	Specified in textbook
Length	About 1,200 words
Resources	Mostly provided in the book
Support	A lot of support provided in the book and by your teacher

Project 2	
Title	Your choice of topic in your subject area
Length	2,000–3,000 words
Resources	You need to find your own
Support	Working more independently, with tutorials

VIII

This course will help you to develop a number of skills while writing your projects. These include the following:

- brainstorming, planning and organizing your work
- establishing a specific focus and developing your ideas
- finding sources of information from books, journals and the Internet
- selecting information appropriate to your needs
- incorporating ideas and information into your text through paraphrasing/summarizing and synthesizing, while avoiding plagiarism
- evaluating your sources and selecting the most relevant and appropriate
- developing your critical thinking skills
- learning about UK academic conventions for referencing and compiling a bibliography
- discussing your work with your tutor and your peers
- giving a presentation about your work

x
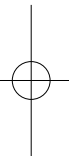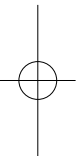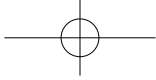
SAMPLE
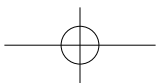
Introduction to extended writing and research

In this unit you will:

1 become more aware of what extended writing involves

2 find out about a writing project

Introduction

INPUT

EXTENDED WRITING AT UNIVERSITY

Students at universities usually have to produce a specific type of written assignment, on which they are assessed, and this normally differs according to the requirements of their academic department. The type of writing that students have to produce also depends on the level of study: undergraduate, postgraduate or doctoral (PhD).

The reasons why students carry out extended academic writing activities may include the following:

- to develop and express their ideas
- to provide evidence to support their ideas
- to show they can dispute or support existing theories (this involves demonstrating their critical thinking ability)
- to demonstrate knowledge, based on their extensive reading, lectures and seminars

The type of writing required is determined by the *purpose* of the writing.

Task 1   Critical thinking

This is an important feature of academic study. Imagine, for example, that you have borrowed a book from a university library that has to be returned the following day, but the book contains important information you need for an essay. You will have to think "critically" about what information in the book would be useful, so you can quickly take appropriate notes or photocopies, i.e., use your critical thinking skills. Understanding what is relevant is one example of the ability to think critically. Another example is recognizing the writer's purpose, or reason, for writing a text, e.g., whether it is to inform, persuade, refute or support a viewpoint.

1.1   **List at least three examples of issues you might need to think about critically when you are studying.**

1. recognizing relevant information

2. identifying the writer's purpose

3. _____

4. _____

5. _____

Thinking about what students in higher education write

2.1   **Work with a partner. Brainstorm the kinds of writing students have to do in higher education.**

Brainstorming involves writing down as many ideas as you can about the topic. You are going to do this very quickly, within a time limit, so don't be concerned about how you write, the accuracy of your grammar or spelling, or the order of ideas. One idea has been provided for you as an example.

- extended essays or projects _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

2.2   **Now read the explanations of the types of writing expected of students in higher education. Compare them with your own ideas.**

> Undergraduate students as well as postgraduate students are frequently required to write *extended essays*. A typical length for an extended essay is 2,500–3,000 words. We sometimes refer to these extended essays as *projects*.

Towards the end of their period of study, most students will be expected to write either a *thesis* or a *dissertation*. Collins *COBUILD Advanced Learner's English Dictionary* defines a dissertation as "a long piece of writing based on the writer's own ideas and research as part of a university degree, especially a higher degree such as a PhD"[1]. In the United Kingdom and Ireland, a dissertation is often written for a master's-level degree.

According to the University College London website, a thesis is:

> the acquisition and dissemination of new knowledge. In order to demonstrate this, the author must demonstrate an understanding of what the relevant state of the art is and what are the strengths and weaknesses of this situation. For someone's work to be knowledge, there must be a demonstration that suitable and systematic methods were used to evaluate the chosen hypothesis.[2]

Not all students are required to write traditional-style essays. For example, in the engineering department of a university, students will often be expected to write *reports* on projects they have been working on during their course.

In certain academic disciplines, such as applied linguistics, education or sociology, students may be required to write a case study. A good example of a case study might be the "study of speech, writing, or language use of one person, either at one point in time or over a period of time, e.g., a child over a period of one year" (Richards, Platt & Weber, 1985, p. 36)[3]. A student in an applied linguistics department would probably write a case study like this.

Students also have to write notes from written sources, or when attending a lecture, seminar or tutorial. Some students annotate lecture handouts, either by highlighting key points or by writing notes/comments in the margins of the text, which may be useful later.

1 *COBUILD Advanced Learner's English Dictionary*. (2006). Glasgow: Harper Collins.
2 Clack, C. (Ed.) (1997). *PhD Thesis Structure and Content*. Retrieved June 13, 2011, from http://www.cs.ucl.ac.uk/staff/c.clack/phd.html
3 Richards, J., Platt, J., & Weber, H. (1985). *Longman Dictionary of Applied Linguistics (p. 36)*. Harlow, Essex, England: Longman.

2.3 **Discuss with another student what types of writing you expect to do on your university course in the future.**

Task 3 Types of writing

3.1 **Complete the table below to clarify your understanding of different types of writing.**

Type of writing	Level of student (undergraduate/postgraduate/doctoral)	Explanation
essay for examination		traditional 600–1,000-word text written during an exam
lab report		
field study report	undergraduate/ postgraduate/doctoral	
PowerPoint slide		
wiki		a wiki is a collaborative website which can be directly edited by anyone with access to it
blog		
extended essay/ project		written work submitted as part of the course requirement during term time – typically a piece of work 600–6,000 words long
thesis		
dissertation		
report		
case study		
notes		
annotations		

Writing as a standard process

Whatever form of extended writing students are expected to do, the process will usually involve the following steps:

- gathering information from various sources
- organizing this information so that it fully addresses the requirements of the writing task

Study tip

You should take responsibility for your research and writing. Once you accept this requirement, you will develop the necessary skills with surprising speed.

- planning the text
- drafting and redrafting the text until it communicates the information and ideas fully and clearly

When carrying out research, you need to learn to work independently. This includes:

- finding information for yourself
- editing and redrafting your work
- ensuring you can explain your ideas to others

INPUT

TYPES OF ASSESSMENT

The writing of reports, case studies, dissertations and theses forms part of the assessment process in most academic disciplines in universities. Another means of assessment is oral presentations. Presentations are normally given in a seminar as part of a study project. For example, a student writing a report might give a presentation in order to "present" his/her report in a clear and concise way. Oral presentations can be given by an individual student, or they can be done as group presentations.

Another form of presentation is the poster presentation. In this case, the student prepares a visual display outlining the work or project he/she has been involved in. A poster presentation will normally be given during a conference. Students display their work, and participants and visitors are invited to look at the display and ask questions about the process or information they can see. At the same time, other students will be giving oral presentations at the conference. You will do further work on presentations later in this book (see Unit 8).

Apart from the methods of written and oral assessment mentioned above, students will probably have to take exams at the end of term and/or the end of the year, as well as at the end of their university studies, when they take their *final examinations*.

Task 4 | **Extended writing**

This course is designed to help you apply the skills and strategies you have already studied and developed in more general writing and reading classes, i.e., skills such as skimming and scanning, structuring an essay and writing a conclusion.

You will do most of the extended writing for this course independently – outside of the classroom – as a project. Any writing that occurs in the classroom will normally be for editing purposes, when you have an opportunity to consult your tutor and redraft your work accordingly. You will be expected to follow a *process writing approach*. This approach includes editing your work, submitting your first draft and redrafting the extended writing project after your tutor has given you feedback.

Many students have the opportunity to take part in one-to-one tutorials to discuss the first and subsequent drafts of any extended writing they are working on.

4.1 **Discuss with another student what you understand by the *process writing approach*.**

4.2 **Write three aspects of your project you could discuss with your tutor.**

1. how to write an appropriate introduction and conclusion

2. _____

3. _____

4. _____

You will be expected to go on redrafting and revising the text of your writing project in order to improve it, as long as you are able to submit your final draft before the submission deadline. The process you go through while writing the project is just as important as the final product and the final grade.

Writing your project gives you the opportunity to practise the academic skills and academic conventions you have been learning and developing within all the areas of your pre-sessional course.

INPUT

PROJECTS 1 AND 2

This course is based initially around a guided project (Project 1) on the topic of sustainable development. Project 2 is an independent academic project in your own subject area. For Project 1, you will be given certain "core" texts to consult. However, you will also have the opportunity to carry out some independent research by making your *own* selection of two additional texts from books, journals or online sources. You will need to provide hard copies of all sources for your tutor – and all source material must be written in English.

One of the main purposes of this course is to improve your level of general and academic English. To be effective, it is essential that you have maximum exposure to the language. This does not happen if you read texts in your own language, so you should not be tempted to access them in translations; even though these are readily available in the digital age, they are often poorly expressed and do not convey the appropriate meaning. Reading translations will not help you become used to applying the reading strategies you need when dealing with extensive texts on your academic course. There is also strong evidence to support the view that reading in the target language significantly helps the development of writing, listening and speaking skills. Good readers make good language learners!

The aim of the guided project (Project 1) is to help you develop the skills you need to produce an extended piece of academic writing. An important aspect of extended writing is carrying out the necessary research, both to inform your writing and support your ideas. Although a range of texts is available, you will need to read *selectively* to

find information that is *relevant* to the task title. You will need to take notes, or highlight key points from those sources, and use them as the basis for summarizing and including these ideas in your project.

The guided project should be considered practice for a second project related to your own subject area (Project 2). For this project, you should make most of the decisions about the topic and title, and you will carry out the research independently (including the search for appropriate sources).

Note: Your teacher might decide not to do Project 1 and simply make use of the practice activities to develop the necessary skills for completing Project 2 on a topic related to your own field of study.

Task 5 | Writing a project

There are three stages in producing an extended essay or project: planning, researching and writing up. In each of these stages, there are a number of smaller steps.

5.1 **Read steps 1–16 below. Then write them under the appropriate stage headings on page 10, *Planning*, *Researching* or *Writing up*, in the appropriate order.**

Write the steps in full, not just the letters.
1. Read the first draft.
2. Edit the draft – decide objectively whether your ideas have been expressed clearly.
3. Think of a working title for the project. ✔
4. Search for relevant journals/books/information in the library and on the Internet.
5. Write down the details of your sources.
6. Decide if you need to do more reading.
7. Write the contents page, bibliography, title page and abstract.
8. Arrange a tutorial with your tutor.
9. Do some reading. ✔
10. Decide on a topic.
11. Write the first complete draft. ✔
12. Highlight/take notes of the relevant information.

13. Plan the content in detail.
14. Work on establishing a clear focus.
15. Make a rough outline plan of your ideas.
16. Check that sources are available/accessible.

Planning

1. _____

2. _____

3. Think of a working title for the project._____

4. _____

5. _____

6. _____

Researching

1. _____

2. _____

3. Do some reading._____

4. _____

5. _____

Writing up

1. Write the first complete draft._____

2. _____

3. _____

4. _____

5. _____

5.2 Now discuss your answers with another student. There is more than one possible order.

Task 6 — Analyzing the task

Before you begin any task, it is important to analyze carefully what it requires you to do. You will then have a very clear idea of your purpose for writing. Consider the following project title:

> The needs of future generations are being met by current policies of sustainable development. To what extent do you agree with this statement?

6.1 **Analyze the project title and highlight the key words and phrases. Then discuss the following with a partner.**

1. How is the title framed, e.g., statement/question/heading?
2. What does the title ask you to do?

Task 7 — Starting a project

One of the key aspects of writing an effective project is careful planning. This can take a long time and the plan should be written in considerable detail – not simply a few words noted down quickly.

You need to develop the ability to think through your ideas carefully: amending them, looking at the resources available, then producing a comprehensive plan.

> **Study tip**
>
> Remember, a good plan is one that can be changed if necessary. You may find yourself modifying or adding to your plan. This is quite normal.

Deconstructing the project question

In order to complete the assignment successfully, it is important to answer as effectively and fully as possible. A good starting point is to deconstruct the question.

In Task 6, you analyzed the title of the project:

> The needs of future generations are being met by current policies of sustainable development. To what extent do you agree with this statement?

You are now going to work on planning this project by asking yourself a number of questions, using various *Wh~* question forms, as well as direct *Yes/No* question forms (e.g., *Are current policies effective?*)

7.1   **List some more questions that you might ask in order to plan this project title.**

1.   What are the current policies?

2.   Which is the most serious problem?

3.   Is energy the most important priority for the future?

4.   _____

5.   _____

6.   _____

7.   What are some of the social factors involved?

8.   How important _____

7.2   **Brainstorm some ideas to answer the questions above in groups.**

a.   Use your ideas to start a plan for your project.
b.   Write your ideas in the appropriate boxes on pages 13–14.
c.   You need to write in note form.

Note: Thinking of possible answers is only for the purpose of prediction. At the next stage, you will read to find out whether your predictions are appropriate. You will also read to research other ideas on the topic. This reading stage is one of the most important parts of your work because you will look for evidence to support your ideas and to find other ideas about the topic.

Introduction

1.   _____

2.   _____

3.   _____

4.   _____

5.   _____

6.   _____

Main body

1. <u>Food (need) – food security (policy)</u>
2. _____
3. _____
4. _____
5. _____
6. _____

Conclusion

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Unit summary

In this unit you have been introduced to the basic concept of extended writing and the types of extended writing you may be required to produce. You have discovered what a project involves and looked at the various stages of good project writing.

1 **Using the verbs in the box, complete these possible reasons for writing an extended project.**

dispute	develop	display	provide

a. to show you can express and _____ ideas
b. to show you can _____ evidence to support ideas
c. to show you can _____ or support existing theories (this demonstrates critical thinking ability)
d. to _____ knowledge

2 **Look at the following examples of critical thinking. Mark each with either G, for *this is something I am quite good at,* or NG, for *this is something I am not so good at and need to practise.***

a. recognizing what is relevant and what is not relevant ___
b. identifying the writer's purpose ___
c. assessing the writer's argument ___
d. evaluating the credibility of the writer's sources ___

3 **Tick (✔) the types of extended writing that you need to practise and improve to be successful on your course.**

a. examination essay   ☐   d. thesis   ☐
b. non-examination essay ☐   e. report   ☐
c. dissertation   ☐   f. case study   ☐

4 **Look at the three stages involved in producing a piece of extended writing. For each stage, write two of the steps you would need to carry out.**

a. planning   b. researching   c. writing up

_____   _____   _____

_____   _____   _____

5 **Think about the topic of the project that you started to discuss in this unit, and answer the following questions.**

    a. What have you found interesting about this topic?

    b. What aspects of the topic have you found quite easy to understand?

    c. What aspects of the topic have you found more difficult to understand?

For web resources relevant to this book, see:
www.englishforacademicstudy.com

These weblinks will provide you with information on different types of academic writing and writing projects.
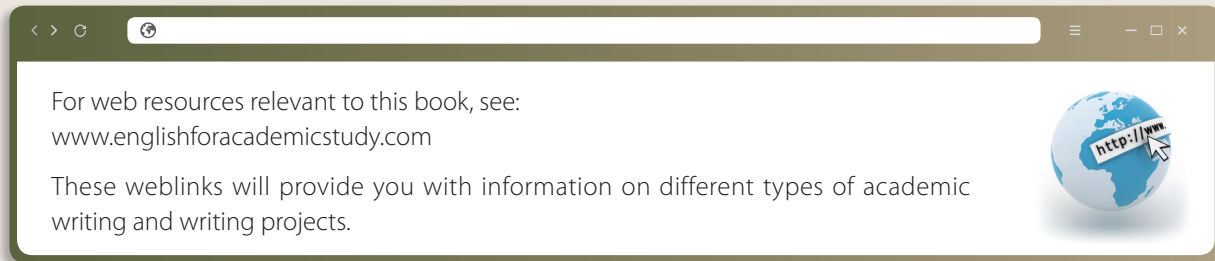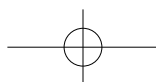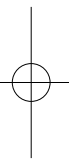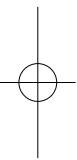
Sourcing information for your project

In this unit you will:

1 look at how a project is structured

2 learn to identify evaluative or critical writing

3 practise academic referencing

4 practise selecting information from websites
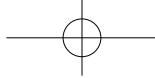
Introduction

You are going to look at a sample project completed by a pre-sessional student. It is an example of a project that has been written to a reasonable standard (see Appendix 1, page 152). The project is entitled:

To what extent should insider dealing be regulated, and how can this be done effectively?

First, you are going to look at various sections of the project so that you can learn some of the vocabulary related to writing.

University of Reading

Pre-sessional Course Block 4
September 2008

To what extent should insider dealing be regulated,
and how can this be done effectively?

Name: Mansoor Alhagbani

Date: 19 September 2008

University of **Reading**

Task 1   Structuring projects

1.1   **Study the parts of an academic text listed. Which of these do you already know about?**

Discuss them with another student and think about where they might appear in the text.

1. the conclusion
2. a quotation
3. a reference in the text
4. a subtitle/subheading
5. the introduction
6. thesis statement
7. the bibliography
8. the first-name initials of an author/researcher
9. the family name of an author/researcher
10. the main title page
11. a figure or table
12. the abstract
13. table of contents

SAMPLE

1.2 **Look at the project in Appendix 1. Which features from Ex 1.1 can you find there?**

Note that not all projects will contain each of the elements listed in Ex 1.1. For example, some projects may not have tables or figures, if this is not appropriate.
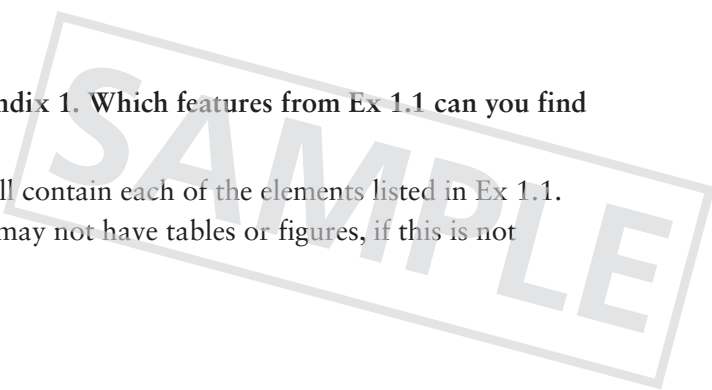
Task 2 Identifying evaluative writing

Students often receive feedback that indicates their work is too descriptive and needs to be more evaluative*. However, before you can take this feedback into account, you need to be able to distinguish first between the features of descriptive writing and evaluative writing, and then make your own writing more evaluative or analytical.

This task looks at the features that distinguish each kind of writing. Below the table is a list of features for both descriptive and evaluative writing; you need to put each one in the appropriate category.

*evaluative writing is sometimes called analytical writing

2.1 **Complete the table below by selecting examples of descriptive and evaluative writing from the list 1–12 below. Some examples have been done for you.**

Descriptive writing	Evaluative writing
indicates what happened	indicates the significance of ideas or facts
outlines what something is like	is based on reasoned judgements
provides information about a topic	draws relevant conclusions

1. lists ideas, information or facts
2. explains the reasoning/rationale behind a theory
3. identifies different factors involved

4. shows why something is relevant or suitable
5. evaluates links between different information
6. places ideas or concepts in their order of importance
7. explains the significance of information or ideas
8. compares the importance of different factors
9. outlines what has been observed
10. discusses the strengths and weaknesses of ideas or concepts
11. shows the order in which things happen
12. describes a process or a situation

Based on ideas from Cottrell, S. (2008). *The study skills handbook*. Basingstoke: Palgrave Macmillan.

<table>
<tr><td>Task 3</td><td>

Developing a stance: Writing a thesis statement

</td></tr>
</table>

3.1 **Look at the project title and thesis statement below. Think about how one leads to the other.**

Project title
What can we learn from the restructuring of South Korea's banking industry?

Thesis statement
The restructuring of the South Korean banking system should serve as a model for all banking systems throughout south-eastern Asia.

3.2 **Read the explanation below to find out how the thesis statement influences the project content.**

When a project title is written in the form of a question, the answer to this question should form the writer's thesis. There is a range of possible answers to the question:

> *What can we learn from the restructuring of South Korea's banking industry?*

For example, we might learn: a great deal; quite a lot; very little; nothing at all. However, based on an analysis of the sources that the student has read, he/she might decide on the thesis:

> *The restructuring of the South Korean banking system should serve as a model for all banking systems throughout south-eastern Asia.*

As the student states that the South Korean banking system should serve as a "model", this thesis clearly suggests that "a great deal" can be learnt from the South Korean restructuring exercise.

The thesis raises the question: *Why does the restructuring of South Korea's banking system serve as a "model"?* The answer to this question should make the project more discursive and analytical. In other words, it will no longer be enough for the writer to describe the South Korean banking system, because this will not answer the question *Why*? What is required is an explanation of the reasons. This may involve a comparison with other banking systems; it will at least entail an *explanation* of the features of the South Korean banking system that are particularly effective.

3.3   **Look at the flow chart on page 46 and answer these questions.**

1.   Which parts of the flow chart refer to the actual written content?
2.   Why does critical reading occur at each stage?
3.   Does the planned introduction suggest a description or an analysis of the banking system.

3.4   **Study the flow chart on page 46 and think about why a description of the South Korean banking system will only form part of the project. Then discuss with a partner.**

Topic:

The restructuring of the South Korean banking system

▼

Title:

What can we learn from the restructuring of South Korea's banking industry?

▼

Thesis:

The restructuring of the South Korean banking system should serve as a model for all banking systems throughout south-eastern Asia.

▼

Introduction:

Possibly a general summary of all the features of the South Korean banking system or a chronological summary of the system's history. The thesis statement usually forms part of the introduction. There may also be an outline of the structure of the project.

◀ **Text development**

▼

Main body, first section:

Possibly some background information about the South Korean banking system that is relevant to the restructuring, e.g., stages at which the restructuring occurred and why it was necessary.

◀ **Text development**

▼

Main body, subsequent sections:

An explanation of why each feature of the South Korean banking system makes it a "model", i.e., an analysis of the model. The writer's stance is supported by relevant source references.

◀ **Text development**

▼

Conclusion:

Refers back to the thesis statement and draws upon the comments made about all the features described to provide a summative evaluation comment. Possible reference to further analysis that might be carried out on the topic, or a theory about the future of the South Korean system or banking in south-eastern Asia in general.

◀ **Text development**

Reading: Critical reading occurs at every stage of the writing process, so that the writer can add to the content.

Task 4 Descriptive and evaluative writing

In this task, you will look at four paragraphs related to South Korean banking from the Federal Reserve Bank of San Francisco website. These paragraphs only form part of the full document, which may be viewed at the website address given at the end of the text (on page 48).

4.1 **Read the following extract from *Banking system developments in the four Asian tigers*. Identify the paragraphs that are mainly descriptive and write *D* in the box provided next to the relevant paragraphs.**

Over the past 30 years, Hong Kong, South Korea, Singapore and Taiwan have had remarkably rapid and sustained economic growth, earning them the nickname "the four tigers". Because of the new investment opportunities they provide and because their experiences may offer lessons for less developed economies, they have attracted considerable attention from the financial and policy communities, as well as from economists who have renewed interest in research in theories of economic growth. Despite their physical proximity and shared economic vigour, there are some noticeable differences among the tigers. For instance, Hong Kong and Singapore are cities with limited resources, whereas Taiwan and South Korea are economies with relatively large populations and more diverse industrial structures. ☐

All four economies started out poor in all areas except potential labor supply before they began to grow in the 1960s … Exports from the four economies together made up over 10% of the world's total exports, only slightly less than the US in 1994, compared to only 2.5% in 1971 (Glick and Moreno, 1997). The relative shares of imports were about the same. These numbers make it clear that external trade has been an important element in the development of these economies. The external sector (imports + exports), measured relative to total GDP, represented 52% in South Korea, 73% in Taiwan, 240% in Hong Kong, and 280% in Singapore in 1994 (for the US, by comparison, it was 17%) … ☐

Commercial banks also played a critical role, because they were the major source of private savings. In South Korea and Taiwan, the governments required commercial banks to extend credit towards industries targeted in the governments' development plans. Furthermore, due to regulated loan rates, which were below market-determined interest rates, and the lack of loanable funds, these loans were offered at very favorable lending rates … ☐

In 1994, the manufacturing sector accounted for about 31% and 27% of GDP in Taiwan and South Korea, respectively, whereas banking and financial services accounted for 18% and 17%. In contrast, the relative shares of the manufacturing and financial sectors were 28% and 27% for Singapore and 9% and 27% for Hong Kong. The figures seem to reflect the emphases of the past development policies. "The financial system was rather the accommodator of this real economic performance than its instigator," wrote one economist after examining the role of the financial sector in economic development experiences of these economies (Patrick, 1994). Recent banking sector developments in South Korea and, to a lesser extent, Taiwan, point to the negative side-effects that government direction of credit to preferred industries can have in the long run. Singapore's experience seems to suggest that a government could implement industrial development policies without directing the credit decisions of the commercial banking sector. Finally, Hong Kong's case seems to illustrate that an active industrial policy may not be essential for rapid economic development. ☐

Source (text and image): Adapted from Huh, C. (1997). Banking system developments in the four Asian tigers. *Federal Reserve Bank of San Francisco Economic Letter*, 97–22. Retrieved April 8, 2009, from www.frbsf.org/econrsrch/wklyltr/el97-22.html

4.2   **Re-read the text and identify paragraphs that show examples of evaluative writing. Write E in the box provided next to the relevant paragraphs.**

4.3   **Underline examples of evaluative comments.**

Task 5   Reading for a purpose

On academic courses, students are required to read extensively, as mentioned in Unit 2. It is therefore essential to develop your selective reading skills. The most effective way to do this is to think about your *purpose* for reading at every stage of your research. For example, if you are looking for a definition to use in the introduction to your project, you should identify the parts of the text that contain this specific information and disregard the rest of the text at this point. This involves *reading critically*, i.e., thinking about what you read and questioning aspects such as: whether you agree with the ideas; whether your other reading supports what you are reading or questions it.

5.1 **Before reading the text on critical thinking, consider the following question.**

What impact has the Internet had on the way people think?
Write down one or two ideas and then discuss your ideas with other students.

5.2 **Read the following discussion about reading in the digital age. How do the ideas expressed match your own?**

> With the onset of the digital age, the need to read and think critically has never been more important. The amount of information available through electronic sources is huge and there is a need to filter this stream of information in order to separate the valid from the invalid, the relevant from the irrelevant, or, in simple terms, the "good" from the "bad". The more information that can be accessed, the greater the need to evaluate information, beliefs, claims and opinions "critically".
>
> Therefore, as you are reading and beginning to understand the text, you have to decide whether it is useful. Secondly, you should decide whether you agree with what is said in the text. A third important critical reading and thinking skill is to relate information in the text to what you already know; for example, are there any other texts you have read with similar information that supports or undermines the ideas you are reading?
>
> This critical approach to reading is an active skill and helps you interact with the text. This in turn helps you to understand it more fully. In addition, it helps you to make important decisions about the text you are reading; for example, whether to skip certain sections of the text, or whether to read a particular section very carefully – you may even decide to make no further use of the text. Interacting with the text and making decisions as you read can save you a great deal of time in the long run.
>
> As you read more about your topic and take relevant notes, you will be able to make connections between ideas that will help you plan and structure your writing. The more you think about what you are reading, the better you will be able to write an evaluative report.
>
> Research has shown that there is a positive relationship between good critical reading and thinking skills, and proficiency in extended writing (Stapleton, 2001); (Condon & Kelly-Riley, 2004). It is also reasonable to believe that readers who can think critically are better readers.

Source: John Slaght, ISLC, University of Reading, based primarily on Condon, W., & Kelly-Riley, D. (2004). Assessing and teaching what we value: The relationship between college-level writing and critical thinking abilities. Assessing Writing, 9(1), 56–75.

Reading and thinking critically

Kurland (2000) claims there is a difference between reading critically and thinking critically. He claims that critical *reading* is a technique for *discovering* information and ideas within a text, but that critical *thinking* involves deciding whether to agree with this information or not.

Critical reading therefore means reading "carefully, actively and analytically", but *critical thinking* means the reader uses previous knowledge and understanding to decide on the validity or value of what they have read. Following these definitions, critical reading comes before critical thinking. It is only after the reader has fully understood the text that they can "think" about it critically.

6.1 **Look at this sentence from a student essay. First read it critically, then *think about its meaning* critically.**

> Parents are buying expensive cars for their children to destroy them.

Note: As you "read" this sentence critically, you should be thinking about what the "words" actually mean; in this case, particularly the word *them*. Does it refer to *the parents*, *the cars or the children*. Then you should think about the "ideas" expressed in the sentence – this is where you are "thinking" critically.

Task 7 **Choosing sources**

You are now going to look at why the texts in Appendix 4 were chosen as sources for Project 1. This is a useful task to help develop your critical thinking skills, even if you are not planning on writing Project 1.

7.1 **Look at the example notes on page 52, analyzing the text *Ecology in Times of Scarcity*, giving five reasons why it was chosen as a source text for Project 1.**

Check the five reasons using the text reference and the text itself. Evaluate each reason and discuss with a partner.

Note: You are already familiar with the article *Ecology in Times of Scarcity*, part of which you read in Unit 2. A more complete version of the text is in Appendix 4 (page 164).

Text

Day, J. W., Hall, C., A., Yáñez-Arancibia, A., Pimentel, D., Ibáñez
Martí, C., & Mitsch, W. J. (2009). Ecology in Times of Scarcity.
BioScience, 59(4), 321–331.

Why it was chosen

- recent publication (2009)
- published in a scientific journal of some importance
- multiple authors, from a range of reputable universities and other institutions in the USA and elsewhere
- clear overview of how policies of sustainable development are changing or evolving
- abstract suggests a strong position on a topic of current relevance
- it is related to the topic I am writing about

7.2 **Make similar notes of your own on the other two texts from Appendix 4. Be prepared to compare and discuss your notes.**

Text 1	Text 2
Why it was chosen	**Why it was chosen**

Many students experience difficulties in choosing the most appropriate texts to read when beginning their academic studies. They look at long lists of journal articles, websites and books, and do not know where to start – there seems to be so much information to search through before they find what they are looking for. Time becomes a real matter of concern as deadlines for completing assignments draw closer.

You are more likely to find what you want if you have a clear idea of your purpose. If you have a clear focus, you can then look for the specific type of information you need.

8.1 **Tick (✔) the things you do when researching a topic. Compare and discuss your answers with another student.**

- Write down the topic and think about what you already know. ___
- Make a list of what you do not know and need to find out. ___
- Use specific strategies, such as creating a mind map. ___

You should follow a procedure to determine the usefulness of each source and save research time. This is the first stage in reading and thinking critically.

8.2 **Read the following procedure for choosing appropriate reading material.**

You will put the procedure into practice in Ex 8.3.

> **Procedure for choosing appropriate reading material for books and journal articles**
>
> **Check each of the following.**
>
> **Title:** this includes the subtitle; do you immediately feel that it might meet your needs?
>
> **Blurb:** information about the book written to attract the attention of the reader. This is usually found on the back cover.
>
> Table of contents: this provides a clear overview of what the book is about.
>
> **Index:** the alphabetical list found at the back of a book, telling you on which pages important key words, information or topics are referred to.
>
> **Date of publication:** an important indication of relevance, i.e., how current or up to date is the information? In some cases, of course, you may wish to

refer to information that is not current. In fact, many standard textbooks were first published several years ago; if the information was carefully researched, it may well be as useful now as it was when the book was first published. However, information and ideas will often have been added to, either by the original writer(s) or by new writers in the area of study.

The recommended reading list: this is the list of books (or core texts) that a particular departmental or course lecturer suggests students read for a particular course.

Abstract (used for journal articles, papers, theses, dissertations, etc., rather than textbooks): this provides a quick indication of the usefulness of the text. The abstracts of journal articles are often followed by a list of key words that will help you make a selection.

8.3 **Go to the library and find two books in your subject area. Follow the procedure described in Ex 8.2 for the books you have chosen. Then complete the tables with details about the books.**

Note: The library may have a database which allows you to search for books online.

Book 1

Subject area	
Title	
Author	
Date of publication	
Intended reader	
Why I would/would not recommend this publication	

Book 2

Subject area	
Title	
Author	
Date of publication	
Intended reader	
Why I would/would not recommend this publication	
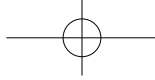
8.4 **Based on the information you find, be prepared to report briefly on what you have learnt about one of the books to your classmates. For example:**

- what it is about
- who it might be useful for
- why you would, or would not, recommend this book to other students in your subject area

INPUT

FINDING INFORMATION

Information from journals

Journals are a further source of information, and if you can identify the most appropriate articles, they may provide information about much of the work in the field or subject area(s). Most journal articles are introduced by an abstract, which is a brief outline of the article.

The Internet as a source of information

The Internet is probably the most common starting point for most research nowadays, with an increasing number of academic journals now available online. The best way to access these is through your library website. However, you need to be careful about how to narrow your search, as you may find you have far too much information to look through. Many libraries have suggested guidelines to help you search. One example is the University of Reading library guide at http://www.reading.ac.uk/library/lib-home. aspx; the University of Reading's Unicorn system allows you to search for materials in the library; it also helps you search for journals online.

As there is a greater volume of information available than ever before, it is essential to be systematic and critical when choosing your sources. It can be difficult to decide if websites are reliable; however, certain websites may be considered *well researched*. Examples of reliable websites are those constructed by educational or government institutions. You can recognize these websites by the use of the following in their web address:

.ac and .edu refer to academic websites. These are always linked to academic institutions.
An example is http://www.reading.ac.uk

.gov refers to government websites. These are linked to official government organizations, e.g., http://www.defra.gov.uk/sustainable/government/

Other websites may have a commercial interest and can be recognized as follows: .com and .co. Websites containing .org, on the other hand, are usually non-profit and non-commercial.

A website that contains the ~ symbol (tilde) refers to a personal website. You need to be cautious when using such websites, unless you have a good knowledge of the author.

8.5   **Study the information in the following table and discuss it with another student.**

The explanations in the table should help you to critically analyze the websites you encounter. If you cannot find answers to the key questions in the column on the left, then you should not rely on the source, i.e., you may not be able to use it in your work.

Title: What is the name of the text?	The title will often suggest whether the contents are very specific, or if the text gives an overview (you should think carefully about your particular purpose).
Authority: Who (or what organization) is responsible for the website?	Is it a reliable organization, e.g., UNESCO or a well-known university? If you cannot find the author or organization responsible for the website, it really should not be used, as you have no way of checking its reliability.
Date/currency: When was the most recent update?	In some cases, you will need up-to-date information, so the website needs to be seen to be regularly updated.
Content: What is the text about? How useful is it for your purpose?	When looking at content, you will realize the importance of having a clear focus. Make sure the content is relevant to your understanding of the topic. Your evaluation of the content will depend on your reading purpose.
Accuracy/reliability: Does the information appear to be accurate, to the best of your knowledge? Are there references to other sources? Are there links to other websites?	You may be able to check the accuracy of the information from another source. It is expected that ideas will be supported by other sources, which can be a way to check the reliability of the website.

(*To be continued*)

(*Continued*)

Audience: Who is the intended reader?	Who is the article aimed at? Information will be presented very differently according to the background knowledge of the intended audience. Who is sponsoring the site?

Analyzing websites

9.1 **Use an appropriate search engine to find two websites: one for a definition of *sustainable development* and one about *sustainable development and future generations*.**

The UNESCO website below is one example of what a search could yield. If you wish, you can use this as one of your website searches.

| UNESCO | Education | Natural Sciences | Social and Human Sciences | Culture | Communication and Information | Media Services |

| About us | Themes | Worldwide | Communities | Events | Join us | Resources |

Sustainable Development

Education for sustainable development (ESD)

Sustainable development is seeking to meet the needs of the present without compromising those of future generations. We have to learn our way out of current social and environmental problems and learn to live sustainably.

Sustainable development is a vision of development that encompasses populations, animal and plant species, ecosystems, natural resources and that integrates concerns such as the fight against poverty, gender equality, human rights, education for all, health, human security, intercultural dialogue, etc.

"We hold the future in our hands, together, we must ensure that our grandchildren will not have to ask why we failed to do the right thing, and let them suffer the consequences." UN Secretary-General Ban Ki-moon, 2007

In order to understand Education for Sustainable Development (ESD), one needs to understand sustainable development. After all, the UN Decade of Education for Sustainable Development is about engaging the world's educational systems to work for a more sustainable future. However, we need to envision a more sustainable world before we work towards creating it.

Source: UNESCO. (2011). *Education for sustainable development* (ESD). Retrieved May 10, 2011, from www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/three-terms-one-goal/ and http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/

9.2 Critically analyze websites for a project entitled: *The needs of future generations are being met by current policies of sustainable development. To what extent do you agree with this statement?*

When you find what look like useful websites, complete the tables.

Title	
URL	
Authority	
Date	
Content	
Accuracy/reliability	
Audience	
Further comments/ notes	

Title	
URL	
Authority	
Date	
Content	
Accuracy/reliability	
Audience	
Further comments/ notes	

10.1 **Why do you think it is important to reference the sources you use when writing a project? Add your ideas to the list below.**

Reasons for referencing sources:

To show where your ideas originated - acknowledging the source.

10.2 **Compare your ideas from Ex 10.1 with the reasons given below.**

Reasons for referencing a source

There are a number of reasons for referencing sources. For example, you should acknowledge the source to show *where your idea originated*. Another reason for referencing is to give your writing *academic weight*, i.e., to show that you have carried out research and found evidence for your viewpoint. You also need to show that you are aware of the opinions or views expressed by other writers in the field. Finally, it is important to allow the reader to find the original source if necessary.

Omitting to reference your sources, thus failing to acknowledge other people's ideas, is considered to be *plagiarism*. This is not accepted in an academic piece of work. You will learn more about this in Unit 4.

Note: Whenever you use information from other sources, there are certain conventions you need to follow. There are two different aspects to acknowledging a source.

- In-text references: within your essay, refer to the author by surname and the date of publication.
- Bibliography or list of references: list your references at the end of your essay, giving detailed information for each source.

> **Ways of referring to a source**
> - **Paraphrasing:** Retelling what the writer said, in your own words.
> - **Summarizing:** Identifying the point you want to make from your source and writing it in your own words. Whereas a paraphrase will include all the detail, a summary will be shorter and will include only the key information.
> - **Quotation:** Citing the exact words of the author.

Writers normally use a mixture of summarizing and paraphrasing, and only use quotations occasionally. Generally, quotations should only be used:

> … when you feel that the author expresses an idea or an opinion in such a way that it is impossible to improve upon it or when you feel that it captures an idea in a particularly succinct and interesting way (Trzeciak & Mackay, 1994, p. 59).

Task 11   Following academic conventions in referencing

There are a variety of conventions for presenting direct quotations. For example, if 40 words or more are used, you should indent the quotation. You do not need to use quotation marks.

11.1   **Study the examples of referencing direct quotations. Discuss with a partner any differences you notice.**

Direct quotations

> **A quotation of fewer than 40 words**
> There are a number of views about what constitutes successful verbal communication. One area to consider is the people involved in a conversation, but there are cultural restrictions on coming to a conclusion about this: "A good conversation partner tends to empathize with others, being sufficiently aware to jointly create a conversation" (Lo Castro, 1987, p. 105).
>
> First of all, we need to consider what is meant by "to empathize with others" in Lo Castro's context.

A quotation of 40 words or more

Various measures are already taken to reduce city-centre congestion, but these alone may have little noticeable impact:

> Sophisticated traffic management systems can increase efficiency in the use of road spaces and the number of vehicles using road systems without congestion. But, increasingly, even if the incorporation of these advances was accelerated, it is seen as insufficient as the sheer volume of cars, trucks and other motorized vehicles overwhelms cities. (Newman, 1999)

Alternative approaches include initiatives aimed at reducing dependence on vehicle transport.

A direct quotation within a direct quotation

As stated by Adams (1999), "internationally, the dominant definition of sustainable development has undoubtedly been that of the Brundtland Report: 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs' (Brundtland, 1987, p. 45)."

Paraphrasing or summarizing

Various ways of referencing within a paraphrase or summary are given below and on page 62.

- Summarize or paraphrase the writer's ideas and put the author's surname and date of publication in brackets at the end of the sentence.

  Since the cultural values of any society have an effect on how the people of that culture interact, sociocultural norms determine linguistic production, as well as limit how it is produced (Gumperz, 1989).

- Refer directly to the author in the text and put the publication date in brackets.

  According to Gumperz (1989), since the cultural values of any society have an effect on how the people of that culture interact, sociocultural norms determine linguistic production, as well as limit how it is produced.

> Cottrell (2008) states that …

- Refer to the author directly and put his/her surname and the publication date in brackets at the end of the sentence.

> According to Cottrell, there are seven approaches to learning which can make it more productive (Cottrell, 2008).

Internet sources

As with printed sources, when referencing an Internet source within a text, you need the author's surname and date. In this case, the date used refers to when the website was most recently updated. In some cases, the information may have been put up by an organization, with no single author's name. If this is the case, you should include the name of the organization within your written text, i.e., organization and date. You should not include the website address in your main text; this goes in the bibliography.

> The UK Government view on the use of natural resources is that it is possible to continue using them, but at the same time the development of alternative sources such as renewable energy should be considered (UK Government, 2003).

Task 12 Deciding when to avoid using online sources

12.1 **Discuss the following statement with a partner. Think of reasons why this is good advice and list them below.**

> If you cannot find either an author or source on the website, you should not use it in your work. You should also check when the source was most recently updated.

_____

_____

_____

_____

13.1 Look at the bibliographical entry in the box below. Match the labels 1–10 with the elements of the bibliographical entry a–j.

1. title of article   ___
2. name of publisher   ___
3. date of publication   ___
4. author's surname   ___
5. title of book   ___

6. editor's surname   ___
7. place of publication   ___
8. author's initials   ___
9. other editors   ___
10. shows book is a collection of articles ___

<div style="border:1px solid">

a   b   c   d   e   f   g

Adams, W. M. (1999). Sustainability. In P. Cloke, P. Crang & M. Goodwin (Eds.), *Introducing human geographies* (pp. 125–129). London: Arnold.

h   i   j

</div>

13.2 Study the rest of the bibliography and check that it has been set out appropriately.

Note: See Appendix 6, *Compiling a bibliography*, for a brief summary of the APA (American Psychological Association) system of referencing.

<div style="border:1px solid">

Anderson, J. A. (2002, February 5). Going where the big guys don't. *BusinessWeek*. Retrieved from www.businessweek.com.

Cottrell, S. (2008). *The study skills handbook*. Basingstoke: Palgrave Macmillan.

Leki, I., & Carson, J. (1997). Completely different worlds: EAP and the writing experiences of ESL students in university courses. *TESOL Quarterly, 31*(1), 39–69.

</div>

13.3   **There are some problems with the bibliography below. Identify the problems with each entry.**

Use the sample bibliography from Ex 13.1 to help you. Check your answers in small groups.

Alan Bilham-Boult et al. 1999. People, Places and Themes. Heinemann, pp. 17–22

"Africa Recovery" E. Harch (2003). [online]. Available from: 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)

Unit summary

In this unit you have seen how projects are structured and learnt to identify evaluative writing. You have looked at academic referencing and practised selecting information from books and websites.

1   **Mark each of these parts of an academic text with *U*, for *I understand exactly what this is and can recognize it*, or *D*, for *I don't really understand what this means*.**

a. introduction	___	e. contents page	___	h. figure/table	___
b. reference	___	f. main title page	___	i. conclusion	___
c. quotation	___	g. subtitle	___	j. abstract	___
d. bibliography	___				

2   **Tick (✔) the statement that is true for you in each pair.**

a.   1   I know how a project should be structured. ___
     2   I don't really understand why a project should be structured in a particular way. ___

b.   1   I can quickly see what is *description* and what is *evaluation* when I read a project. ___
     2   I find it difficult to distinguish between *description* and *evaluation* when I read a project. ___

c.   1   I understand why it is important to write evaluatively when I write a project. ___
     2   I don't really understand why I should write evaluatively when I write a project. ___

d.   1   I find it fairly easy to identify the writer's thesis when I read a project. ___
     2   I don't really understand what a thesis is. ___

e.   1   I understand why it is essential to have a thesis when writing evaluatively. ___
     2   I don't see why it is necessary to start an evaluative project with a thesis statement. ___

f.   1   I know exactly what the purpose of the conclusion to a project is. ___
     2   I don't really know why it is necessary to write a conclusion to a project. ___

3 **In each statement below, highlight the option that applies to you when you read.**

　a. I find it easy/quite easy/quite difficult/very difficult to read selectively.

　b. I find it easy/quite easy/quite difficult/very difficult to keep my purpose in mind.

　c. I find it easy/quite easy/quite difficult/very difficult to read critically.

4 **Complete each of these statements so that they are true for you.**

　a. The most important thing I have learnt about finding information in books is

　_____

　_____

　b. The most important thing I have learnt about finding information from websites is

　_____

　_____

For web resources relevant to this book, see:
www.englishforacademicstudy.com

These weblinks will provide guidance on referring to primary and secondary sources in your writing, as well as help with finding information online.