

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ «ОДЕСЬКА ЮРИДИЧНА АКАДЕМІЯ»

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АКАДЕМІЧНЕ ПИСЕМНЕ МОВЛЕННЯ

*Методичні рекомендації для здобувачів вищої освіти
III (освітньо-наукового) ступеня
юридичних спеціальностей*

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Методичні рекомендації призначені для здобувачів вищої освіти III (освітньо-наукового) ступеня юридичних спеціальностей. Видання складається з 14 розділів, кожен з яких містить стислий огляд особливостей того чи іншого явища академічного письма, а також практичні завдання для формування практичних навичок у здобувачів освіти.

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ВСТУП

Методичні рекомендації призначені для здобувачів вищої освіти III (освітньо-наукового) ступеня юридичних спеціальностей.

В сучасному глобалізованому світі англійська мова є своєрідною *lingua franca* науки, техніки та освіти. Особливо важливу роль вона відіграє в науковій письмовій комунікації, про що свідчить невинне зростання кількості публікацій англійською мовою не лише в міжнародних, а й у національних виданнях. Обізнаність із нормами й канонами сучасного англомовного наукового стилю і вміння представляти свої наукові здобутки англійською мовою є надзвичайно важливими для тих з українських учених, хто хоче активно спілкуватися зі своїми зарубіжними колегами і стати рівноправними членами міжнародних науково-освітніх спільнот.

Мовна компетентність доктора філософії передбачає використання навичок академічного письма і читання для дослідження, навчання, мислення і спілкування в академічному середовищі. Завдання навчальної дисципліни полягають у формуванні професійно орієнтованої комунікативної компетентності для забезпечення ефективного письмового спілкування в професійному середовищі, здатності до самооцінки, саморозвитку та самостійної наукової діяльності, зокрема, вміння створювати англійською мовою зразки різних видів академічного письма за фаховою тематикою (наукові статті, тези доповідей, анотації тощо).

Метою дисципліни «Іноземна мова (академічне писемне мовлення)» є формування мовних компетентностей, достатніх для здійснення письмової комунікації англійською мовою з високим рівнем техніки, логічності та грамотності мовлення для вирішення різноманітних фахових завдань, як під час подальшого навчання, так і у майбутній науковій/професійній діяльності.

В межах дисципліни «Академічне писемне мовлення» передбачено вивчення наступних тем:

Лекційні заняття				
Тема за п\п	Опис змісту навчання (теми)	Посилання на РН дисципліни	год. (денна ф/н)	год. (заочна ф/н)
Тема 1.	Загальні характеристики та види англомовного академічного письма (General features and types of English academic writing) Критичне мислення, читання, письмо (Critical Thinking, Reading, and Writing)	1,2,5	2	2
Практичні, лабораторні заняття				
Тема 1.	Загальні характеристики та види англомовного академічного письма (General features and types of English academic writing). Критичне мислення, читання, письмо (Critical Thinking, Reading, and Writing)	1,2,5	2	0
Тема 2.	Лінгвальні засоби перефразування (Lingual means of paraphrasing)	1,2	2	2
Тема 3.	Резюме в академічному письмі (Summarising in academic writing)	6	2	0
Тема 4	Оформлення цитування та посилань (Quotations and references)	2,3	2	2
Тема 5.	Мовні особливості структурних частин академічного тексту (вступ) (Lingual peculiarities of structural parts of academic texts (introduction))	3,4	2	0
Тема 6	Мовні особливості структурних частин академічного тексту (висновки) (Lingual peculiarities of structural parts of academic texts conclusion)	3,4	2	0
Тема 7.	Мовні особливості академічного письма: аргументація та обговорення (Lingual peculiarities of academic writing: argument and discussion)	5	2	0

Тема 8.	Мовні особливості академічного письма: зв'язність (Lingual peculiarities of academic writing: cohesion)	5	2	0
Тема 9.	Мовні особливості академічного письма: порівняння та приклади (Lingual peculiarities of academic writing: comparison and examples)	4	2	0
Тема 10.	Мовні особливості академічного письма: дефініції та узагальнення (Lingual peculiarities of academic writing: definitions and generalization)	5	2	0
Тема 11.	Стилістичні особливості академічного письма (Stylistic peculiarities of academic writing)	1, 6	2	2
Тема 12.	Полікодовий характер академічного тексту (Polycode character of an academic text)	1,2	2	0
Тема 13.	Лексико-синтаксичні особливості анотацій (Lexico-syntactical peculiarities of abstracts)	2,3	2	0
Тема 14.	Лексико-синтаксичні особливості наукової статті (Lexico-syntactical peculiarities of a scientific article)	2,6	2	2

Методичні рекомендації побудовано відповідно до зазначених тем та містять 14 розділів, кожен з яких містить стислий огляд особливостей того чи іншого явища академічного письма, а також практичні завдання для формування практичних навичок у здобувачів освіти.

UNIT 1

General features and types of English academic writing

Writing is a complex process that requires a number of various skills. As research shows, its nature may be treated differently in different cultures and educational systems. The ways of writing, including academic, also vary, sometimes considerably [2].

Academic writing is writing which communicates ideas, information and research to the wider academic community. It can be divided into two types: student academic writing, which is used as a form of assessment at university, as well as at schools as preparation for university study; and expert academic writing, which is writing that is intended for publication in an academic journal or book. Both types of academic writing (student and expert) are expected to adhere to the same standards, which can be difficult for students to master [Retrieved from: <https://www.eapfoundation.com/writing/what/>].

Academic writing should have a clear structure. The structure will often derive from the genre of writing. For example, a report will have an introduction (including the aim or aims), a method section, a discussion section and so on, while an essay will have an introduction (including a thesis statement), clear body paragraphs with topic sentences, and a conclusion. The writing should be coherent, with logical progression throughout, and cohesive, with the different parts of the writing clearly connected. Careful planning before writing is essential to ensure that the final product will be well structured, with a clear focus and logical progression of ideas. Opinions and arguments in academic writing should be supported by evidence. Often the writing will be based on information from experts in the field, and as such, it will be important to reference the information appropriately, for example via the use of in-text citations and a reference section.

Academic writing does more than just describe. As an academic writer, you should not simply accept everything you read as fact. You need to analyze and evaluate the information you are writing about, in other words make judgements about it, before

you decide whether and how to integrate it into your own writing. This is known as critical writing. Critical writing requires a great deal of research in order for the writer to develop a deep enough understanding of the topic to be truly critical about it.

Academic writing should be balanced. This means giving consideration to all sides of the issue and avoiding bias. As noted above, all research, evidence and arguments can be challenged, and it is important for the academic writer to show their stance on a particular topic, in other words how strong their claims are. This can be done using *hedges*, for example phrases such as *the evidence suggests...* or *this could be caused by...*, or *boosters*, that is, phrases such as *clearly* or *the research indicates* [Retrieved from: <https://www.eapfoundation.com/writing/what/>].

Academic writing should use clear and precise language to ensure the reader understands the meaning. This includes the use of technical (i.e. subject-specific) vocabulary, which should be used when it conveys the meaning more precisely than a similar non-technical term. Sometimes such technical vocabulary may need defining, though only if the term is not commonly used by others in the same discipline and will therefore not be readily understood by the reader.

Academic writing is objective. In other words, the emphasis is placed on the arguments and information, rather than on the writer. As a result, academic writing tends to use nouns and noun phrases more than verbs and adverbs. It also tends to use more passive structures, rather than active voice, for example *The water was heated* rather than *I heated the water*.

Finally, academic writing is more formal than everyday writing. It tends to use longer words and more complex sentences, while avoiding contractions and colloquial or informal words or expressions that might be common in spoken English [Retrieved from: <https://www.eapfoundation.com/writing/what/>].

Academic writing in English has one central point or theme with every part contributing to the main line of argument, without digressions or repetitions. Its objective is to inform. Academic writing is: complex, formal, objective and explicit. It uses language precisely and accurately. Academic writing follows a particular ‘tone’ and adheres to traditional conventions of punctuation, grammar, and spelling.

During the post-graduate studies, students usually encounter a need to write academic papers of various kinds: **an essay, summary, annotation, abstract, paper, a review, an academic article.**

ESSAY

Traditionally, for academic writing purposes, four types of essays are used: expository, persuasive, analytical, argumentative.

The expository essay is aimed to explain a short theme, idea or issue to the audience. It could be used to give a personal response to a work.

The persuasive essay is used to convince the reader to adopt your position on an issue or point of view, where your arguments are the most important.

The analytical essay is used to analyze, examine and interpret something (a book) and contains: introduction and presentation of an argument, analysis of the text (the longest part of the essay), personal response, conclusion (related to the analysis and the argument)

The argumentative essay is used to prove that your opinion, theory or hypothesis about an issue is correct or more truthful than those of others. Certain facts, statistics, quotes and examples are usually used

REPORT

Some possible components of a report: title page (always included), a list of people and organisations who have helped you, contents page, terms of reference (sometimes included), procedure (sometimes included), materials and methods, materials and methods, introduction, main body/findings, results, conclusion, recommendations, references, bibliography

SUMMARY

A summary is a short piece of writing that summarizes a longer report, article, book in about 1/3 of the original length. It includes only the main points of a text without giving examples or details, such as dates, numbers or statistics. Also, you should not mention your own comments or evaluation.

To write a good summary it is important to clearly understand the material you are working with, that is why it would be useful to follow such steps as : skimming,

dividing the text into sections, highlighting important information, taking notes, writing down the main points and key words of each section. In the end go the process through again, making changes as appropriate.

An effective summary:

Begins with an introductory sentence that states the article's title;

Includes all of the article's main points and major supporting details;

Deletes minor and irrelevant details;

Paraphrases accurately and preserves the article's meaning;

Uses student's own wording and sentence style;

Uses quotation marks when using phrasing directly from the article or source;

Includes only the article's ideas; excludes personal opinion;

Is shorter than the original;

Includes linking words

ABSTRACT

Abstracts are short statements that briefly summarize an article or an academic document. They attract someone to read further and explain why reading your work is worthwhile. The following types of abstracts can be distinguished.

Descriptive Abstracts:

- tell readers what information the paper contains;
- include the purpose, methods, and scope of the paper;
- do not provide results, conclusions, or recommendations;
- are always very short, usually under 100 words;

Informative Abstracts:

- communicate specific information from the paper;
- include the purpose, methods, and scope of the paper;
- provide the paper's results, conclusions, and recommendations;
- are short – from a paragraph to a page or two, usually they are 10% or less of the length of the original piece;
- allow readers to decide whether they want to read the article or paper

All abstracts include:

- a full *citation of the source*, preceding the abstract;
- the most important information first;
- the same type and style of language found in the original;
- key words and phrases;
- clear, shortened, and powerful language

Keep in mind:

Don't copy and paste from the article!

Don't rely on the way the material was phrased in the article.

Write an introductory sentence to introduce your central concept.

Write a one- or two-sentence conclusion.

Revise your abstract as needed.

Fix errors in grammar, spelling, and punctuation

REVIEW

A review is an evaluation of a publication, a book, etc. It is more than a description or a summary. It is an evaluation, a critical analysis, a commentary. A scholarly review describes, analyzes, and evaluates an article, book, film, or performance (through this guide we will use the term “work” to refer to the text or piece to be reviewed). A review also shows how a work fits into its disciplines and explains the value or contribution of the work to the field.

Reviews play an important role in scholarship. They give scholars the opportunity to respond to one another’s research, ideas and interpretations. They also provide an up-to-date view of a discipline. We recommend you seek out reviews in current scholarly journals to become familiar with recent scholarship on a topic and to understand the forms review writing takes in your discipline. Published scholarly reviews are helpful models for beginner review-writers. However, we remind you that you are to write your own assessment of the work, not rely on the assessment from a review you found in a journal or on a blog [Retrieved from: <https://www.trentu.ca/academicskills/how-guides/how-write-university/how-approach-any-assignment/how-write-academic-reviews#what%20is%20a%20review>].

ANNOTATION

The annotation typically performs two roles: it both **describes** the source and **evaluates** it. The description is typically that summary of the content and scope of the source. The evaluation goes further and discusses the source's authority, currency, and relevancy to a researcher's purpose.

Annotations vary according to their intended use and their content: *Descriptive Annotations* describe the content of a book or article and indicate distinctive features. *Critical Annotations*, in addition to describing the contents, evaluate the usefulness of a book or article for particular situations.

There are four ways of annotating a text: highlighting or underlining key words and phrases or major ideas, paraphrasing/summarizing of main ideas, descriptive outline, commenting/ responding.

Thus, a well-annotated text will accomplish all of the following:

- clearly identify where in the text important ideas and information are located
- express the main ideas of a text
- trace the development of ideas/arguments throughout a text
- introduce a few of the reader's thoughts and reactions

Tips for writing an annotation:

1. Do the bibliographic entry.
2. Include: Scope and main purpose of text (Do not summarize the whole work), the relation of other works in the field.
3. Do the summarizing comment.
4. Do not repeat the words of the title
5. Be concise

The paper (article) under discussion (consideration) is intended (aims) to describe (explain, examine, survey)...

The author outlines (points out, reviews, analyses)...

The results obtained confirm (lead to, show)...

The article deals with ...

The paper is concerned with...

It is known that...

The fact that.. is stressed.

It is reported that...

The text gives valuable information on...

Much attention is given to...

It is shown that...

The following conclusions are drawn...

It draws our attention to...

It is stressed that...

The article is of great help to ...

The article is of interest to

Task 1. [Retrieved from: 3]

How much do you know about academic writing?

Find out by doing this fun quiz.

1 The main difference between academic writing and normal writing is that academic writing:

- (a) uses longer words*
- (b) tries to be precise and unbiased*
- (c) is harder to understand*

2 The difference between a project and an essay is:

- (a) essays are longer*
- (b) projects are longer*
- (c) students choose projects' topics*

3 Teachers complain most about students:

- (a) not answering the question given*
- (b) not writing enough*
- (c) not referencing properly*

4 The best time to write an introduction is often:

- (a) first*
- (b) last*
- (c) after writing the main body*

5 Plagiarism is:

- (a) a dangerous disease*
- (b) an academic offence*

(c) an academic website

6 Making careful notes is essential for:

(a) writing essays

(b) revising for exams

(c) all academic work

7 An in-text citation looks like:

(a) (Manton, 2008)

(b) (Richard Manton, 2008)

(c) (Manton, R. 2008)

8 Paraphrasing a text means:

(a) making it shorter

(b) changing a lot of the vocabulary

(c) adding more detail

9 Paragraphs always contain:

(a) six or more sentences

(b) an example

(c) a topic sentence

10 The purpose of an introduction is:

(a) to give your aims and methods

(b) to excite the reader

(c) to summarise your ideas

11 Proof-reading means:

(a) getting a friend to check your work

(b) checking for minor errors

(c) re-writing

12 Teachers expect students to adopt a critical approach to their sources:

(a) sometimes

(b) only for Master's work

(c) always [3]

Task 2. Below are the most common types of written work. Match the terms on the left to the definitions on the right [Retrieved from: 3]

<p>Notes</p> <p>Report</p> <p>Project</p> <p>Essay</p> <p>Dissertation/</p> <p>Thesis</p> <p>Paper</p>	<p><i>A piece of research, either individual or group work, with the topic chosen by the student(s).</i></p> <p><i>The longest piece of writing normally done by a student (20,000+ words) often for a higher degree, on a topic chosen by the student.</i></p> <p><i>A written record of the main points of a text or lecture, for a student’s personal use.</i></p> <p><i>A general term for any academic essay, report, presentation or article.</i></p> <p><i>A description of something a student has done e.g. conducting a survey.</i></p> <p><i>The most common type of written work, with the title given by the teacher, normally 1000–5000 words</i></p>
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UNIT 2

Critical Thinking, Reading, and Writing

Students often underestimate the importance of effective reading, but on any course it is vital to be able to locate the most relevant and suitable sources. This unit:

- examines the most appropriate text types for academic work
- explores ways of locating relevant material in the library
- explains the use of electronic resources

Task 1. Read the following texts and decide if you can trust the information.

Give reasons for your decisions [Retrieved from: 3]

Hard up? Why struggle when you could live in luxury? Solve your money worries easily and quickly by working for us. No experience needed, you can earn hundreds of pounds for just a few hours' work per day. Work when it suits you, day or night. Don't delay, call today for an interview on 07795-246791.

If you have money problems, there's lots of ways you can save cash. Instead of spending money on new clothes, try buying them secondhand from charity shops, where you'll find lots of stylish bargains. Eating out is another big expense, but instead you can get together with a few friends and cook a meal together; it's cheaper and it's fun. Bus fares and taxis can also cost a lot, so it might be worth looking for a cheap bicycle, which lets you travel where you want, when you want.

Even when you feel that a text is reliable and that you can safely use it as a source, it is still important to adopt a critical attitude towards it. This approach is perhaps easiest to learn when reading, but is important for all other academic work (i.e. listening, discussing and writing). Critical thinking means not just passively accepting what you hear or read, but instead actively questioning and assessing it. As you read you should ask yourself the following questions:

- (a) *What are the key ideas in this?*
- (b) *Does the argument of the writer develop logically, step by step?*
- (c) *Are the examples given helpful? Would other examples be better?*
- (d) *Does the author have any bias?*
- (e) *Does the evidence presented seem reliable, in my experience and using common sense?*
- (f) *Is this argument similar to anything else I have read?*
- (g) *Do I agree with the writer's views?*

Task 2. Read the text and pay special attention to the phrases in bold type

[Retrieved from: 3]

The growth of the world wide web

*In the history of civilization there have been many significant developments, such as **the invention of the wheel, money and the telephone**, but **the development of the internet is perhaps the most crucial of all**. In the space of a few years the world wide web has linked buyers in New York to sellers in Mumbai and teachers in Berlin to students in Cairo, so that **few people can imagine life without it**. It is estimated that **over 70 per cent of North Americans, for instance, have internet access**, and this figure is steadily increasing. **Physical shops are under threat, as growing numbers shop online**. In areas such as travel it is now impossible to buy tickets on certain airlines except on the internet. The web also links together millions of individual traders who sell to buyers through websites such as Ebay. Beyond the commercial sphere, the internet is also critically important in the academic world. A huge range of journals and reports are now available electronically, meaning that researchers can access a vast amount of information through their computer screens, **speeding up their work and allowing them to produce better quality research**. In addition, email permits academics to make effortless contact with fellow researchers all over the world, which also assists them to improve their output. There is, of course,*

*a darker side to this phenomenon, which is the use criminals have made of their ability to trade illegal or fraudulent products over the internet, with little control over their activities. But such behaviour is hugely compensated for by the benefits that have been obtained by both individuals and businesses. **We are reaching a situation in which all kinds of information are freely available to everyone, which must lead to a happier, healthier and richer society.***

1 ‘... such as the invention of the wheel, money and the telephone ...’

Are these really critical developments?

2 ‘... the development of the internet is perhaps the most crucial of all.’

Is this true?

3 ‘... so that few people can imagine life without it.’

Is this claim credible?

4 ‘It is estimated that over 70 per cent of North Americans, for instance, have internet access ...’

No source given. Does this figure seem likely?

5 ‘Physical shops are under threat, as growing numbers shop online.’

Is the first part true, and if so, is it caused by online shopping?

6 ‘... speeding up their work and allowing them to produce better quality research.’

If the first part is true, does the result logically follow?

7 ‘We are reaching a situation in which all kinds of information are freely available to everyone, which must lead to a happier, healthier and richer society.’

Does the first part need any qualification?

Is the conclusion justified?

8 Is the writer objective or biased?

9 Do I agree with this argument overall?

UNIT 3

Lingual means of paraphrasing

Paraphrasing means changing the wording of a text so that it is significantly different from the original source, without changing the meaning. Effective paraphrasing is a key academic skill needed to avoid the risk of plagiarism: it demonstrates your understanding of a source. This unit focuses on techniques for paraphrasing as part of the note-making and summarizing process.

A paraphrase is...

- Your own version of essential information and ideas expressed by someone else, presented in a new form.
- One effective and preferred way (when accompanied by accurate documentation) to borrow from a source.
- A more detailed restatement than a summary, which focuses briefly on a single main idea.

Paraphrasing is a valuable skill because...

- It is better than quoting information from an undistinguished passage.
- It helps you control the temptation to quote too much.
- The mental process required for successful paraphrasing helps you to grasp the full meaning of the original.

What are the differences among quoting, paraphrasing, and summarizing?

- Quotations must be identical to the original, using a narrow segment of the source. They must match the source document word for word and must be attributed to the original author.
- Paraphrasing involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source.
- Summarizing involves putting the main idea(s) into your own words. It must attribute summarized ideas to the original source. Summaries are shorter than the original and take a broad overview of the source material.

Note that an effective paraphrase usually:

- *has a different structure to the original*
 - *has mainly different vocabulary*
 - *retains the same meaning*
 - *keeps some phrases from the original that are in common use*
- e.g. 'industrial revolution' or 'eighteenth century'

Techniques for paraphrasing

(a) *Changing vocabulary by using synonyms:*

argues > claims/ eighteenth century > 1700s/ wages > labour costs/ economise > saving

NB. Do not attempt to paraphrase every word, since some have no true synonym, e.g. demand, economy, energy

(b) *Changing word class:*

explanation (n.) > explain (v.) / mechanical (adj.) > mechanise (v.) / profitable (adj.) > profitability (n.)

(c) *Changing word order:*

. . . the best explanation for the British location of the industrial revolution is found by studying demand factors.

> A focus on demand may help explain the UK origin of the industrial revolution [Retrieved from: 3]

Task 1. [Retrieved from: 3]

(a) Find synonyms for the words underlined.

(i) The growth of the car industry parallels the development of modern capitalism.

Example: The rise of the automobile industry matches the progress of contemporary capitalism.

(ii) It began in France and Germany, but took off in the United States.

(iii) There Henry Ford adapted the moving production line from the Chicago meat industry to motor manufacturing, thus inventing mass production

(b) Change the word class of the underlined words, and then re-write the sentences.

(i) In the 1920s Alfred Sloan's management theories helped General Motors to become the world's dominant car company.

Example: In the 1920s, with help from the managerial theories of Alfred Sloan, General Motors dominated the world's car companies.

(ii) After the second world war the car makers focused on the styling of their products, to encourage more frequent model changes.

(iii) From the 1970s there was criticism of the industry due to the inefficiency of most vehicles, which used petrol wastefully.

(c) Change the word order of the following sentences (other changes may be needed).

(i) At the same time, trades unions became increasingly militant in defence of their members' jobs.

Example: At the same time increasingly militant trades unions defended their members' jobs.

(ii) Today the industry owns some of the most famous brands in the world.

(iii) However, many car makers are currently threatened by increased competition and saturated markets.

Task 2

The internet is a great source of information and has opened up opportunities for people to learn all around the world.

Is all information reliable on the internet? What could be done to control information online?

Choose some words from the list below to help you, Be careful, some of them do not fit well. You don't have to paraphrase the instruction words

The Internet / The World Wide Web / The net / big / massive /
large / huge / information / knowledge / data / know-how /
created / opened doors / opened / given / chances /
opportunities / ability / people / folks / humankind /
study / learn / get to know / worldwide / all over the world /
global / around the world

People who live in big cities face a number of problems in their daily life.

What are the main issues people face in cities, how can these be tackled?

Choose some words from the list below to help you, Be careful, some of them do not fit well. You don't have to paraphrase the instruction words

citizens / people / living / residing / big / large / huge /

deal with / cope with / face up to / a few / a number of /

a lot of / issues / problems / daily life / day to day lives /

everyday life / life by the day / towns / urban areas /

metropolis / cities / suburbs

UNIT 4

Summarizing in academic writing

Making oral summaries is a common activity, for example when describing a film or a book. In academic writing it is a vital skill, allowing the writer to condense lengthy sources into a concise form. Like most skills it becomes easier with practice, and this unit explains the basic steps needed to achieve an accurate summary.

An example of summarizing:

Original text:

America has changed dramatically during recent years. Not only has the number of graduates in traditional engineering disciplines such as mechanical, civil, electrical, chemical, and aeronautical engineering declined, but in most of the premier American universities engineering curricula now concentrate on and encourage largely the study of engineering science. As a result, there are declining offerings in engineering subjects dealing with infrastructure, the environment, and related issues, and greater concentration on high technology subjects, largely supporting increasingly complex scientific developments. While the latter is important, it should not be at the expense of more traditional engineering.

Rapidly developing economies such as China and India, as well as other industrial countries in Europe and Asia, continue to encourage and advance the teaching of engineering. Both China and India, respectively, graduate six and eight times as many traditional engineers as does the United States. Other industrial countries at minimum maintain their output, while America suffers an increasingly serious decline in the number of engineering graduates and a lack of well-educated engineers. (169 words) (Source: Excerpted from Frankel, E.G. (2008, May/June) Change in education: The cost of sacrificing fundamentals. *MIT Faculty Newsletter*, XX, 5, 13.)

One-paragraph Summary:

In a 2008 *Faculty Newsletter* article, “Change in Education: The cost of sacrificing fundamentals,” MIT Professor Emeritus Ernst G. Frankel expresses his concerns regarding the current state of American engineering education. He notes that

the number of students focusing on traditional areas of engineering has decreased while the number interested in the high-technology end of the field has increased. Frankel points out that other industrial nations produce far more traditionally-trained engineers than we do, and believes we have fallen seriously behind. (81 words) [Retrieved from: <https://integrity.mit.edu/handbook/academic-writing/summarizing>].

Task 1. Write a summary of one of the topics below in no more than 20 words.

(a) *One of your parents*

(b) *A town or city you know well*

(c) *A film you have recently watched* [Retrieved from: 3]

Task 2. Study the stages of summary writing below, which have been mixed up. Put them in the correct order.

(a) *Write the summary from your notes, re-organising the structure if needed.*

(b) *Make notes of the key points, paraphrasing where possible.*

(c) *Read the original text carefully and check any new or difficult vocabulary.*

(d) *Mark the key points by underlining or highlighting.*

(e) *Check the summary to ensure it is accurate and nothing important has been changed or lost.* [Retrieved from: 3]

Task 3. Write a summary of the following text .

POLITICAL BASIS OF AMERICAN CRIMINAL LAW

It is an oddity of the American system of political freedom that the one class of persons who are alone capable of enforcing most of the precious **Bill of Rights** for all American citizens...are those accused of crime! If one reads the Bill of Rights-those first critical ten Amendments to the United States Constitution that provide the most basic rights that American most treasure...one soon discovers that most of them provide for procedures and protections available for Americans should they be accused of crime. Thus the right to trial by jury; to freedom from unreasonable search and seizure; for a prompt and speedy public trial; to not be forced to incriminate oneself; to not be forced to confess; for representation by legal counsel at public expense if necessary,

etc. etc. are all contained in the Bill of Rights and those who are charged with the responsibility for making sure the government adheres to these rights are those actually accused of crime since only they have the right to go to court to argue that the government is violating the Bill of Rights.

Thus it may be argued that criminal attorneys and those accused of crime perform the most important legal tasks that exist in our system of law; the protection of the very rights that each American holds most dear. And when one thinks of the most famous trials and attorneys in America, one soon realizes that most of the trials that preoccupy world public opinion are not the civil trials involving money...but the criminal trials involving guilt and innocence, freedom or imprisonment. The O.J. Simpson trial was seen daily around the world by tens of millions who watched as he was found not guilty; but the subsequent civil trial that resulted in a multi million dollar verdict against O. J. Simpson was not only ignored by most, but was completely unknown to most of the world.

Each year three or four famous trials catch the public eye and invariably most of them are criminal trials in which the State, represented by a **district attorney**, or, if the federal government is involved a **United States attorney** seeks to obtain a verdict against an individual, usually represented by private counsel. If the individual is incapable of hiring his own private counsel, the State must provide free legal counsel, normally called the **public defender**. While most cases are not noted by the public, all must be open to the public and some catch the public attention and are followed in the press or even on television.

Perhaps it is the contest between the richest government in the world versus the individual citizen that is intriguing; perhaps it is the titillation of crime and the thrill of the chase and the drama of the court. Whatever the reason, criminal trials in the United States are contests of remarkable interest to the entire world and the complex and expensive system of justice used is both admired and feared around the world. It is a commonplace that criminals abroad will do almost anything to avoid trial in the United States, knowing that the prosecutors are among the best in the world, the court normally incorruptible, and the system relentless in its processes. Equally important, those

wrongly accused understand that it is in the American system of justice that one has the most objective system to determine guilt or innocence, with the accused having the right to confront and cross examine the accusers before a jury of impartial citizens.

Above all, it is in the American system that the State has the highest obligation to prove guilt...having to prove guilt, "**beyond a reasonable doubt to a moral certainty**" and usually required to obtain a **unanimous verdict of the jury** before a guilty verdict may be rendered: if even one juror refuses to vote guilty, the accused either gets a new trial ("**hung jury**") or charges are dropped.

There is no other system even remotely like it in the world. Even the English system of law, from which it derived, has no Constitutional Bill of Rights to protect the citizen, nor a Supreme Court that will rigorously review the criminal procedure on appeal to determine if the rights of the accused have been violated. Most systems in the world use a judge or panel of judges who actively seeks to investigate the truth and determine the facts. In the United States, based on a system in which the government is mistrusted and itself constrained by the Constitution, the judge acts only as a relatively passive referee while the prosecutor and the defense counsel argue and attempt to prove their case before a group of citizens chosen at random (the "**jury**") with the judge remaining quiet and certainly not allowed to direct the jury how to vote except in very unusual situations.

The United States, of course, is the political system which was established based on the premise that government must be restricted in its powers or else individual rights would eventually be abridged by the powerful leaders. As such, the courts exist to counteract the power of the legislature and the executive and to ensure that they abide by the Bill of Rights and other Constitutional protections available.

Perhaps an example will best illustrate the broader political implications inherent in every American criminal trial. The Fourth Amendment of the Bill of Rights provides that the citizens shall be free of "unreasonable search and seizure." The courts interpreted this to provide that if the police wish to search a person, they must normally apply to the court to obtain a document so allowing, a "**search warrant.**"

If, for reasons of necessity, a search warrant is not first obtained from the court, then evidence deriving from an "unreasonable" police search will not be allowed into evidence...it will be "**suppressed**." Both before trial and at trial the defense counsel may argue that the evidence was illegally seized and if the court agrees, *the evidence will never be seen by the jury*.

This has resulted in many acquittals of person obviously guilty of a crime. Typically, a person is found with illegal drugs but if those drugs were found by the police in an illegal search, the drugs cannot be admitted into evidence and the State can not prove its case.

This strikes many people from abroad...and, indeed, many Americans...as absurd since a guilty person goes free. What is vital to note is that it *is a political decision* that has been made: put succinctly, the state has determined that protection of people from unreasonable search is more important than the occasional release of a guilty person.

Only by understanding the unique political role of criminal law in America can one understand the oddities of this system which seeks to protect society while at the same time safeguarding the rights of the individual accused of crime. The writer well remembers an Italian movie seen thirty years ago in which the police in an Italian city were beating an accused who gasped that he wanted to see his lawyer. "Where do you think you are," laughed the officer, "in America?" In that one scene is exemplified the dual purpose of the American courts the prosecution of criminals and the protection of individual rights of the accused are of equal import in the criminal courts of America. [Retrieved from: <https://www.stimmel-law.com/en/articles/american-system-criminal-justice>].

UNIT 5

Quotations and references

Academic writing depends on the research and ideas of others, so it is vital to show which sources you have used in your work, in an acceptable manner. This unit explains:

- the format of in-text citation
- the main reference systems
- the use of quotations
- the layout of lists of references

There are three principal reasons for providing references and citations:

- (a) To show that you have read some of the authorities on the subject, which will give added weight to your writing.
- (b) To allow the reader to find the source, if he/ she wishes to examine the topic in more detail.
- (c) To avoid plagiarism [Retrieved from: 3]

Summaries and quotations are usually introduced by a reference verb:

Smith (2009) argues that . . .

Janovic (1972) claimed that . . .

These verbs can be either in the present or the past tense. Normally the use of the present tense suggests that the source is recent and still valid, while the past indicates that the source is older and may be out-of-date, but there are no hard-and-fast distinctions. In some disciplines an old source may still have validity.

There are various systems of referencing in use in the academic world, so you should ask your teachers if you are not sure which to use. With any system, the most important point is to be consistent.

APA style examples

Grady, J. S., Her, M., Moreno, G., Perez, C., & Yelinek, J. (2019). Emotions in storybooks: A comparison of storybooks that represent ethnic and racial groups in the

United States. *Psychology of Popular Media Culture*, 8(3), 207–217. <https://doi.org/10.1037/ppm0000185>

Parenthetical citation: (Grady et al., 2019)

Narrative citation: Grady et al. (2019)

Jackson, L. M. (2019). *The psychology of prejudice: From attitudes to social action* (2nd ed.). American Psychological Association. <https://doi.org/10.1037/0000168-000>

Sapolsky, R. M. (2017). *Behave: The biology of humans at our best and worst*. Penguin Books.

Svendsen, S., & Løber, L. (2020). *The big picture/Academic writing: The one-hour guide* (3rd digital ed.). Hans Reitzel Forlag. <https://thebigpicture-academicwriting.digi.hansreitzel.dk/>

Parenthetical citations: (Jackson, 2019; Sapolsky, 2017; Svendsen & Løber, 2020)

Narrative citations: Jackson (2019), Sapolsky (2017), and Svendsen and Løber (2020) [Retrieved from: <https://apastyle.apa.org/style-grammar-guidelines/references/examples/book-references#1>].

Task 1. Present a book and a journal article relevant to your research in APA style

NB. Referencing is a complex subject and students should use an online reference guide for detailed information. Their university library may provide one. For a full guide to the use of the Harvard system see: www.home.ched.coventry.ac.uk/caw/harvard/

For the Vancouver system see:

www.imperial.ac.uk/Library/pdf/Vancouver_referencing.pdf

For the footnotes system see:

www.resources.glos.ac.uk/shareddata/dms/9F4295CDBCD42A0399BA0A2A6E688835.pdf

Using a quotation means bringing the original words of a writer into your work. Quotations are effective in some situations, but must not be overused. They can be valuable:

- when the original words express an idea in a distinctive way
- when the original is more concise than your summary could be
- when the original version is well-known

All quotations should be introduced by a phrase that shows the source, and also explains how this quotation fits into your argument

(a) Short quotations (2–3 lines) are shown by single quotation marks. Quotations inside quotations (nested quotations) use double:

As James remarked: ‘Martin’s concept of “internal space” requires close analysis.’

(b) Longer quotations are either indented (given a wider margin) or are printed in smaller type. In this case quotation marks are not needed.

(c) Page numbers should be given after the date.

(d) Care must be taken to ensure that quotations are the exact words of the original. If it is necessary to delete some words that are irrelevant, use points . . . to show where the missing section was:

‘Few inventions . . . have been as significant as the mobile phone.’

(e) It may be necessary to insert a word or phrase into the quotation to clarify a point.

This can be done by using square brackets []:

‘modern ideas [of freedom] differ radically from those of the ancient world. . .’

UNIT 6

Lingual peculiarities of structural parts of academic texts

(introduction)

Introductions are usually no more than about 10 per cent of the total length of the assignment. Therefore in a 2,000 word essay the introduction would be about 200 words.

Task 1. What is normally found in an essay introduction? Choose from the list below [Retrieved from: 3]

Y/N
<i>(i) A definition of any unfamiliar terms in the title.</i>
<i>(ii) Your opinions on the subject of the essay.</i>
<i>(iii) Mention of some sources you have read on the topic.</i>
<i>(iv) A provocative idea or question to interest the reader.</i>
<i>(v) Your aim or purpose in writing.</i>
<i>(vi) The method you adopt to answer the question (or an outline).</i>
<i>(vii) Some brief background to the topic.</i>
<i>(viii) Any limitations you set yourself.</i>

Task 2. Read the extracts below from introductions to articles and decide which of the functions listed above (i – viii) they are examples of [Retrieved from: 3]

(i) In the past 20 years the ability of juries to assess complex or lengthy cases has been widely debated.

(ii) The rest of the paper is organised as follows. The second section explains why corporate governance is important for economic prosperity. The third section presents the model specification and describes the data and variables used in our empirical analysis. The fourth section reports and discusses the empirical results. The fifth section concludes.

(iii) The purpose of this paper is to investigate changes in the incidence of extreme warm and cold temperatures over the globe since 1870.

(iv) *There is no clear empirical evidence sustaining a 'managerial myopia' argument. Pugh et al. (1992) find evidence that supports such theory, but Meulbrook et al. (1990), Mahoney et al. (1997), Garvey and Hanka (1999) and a study by the Office of the Chief Economist of the Securities and Exchange Commission (1985) find no evidence.*

(v) *'Social cohesion' is usually defined in reference to common aims and objectives, social order, social solidarity and the sense of place attachment.*

(vi) *This study will focus on mergers in the media business between 1990 and 2005, since with more recent examples an accurate assessment of the consequences cannot yet be made.*

Task 3. Study the extracts below from the introduction to an essay titled
[Retrieved from: 3]

'Evaluate the experience of e-learning for students in higher education.'

(a) Certain words or phrases in the title may need clarifying because they are not widely understood:

There are a range of definitions of this term, but in this paper 'e-learning' refers to any type of learning situation where content is delivered via the internet

(b) It is useful to remind the reader of the wider context of your work. This may also show the value of the study you have carried out:

Learning is one of the most vital components of the contemporary knowledge-based economy. With the development of computing power and technology the internet has become an essential medium for knowledge transfer.

(c) While a longer article may have a separate literature review, in a shorter essay it is still important to show familiarity with researchers who have studied this topic previously. This may also reveal a gap in research that justifies your work: *Various researchers (Webb and Kirstin, 2003; Honig et al., 2006) have evaluated e-learning in a healthcare and business context, but little attention so far has been paid to the reactions of students in higher education to this method of teaching.*

(d) The aim of your research must be clearly stated so the reader knows what you are trying to do:

The purpose of this study was to examine students' experience of e-learning in a higher education context.

(e) The method demonstrates the process that you undertook to achieve the aim given before:

A range of studies was first reviewed, and then a survey of 200 students from a variety of disciplines was conducted to assess their experience of e-learning.

(f) You cannot deal with every aspect of this topic in an essay, so you must make clear the boundaries of your study:

Clearly a study of this type is inevitably restricted by various constraints, notably the size of the student sample, and this was limited to students of Pharmacy and Agriculture.

(g) Understanding the structure of your work will help the reader to follow your argument:

The paper is structured as follows. The first section presents an analysis of the relevant research, focusing on the current limited knowledge regarding the student experience. The second part . . .

Task 4. Write introductory sentences for three of the following titles

[Retrieved from: 3]

(a) *How important is it for companies to have women as senior managers?*

(b) *Are there any technological solutions to global warming?*

(c) *What can be done to reduce infant mortality in developing countries?*

(d) *Compare the urbanisation process in two contrasting countries*

Task 5. You have to write an essay with the title ‘*Can everyone benefit from higher education?*’ [Retrieved from: 3]

Use the notes below to write the introduction in about 150 words (it is not necessary to refer to sources in this exercise).

Definition: Higher education (HE) = university education

Background: Increasing demand for HE worldwide puts pressure on national budgets > many states seek to shift costs to students. In most countries degree = key to better jobs and opportunities

Purpose: To decide if access to HE should be restricted or open to all, given costs involved

UNIT 7

Lingual peculiarities of structural parts of academic texts: conclusion

Conclusions tend to be shorter and more diverse than introductions. Some articles may have a 'summary' or 'concluding remarks'. But student papers should generally have a final section that summarises the arguments and makes it clear to the reader that the original question has been answered.

Conclusions wrap up what you have been discussing in your paper. After moving from general to specific information in the introduction and body paragraphs, your conclusion should begin pulling back into more general information that restates the main points of your argument. Conclusions may also call for action or overview future possible research. The following outline may help you conclude your paper:

In a general way,

- Restate your topic and why it is important,
- Restate your thesis/claim,
- Address opposing viewpoints and explain why readers should align with your position,
- Call for action or overview future research possibilities.

Task 1. Which of the following are generally acceptable in conclusions?

[Retrieved from: 3]

- (a) *A statement showing how your aim has been achieved.*
- (b) *A discussion of the implications of your research.*
- (c) *Some new information on the topic not mentioned before.*
- (d) *A short review of the main points of your study.*
- (e) *Some suggestions for further research.*
- (f) *The limitations of your study.*
- (g) *Comparison with the results of similar studies.*
- (h) *A quotation that appears to sum up your work.*

Task 2. Match the extracts from conclusions below with the acceptable components above [Retrieved from: 3]

Example: a = vi

(i) As always, this investigation has a number of limitations to be considered in evaluating its findings.

(ii) These results suggest that the risk of flooding on this coast has increased significantly and is likely to worsen.

(iii) Another line of research worth pursuing further is to study the importance of language for successful expatriate assignments.

(iv) Our review of 13 studies of strikes in public transport demonstrates that the effect of a strike on public transport ridership varies and may either be temporary or permanent.

(v) These results of the Colombia study reported here are consistent with other similar studies conducted in other countries (Baron and Norman, 1992).

(vi) This study has clearly illustrated the drawbacks to family ownership of retail businesses

UNIT 8

Lingual peculiarities of academic writing: argument and discussion

On most courses it is not enough to show that you are familiar with the leading authorities. Students are expected to study the conflicting views on any topic and engage with them. This means analysing and critiquing them if appropriate. This unit presents ways of demonstrating your familiarity with both sides of an argument and presenting your own conclusions in a suitably academic manner.

Essay titles commonly ask students to ‘discuss’ a topic: ‘*Children will learn a foreign language more easily if it is integrated with another subject – Discuss.*’ This requires an evaluation of both the benefits and disadvantages of the topic, with a section of the essay, sometimes headed ‘Discussion’, in which a summary of these is made. The following vocabulary can be used:

+	–
<i>benefit</i>	<i>drawback</i>
<i>advantage</i>	<i>disadvantage</i>
<i>a positive aspect</i>	<i>a negative feature</i>
<i>pro (informal)</i>	<i>con (informal)</i>
<i>plus (informal)</i>	<i>minus (informal)</i>
<i>one major advantage is . . .</i>	<i>a serious drawback is . . .</i>

Task 1. Fill the gaps in the following paragraph using language from the table above [Retrieved from: 3]

Every year millions of students choose to study in a foreign country. This can have considerable (a) _____, such as the chance to experience another culture, but also involves certain (b) _____, which may include feelings of isolation or homesickness. Another (c) _____ aspect may be the high cost, involving both fees and living expenses. However, most students appear to find that the

(d) _____ outweigh the (e) _____, and
that the chance to join an international group of students is a major
(f) _____ in developing a career.

Task 2. Write a for and against essay on the following topic [Retrieved
from: 3]

*It is claimed that prisons are needed to isolate dangerous criminals from society,
but while this may be true in some cases, more commonly prisons act as 'universities
of crime', which reinforce criminal behaviour.*

UNIT 9

Lingual peculiarities of academic writing: cohesion

Academic work frequently involves demonstrating a link between a cause, such as a cold winter, and an effect, such as an increase in illness. This unit explains two methods of describing the link, with the focus either on the cause or on the effect.

A writer may choose to put the emphasis on either the cause or the effect. In both cases, either a verb or a conjunction can be used to show the link. Logical connectors (transitional expressions) are linking words and phrases which establish the logical relationship between ideas within a sentence or between sentences. They also improve the flow of writing, that is a smooth movement from one idea or piece of information in a text to the next. Logical connectors are thus guideposts for readers that help them to better follow the text. As transitional expressions show various kinds of logical relations, they may be grouped according to their meaning and function.

Task 1. State the functions of the following logical connectors [Retrieved from: 3]

accordingly consequently hence likewise overall although conversely however meanwhile regarding as despite in addition moreover similarly as a matter of fact due to in brief nevertheless since as a result even though in conclusion nonetheless that is (i.e.) as far as finally in contrast notwithstanding therefore as long as firstly in fact on the contrary thus as to for example in other words on the other hand whereas at the same time for instance in spite of on the whole while because of furthermore in this case otherwise yet

Task 2. Complete the following sentences with likely effects [Retrieved from: 3]

(a) *Increasing use of the internet for shopping* _____

(b) *The violent storms last week* _____

(c) *The new vaccine for TB* _____

(d) *Building a high-speed railway line* _____

Task 3. Complete these sentences with possible causes. [Retrieved from: 3]

(e) *The serious motorway accident* _____

(f) *The war of 1856–8* _____

(g) *Earthquakes* _____

(h) *The rising prison population* _____

Task 4. Choose the most suitable logical connector out of the two given in each sentence [Retrieved from: 3]

'Writing is a difficult skill for native speakers and nonnative speakers (alike/ accordingly), (thus/because) writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics such as capitalization. Writing is especially difficult for nonnative speakers (because/even though) they are expected to create written products that demonstrate mastery of all the above elements in a new language. "(In contrast/in addition), writing has been taught for many years as a product rather than a process. (Therefore/moreover), teachers emphasize grammar and punctuation rather than decisions about the content and organization of ideas.

UNIT 10

Lingual peculiarities of academic writing: comparison and examples

It is often necessary to make comparisons in academic writing. The comparison might be the subject of the essay, or might provide evidence for the argument. In all cases it is important to explain clearly what is being compared and to make the comparison as accurate as possible. This unit deals with different forms of comparison and practice of their use.

Introducing differences

X is different from Y in a number of respects.

X differs from Y in a number of important ways.

There are a number of important differences between X and Y.

Areas where significant differences have been found include X and Y.

In contrast to earlier findings, however, no evidence of X was detected.

A descriptive case study differs from an exploratory study in that it uses ...

Jones (2013) found dramatic differences in the rate of decline of X between Y and Z.

Women and men differ not only in physical attributes but also in the way in which they ...

The nervous systems of Xs are significantly different from those of Ys in several key respects.

Introducing similarities

Both X and Y share a number of key features.

There are a number of similarities between X and Y.

The effects of X on human health are similar to those of Y.

Both X and Y generally take place in a 'safe environment'.

These results are similar to those reported by (Smith et al. 1999).

This definition is similar to that found in (Smith, 2001) who writes:

The return rate is similar to that of comparable studies (e.g. Smith et al. 1999).

The approach used in this investigation is similar to that used by other researchers.

Studies have compared Xs in humans and animals and found that they are essentially identical Retrieved from: [<https://www.phrasebank.manchester.ac.uk/compare-and-contrast/>].

Writers may give specific examples as evidence to support their general claims or arguments. Examples can also be used to help the reader or listener understand unfamiliar or difficult concepts, and they tend to be easier to remember. For this reason, they are often used in teaching. Finally, students may be required to give examples in their work to demonstrate that they have understood a complex problem or concept. It is important to note that when statements are supported with examples, the explicit language signalling this may not always be used.

Phrases to introduce examples

(a) **for instance, for example** (with commas)

Some car manufacturers, for instance Hyundai, now offer five-year guarantees.

(b) **such as, e.g.**

Many successful businessmen such as Bill Gates have no formal qualifications.

(c) **particularly, especially** (to give a focus)

Certain Masters courses, especially American ones, take two years.

(d) **a case in point** (for single examples)

A few diseases have been successfully eradicated. A case in point is smallpox

Useful vocabulary

For example, the word ‘doctor’ used to mean a ‘learned man’.

For example, Smith and Jones (2004) conducted a series of semi-structured interviews in ...

Young people begin smoking for a variety of reasons. They may, for example, be influenced by

This is exemplified in the work undertaken by ...

Another example of what is meant by X is ...

This distinction is further exemplified in studies using ...

An example of this is the study carried out by Smith (2004) in which ...

The effectiveness of the X technique has been exemplified in a report by Smith *et al.* (2010)

This is evident in the case of ...

This is certainly true in the case of ...

The evidence of X can be clearly seen in the case of ...

In a similar case in America, Smith (1992) identified ...

This can be seen in the case of the two London physics laboratories which ...

X is a good illustration of ...

X illustrates this point clearly.

This can be illustrated briefly by ...

By way of illustration, Smith (2003) shows how the data for ...

These experiments illustrate that X and Y have distinct functions in ...

This case has shown that ...

This has been seen in the case of ...

The case reported here illustrates the ...

Overall, these cases support the view that ...

This case study confirms the importance of ...

The evidence presented thus far supports the idea that ...

This case demonstrates the need for better strategies for ...

As this case very clearly demonstrates, it is important that ...

This case reveals the need for further investigation in patients with ...

This case demonstrates how X used innovative marketing strategies in ...

Recent cases reported by Smith *et al.* (2013) also support the hypothesis that ...

In support of X, Y has been shown to induce Y in several cases (Smith *et al.*, 2001)

[Retrieved from: <https://www.phrasebank.manchester.ac.uk/giving-examples/>].

UNIT 11

Lingual peculiarities of academic writing: definitions and generalization

Definitions are usually found in introductions. They are not needed in every case, but if the title includes an unfamiliar phrase, or if the writer wants to use a term in a special way, it is important to make clear to the reader exactly what is meant in this context. This unit presents ways of writing both simple and complex definitions.

Task 1. Write definitions for the following: [Retrieved from: 3]

(i) *A lecture is* _____

(j) *Tuberculosis (TB) is* _____

(k) *The Red Cross is* _____

(l) *An idiom is* _____

Task 2. Study the following titles, underline the terms that are worth defining, and write definitions for three of them [Retrieved from: 3]

(a) *Capital punishment has no place in the modern legal system.*

(b) *How can the management of an entrepreneurial business retain its entrepreneurial culture as it matures?*

(c) *E-books are likely to replace printed books in the next twenty years. Do you agree?*

(d) *As urban areas continue to expand worldwide, will agriculture be able to feed the growing population of cities?*

(e) *Given the medical dangers of obesity, what is the best way of reducing its incidence?*

Generalisations are often used to introduce a topic. They can be powerful statements because they are simple and easy to understand. But they must be used with care, to avoid being inaccurate or too simplistic. This unit explains how to generalize clearly and effectively.

Generalisations can be made in two ways:

(a) Most commonly using the plural:

Computers have transformed the way we live.

(b) Using the singular + definite article (more formal):

The computer has transformed the way we live.

Avoid absolute phrases in generalisations such as:

Young children learn second languages easily.

Such statements are dangerous because there may well be exceptions.

Instead, it is better to use cautious phrases such as:

Young children tend to learn second languages easily

Task 1. Write generalisations on the following topics [Retrieved from: 3]

(a) *fresh fruit/ health*

(b) *regular rainfall/ good crop yields*

(c) *honest judges/ respect for the law*

(d) *adequate sleep/ academic success*

(e) *industrial growth/ pollution*

(f) *cold weather/ demand for gas*

(g) job satisfaction/ interesting work

Task 2. Choose a title from the list below, or select one from your own subject, write a generalisation and develop it in the same way.

(a) Does tourism always have a negative effect on the host country?

(b) Should governments use taxation to promote public health?

(c) Is it more important to protect forests or to grow food?

(d) Is it better for the state to spend money on primary or university education?

[Retrieved from: 3]

UNIT 12

Stylistic peculiarities of academic writing

There is no one correct style of academic writing, and students should aim to develop their own 'voice'. In general, it should attempt to be accurate, impersonal and objective. For example, personal pronouns like 'I' and idioms (i.e. informal language) are used less often than in other writing.

There are no rules for academic style that apply to all situations. The following are guidelines that should help you develop a style of your own.

(a) Do not use idiomatic or colloquial vocabulary: *kids, boss*. Instead use standard English: *children, manager*.

(b) Use vocabulary accurately. There is a difference between *rule* and *law*, or *weather* and *climate*, which you are expected to know if you study these subjects.

(c) Be as precise as possible when dealing with facts or figures. Avoid phrases such as *about a hundred* or *hundreds of years ago*. If it is necessary to estimate numbers use *approximately* rather than *about*.

(d) Conclusions should use tentative language. Avoid absolute statements such as *unemployment causes crime*. Instead use cautious phrases: *unemployment may cause crime* or *tends to cause crime*.

(e) Avoid adverbs that show your personal attitude: *luckily, remarkably, surprisingly*.

(f) Do not contract verb forms: *don't, can't*. Use the full form: *Do not, cannot*.

(g) Although academic English tends to use the passive more than standard English, it should not be over-used. Both are needed. Compare:

Galileo discovered the moons of Jupiter.

The moons of Jupiter were discovered by Galileo.

In the first case, the focus is on Galileo, in the second (passive) on the moons.

(h) Avoid the following:

- *like* for introducing examples. Use *such as* or *for instance*.
- *thing* and combinations *nothing* or *something*. Use *factor, issue* or *topic*.

• *lots of*. Use *a significant / considerable number*.

• *little/ big*. Use *small / large*.

‘get’ phrases such as *get better / worse*. Use *improve* and *deteriorate*.

• *good / bad* are simplistic. Use *positive / negative*, e.g. *the changes had several positive aspects*.

(i) Do not use question forms such as *Why did war break out in 1914?*
Instead use statements: *There were three reasons for the outbreak of war . . .*

(j) Avoid numbering sections of your text, except in reports and long essays. Use conjunctions and signposting expressions to introduce new sections (*Turning to the question of detecting cancer . . .*).

(k) When writing lists, avoid using *etc* or *and so on*. Insert *and* before the last item: *The main products were pharmaceuticals, electronic goods and confectionery*.

(l) Avoid using two-word verbs such as *go on* or *bring up* if there is a suitable synonym. Use *continue* or *raise*

Task 1. In the following sentences, underline examples of bad style and rewrite them in a more suitable way [Retrieved from: 3]

(a) *Another thing to think about is the chance of crime getting worse.*

(b) *Regrettably these days lots of people don't have jobs.*

(c) *Sometime soon they will find a vaccine for malaria.*

(d) *A few years ago the price of property in Japan went down a lot*

(e) *You can't always trust the numbers in that report.*

(f) *Sadly, the high inflation led to poverty, social unrest and so on.*

(g) *He was over the moon when he won the prize.*

(h) *I think we should pay students to study.*

(i) *A few years ago they allowed women to vote.*

(j) *What were the main causes of the Russian revolution?*

Unit 13

Lexico-syntactical peculiarities of abstracts

A research paper (or journal) abstract (Ukr. анотація) is a short account of a research paper placed before it. In contrast to the abstracts, which appear in abstracting journals, the research article abstract is written by the author of a paper. The "relatives" of the journal abstract are: the summary (discussed in Unit 5), the conference abstract (to be discussed in the next unit), and the synopsis—a shorter version of a document that usually mirrors the organization of the full text. The journal abstract performs a number of important functions. It:

- serves as a short version of the paper, which provides the most important information;
- helps, therefore, the potential audience to decide whether to read the whole article or not;
- prepares the reader for reading a full text by giving an idea of what to expect;
- serves as a reference after the paper has been read. Nowadays, abstracts are widely used in electronic storage and retrieval systems and by on-line information services.

Their role in dissemination and circulation of written research products is further increasing in the information age. The journal abstract has certain textual and linguistic characteristics. It:

- consists of a single paragraph;
- contains 4-10 full sentences;
- tends to avoid the first person and to use impersonal active constructions (e.g., " This research shows ...") or passive voice (e.g., " The data were analyzed ..."); rarely uses negative sentences;
- uses meta-text (e.g., "This paper investigates ...");
- avoids using acronyms, abbreviations, and symbols (unless they are defined in the abstract itself);

- does not cite by number or refer by number to anything from the text of the paper.

The most frequent tense used in abstracts is the present tense. It is used to state facts, describe methods, make comparisons, and give results. The past tense is preferred when reference is made to the author's own experiments, calculations, observations, etc. Journal abstracts are often divided into informative and indicative abstracts. The informative abstract includes main findings and various specifics such as measurements or quantities. This type of abstract often accompanies research reports and looks itself like a report in miniature. Indicative abstracts indicate the subject of a paper. They provide a brief description without going into a detailed account. The abstracts of this type often accompany lengthy texts or theoretical papers. The combination of both types of journal abstracts, however, also exists. The structure for the English journal abstract includes the following moves:

1. Situating the research (e.g., by stating current knowledge in the field or a research problem).
2. Presenting the research (e.g., by indicating its main purpose or main features).
3. Describing its methodology.
4. Summarizing the results.
5. Discussing the research (by drawing conclusions and/or giving recommendations).

However, the rhetorical structure of journal abstracts may vary depending upon a research subject, field of investigation, and type of a paper

Task 1. Below is the shortened abstract of a research paper in the field of legal studies. Put the verbs in parentheses into appropriate tense forms [Retrieved from: 2]

This paper (to provide) a study of the use of law to invoke and protect the interests of poorest consumers of the privatized water industry. It (to focus) upon the introduction of pre-payment devices and the legal action to prevent their use. The context of the study (to lie) in the privatization of water industry in 1989 The claims which (to surround) the application of the policy (to be) familiar: private ownership produced efficiency, effective management, and attentiveness to customers' needs.... This article (to find) the claim to be false. It (to consider) the social engineering role of law in attempting to protect the interests of poorest consumers

UNIT 14

Lexico-syntactical peculiarities of a scientific article

A research paper (article) (Ukr. наукова стаття) may be defined as a relatively short piece of research usually published in a journal or a volume. The features of research papers considerably vary across disciplines: for example, an essay in literary criticism would essentially differ from a paper, say, in mathematics. Also, theoretically oriented articles are different from those reporting the results and findings of a concrete investigation. In this Unit, we will consider the organizational pattern of a paper of the latter type. Such popular kinds of papers usually have the so-called IMRD format (Introduction, Methods, Results, and Discussion) or some variant of it.

Typically, the structure of such a paper would be as follows. 1. Author's name 2. Title 3. Abstract 4. Key words 5. Introduction 6. Methods 7. Results 8. Discussion 9. Conclusions 10. Acknowledgments 11. References 12. Appendix/ices

We have already discussed academic names, titles, lists of references, acknowledgments, and appendices in the previous units. The abstract, which is usually treated as an independent genre, will be considered in the next chapter. This Unit deals with parts 4—9 of the research paper. **Key Words** Key words are significant words (or word-combinations consisting of more than one word) from a paper or document used as an index to the contents. When listed in databases, they help to provide efficient indexing, search and retrieval mechanisms thus enabling the reader to quickly find texts on the topic of interest. Keywords are usually placed after the abstract before the main body of a text. The number of key words to be provided is in most cases determined by particular editorial requirements. **Introduction Sections** The purpose of the Introduction is to acquaint the reader with the topic of the paper and to attract interest in it. The Introduction is an important section of the paper insofar as it is responsible for the first impression the paper produces.

Useful Phrases: Discussions and Conclusions Below are some typical phrases which you may use when writing the Discussion and Conclusions sections of your papers [Retrieved from: 2]

In general, this analysis/research/investigation/description shows ... This paper focused on/investigated/explored/showed ... These results are consistent with ... With one exception, the experimental data confirm ... However, the results/findings described are fairly general ... However, the results of this survey should be treated with certain caution, since ... The appearance of errors in our study could be explained by ... The question remains as to ... We are not yet in a position to offer explanations for ... This research provides implications for ... Further research is needed to verify ... Further research is suggested to determine ... We advocate further research on .

Task 1. Find five English articles in your field of study/ research and consider the structure of their parts. Look for the phrases which might be useful for your English writing, write them out, and add to the list above [Retrieved from: 2].

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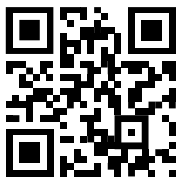
1. Springer Nature. Author tutorials. Discussion and Conclusions. URL: <https://www.springernature.com/gp/authors/campaigns/how-to-peer-review-3>
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4. Вебінар "Академічне письмо та написання наукових статей відповідно до міжнародних стандартів". URL: https://www.youtube.com/watch?v=6Enjb_q-WtM

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АКАДЕМІЧНЕ ПИСЕМНЕ МОВЛЕННЯ

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