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# **The Basics of Academic Communication in English**

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**Рецензенты:**

к.филол.н., доцент Казанского национального исследовательского технологического университета **Газизулина Л.Р.**

к.пед.н., доцент Казанского федерального университета **Муртазина Э.И.**

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Пособие знакомит со структурными, семантическими и стилистическими особенностями академических текстов с учетом требований к англоязычному научному дискурсу. В рамках курса изучаются лингвистические особенности научного функционального стиля речи на всех уровнях языковой системы. На материале аутентичных текстов по гуманитарным и естественным дисциплинам подробно рассматриваются лексико-грамматические конструкции, характерные для разных типов научных работ.

Каждый раздел пособия содержит подкрепляемые примерами основные теоретические положения по изучаемой теме, а также практические задания, позволяющие проконтролировать уровень ее усвоения.

Пособие предназначено для магистров неязыковых специальностей первого года обучения, может быть использовано как для аудиторной, так и для самостоятельной работы студентов.

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## INTRODUCTION

This student training manual is designed for Master students and focuses on developing their academic communication skills.

The manual aims to acquaint students with the structural, semantic and stylistic features of academic texts, taking into account the requirements for the scientific discourse of the English language. Based on authentic texts in the humanities and natural sciences, the lexical and grammatical constructions specific to different types of scientific works are examined in detail. The course reveals the linguistic features of scientific discourse at all levels of the language system.

The main units of “*The Basics of Academic Communication in English*” are:

- Academic Communication as a Special Skill
- Paragraph Structure
- Paragraph Properties
- Transition Words
- Abstract Writing

On the example of a paragraph, which is a structure- and meaning-forming component of the text, the skills of constructing a correct statement in English that meets all the requirements of a scientific functional style are formed. This approach then allows to move on to writing one-paragraph summaries and abstracts of scientific articles and develops the basic skills necessary for composing texts related to different genres of scientific discourse.

Each unit is divided into sections that investigate particular issues and contain necessary explanations and examples for use in class or for self-study. A logically consistent presentation of the material forms students skills of practical application of the knowledge acquired during the theoretical material study. Practical tasks in each section allow students to master the terminology of the topic, develop skills in interpreting and analyzing linguistic phenomena, to identify the relationship and

interdependence of the levels of the language system, expand the vocabulary, and develop the competencies necessary for further professional activity.

The manual also contains the *Glossary* presenting key definitions to common concepts used in Academic English.

More key features of the manual include:

- Clearly explained elements of writing with a full glossary for reference.
- Models provided for different types of academic texts (abstracts, essays, reports, reviews, annotations, etc.).
- Use of authentic academic texts.
- A wide range of literary and electronic sources and Internet material.

The manual is oriented to satisfy main practical needs of students – to create scientific texts of different genres. It is intended for students interested in Academic English and for students wanting to improve their academic writing skills.

## UNIT 1. ACADEMIC COMMUNICATION AS A SPECIAL SKILL

### 1.1. Academic Communication. Basic Characteristics of the Scientific Functional Style

#### Academic Communication

Cambridge dictionary defines the notion of communication as ‘the process of sharing information, especially when this increases understanding between people or groups’. That is why in the broadest sense **communication** means intercourse or dialogue. However, there are various types of communication which are used in different spheres of human activity. The type of communication typical of academic sphere is called **academic communication**. It involves presenting ideas effectively and formally in a scholastic environment.

Academic communication includes		
1) the language of higher education:	2) the language of research in the humanities	3) the language of science
lectures, labs, note-taking, academic writing (academic essays)	history, literary theory, linguistics, etc.	maths, physics, chemistry, biology, etc.

Academic communication, as any other type of communication, exists in two basic forms, that is the **written** and the **oral** ones.

Forms of academic communication	
Written	Oral
<ul style="list-style-type: none"><li>- writing academic articles (including academic headlines and bibliography);</li><li>- writing annotations and abstracts;</li><li>- writing academic reviews of different kinds;</li><li>- translation of academic articles into other languages</li></ul>	delivering lectures at universities and colleges, giving academic presentations at conferences (presenting the results of one’s own research, analyzing colleagues’ presentations, commenting and asking questions) and participating in academic discussions and round-table

Each type of activity enhances the skills of communication for academic purposes in its own way. For example, engaging in debates on academic topics which allow you to articulate and defend your stance on academic subjects sharpens your critical thinking skills. Participating in mock interviews hones communication skills for research-related discussions and academic interviews. Verbal articulating and clarifying doubts during lectures promotes a deeper understanding of academic concepts. Participation in academic conferences gives you the chance not only to present your research but also network with scholars for collaborative opportunities.

All these academic practices comprise the scientific functional style.

### **Basic characteristics of the scientific functional style**

Functional style is defined as a system of interrelated language means serving a definite aim in communication (I.R. Galperin).

Scientific style is aimed at conveying information related to a certain area of research, proving certain points, presenting new research results, systematizing and clearly presenting scientific problems and thereby conveying specific knowledge and information from a particular area.

The main **written academic genres** are abstracts, essays, monographs, posters (involve an academic writing style used to communicate a research or an understanding of a topic in a precise and concise format), case studies, reports, review of literature, research papers, dissertations and theses, grand proposals, monographs, textbooks, etc. The **oral genres** include lectures, seminars, tutorials, interviews, oral exams, students' presentations, paper and poster presentations at conferences, academic discussions, and PhD or thesis defence, etc.

The scientific functional style, as any functional style, has its own peculiarities and distinctive features on every level of the language (phonological, morphological, lexical, syntactic, and textual). These distinctive features form the system of linguistic markers of academic communication.



## 1.2. The System of Linguistic Markers of Academic Communication

1. On phonetic level academic communication is characterized by standard pronunciation and standard intonation patterns.

2. On morphological level academic communication is characterized by specific word-forming elements (prefixes and suffixes).

Table 1 presents some common prefixes used in academic English.

Table 1

### Common academic prefixes

Prefix	Meaning	Example
anti-	against	anti-establishment, antipathy
auto-	self	autograph, autobiography
bi-	two, twice	bilingual, bi-monthly
co-	joint	co-author, co-editor
dis-	opposite	disabled, dissatisfaction
hyper-	extreme	hyperactivity, hypersensitive
inter-	between, connected	interrelated, interact
mal-	badly, poor	malpractice, maltreatment
out-	more, to a greater extent	outnumber, outlive
sub-	under	subdivide, submersible

Table 2 contains words with the same root but belonging to different parts of speech and formed with different suffixes.

Table 2

### Common academic suffixes

Adjective	Adverb	Noun	Verb
analytical	analytically	analyst	analyse
categorical	categorically	category	categorise
conceptual	conceptually	conception	conceptualise
constitutional	constitutionally	constitution	constitute
different	differently	difference	differentiate

<b>distributive</b>	<b>distributionally</b>	<b>distribution</b>	<b>distribute</b>
<b>evaluative</b>	<b>evaluatively</b>	<b>evaluation</b>	<b>evaluate</b>
<b>functional</b>	<b>functionally</b>	<b>function</b>	<b>function</b>
<b>indicative</b>	<b>indicatively</b>	<b>indication</b>	<b>indicate</b>
<b>political</b>	<b>politically</b>	<b>politician</b>	<b>politicise</b>
<b>significant</b>	<b>significantly</b>	<b>significance</b>	<b>signify</b>
<b>structural</b>	<b>structurally</b>	<b>structure</b>	<b>structure</b>

3. On lexical level academic communication has the following features:

1) The use of words in their direct meanings

It is due to the need to convey to the reader the described phenomena in all the variety of features that characterize them. The use of words in this meaning is typical for speech the content of which is scientific thinking. Thus, in the style of science and technology, words are rarely used in figurative and other contextual meanings.

2) Wide usage of terminology relevant to this academic sphere

A term is a word or expression used in relation to a particular subject, often to describe something official or technical.

Terminology is the body of terms used within a particular subject of study or theory.

For example, the basic terms of genetics include the following ones: allele, dominant and recessive alleles, gene, genome, genotype, heredity, hybrid, hybridization, etc.

3) Active formation of neologisms

Neologisms in the scientific style are distinguished by significant stability, and their active formation is explained by the need to use new words to denote new concepts emerging as a result of scientific research and discoveries. In other words, science provides favourable conditions for the formation of neologisms. Such ways

of word formation as affixation (the formation of words by adding prefixes and suffixes) and conversion (a type of word formation process in which a word is assigned to a new word class or part of speech without any change in form) are especially common.

Examples of recently formed words in the field of education:

a) *Flexi-schooling* is a term used for an arrangement whereby a child is partly educated at school and partly home educated.

b) *Unschooling* is an alternative approach to education that emphasizes self-directed learning and prioritizes student interests and passions over a predetermined curriculum.

c) *SOLE* (self-organized learning environment) is a program designed to support self-directed education.

d) *Deep learning* is a form of machine learning which simulates human brains and helps systems learn to identify objects and perform complex tasks with increasing accuracy without human intervention.

e) *Flipped learning* is a teaching approach that involves flipping the traditional classroom; in this model, students watch instructional videos at home and complete assignments in class.

f) *LMS* (learning management system) is a software application for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, materials or learning and development programs.

g) *Gamification* is the application of gaming mechanics to non-gaming environments to make difficult tasks more pleasant.

h) *Educational television* is the use of television programmes in the field of education. It may be in the form of individual programmes or a dedicated television channel.

i) *Edtech* (education technology) is the practice of introducing information and communication technology tools into the classroom to create more engaging,

inclusive and individualized learning experiences.

j) *MOOC* (Massive Open Online Course) is an online course aimed at unlimited participation and open access via the Web. In addition to traditional course materials, such as filmed lectures, readings, and problem sets, many MOOCs provide interactive courses with user forums or social media discussions to support community interactions among students and professors.

#### 4) Wide usage of formal vocabulary

<b>Neutral</b>	<b>Formal</b>
almost / more or less	virtually
also	in addition, additionally
begin	commence
by	by means of
dirty / polluted	contaminated
give (a talk)	deliver (a lecture)
go ahead	proceed
good	prime
good for	beneficial
in short, briefly, basically	in sum, to sum up
keep	preserve
last	final
lead to	to cause
mainly / mostly	primarily
only	sole(ly)
put off	postpone
rack up	accumulate
show	demonstrate
sweat	perspiration
there's no way	cannot in any way

try	attempt, make an attempt
typical of	characteristic of
wrong	improper

5) Usage of everyday vocabulary in a different, specialized, academic meaning

Everyday use	Meaning	Academic use	Meaning
<b>Underline</b> your family name on the form.	Draw a line under it	The research <b>underlines</b> the importance of gender factor in studying an idiolect	Gives emphasis to
Standards of <b>discipline</b> in schools have declined.	Ability to control oneself or other people	Asocial Linguistics is a relatively new <b>discipline.</b>	Area of study
I'm trying to improve my <b>fitness</b> by cycling to work.	The condition of being physically strong and healthy	The central concept of natural selection is the evolutionary <b>fitness</b> of an organism.	The ability of organisms with a specific genotype to reproduce and pass on their genes to the next generation compared to those with other genotypes
If you have a fever you should drink plenty of <b>fluids.</b>	liquid	Gases and plasma are compressible <b>fluids.</b>	Any substance which flows (liquids, gases, plasma)
The lake was frozen	Not liquid or	We have no <b>solid</b>	certain, of a good

<b>solid.</b>	gas	evidence that...	standard
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## 6) Wide usage of abbreviations

Abbreviations from Latin are especially common.

	Full form	Modern meaning
A.D.	Anno Domini	in the year of our Lord
a.m.	ante meridiem	before noon
cf.	confer	compare
e.g.	exempli gratia	for example
et al.	et alii	and other authors
etc.	et cetera	and other things; and so on
ibid.	ibidem	the same as the previous reference
i.e.	id est	that is to say
loc cit.	loco citato	in the place cited
N.B.	nota bene	take note
op. cit.	opere citato	in the work cited
p.m.	post meridiem	after noon
P.S.	post scriptum	Something added after the signature in a letter
q.v.	quod vid	which you can see; used to refer the reader to another part of a book or article for further information
viz.	videlicet	namely
vs.	versus	against

Every branch of science has its own specific abbreviations and shortenings. As an example, the table shows commonly used abbreviations from the sphere of medicine:

AE	adverse event	НЯ	Нежелательное явление
ALT	aminotransferase	АЛТ	Аланинаминотрансфераза
B-CLL	B-cell chronic lymphocytic leukemia	В-CLL	В-клеточная хроническая лимфоцитарная лейкемия
CBC	complete blood count	ОАК	Общий анализ крови
DMT	disease modifying therapy	DMT	Болезнь-модифицирующая терапия
GLP	Good Laboratory Practice	GLP	Надлежащая лабораторная практика
HIV	human immunodeficiency virus	ВИЧ	Вирус иммунодефицита человека
HR	hazard ratio	HR	Отношение рисков
IV	intravenous(ly)	в/в	Внутривенно
LFT	liver function test	ФПП	Функциональная проба печени
LLN	lower limit of normal	НГН	Нижняя граница нормы
MedDRA	Medical Dictionary for Regulatory Activities	MedDRA	Медицинский словарь нормативно-правовой деятельности
SAE	serious adverse event	СНЯ	Серьезное нежелательное явление
SC	subcutaneous (ly)	п/к	Подкожно
SCr	serum creatinine	SCr	Креатинин сыворотки
SOC	system organ class	СОК	Системно-органный класс
ULN	upper limit of normal	ВГН	Верхняя граница нормы
UTI	urinary tract infection	ИМП	Инфекция мочевыводящих путей
WBC	white blood cell	WBC	Лейкоцит

### 7) Usage of Latin expressions

<b>Expression</b>	<b>Meaning</b>
a fortiori	with ever stronger reason; by a more convincing argument
a posteriori	reasoning based on past experience
a priori	reasoning that precedes experience
ab initio	from the outset; from the beginning

ab ovo	from the beginning
ad infinitum	without limit; forever
alter ego	one's other self
bona fide	genuine(ly), sincere(ly), in good faith
de facto	existing by fact, not by law or right
de jure	by right; according to law
errata	the list of errors or mistakes detected in a printed text
in situ	in its original place
in vitro	experiment conducted in a glass
in vivo	in life; experiments conducted on living organisms
ipso facto	by that very fact
per capita	per head (e.g., per capita income)
per diem	per day (e.g., expenses allowed each day)
per se	something considered alone, by itself
postfactum	after something has happened
post-mortem	made after death
pro rata	in proportion

8) Lexical level of scientific style is also characterized by the restricted use of phrasal verbs, interjections, colloquial vocabulary, words with emotive colouring (however, these are possible in oral forms like lectures).

10) Figurativeness is not characteristic of this style. Therefore, metaphors, metonymies, hyperboles, comparisons and other stylistic devices are rarely found in scientific texts. However, it does not mean that figurative speech examples are not used at all in scientific works. In the scientific style figurativeness is an optional auxiliary means. It may enhance and highlight a stated logical conclusion.



4. On syntactic level academic communication has the following features:

1) The use of complete extended sentences, wide use of composite sentences (both compound and complex with various types of clauses) without omitting conjunctions:

A) *Every year venom from snakes kills nearly 200,000 people and leaves hundreds of thousands disfigured or disabled, making these legless squamates the second deadliest animal.* B) *Antivenom development is stuck in the 19<sup>th</sup> century because the field is underfunded, says David Williams, a clinical toxinologist and herpetologist who heads the Australian Venom Research Unit at the University of Melbourne and is also CEO of the Australian nonprofit Global Snakebite Initiative.*

2) The connections between elements within a sentence, between sentences within paragraphs and paragraphs within chapters are expressed explicitly using a variety of conjunctions and allied words: that, and that, than, if, as, or, nor...; double conjunctions: not just, but also, whether... or; both...and; as...as. . In many scientific texts there are also double conjunctions like thereby, therewith, hereby, which in belles-lettres have already become archaisms:

*We therefore designed some potential drug by grouping several biophores into a single molecule, thereby creating a single molecule cocktail of drug activity.*

3) Passive constructions are widely used in the scientific style due to the fact that in a scientific description the main attention is focused on the phenomenon or fact itself, and not on the performer of that action:

A) *The earliest known legal text was written in about 2100 B.C.* B) *That trait is not necessary for most people, but it could be useful for a soldier in the battlefield, for example.*

4) Direct word order with occasional use of inversion:

A) *With every justification we can say that this was a historic choice.* B) *On several levels operates the currency market.*

Inversion in such cases may serve for emphatic purposes or to provide a logical connection with the previous sentence.

5) Extensive use of participial, gerundial, and infinitive constructions:

*They discovered the method is not yet accurate enough to be utilized in human embryos and also that it appeared to introduce unexpected mutations to other parts of the genome. Ultimately, this week's discourse will lead to a consensus statement providing some guidance on how to approach using this and older gene editing technologies such as zinc finger nucleases and enzymes called transcription activator-like effector nucleases, or TALENs.*

6) Impersonal constructions with *one* and *it* in the position of the subject:

*One can assume that the issue is too complex.*

7) The syntax of the scientific style is characterized by the use of common attributive phrases with a number of nouns in the function of defining the following noun: *state insurance department, shares fraud charge, Securities and Exchange Commission.*

8) Accurate and careful use of punctuation.

5. On textual level academic communication has the following features:

1) The scientific and technical style is distinguished by rubrication – a strict division of the entire text into paragraphs. Each paragraph is a more or less complete unit of statement; the main idea is easily identified in it. At the same time a paragraph is a continuation of the thought of the previous paragraph.

Each paragraph in a particular text begins, as a rule, with a topic sentence that sets out the main idea.

2) Definite structural arrangement (introduction, chapters / paragraphs, conclusion)

3) Descriptive narration with argumentation and interpretation

4) Usage of tables, graphs and charts

5) Extensive use of citations, references, footnotes

6) Wide use of transitional words to emphasize the logical character of the paper or speech (e.g. in the first place, finally, in conclusion, therefore,

albeit, consequently, notwithstanding the fact, as mentioned above)

### **1.3. The Main Features of English for Academic Purposes (Academic English)**

#### **Objectivity**

Everyday language is subjective. It is used to express opinions based on personal preference or belief rather than evidence. For instance, we might say, “*Doing coursework is easier than taking exams*” or “*Watching a DVD at home is better than going to the cinema*”. Everyday language is also a vehicle for emotional expression; for example: “*He was so mean to me*”, or “*You are amazing*”, or “*I was gutted*”.

In contrast, the language of academic English is objective. It is used as a vehicle for logical argumentation, not self-expression or emotional response. Objective language is measured, fair and accurate. It avoids exaggeration and bias, and shows respect for the views of others.

Excessive subjectivity is counter-productive. Opinions should not be confused with facts, but should follow logically from them. This means that the way you express opinions is important, e.g. “*It can be concluded that ...*” is generally better than “*In my opinion*”, since the latter implies that it is only *your* opinion.

#### **Formality**

Although Academic English is not quite as formal as it used to be, it is necessary to avoid slang and language which is too conversational. Formal language is more precise and stable, and therefore more suitable for the expression of complex ideas and the development of reasoned argumentation.

#### **Cautiousness**

It is important that the language used in Academic English reflects the strength

of evidence available to support an idea or claim. Whether you say “*The working-age population will fall*”, “*The working-age population will probably fall*” or “*The working-age population may fall*” will depend on the available projections and interpretation of those projections. The less certain you are about your claims, the more tentative the language should be. The use of cautious language in academic English is known as ‘hedging’.

### **Clarity**

It is best to keep your arguments as clear as possible; the reader / listener should not have to work to understand what you are saying. A good argument needs precise *language*. Similarly, a good argument needs clear *organization*: the reader / listener needs to know what each part of the text is about. Finally, the *presentation* needs to be clear.

### **Analyticity**

Academic English assumes the following:

- Explaining; giving reasons; examining or anticipating consequences.
- Comparing, contrasting and evaluating.
- Considering both sides of an issue.
- Taking a position.
- Supporting claims with credible evidence.
- Investigating claims made by others and, if appropriate, questioning the evidence.
- Drawing conclusions.
- Making suggestions and recommendations.

### **Explicitness**

In Academic English, the author is responsible for ensuring that the meaning of the text is clear and free from ambiguity. In other words, there is an expectation that

the language of work will be explicit. This is best achieved by anticipating the reader's questions. When revising the work before submission, it is a good advice to try to think of the questions the reader / listener might want answers for; for example:

- What does the author mean by this?
- What is the purpose of this work?
- How do these two ideas (or these two paragraphs) link together?
- Where is the evidence for this?
- What is the author's view about this issue?

If the answers to questions such as these cannot be found, the writing lacks explicitness.

Explicit language supposes:

- Defining key concepts. In the presence of different definitions for the same term in the literature, it is necessary to explain which one will be adopted.
- Explaining what this work intends to achieve/demonstrate.
- Making sure that links between ideas are clear. Linking words and phrases should be used if necessary.
- Ensuring that every claim is supported by evidence.
- Taking a position in relation to the issues being discussed.

### **Acknowledgement of sources**

You can write an original novel, but you cannot write a completely original academic paper, because most of the ideas and information in it come from earlier writers. For this reason it is essential to acknowledge all the sources by proper use of quotation, citation (references in the text) and bibliography following the tendency to cite and to include into the lists of reference the most recent publications in the field.

All academic work builds on the work of others. In reporting, developing, applying, criticising or even rejecting the contributions made by others, it is necessary to follow well-established conventions for citing and referencing reading sources.

Citing authorities in the author's own or related disciplines gives credibility to the work and provides the evidence which helps to support the author's claims or criticise claims made by others. As this suggests, different reading sources may provide contradictory evidence. Reporting that this is the case is not enough. The researcher's task is to evaluate the evidence and decide how to use it to develop the argument.

The researcher's position, or stance, about the cited sources must be clear to the reader / listener. In other words, the researcher's own 'voice' must be distinct from that of the sources used in the work.

### **Elements taken into consideration in Academic English**

Academic English takes into consideration the following elements: **audience, purpose, organization, style, flow, and presentation** [Slepovich].

#### **1) Audience**

First of all the audience for which you are writing or going to speak should be analyzed. Three essential aspects are taken into consideration here: the audience's interests, knowledge (background) and attitudes.

A subject that would be of **interest** to an adult education class of part-time students might not interest a class of freshmen.

In addition to interests, the audience's **knowledge** of a subject is a critical factor in choosing and developing the topic. For example, if your listeners are thoroughly informed on a subject, there is no need to cover what they already know. Instead, pick a topic that allows you to present something new. On the other hand, if your audience is not knowledgeable on the subject, be sure to include enough background information to help them understand the main ideas you are discussing.

Finally, you need to consider the **attitude** of your audience to your subject, i.e. their predisposition to respond to your viewpoint in a favourable or unfavourable way. It will help you determine whether or not they will be inclined to support or

oppose your ideas. The stronger the opposition, the stronger should be your logical reasoning and your supporting evidence.

## 2) Purpose

Audience and purpose are interconnected.

After you have determined what kind of audience you are going to deal with, you should determine the **general purpose**, which means whether the speech/text is a) to display familiarity, expertise, and intelligence; b) to inform (if you limit your goal to teaching or explaining something so that the audience understands it) or c) to persuade (if you are trying to make people change their opinions).

Depending on your purpose, you should choose the appropriate supporting material. The supporting material in an **informative** speech needs to clarify, to make the material interesting, and to make the speech memorable. Supporting material in a **persuasive** speech needs to establish the truth of your claim in the minds of your audience (so choose evidence carefully and be sure to cite sources, as this adds to your credibility).

## 3) Organization

Most academic texts have regular, predictable patterns of organization.

Their different parts are linked, arranged and organized together to build a clear, easily perceivable structure. This structure generally includes three main areas: **an introduction, the development of the main idea, and a conclusion**. Each part will include sentences and paragraphs that are linked together by words or phrases (*connectors, linking words, transitional words*).

## 4) Presentation

The presented work is more likely to receive a positive response if you perform the following tasks.

1. Consider the overall format of your written work.

- Does your paper look carefully prepared? Are there clear paragraphs?
- Is the line spacing appropriate? (Remember to write / type 'double space'!)

2. Proofread for careless grammar mistakes.

- Do subjects and predicates agree?
- Have the appropriate verb tenses been used?
- Have the articles (*a, an, the*) been used when necessary?

3. Check for misspelled words, even if you have spell-checked your work on the computer.

### **Practice**

#### **1. Comprehension check. Answer the following questions.**

- 1) What does communication mean in the broadest sense?
- 2) What type of communication is called 'academic communication'?
- 3) What does academic communication include?
- 4) What forms does academic communication have?
- 5) What are the genres of scientific functional style?
- 6) What characteristic features does the scientific functional style have on each of the following linguistic levels of the English language: a) phonetic level; b) morphological level; c) lexical level; d) syntactic level; e) textual layer?
- 7) What are the main features of English for Academic Purposes (Academic English)?
- 8) What elements are taken into consideration in Academic English?



## 2. Fill in the gaps in the sentences.

Each word in the box can be used in two ways, one an everyday way, the other typically academic way. Complete each pair of sentences using the same word for both sentences and making any necessary grammatical changes.

**generate, turn, solid, confirm, discipline, identify, underline, character, pose,  
nature, focus**

1. A. Nuclear weapons \_\_\_\_\_ a threat to everyone. B. We all \_\_\_\_\_ for our photographs next to the Statue of Liberty.

2. A. The camera is slow to \_\_\_\_\_ in low light. B. The \_\_\_\_\_ of attention has shifted from the economy to improving the public schools.

3. A. I called the airline and \_\_\_\_\_ my reservation. B. The data \_\_\_\_\_ my hypothesis that animal-lovers enjoy better health.

4. A. The wind farm may be able to \_\_\_\_\_ enough electricity / power for 2,000 homes. B. The new development will \_\_\_\_\_ 1,500 new jobs.

5. A. The gunman in Wednesday's attack has been \_\_\_\_\_ as Lee Giggs, an unemployed truck driver. B. The research will be used to \_\_\_\_\_ training needs.

6. A. This new technique of artificially growing cells copies what actually happens in \_\_\_\_\_. B. So qualitative researchers are as likely to influence the \_\_\_\_\_ of the research setting as are quantitative researchers in artificial experiments.

7. A. There were one or two strange-looking \_\_\_\_\_ hanging around the bar. B. Note that this phenomenon has a purely inertial \_\_\_\_\_; viscous forces cannot prevent it, although these forces guarantee the space regularity of the solution.

8. A. The person on my left \_\_\_\_\_ to me and whispered "Not another speech!" B. Let us now \_\_\_\_\_ to the subject of town planning.

9. A. All the technical words have been \_\_\_\_\_ in red. B. Indeed, this \_\_\_\_\_ the fact that a significant number of the top civil servants in 1911 were already in post in 1891.

10. A. Freeze the mixture for about three hours or so until \_\_\_\_\_. B. This provided \_\_\_\_\_ evidence that he committed the crime.

11. A. There should be tougher \_\_\_\_\_ in schools. B. Until then, archaeology had been regarded as a non-theoretical \_\_\_\_\_.

**3. Use more formal alternatives to the words in bold. Make any necessary grammatical changes.**

1. There are **also** some interesting group differences shown here.
2. The experimental group is made up of **mainly** young people.
3. **Almost** every school in the county had reported problems with the new system.
4. The product's success cannot be attributable **only** to the ads.
5. The results of the experiment **showed** that the bilingual subjects responded more quickly than the monolingual ones.
6. If I don't get into the academy this year, I'll **try** again next year.
7. The study is **a really good** example of the way sociologists collect their data.
8. **Typical** symptoms would include severe headaches, vomiting and dizziness.
9. **There's no way** London can be compared to Sydney as a place to live and work.
10. People need to stop drinking **dirty** water.

**4. Complete the sentences with suitable derived words.**

1. Advise: 1) It is \_\_\_\_\_ to generalize from the results of a single experiment. 2) I would question the \_\_\_\_\_ of such a course of action. 3) He was appointed senior \_\_\_\_\_ to the president.

2. Decide: 1) Sometimes it is very difficult to make a correct \_\_\_\_\_ . 2) One area in which the Government has lacked \_\_\_\_\_ is planning. 3) The argument would still have been based on those \_\_\_\_\_ figures.

3. Construct: 1) \_\_\_\_\_ of the Nord Stream 2 pipeline was halted by sanctions. 2) In truth, this \_\_\_\_\_ does not have any serious functions. 3) Our dialogue is not very \_\_\_\_\_.

4. Receive: 1) The company went bankrupt and was put into the hands of the \_\_\_\_\_. 2) More retailers are switching to email \_\_\_\_\_ instead of paper. 3) Hearsay evidence is not \_\_\_\_\_.

5. Provide: 1) The \_\_\_\_\_ of good public transport will be essential for developing the area. 2) The bank is now a major \_\_\_\_\_ of financial services to industry. 3) ILO conventions allow schoolchildren to work during their holidays and free time \_\_\_\_\_ that strict safety measures are taken.

6. Oblige: 1) I don't want to be \_\_\_\_\_ to him for anything. 2) Please, \_\_\_\_\_ me with a reply as soon as possible. 3) The training is \_\_\_\_\_ for all personnel.

7. Advance: 1) One \_\_\_\_\_ of living in the town is the lack of safe places for children to play. 2) Most holiday companies request a 20 percent deposit \_\_\_\_\_. 3) How can we make economic growth more \_\_\_\_\_ for small communities? 4) The school has courses for elementary, intermediate, and \_\_\_\_\_ students.

8. Describe: 1) Precise \_\_\_\_\_ are needed in order to measure the importance of the task. 2) The students were asked to write a \_\_\_\_\_ passage about their future plans. 3) Your paper contains too much \_\_\_\_\_, and not enough discussion of the issues.

9. Vary: 1) The \_\_\_\_\_ symptoms included severe muscle pain, headaches, and dizziness. 2) Opinions \_\_\_\_\_ on this point. 3) The article was about the different \_\_\_\_\_ of Spanish spoken in South America. 4) The author gave \_\_\_\_\_ reasons for having written the book. 5) The climate in this area is very \_\_\_\_\_.

10. Treat: 1) The infection is \_\_\_\_\_ with antibiotics. 2) There was speculation that a \_\_\_\_\_ would be signed. 3) This is not the kind of \_\_\_\_\_ I am accustomed to.

11. Advert: 1) \_\_\_\_\_ is a powerful medium. 2) We \_\_\_\_\_ the job in the paper. 3) While claiming to promote positive images of women, \_\_\_\_\_ are in fact doing the very opposite. 4) The company has spent a lot of money on \_\_\_\_\_.

12. Create: 1) Ian Fleming, the \_\_\_\_\_ of James Bond, died in 1964. 2) Although she is very able technically, she isn't \_\_\_\_\_ enough for this kind of work. 3) The \_\_\_\_\_ of the North Atlantic Treaty Organisation took place in 1949.

13. Impress: 1) Although the works of the \_\_\_\_\_ painters are esteemed today, they met with scorn when they were introduced. 2) The colours are washy and \_\_\_\_\_. 3) Table 1 shows the correlations between the three series, and the

results there are consistent with our visual \_\_\_\_\_. 4) The book had a profound effect on his \_\_\_\_\_ young mind.

### **5. Analyse the text.**

Prove that the text represents a scientific functional style. Identify the purpose of the text, the general tone and the linguistic markers on each linguistic level (provide examples). Be ready to present your analysis in the oral form.

#### **Text for analysis**

Genome editing techniques have so far been used to change genomes in individual cells and in entire (non-human) organisms. Benefits have included better targeted gene therapy in animal models of some diseases, such as Duchenne Muscular Dystrophy. It's also hoped that it will lead to a better understanding of the structure, function and regulation of genes. Genetic modification through genome editing of plants has already created herbicide- and infection-resistant crops.

But more contentious is how genome editing might be used to change traits in humans. While this has been the basis for many works of fiction, in real life our capacity to provide the sort of genetic engineering seen in films and books such as Gattaca and Brave New World has been substantially limited.

Genome editing potentially changes this, presenting us with the very real possibility that any aspect of the human genome could be manipulated as we desire. This could mean eliminating harmful genetic conditions, or enhancing traits deemed advantageous, such as resistance to diseases. But this ability may also open the door to eugenics, where those with access to the technology could select for future generations based on traits considered merely desirable: eye, skin or hair color, or height.

**6. Select a research article related to your sphere of specialization. Analyze any section of this article and identify the linguistic markers on each linguistic level (provide examples). Be ready to present your analysis in the oral form.**

## **UNIT 2. PARAGRAPH STRUCTURE**

### **2.1. Peculiarities of Academic Writing**

English is now considered to be the world language of science, technology, and education. The knowledge of English allows professionals and researchers to get access to the latest information in their fields and to effectively communicate with their colleagues throughout the world.

Writing skills are as important as speaking in communication. Academic writing has its own distinctive features:

1) Academic writing is structured.

The structure depends on the format of writing, the logical development of a topic, and also on conventions within disciplines. But every type of academic text consists of an: Introduction – Main (central) part – Conclusion.

2) Academic writing demands the citation of published authors.

If judgments about something are made in academic writing, there is an expectation that they will be supported by linking to what a published author has previously written about the issue. Indeed, citing the work of other authors is central to academic writing because it shows the present writer has read the literature, understood the ideas, and has integrated these issues and varying perspectives into the assignment task.

3) In academic writing rules of punctuation and grammar are always followed. Punctuation and the conventions of grammar are universally known systems (within English speaking cultures) that maintain clarity and avoid ambiguity in expression.

4) Fourthly, academic topics have focused on abstract things, like ideas and concepts, which cannot, necessarily, be given in a concrete or physical form. Typically, academic writing requires abstract forms and their component parts, their links to other abstract forms, as well as where they are positioned in relation to a general, overall system to be clearly described. Even if you are dealing with a practically oriented topic like economics, computer science, rehabilitation, nursing, or teaching, “the academic practice of learning about these things will likely require you

to delve into theories, philosophies, concepts, and other abstract ideas that underlie the practical nature of the activities concerned” [Bowker, 3].

Therefore, the very nature of academic writing is also different from many practically-oriented or socially oriented writing tasks. This is because academic writing tasks require a writer to look beneath the surface for underlying principles, theories, and concepts that can offer mainstream as well as alternative explanations for common practices, processes, and procedures.

Taking into consideration the mentioned characteristics, **academic writing** can be defined as structured, formal and objective research written by ‘scholars’ for other scholars (with all university writers being ‘scholars’ in this context) [Marchishina]. Its language is often abstract and complex. Academic writing addresses topic-based ‘research questions’ of interest to anyone who is seeking factually-based, objectively-presented information on a particular topic. **The objective** of academic writing is the creation of ‘new knowledge’ via 1) a review of **what is currently known about a given topic** as 2) the foundation for **the author’s new views or perspectives on the topic**.

It is clear that academic writing requires some special skills. These skills are not naturally acquired; they are usually learnt or culturally transmitted as a set of practices in formal instructional settings or other environments. Writing skills must be practiced and learnt through experience. Writing abilities can be developed by certain strategies and practicing various patterns. Writing also involves composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts. Consequently, writing is a complex process that requires a number of various skills. Its nature may be treated differently in different cultures and educational systems.

## 2.2. The Definition and Length of a Paragraph

In many languages, the fundamental unit of composition is the **paragraph**. The division into paragraphs is an important feature of any type of writing. A **paragraph** is a collection of related sentences dealing with a single topic. A paragraph is also defined as a textual unit usually consisting of a number of sentences which deal with one main idea.

Skillful paragraph division greatly assists readers in following a piece of writing. The basic rule of thumb with paragraphing is to keep one idea to one paragraph consisting of 4-5 sentences. As a rule, a single paragraph presents one idea and several bits of supporting evidence. The length of a paragraph is often between 75 to 125 words (although it can be much longer). In a short piece of academic writing (for example, the conference abstract or text summary), each major point may be developed into a separate paragraph. In longer types of papers (e.g., the journal paper), several paragraphs may be necessary to develop one point.

A sample paragraph:

*Our generation has become inattentive to superstitions because they do not suit the life-style most of us lead. Superstitions involve avoiding every-day events that bring bad luck (e.g. a black cat crossing our way) and performing activities that will make one fortunate (e.g. looking for four-leafed clovers). In our modernised world, however, most people are in a rush and are pre-occupied with the problem of making ends meet. Therefore, they simply have no attention to spare for avoiding and watching out for little incidents that would make them unlucky. Being constantly pressed for time, people generally do not perform activities that do not have a purpose other than securing one's good luck. If this trend continues, our children will never grab their buttons when they see a chimney seep, and will not be afraid of walking under the ladder either.*

In other words, paragraphs should be short enough for readability, but long enough to develop an idea. Overly long paragraphs should be split up, as long as the cousin paragraphs keep the idea in focus. One-sentence paragraphs are unusually



emphatic, and should be used sparingly. Articles should rarely, if ever, consist solely of such paragraphs.

If there is transition to a new idea, it should belong to a new paragraph.

In writing, a paragraph is defined by **indentation** which means starting a line (of print or writing) farther from the margin than the other lines. Indentation signals the beginning of some kind of a change. In English academic writing, all paragraphs with the exception of the first one should be indented.

A new paragraph should be started:

- To introduce a new idea or point.

New ideas should always start in new paragraphs. If you have an extended idea that spans multiple paragraphs, each new point within that idea should have its own paragraph.

- To contrast information or ideas.

Separate paragraphs can serve to contrast sides in a debate, different points in an argument, or any other difference.

- To make the writing more readable.

Breaks in paragraphs function as a short “break” for readers - adding these in will help the writing more readable. A break is also created if the paragraph becomes too long or the material is complex.

- To end the introduction or to start the conclusion.

Introductory and concluding material should always be in a new paragraph. Introductions and conclusions may have multiple paragraphs depending on their content, length, and the writer’s purpose.

## 2.3. The Parts of a Paragraph

In formal academic writing paragraphs have three principal parts. These three parts are the **topic sentence**, **body sentences**, and the **concluding sentence** (or sentences).

### 2.3.1. Topic Sentence

A sentence called **the topic sentence** states the main idea of the paragraph. In other words, it indicates in a general way what idea or thesis the paragraph is going to deal with. The topic sentence can be put in any place in the paragraph, but putting it at the beginning guides paragraph development.

**The topic sentence** has two essential parts: **the topic** and **the controlling idea**. The **topic** names the subject, or main idea, of the paragraph. **The controlling idea** makes a specific comment about the topic, which indicates what the rest of the paragraph will say about the topic. It limits or controls the topic to a specific aspect of the topic to be discussed in the space of a single paragraph.

The topic sentence should be neither too general nor too specific. If it is too general, the reader cannot tell exactly what the paragraph is going to discuss. If it is too specific, the writer may not have anything left to write about in the rest of the paragraph.

The reader of a paragraph wants to know generally what to expect in a paragraph, but he / she does not want to learn all of the specific details in the first sentence.

Samples of topic sentences:

*American food is terrible* (too general).

*American food is tasteless and greasy because Americans use too many canned, frozen, and prepackaged foods and because everything is fried in oil or butter* (too specific).

*American food is tasteless and greasy* (good).

You shouldn't include too many unrelated ideas in your topic sentence; if you do, your paragraph will not be unified:

*San Francisco is famous for its temperate climate, its many tourist attractions, and its cosmopolitan atmosphere* (too many ideas).

The three parts of this controlling idea are too unrelated for a single paragraph. They would require three separate paragraphs.

We can change the structure of the previous sentence to make it a good topic sentence: *San Francisco is famous for its cosmopolitan atmosphere.*

Here are some examples of sentences that cannot be used as topic sentences:

1) *My hometown is famous because it is located by Wheaton River, which is very wide, and because it is built near an unusually steep hill called Wheaton Hill* (The problem with this sentence is that it contains too many details. Topic sentences are general, and details should appear later in the paragraph. A better topic sentence would be like the one mentioned above, “*My hometown is famous for several amazing geographical features*”).

2) *There are two reasons why some people like to buy cars with automatic transmission and two reasons why others like cars with manual transmission* (This sentence is not appropriate as a topic sentence because it mentions two topics, not just one. Paragraphs are usually about one main thing and so their topic sentences should also be about only one main thing.).

3) *Clouds are white* (This sentence is too general).

Sentences 2) and 3) can be rewritten to make them better:

*There are two reasons why some people like to buy cars with automatic transmission / There are two reasons why some people like cars with manual transmission.*

*The shapes of clouds are determined by various factors.*

The topic sentence usually comes at the beginning of a paragraph; it is usually the first sentence in a formal academic paragraph. And it is the most general sentence in a paragraph. “The most general” means that there are not many details in the sentence, but the sentence introduces an overall idea that you want to discuss later in the paragraph.

For example, suppose that you want to write a paragraph about the famous

historical buildings of Kazan. The first part of your paragraph might look like this:

*Kazan is famous for several amazing historical buildings. Firstly, it is noted for the Kremlin, which is situated in the centre of the city. Secondly, on the territory of the Kremlin you can find the graceful bending Suyumbeki Tower which is the symbol of the city.*

The first sentence “*Kazan is famous for several amazing historical buildings*” is the most general statement. This sentence is different from the two sentences that follow it, since the second and third sentences mention specific details about the city’s sights, and are not general statements.

### 2.3.2. Supporting Sentences

All the other sentences in a paragraph must be related to its topic sentence. They further explain or support the main idea and give the paragraph a feeling of unity. Consider again the above-mentioned, short paragraph:

*Kazan is famous for several amazing historical buildings. Firstly, it is noted for the Kremlin, which is situated in the centre of the city. Secondly, on the territory of the Kremlin you can find the graceful bending Suyumbeki Tower which is the symbol of the city.*

When a reader sees the topic sentence, such as “*Kazan is famous for several amazing historical buildings*”, a question should usually appear in his mind. In this case, the question should be like, “*What are the historical buildings that make Kazan famous?*” The reader should then expect that the rest of the paragraph will give an answer to this question.

Now look at the sentences after the topic sentence. We can see that the second sentence in the paragraph, “*Firstly, it is noted for the Kremlin, which is situated in the centre of the city*”, indeed gives an answer to this question. That is, the second sentence gives some explanation for the fact that Kazan is famous for its historical buildings. Similarly, the third sentence also gives some explanation for the fact that there are historical buildings in Kazan by giving another example of “the graceful bending” building, in this case, Suyumbeki Tower.

The second and third sentences are called **supporting sentences**. They are

called “supporting” because they “support”, or explain, the idea expressed in the topic sentence. Of course, paragraphs in English often have more than two supporting ideas. The paragraph above is actually a very short paragraph. At minimum, you should have at least five to seven sentences in your paragraph. Here we can see our paragraph about Kazan with a few more supporting sentences:

*Kazan is famous for several amazing historical buildings. Firstly, it is noted for the Kremlin, which is situated in the centre of the city. Secondly, on the territory of the Kremlin you can find the graceful bending Suyumbeki Tower which is the symbol of the city. Another sight is the Spasskaya Tower. It contains a clock which strikes every half an hour.*

### **2.3.3. Concluding Sentence**

A sentence at the end of the paragraph in formal paragraphs which summarizes the information that has been presented is called the **concluding sentence**. It is as a sort of topic sentence in reverse.

You can understand concluding sentences with this example. Consider a hamburger that you can buy at a fast-food restaurant. A hamburger has a top bun (a kind of bread), meat, cheese, lettuce, and other elements in the middle of the hamburger, and a bottom bun. Note how the top bun and the bottom bun are very similar. The top bun, in a way, is like a topic sentence, and the bottom bun is like the concluding sentence. Both buns “hold” the meat, onions, and so on. Similarly, the topic sentence and concluding sentence “hold” the supporting sentences in the paragraph. Let’s see how a concluding sentence might look in our sample paragraph about Kazan:

*Kazan is famous for several amazing historical buildings. Firstly, it is noted for the Kremlin, which is situated in the centre of the city. Secondly, on the territory of the Kremlin you can find the graceful bending Suyumbeki Tower which is the symbol of the city. Another sight is the Spasskaya Tower. It contains a clock which strikes every half an hour. These buildings are truly recognizable and make Kazan a famous place.*

Notice how the concluding sentence, “*These three buildings are truly recognizable and make Kazan a famous place*”, summarizes the information in the paragraph. Notice also how the concluding sentence is similar to, but not exactly the same as, the topic sentence.

Not all academic paragraphs contain concluding sentences, especially if the paragraph is very short. However, if your paragraph is very long, it is a good idea to use a concluding sentence.

## 2.4. Thesis Statements

Research or academic studies come in different forms. But whether they are research projects, essays for coursework, or scientific papers for publication, they all have one thing in common. And that is a thesis statement.

**A thesis statement** usually appears at the end of the introductory paragraph of a paper. Structurally it is made up of one or two sentences that concisely summarize the main points or arguments of a piece of writing, such as an academic essay or research paper. It can be compared to a topic sentence, which gives the main idea of a paragraph.

A thesis statement generally does two things: 1) it answers the essay question and 2) provides a reason or explanation for the answer chosen. Then the thesis statement is developed, supported, and explained in the course of the paper by means of examples and evidence. Thus, the thesis statement is an essential component of scholarly research papers.

A good thesis statement is not simply an observation, a question, or a fact. It includes a topic, a precise opinion, and reasoning.

### **Parts of a thesis statement:**

- 1) the subject (the topic);
- 2) the precise opinion (the author’s opinion on the subject/topic);
- 3) the blueprint of reasons (it shows how the author plans to argue and prove his opinion)

Example: *Since pets have a good effect on a person's mental state, their upbringing can become one of the key ways to deal with stress and medication.*

**A thesis statement characteristics:**

1. The thesis is the strongest, clearest statement in the written work.
2. The thesis should come at the beginning of the written work, usually at the end of the introductory paragraph.
3. The thesis sentence must not be a simple statement of fact that requires no elaboration. A simple statement of fact has no possibilities for development.
4. The thesis will probably not be expressed as a question, for a question contains no attitude or opinion. The answer to the question is the thesis statement.
5. A thesis statement should not state two sides of an argument equally: *"There are advantages and disadvantages to using nuclear power."*

This could be a topic sentence, but it is not a thesis statement. It gives two sides of an argument without giving a clear opinion of support or disagreement. It could be revised like this: *"Although there are some advantages, using nuclear power has many disadvantages and should not be a part of our country's energy plan."*

6. The thesis will contain controlling ideas that will be used in the topic sentences of the body paragraph of the written work: 1) *"A successful soccer coach has four qualities."* 2) *"When studying a foreign language, there are several ways to improve your use of the language."*

These are strong thesis statements. They can be discussed or explained.

7. A thesis statement gives an idea that can be discussed and explained with supporting ideas: *"Drinking 4 cups of coffee daily normalizes cardiac activity, making the drink an adjuvant in treating cardiac disorders."*

8. The thesis may be a statement of opinion that will be explained and proved in the body paragraph: *"Since producing electric cars leads to the growth of many harmful substances in the air and the exploitation of the population in underdeveloped countries, their environmental benefits are doubtful."*

9. The thesis may be a statement of intent that will be explained and illustrated in the body paragraphs of the written work: *“This essay will show how is planted and why this method of planting is successful (statement of intent).”*

A formula for constructing a thesis statement may look as follows:

1) A specific subject or topic (e.g. Suicide Rate among American Teens)

+

2) An assertion about the subject or topic

(e.g. Gun control can significantly reduce suicide rates among American teens)

+

3) Reason(s) for the assertion (e.g. Gun control limits access to firearms)

=

A strong thesis statement: *Because gun control limits access to firearms, stricter gun control policies can significantly reduce suicide rates among American teens.*

### **Types of thesis statements**

The thesis statement will reflect the kind of paper being written. There are 3 kinds of papers: **analytical**, **expository**, and **argumentative**. The thesis statement will take a different form for each of these kinds of papers.

**An analytical paper** breaks down an issue or an idea into its component parts, evaluates the issue or idea, and presents this breakdown and evaluation to the audience.

Example of an analytical thesis statement:

*An analysis of the college admission process reveals one challenge facing counselors: accepting students with high test scores or students with strong extracurricular backgrounds.*

The paper that follows should:

- Explain the analysis of the college admission process



- Explain the challenge facing admissions counsellors.

**An expository (explanatory) paper** explains something to the audience.

Example of an expository (explanatory) thesis statement:

*The life of the typical college student is characterized by time spent studying, attending classes, and socializing with peers.*

The paper that follows should:

- Explain how students spend their time studying, attending classes, and socializing with peers.

**An argumentative paper** makes a claim about a topic and justifies this claim with specific evidence.

The claim could be an opinion, a policy proposal, an evaluation, a cause-and-effect statement, or an interpretation. The goal of the argumentative paper is to convince the audience that the claim is true based on the evidence provided.

Example of an argumentative thesis statement:

*High school graduates should be required to take a year off to pursue community service projects before entering college in order to increase their maturity and global awareness.*

The paper that follows should:

- Present an argument and give evidence to support the claim that students should pursue community projects before entering college.

If you are writing a text that does not fall under these three categories (e.g., a narrative), a thesis statement somewhere in the first paragraph could still be helpful to your reader.

The topic may change as you write, so you may need to revise your thesis statement to reflect exactly what you have discussed in the paper.

A thesis should be backed up with evidence.

### **Thesis statement examples with their evaluation:**

1) *“By owning up to the impossible contradictions, embracing them and questioning them, Blake forges his own faith, and is stronger for it. Ultimately, the only way for his poems to have faith is to temporarily lose it.”* (Strong)

2) *“The wrong people won the American Revolution.”* (Weak: While striking and unique, who is “right” and who is “wrong” is exceptionally hard to prove, and very subjective.)

3) *“The theory of genetic inheritance is the binding theory of every human interaction.”* (Weak: Too complicated and overzealous. The scope of “every human interaction” is just too big.)

4) *“According to its well-documented beliefs and philosophies, an existential society with no notion of either past or future cannot help but become stagnant.”* (Strong)

5) *“By reading “Ode to a Nightingale” through a modern deconstructionist lens, we can see how Keats viewed poetry as shifting and subjective, not some rigid form.”* (Strong)

6) *“Paul Harding’s novel Tinkers is ultimately a cry for help from a clearly depressed author.”* (Weak: Unless you interviewed Harding extensively, or had a lot of real-life sources, you have no way of proving what fact is and what fiction is.)

### **Practice**

#### **1. Comprehension check. Answer the following questions.**

- 1) What are the general peculiarities of academic writing?
- 2) How is academic writing defined?
- 3) What is academic writing aimed at?
- 4) How is a collection of related sentences dealing with a single topic determined?
- 5) What does the indentation mean?
- 6) When should a new paragraph be started?
- 7) What sentence states the main idea of a paragraph?

- 8) What two essential parts does a topic sentence have?
- 9) What is the function of supporting sentences?
- 10) What is the function of concluding sentences?
- 11) What statements are called thesis statements?
- 12) What are the parts of a thesis statement?
- 13) What type of thesis statements are there?

**2. Look through a sample paragraph. Try to determine: a topic sentence, a main point / points, supporting sentences and a concluding sentence.**

History does seem to repeat itself, even in the way college students behave. In the 1840s students protested and acted in violent ways. Students at Yale, for example, objected to their mathematics course and burned their books in the streets. Some captured their tutor and kept him tied up all night, and others shot cannon through tutor's bedroom window. In the 1940s and 1950s students were a fun-loving, game-happy lot. They swallowed live goldfish, took part in dance marathons, and held contests to see how many people could crowd into phone booth. Then, in the 1960s, students repeated the activities of the 1840s. They objected to their courses, littered the campuses with their books and papers, and locked teachers inside college buildings. They protested against all forms of social injustice, from war to the food in the cafeteria. The more violent threw rocks at the police, and a few planted bombs in college buildings. In the 1970s students repeated the fun and games of the forties and fifties. They held contests to see how many people could squeeze into a phone booth. They had dance marathons. The more daring ran naked across campuses, in a craze called "streaking". Yes, history does seem to repeat itself, even in the sometimes violent and sometimes fun-and-games behavior of the students on college campuses.

(Adapted from "Reference Book in Academic Writing for Graduate Students" by Bilozerova O.)

**3. Fill in the gaps with the words referring to the paragraph organising.**

The topic sentence gives the 1) m\_\_\_\_\_ idea of a 2) p\_\_\_\_\_. Likewise, the thesis statement gives the main 3) i\_\_\_\_\_ of an 4) e\_\_\_\_\_.

The 5) s\_\_\_\_\_ sentences of a paragraph explain the topic sentence, just as the 6) m\_\_\_\_\_ paragraphs of an essay explain the thesis statement.

The last sentence of a paragraph is called the 7) c\_\_\_\_\_ sentence, and the last paragraph of an essay is called the 8) c\_\_\_\_\_.

**4. Read the following paragraph. Analyse its structure. Determine the type of each sentence: a topic sentence, information (2 sentences), reason (2 sentences), and example.**

The way we use banks is currently changing. This is partly because of the introduction of new technology in the last ten years. The personal computer and the internet, for instance, allow customers to view their accounts at home and perform operations such as moving money between accounts. At the same time banks are being reorganized in ways that affect both customers and staff. In the past five years over 3,000 bank branches have closed in Britain. The banks have discovered that staffing call centres is cheaper than running a branch network.

**5. Read the following paragraph. Analyse its structure. Determine the type of each sentence: a topic sentence, definition, information (2 sentences), and reason.**

In recent years all British universities have adopted the semester system. A semester is a period of time which lasts for half the academic year. Semester 1, for example, starts in September and finishes in January. Previously the academic year had been divided into three terms: autumn, winter and spring. Most courses consist of modules which last for one semester, and exams are held at the end of each. Britain began using semesters to make it easier for international students to move from one country to another.

**5. The sentences below form a paragraph, but have been mixed up. Use the table to rewrite the sentences in the correct order.**

a) For instance, dinosaurs had a ball-and-socket hip that could rotate easily and additional sacral vertebrae (a vertebra at the end of the spine), which helped strengthened the hips.

b) Early dinosaunomorphs were just like dinosaurs, except for a few key features.

c) They also developed an extra hole in their skulls, which let them cool off after vigorous activity.

d) Due to this dinosaurs developed stronger leg muscles, which, along with their forward-hinging feet, helped them run faster than their competitors.

1 topic sentence	
2 example	
3 reason	
4 information	

**6. Read these thesis statements below. Write S (strong thesis statement), F (fact only – a weak thesis statement), or N (no clear opinion – a weak thesis statement).**

1) The United States contains citizens of many different ethnicities.

2) Some people prefer digital cameras, while others like traditional cameras.

3) The amount of financial aid available to students should be proportionate to the earning potential of the career fields for which their majors prepare them.

4) To be a successful student, good study habits are more important than intelligence.

5) In order to create a successful advertisement, it is necessary to consider three issues: who should be targeted, where the advert should be placed, and what type of advert should be made.

6) India became an independent country in 1947.

7) The exploration of outer space is a waste of money; instead, funds should go toward solving issues on Earth, such as poverty, hunger, global warming, and traffic congestion.

8) Steroid abuse can lead to serious health problems.

9) The negatives of internet use are outweighed by its many benefits for education: the internet facilitates easier access to information, exposure to a different perspective, and a flexible learning environment for both students and teachers.

10) The government should use XX% of its budget to fight against climate change.

11) Driving under the influence of alcohol is dangerous.

12) Using public transport would be one of the best ways to solve the traffic and pollution problems in cities around the world.

**7. Evaluate the following thesis statements as Good (the thesis is a focused, clear point), Needs Work (with some revision the statement could be Good), or Weak (correct it to make a strong thesis statement).**

1) There are some negative and positive aspects to the Banana Herb Tea Supplement.

2) As the Internet is filled with tremendous marketing potential, companies should exploit this potential by using Web pages that offer both advertising and customer support.

3) Hunger persists in Zambia because jobs are scarce and farming in the infertile soil is rarely profitable.

4) Advertising companies often use attractive models in their ads to sell their products and television producers get paid millions to run these ads.

5) The number of person's affected with AIDS in Africa continues to grow due to the lack of education about the disease and its methods of prevention.

6) The subject of this essay is the economic implications of the global economy.

7) The large influx of people into California has had major negative effects on the state's ability to provide services such as housing, electricity, and water to all of its people.

8) While most American families would view consanguineal marriage as a threat to the nuclear family structure, many Iranian families, like my own, believe that these marriages help reinforce kinship ties in an extended family.

9) The shift in the American economy from buying to renting homes is a positive sign.

10) The female characters in Major Pettigrew's Last Stand reveal predictable behavior according to their class, age, and ethnicity.

11) School breakfasts should be funded because they have tremendous benefits for all children.

12) School breakfasts should be funded because eating breakfast can positively affect academic performance in children and adolescents.

## UNIT 3. PARAGRAPH PROPERTIES

### Three features of an effective paragraph

Features	What they mean	How to achieve them
Unity	A paragraph focuses on just one main idea	State the main idea clearly in one sentence – topic sentence
Coherence	all paragraph parts are closely related	Use transitional devices and the organizing logical patterns: chronological, spatial, general–to–specific, specific–to–general
Development	The main idea must be developed through specifics	Use the following methods of development: illustration, narration, defining, classifying, comparing and contrast, causes and effects, problem and solution, argumentation

### 3.1. Unity

All sentences in a good paragraph relate to the topic sentence (main idea). When any idea doesn't relate specially to the topic sentence, then that paragraph lacks unity or is not unified. **Unity** is the quality of sticking to one idea from start to finish with every sentence contributing to the central purpose and main idea of that purpose.

Look at the paragraph below. This draft has one main idea and several supporting sentences that help to explain the general word(s) expressed in the topic sentence:

*American scientists are working hard to gather facts about sea turtles called leatherbacks. The observers work, no matter what the weather is like – on clear days or in pouring rain. They count the turtles as they come ashore. When the turtles lay their eggs, the scientists walk up and down the beaches for many hours at a time. They count the eggs in the sand. Then, later they count the eggs that hatch. These biologists know that they are collecting information that will someday be important*



*to other scientists.*

This paragraph shows the three parts of a good paragraph – the topic sentence, supporting sentences, and the concluding sentence (or conclusion). Now check to see if the paragraph has the important element of unity. To check for unity, first separate the topic sentence into its two parts.

**Topic:** *American scientists*

**Controlling Idea:** *are working hard to gather facts about sea turtles called leatherbacks.*

Secondly, check each support sentence against the topic sentence. Each supporting idea is a specific fact or detail that explains what the scientists actually do to work hard to gather information. In this case, all the sentences after the topic sentence must explain how the scientists are working hard to gather facts about sea turtles. So that you can judge the supporting sentences better, they are listed below.

**Topic Sentence:** *American scientists are working hard to gather facts about sea turtles called leatherbacks.*

**Supporting Sentences:** *The observers work, no matter what the weather is like – on clear days or in pouring rain. They count the turtles as they come ashore. <...> The scientists walk up and down the beaches for many hours at a time. They count the eggs in the sand. Then, later, they count the eggs that hatch.*

This paragraph has unity because all the information clearly and directly relates to the general idea in the topic sentence. All you have to do to check a paragraph's unity is to see if each sentence gives details that explain the main idea in the topic sentence.

Now read the following draft of the preceding paragraph. Look for the sentence that does not explain the topic sentence. This sentence breaks the unity of the paragraph:

*American scientists are working hard to gather facts about sea turtles called leatherbacks. The observers work, no matter what the weather is like - on clear days or in pouring rain. The leatherback is the only kind of turtle that can live in the cold*

*North Atlantic Ocean. They count the turtles as they come ashore. When the turtles lay their eggs, the scientists walk up and down the beaches for many hours at a time. They count the eggs in the sand. Then, later, they count the eggs that hatch. These biologists know that they are collecting information that will someday be important to other scientists.*

The sentence that breaks the unity is “*The leatherback is the only kind of turtle that can live in the cold North Atlantic Ocean.*” This sentence tells about the turtles; it does not directly relate to how the observers work to get their information. Consequently, this sentence spoils the paragraph’s unity.

Being able to identify such unrelated sentences will help you preserve the unity in the paragraphs you are writing.

### **3.2. Coherence**

Another element that a paragraph needs is **coherence**.

**Coherence** means establishing a relationship between the ideas presented in the paragraph. It brings about the rationale in the arrangement of the ideas which are introduced either in the chronological order or in the order of importance. Good connecting words (transitions) and parallel sentence structures help with this, and each new sentence should relate in some way to what came before, even as it introduces new information or a new perspective. Besides, connecting words that compare, contrast, illustrate, add or show cause and effect build logical bridges. The ideas, thus expressed in the paragraph, flow smoothly from one to the other in a logical sequence. This helps the reader to understand the paragraph.

Sample incoherent paragraph:

*There are political events. In this paper I will discuss why people should be more aware of current events. A natural disaster, an earthquake, could happen any moment. This is not political, but it is still an event. Reading about a disaster in the newspaper is different from actually living it.*

A possible revision turns the previous paragraph into the coherent:

*Reading about a disaster in the newspaper is different from actually experiencing it first-hand. However, grand-scale incidents, whether natural or political, touch the lives of all individuals to a certain degree. Consequently, people need to cultivate an awareness of current events.*

Coherence in a paragraph depends upon the sequence and connections of its sentences.

### **3.3. Development**

**Paragraph development** is a system for putting together unified and cohesive sentences. A writer makes sure a paragraph will be coherent by planning how to build the paragraph before writing. Depending on the subject matter, a paragraph can be developed in any of these six ways:

1. From the most important example or reason to the least important example or reason.
2. From the least important example or reason to the most important example or reason.
3. In order of time.
4. In order of space.
5. From a general statement to supporting facts.
6. From supporting facts to a general statement

Examples of paragraphs developed in these six ways:

#### **1. Development from the least important to the most important example**

The paragraph with this type of order arranges its basic materials in increasing importance. If you use details, you put the least important one first, the next more important detail second, and each of the others in an ascending order of significance; the most important is reserved for last. The same procedure is followed for reasons or illustrations supporting the controlling idea. Study the example that follows:

*An author has many different ways to show what a character is like. Certain*

*hand movements, ways of speaking, or style of dress tell some things about a character. Other characters may talk about the character, or the author may even make revealing comments. How a character reacts to something done to him or her is also important. Yet the most information comes from what a character says and from what a character does.*

After the opening topic sentence, the writer gives some less important examples of the controlling idea. The paragraph is ended with the most important characteristic. In this paragraph ideas are arranged in the order of climax. That is, each one is more important than the proceeding.

The following paragraph is another example of the development from the least important to most important example:

*As he looked around the campus, which had hardly changed, he unconsciously relieved those moments he had spent with Nancy. He recalled how the two of them would seat by the pond, chatting endlessly as they fed the fish and also how they would take walks together, lost in their own world. Yes, Nancy was one of the few friends that he had ever had. He was suddenly filled with nostalgia as he recalled that afternoon he had bid farewell to Nancy. He sniffed loudly as his eyes filled with tears.*

## **2. Development from the most important to the least important reason**

The paragraph begins with the least important detail and ends with the most important one:

*Savita likes living in a private house better than in a dormitory for a number of reasons. First, it costs less. For example, she paid \$120 a month to live in a dorm, but it costs her only \$90 to live in a private house. Second, she has more privacy in a house. In a dorm, she shared a room with another girl, but in a house, she has a room all to herself. Third, it is easier to study in a private house. A dorm is often too noisy, but a house rarely is. Finally, she can keep her car at a house. At campus dorms, there are no parking spaces for student cars. For these reasons, Savita likes*

*to live off campus.*

Immediately following the opening topic sentence the writer names the most important reason for Savita's liking to live in a private house: "*It costs less*". The next three reasons given are increasingly less important.

The following paragraph is another example of the development from the most important to least important example:

*Mexico offers visitors a world of contrasts. Its pyramids and ancient ruins give us a glimpse of the past while its modern cities provide us with the best of today's technology. Its mountains offer cool weather and majestic peaks while, only a few miles away, its beaches tempt us with brilliant sun and white sand. Its elegant restaurants serve the most sophisticated continental cuisine while, across the street or down the block, sidewalk vendors sell the simplest of native foods. Thus the traveller to Mexico is faced with a series of delightful decisions.*

Immediately following the opening topic sentence the writer names the most important (in his opinion) sights worth visiting: "*Its pyramids and ancient ruins give us a glimpse of the past...*". The next sentences present worthy but less important things that could attract a tourist visiting Mexico.

### **3. Development by time**

In a paragraph of time order the events, steps in a procedure, reasons or judgments about a topic expressed at different periods of time, illustrations of happenings or concepts – in fact any materials that follow one another in a time sequence – are presented in the order in which they occur.

#### *The Evolution of Computers*

*In the relatively short span of sixty years, there has been an incredible evolution narration in the size and capabilities of computers. Today, computer chips, smaller than the tip of your fingernail, have the same capabilities as the room-sized machines of years ago. The first computers were developed around 1945. They were so large that they required special air-conditioned rooms. About twenty years later,*

*in the 1960s, desk sized computers were developed. This represented a gigantic advance. Before the end of that same decade, however, a third generation of computers, which used simple integrated circuits and which were even smaller and faster had appeared. In 1971, the first microprocessor, less than one square centimeter in size, was developed. Nowadays modern microprocessors contain as many as 10 million transistors, and the number of transistors and the computational speed of microprocessors doubles every eighteen months.*

In this paragraph describing the evolution of computers, all the sentences follow each other in time. The steps of the process are arranged in the order in which they actually happen.

Here is another example of the development by time:

*Cactus propagation is easy. Some varieties of cactus produce miniature offshoots at the base of a parent plant. Remove the little plant, let it dry, and then put it in a sandy medium. If the plant is a branching type, remove a joint; otherwise, cut off a portion of a leaf or stem. Allow the joint or cutting to dry in a shady place for a few days to a week or more until a callus forms. Then place the cut side down in moist sand. Cover it with a plastic bag and keep it at about 75 degrees F. The root should stay moist – too much water causes rot. When roots have formed, put the cutting in a sandy soil mixture.*

#### **4. Development by space**

In a paragraph developed by means of space order, the writer arranges his material, which will usually be details, according to a predetermined pattern. That is, he lays them out as if he were pinning them to a drawing board. He may fix them in order from near to far, from far to near, from high to low, or its reverse, from side to side, or according to some other pattern that suits the design. If you describe the details of a trip from New York to Hong Kong by way of Europe, the part about New York should come first, the part about Hong Kong last, and the material should be arranged in the order of the trip eastward, for instance, London, Paris, Rome, Athens

and Bangkok.

The following paragraphs are the examples of space order:

*1) Located in the north, west and east latitudes of the Northern Hemisphere most of Russia is much closer to the North Pole than to the equator. From west to east, the country stretches from Kaliningrad (the exclave separated by the 1990 secession of Lithuania from the then-Soviet Union) to Ratmanov Island (one of the Diomedes Islands) in the Bering Strait. From north to south, the country ranges from the northern tip of the Russian Arctic islands at Franz Josef Land to the southern tip of the Republic of Dagestan on the Caspian Sea, spanning about 4,500 kilometres (2,800 mi) of extremely varied, often inhospitable terrain.*

**2) Balmoral Castle**

*Balmoral castle is the most beautiful castle in London. On the outside of the castle, there is a garden full of beautiful flowers, the big gate, a beautiful veranda, statues and a small pool. The yard is very large. Inside of the castle there are unique goods such as armors, swords, paintings, statues, and the expensive furniture such as beautiful lamps, kitchen set and also a big bar. Balmoral castle is so beautiful place to visit. It is one of the main tourism destinations for all the visitors.*

**5. Development from a general statement to supporting facts (General-to-specific order)**

The paragraph of general-to-specific order requires less rigid control over materials than paragraphs using the other types. This type of order is also known as deductive order. The topic sentence and controlling idea in the paragraph make the general statement. The body of the paragraph is composed of details, reasons, or illustrations. The writer may arrange his supporting material so that the most important comes last, the next most important first, and the rest come between in any order he chooses. This type of paragraph development is probably most often used by students.

Study the following paragraphs paying attention to the order of the arrangement of material:

1) *Solitude can be a state of loneliness, or it can be a state of sweetness and contentment. It can be avoided fearfully, or it can be accepted gratefully. It can hurt a life, or it can help a life. Solitude is a part of everyone's life. How much wiser is that person who makes a friend of solitude rather than an enemy, that person who welcomes moments alone because they help in the crucial process of self-discovery.*

*"Solitude can be a state of loneliness, or it can be a state of sweetness and contentment"* is this paragraph's opening topic sentence. It also states a generalization. It is followed by four sentences that explain in specific terms the meaning of the opening statement.

2) *There are many factors that contribute to student success in college. The first factor is having a goal in mind before establishing a course of study. The goal may be as general as wanting to better educate oneself for the future. A more specific goal would be to earn a teaching credential. A second factor related to student success is self-motivation and commitment. A student who wants to succeed and works towards this desire will find success easily as a college student. A third factor linked to student success is using college services. Most beginning college students fail to realize how important it can be to see a counsellor or consult with a librarian or financial aid officer.*

3) *Water is the real elixir. We cannot think of life without water. Life is said to have originated in water millions and millions years ago. We need water to drink, to wash our bodies and clothes, to cook our food and to grow crops, vegetables and fruits. Water is also essential for animals, birds, reptiles, insects etc. We need huge resources of water to generate electricity on large and commercial scale. In our body there is more than 70 per cent of water. It corresponds with the proportion of water found on the earth; no living being can exist for long without water, the most precious liquid. We use oceans, seas, bays, rivers and lakes as waterways to carry goods, passengers etc. Lack of rains and scarcity of water cause droughts and untold*



*suffering. Thus, water is very precious and every drop of it should be conserved.*

## **6. Development from supporting facts to a general statement (Specific-to-general Order)**

This order of development, also known as inductive order, reverses that of the general-to-specific, and tends to increase reader suspense. Here the general statement comes last in the paragraph; the specific materials are presented one by one to lead up to the general statement. In other words, the topic sentence with the controlling idea is the final sentence of the paragraph. In the general-to-specific order the topic sentence looks forward to the material that is to come; in the specific-to-general order the topic sentence looks backward to material already presented.

In the following paragraph, for instance, the writer carefully prepares for a distinction between experience and educational training, which is stated in the final sentence:

*Young people do not spend all their time in school. Their elders commonly spend none of it there. Yet their elders are, we hope, constantly growing in practical wisdom. They are, at least having experience. If we can teach them while they are being educated how to reason, they may be able to comprehend and assimilate their experience. It is a good principle of educational administration because a college or university has a vast and complicated job if it does what only it can do. In general education, therefore, we may wisely leave experience to life and set about our job of intellectual training.*

The following paragraphs are another examples of specific-to-general order:

*1) Give students a chance to grow. Do not mold them from one of a thousand patterns. Let them seek knowledge, but do not find it for them. Let them learn patience; do not force it on them. Let them take their own time to grow; do not set rigid time schedules. Most of all do not push them against a stone wall, crushing them with knowledge gained from the experience of others. Experience cannot be taught; it must come slowly through personal search.*

The first six sentences of this paragraph give supporting facts that lead up to the general conclusion in the closing sentence.

*2) The skills needed to write range from making the appropriate graphic marks, through utilizing the resources of the chosen language, to anticipating the reactions of the intended readers. The first skill area involves acquiring a writing system, which may be alphabetic (as in European languages) or nonalphabetic (as in many Asian languages). The second skill area requires selecting the appropriate grammar and vocabulary to form acceptable sentences and then arranging them in paragraphs. Third, writing involves thinking about the purpose of the text to be composed and about its possible effects on the intended readership. One important aspect of this last feature is the choice of a suitable style. Unlike speaking, writing is a complex sociocognitive process that has to be acquired through years of training or schooling.*

The chief concern of the writer is primarily one of time, space, general-to-specific, specific-to-general, or climactic order. The particular order he adopts at the start of writing his paragraph is the one that he should follow throughout.

### **3.4. Types of Paragraphs**

Like all forms of writing, paragraphs are written for a specific purpose. The purpose determines what information is included in the paragraph and how the paragraph is written.

#### **Definition Paragraphs**

A definition paragraph defines something. The word definition comes from the verb to define, which means “to state the meaning of a word or to describe the basic quality of something.” In a definition paragraph, the writer’s main purpose is to tell the reader what something is. Definition paragraph that is developed by definition answers the question “What is it?” It is usually combined with other methods of development. The definition is intended to clarify meaning; thus, it should identify essential qualities and limit the term’s meaning.

A definition paragraph:

- explains what something is;
- gives facts, details, and examples to make the definition clear to the reader.

**Sample definition paragraphs:**

1) *Gumbo*

*The dictionary definition of gumbo does not make sound as delicious as it really is. The dictionary defines gumbo as a “thick soup made in south Louisiana.” However, anyone who has tasted this delicious dish knows that this definition is too bland to describe gumbo. It is true that gumbo is a thick soup, but it is much more than that. Gumbo, one of the most popular of all the Cajun dines, is made with different kinds of seafood or meat mixed with vegetable such as green peppers and onions. For example, seafood gumbo contains shrimp and crab. Other kinds of gumbo include chicken, sausage, or turkey. Regardless of the ingredients in gumbo, it is always served in a bowl over rice.*

2) *In every society, social norms define a variety of relationships among people, and some of these relationships are socially recognized as family or kinship ties. A family is a socially defined set of relationships between at least two people who are related by birth, marriage, or adoption. We can think of a family as including several possible relationships, the most common being between husband and wife, between parents and children, and between people who are related to each other by birth (siblings, for example) or by marriage (a woman and her mother-in-law, perhaps). Family relationships are often defined by custom, such as the relationship between an infant and godparents, or by law, such as the adoption of a child.*

3) *Anger is having a feeling of hatred toward someone or something. It is one of our basic emotions and can be most dangerous if it is not carefully controlled. A person can become angry when he cannot fulfill some basic need or desire that is important to him. For example, a child may become angry when he cannot play*

*outside with his friends. An adult may become angry when he does not receive a raise in pay that he expected. Mentally, anger can interfere with our thoughts, making it difficult to think clearly. Physically, it may cause violent reactions in the muscles and in the nervous system. This causes an angry person to flush and tremble and to show other signs of disturbance. A person can be dangerous if he is in an angry mood because he can develop feelings of hostility and hatred toward another person, which can then often turn violent.*

### **Process Analysis Paragraphs**

A process is divided into separate steps in a process analysis paragraph. Then the steps are listed or explained in chronological, or time, order. Special time words or phrases allow to tell the reader when a particular step occurs. The process analysis paragraph ends with a specific result something that happens at the end of the process.

A process analysis paragraph:

- explains a sequence or process;
- presents facts and details in chronological order;
- uses time words or phrases;
- ends with a specified result.

### **Sample process analysis paragraph:**

#### ***A Popular but Messy Food***

*Eating a juicy taco is not easy. It requires following specific direction. First, you must be sure you are wearing clothes that you don't mind getting dirty. Eating a taco while you are wearing an expensive silk blouse is not a smart idea. The next thing that you should do is to decide if you want to eat the taco alone or in front of others. Eating a taco in front of someone you do not know very well, such as a new date, can be embarrassing. The last step is to plan your attack! It is a good idea to pick up the taco gently and carefully keep it in a horizontal position. As you raise the*

*taco, slowly turn your head toward it and position your head at a twenty-degree angle. The last step is to put the corner of the taco in your mouth and bite. By following these simple directions, eating a taco can be a pleasant experience.*

### **Descriptive Paragraphs**

A descriptive paragraph describes how something or someone looks or feels. It gives an impression of something. If you only wanted to explain to someone what a samovar is, for example, you could write a definition paragraph because a definition paragraph does not include how the writer feels. However, if you wanted to tell about the feelings you had when you drank a cup of Russian tea that was made in a samovar, you would write a descriptive paragraph.

#### **Sample descriptive paragraph:**

##### ***Samovar memory***

*Every time I have a cup of strong Russian tea I remember my sweet grandma and her magical samovar. When I was a little girl, my grandmother would make tea for me in this giant, gleaming tea urn. I was fascinated by the samovar and its tasty contents. Its copper sides were decorated with beautiful red and black swirls. Grandma told me that the intricate decorations were painted by skilled craftsmen from her village. I can still remember the smell of the dark tea that my grandma made using the urn. Its leaves always filled her tiny apartment with an exotic aroma, and the rich brew tasted like liquid velvet.*

### **Opinion Paragraphs**

An opinion paragraph expresses the writer's opinion. A good writer will include not only opinions, but also facts to support his or her opinions. For example, if a writer says "*Smoking should not be allowed anywhere,*" the writer must give reasons for this opinion. One reason could be a fact, such as "*Thirty thousand people died in the United States and Canada last year because of lung cancer – a known*

*result of smoking.*” This fact supports the writer’s opinion.

An opinion paragraph:

- gives the writer’s opinions about a topic;
- interprets or explains facts;
- is often about a controversial issue;
- makes the reader think;
- considers both sides of an argument.

**Sample opinion paragraphs:**

1) *Dying with Dignity*

*Studies show that there has been an increase in the number of people who support medicine, which happens when people with terminal diseases choose to end their lives rather than continue living. One common argument for this growing supports is that people should not be forced to continue living if they are in severe pain and cannot live with this constant pain. A second reason is that staying in the hospital for a long time often causes a financial burden on the family. Terminally ill people often worry about the hardship that this will cause their families. Finally, people who are dying sometimes lose hope. Even if they are alive, they can often only lie in bed, and for some people, this is not life. While many people believe that medicine is an “unnatural way to die” and should remain illegal, sick people should certainly have the right to end their lives if they want.*

2) *A policy that requires public school students to wear uniforms would be a bad idea for several reasons. First of all, no style of clothing looks good on everyone. In their pre-teen and teen years, students are especially sensitive about their appearance, and having to wear clothing that doesn’t fit them well will do little to help their fragile self-esteems. In addition, uniforms are expensive. Students would need to have at least two complete sets of uniforms to allow for laundering, which could be very costly for parents. Of course, since most students aren’t likely to wear their uniforms after school, parents also have to purchase everyday clothes like*

*jeans, shirts, and skirts, adding significantly to the amount they must spend on clothes. Furthermore, during the school year students may outgrow their uniforms or other clothing, increasing the cost for some families. Finally, a uniform policy ignores families' rights and freedom to make clothing decisions that are best for them. Certainly schools should be able to restrict clothing that features obscene or objectionable slogans or that exposes too much skin. However, making all students dress the same says that individuality is less important than conformity. To conclude, the world already has too many followers, so public schools should allow students the freedom to express their unique personalities through their clothing.*

### **Cause and Effect Paragraphs**

A cause makes a thing happen; an effect is what results when that thing happens. A cause-and-effect paragraph helps a reader understand why things happen. In academic writing events or actions are frequently linked with their cause and effect. The following table summarises this relationship.

Back in time or sequence:		Forward in time or sequence
cause	event	effect
reason	situation	consequence
purpose	action	result
	idea	solution
	problem	

### **Sample cause and effect paragraphs:**

*1) For the last hundred years the climate has been growing much warmer. This has had a number of different effects. Since the beginning of the 20<sup>th</sup> Century, glaciers have been melting very rapidly. For example, the Muir Glacier in Alaska has retreated 2 miles in 10 years. Secondly, rising temperatures have been causing the snowline to retreat on mountains all over the world. In Peru, for example, it has risen as much as 2700 feet in years.*

*As a result of this, vegetation has also been changing. In Canada, the*

*agricultural cropline has shifted 50 to 100 miles northward. In the same way cool climate trees like birches and spruce have been dying over large areas of Eastern Canada. In Sweden the treeline has moved up the mountains by as 65 feet since 1930.*

*2) In explaining the voodoo effect medically, Cannon theorized that what happens to curse victims is a case of self-induced shock brought on by "prolonged and intense emotion." Experiments with animals put under intense stress and case histories of soldiers in battle situations, he says, have shown one of the physical after effects of intense stress is an extreme drop in blood pressure. Shock occurs as a result of the rush of adrenaline. The body's blood vessels constrict, or tighten up, cutting down the blood supply to the body. Starved of oxygen carrying blood, vital organs start breaking down, the heart starts faltering and eventually death occurs. This, combined with the fact that the victim often refuses all food and water, is responsible for the killing effect.*

*3) The emotion of fear sets off many changes in your body. When you become frightened, you breathe more deeply, giving your muscles more oxygen and greater energy. Your hearts beats more powerfully so that your blood circulates faster, carrying oxygen to all parts of your body. Your stomach and intestines no longer contract and all digestive action stops. No saliva flows in your mouth and your throat becomes dry. Your face becomes pale and the tiny blood vessels shrink under the skin so that less blood would flow if you were cut. The blood can clot faster so that there would be less bleeding from a wound. The pupils of your eyes enlarge, admitting more light during the emergency. You might be able to perform great feats of strength in this condition.*

## **Practice**

### **1. Comprehension check. Answer the following questions.**

- 1) Is it necessary for a paragraph to be unified? What quality is called unity?
- 2) What does coherence mean?
- 3) How can the development of a paragraph be organized?



- 4) What are the specific features of paragraphs organised in six different ways?
- 5) What types of paragraphs can be pointed out? What are their characteristics?

**2. First read the paragraph. Use it to answer the questions. Circle the letter of the best answer.**

(1) Say “school uniforms,” and most high school students will respond, “Ugh!” (2) Have you noticed how often teen-agers make that monosyllabic response to a suggestion by an adult? (3) In some ways, teen-agers are simply large two-year-olds. (4) You know what I mean about two-year-olds: they’re always saying “no” or otherwise rejecting adult advice. (5) However, a few high school students think that wearing a uniform to school every day might make life a lot easier for everyone. (6) First, uniforms eliminate the anxiety students feel about their own clothes. (7) With uniforms, students don’t have to worry whether their clothes are new enough or fashionable enough. (8) Everyone’s clothes become equal. (9) Second, uniforms offer a financial benefit. (10) Think of all the money students can save or add to their allowance by not having to buy up-to-the-minute clothes to wear to school. (11) Yes, uniforms can be expensive, but buying individual outfits for each season is even more so. (12) Finally, think of the time teen-agers would save by not having to decide what to wear each day. (13) Maybe some teen-agers like staring into their closets while the clocks tick ahead or trying on shirt after shirt to match their pants, but most teen-agers would rather have time for breakfast or sleeping a bit later. (14) As it is, many teen-agers do not get enough sleep, according to several studies.

1) What is the **main purpose** of this paragraph?

a) to persuade; b) to entertain; c) to inform; d) to give instructions.

2) What would be the best title to express the **main idea** of the paragraph?

a) The Problem with School Uniforms; b) Advantages of School Uniforms;  
c) Sleep Deprivation Among Teen-agers; d) Equality for All.

3) Which sentences could best be dropped from this paragraph to build unity?

a) 2 and 5;

b) 2, 5, and 8;

c) 2, 3, 4;

d) 2, 3, 4, and 14.

### **3. Determine the paragraph type.**

#### **Paragraph 1**

Growing numbers of well-to-do Americans are making the decision to move to more rural parts of the country. From their point of view, it is impossible to walk the streets of a big city at night without fear of being raped, mugged, or murdered. They claim, too, that city is poisonous, more lethal than cigarette smoke, thanks to the ever-increasing traffic congestion. In addition, they complain that the food, filled with chemical additives used to preserve the appearance of freshness, grows worse with every passing day. Last but not least, fugitives from city life claim that the pace of urban living exhausts them, leaving them without the energy to enjoy the entertainment a large city supposedly offers.

#### **Paragraph 2**

Cheaper, and more efficient, gene editing technology that allows scientists to manipulate the human genome with greater ease and precision than ever before is forcing researchers to consider these questions quickly. Most notably, researchers are eyeing CRISPR—short for the clumsily-named clustered regularly interspaced short palindromic repeats. CRISPR is a powerful technology that allows editing – by way of replacing or repairing – of multiple genes at once in animal, plant and human cells. This biological dynamo could help unlock understanding of basic human biology and also help patients in need of medical care.

### **Paragraph 3**

The emotion of fear sets off many changes in your body. When you become frightened, you breathe more deeply, giving your muscles more oxygen and greater energy. Your hearts beats more powerfully so that your blood circulates faster, carrying oxygen to all parts of your body. Your stomach and intestines no longer contract and all digestive action stops. No saliva flows in your mouth and your throat becomes dry. Your face becomes pale and the tiny blood vessels shrink under the skin so that less blood would flow if you were cut. The blood can clot faster so that there would be less bleeding from a wound. The pupils of your eyes enlarge, admitting more light during the emergency. You might be able to perform great feats of strength in this condition.

### **Paragraph 4**

There are more old people in the world today because of an increase in medical services. Today, more people can get medical services from doctors and nurses in hospitals and clinics. As a result, fewer people get fatal disease such as yellow fever, malaria, cholera, and typhoid. This decrease in fatal diseases causes a decrease in the number of people who die from these diseases. Because of this decrease in number of deaths, people can live longer today. As a result, there has been an increase in the number of old people living in the world today.

### **Paragraph 5**

It has been argued that dolphin parks provide the opportunity for much of the public to see marine mammals (Smith, 1992). Most Australians, so this argument goes, live in cities and never get to see these animals. It is claimed that marine parks allow the average Australian to appreciate our marine woldlife. However, as Smith states, dolphins, whales and seals can be viewed in the wild at anumber of places where they can be seen in the wild than places where they can be seen in captivity. Moreover, most Australians would have totravel less to get to these locations than

they would to get to the marine parks on the Gold Coast. In addition, places where there are wild marine mammals do not charge an exorbitant entry fee – they are free.

### **Paragraph 6**

Every teenager is thrilled at the prospect of sitting behind the driver's wheel of a car. At some stage, though, the excitement turns into complacency and bad habits are often formed. Many of these bad habits have little effect on safety. A few, however, such as drunk driving and speeding, are dangerous and a great deal of time and effort is put into getting people out of these habits. Many campaigns, though, are not successful because they are easily ignored. This has not been the case with the campaign against speeding drivers. Although the number of speeding drivers will never be reduced to zero, the advertisements targeting them are having a positive effect because people are taking notice of the gruesome consequences of excessive speed.

**5. Choose five paragraphs from scientific articles relating to your sphere of scientific interests. Analyse their properties and determine their type.**

## UNIT 4. TRANSITION WORDS

### 4.1. Transitions and Their Function

Sentences within the paragraph should be well linked so connections between them are obvious. Paragraphs should be arranged in a logical sequence and should also be well linked. Connections can be made **between sentences** and **between paragraphs** by using signposts or transitional words and phrases to indicate change, comparison, or agreement.

Signposts tell the reader:

- What is going to be said, what is being said, and what has been said.
- How the main ideas support the thesis.
- How each group of ideas follows from the one before.

Transition words and phrases are vital devices for essays, papers or other literary compositions. They improve the connections and links between sentences and paragraphs. They thus give the text a logical organization and structure.

Signposts make the writing flow more smoothly and make it easier to follow:

*Incorporation offers several advantages to businesses and their owners. **For one thing**, ownership is easy to transfer. The business is able to maintain a continuous existence even when the original owners are no longer involved. **In addition**, the stockholders of a corporation are not held responsible for the business's debts. If the XYZ Corporation defaults on a \$1 million loan, **for example**, its investors will not be held responsible for paying that liability. Incorporation also enables a business to obtain professional managers with centralised authority and responsibility; **therefore**, the business can be run more efficiently. **Finally**, incorporation gives a business certain legal rights. **For example**, it can enter into contracts, owning property, and borrowing money.*

All English transition words and phrases (sometimes also called “conjunctive adverbs”) do the same work as coordinating conjunctions: they connect two words, phrases or clauses together and thus the text is easier to read and the coherence is improved.

Meaning	Sentence connectors	Clause connectors		Complex expressions
		coordinators	subordinators	
ADDITION	also, besides, further- more, moreover, in addition, besides above all	and		another + noun an additional + noun a further + noun
ENUMERATION	first (second, third, etc.), next, last, finally, afterwards on the one hand on the other hand	until as soon as	before after while	the first + noun the next + noun the final + noun
CONTRAST	however in contrast nevertheless still	but	although though even though while whereas	despite + noun in spite of + noun
ALTERNATIVE	otherwise or rather alternatively		rather than	an alternative + noun
RESULT	as a result as a consequence therefore thus consequently hence	so		the reason for + noun due to + noun for this reason

COMPARISON	similarly likewise also correspondingly		as	like + noun
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## 4.2. Types of Transition Words

### Transitions for general explaining

#### 1. In order to

Usage: “In order to” can be used to introduce an explanation for the purpose of an argument: *“In order to understand X, we need first to understand Y.”*

#### 2. In other words

Usage: Use “in other words” when you want to express something in a different way (more simply), to make it easier to understand, or to emphasise or expand on a point: *“Frogs are amphibians. In other words, they live on the land and in the water.”*

#### 3. To put it another way

Usage: This phrase is another way of saying “in other words”, and can be used in particularly complex points, when you feel that an alternative way of wording a problem may help the reader achieve a better understanding of its significance: *“Plants rely on photosynthesis. To put it another way, they will die without the sun.”*

#### 4. That is to say

Usage: “That is” and “That is” can be used to add further detail to your explanation, or to be more precise: *“Whales are mammals. That is to say, they must breathe air.”*

#### 5. To that end

Usage: Use “to that end” or “to this end” in a similar way to “in order to” or “so”: *“Zoologists have long sought to understand how animals communicate with each other. To that end, a new study has been launched that looks at elephant sounds and their possible meanings.”*

## **Transitions for adding additional information to support a point**

### **1. Moreover**

Usage: Employ “moreover” at the start of a sentence to add extra information in support of a point you’re making: *“Moreover, the results of a recent piece of research provide compelling evidence in support of...”*

### **2. Furthermore**

Usage: This is also generally used at the start of a sentence, to add extra information: *“Furthermore, there is evidence to suggest that...”*

### **3. What’s more**

Usage: This is used in the same way as “moreover” and “furthermore”: *“What’s more, this isn’t the only evidence that supports this hypothesis.”*

### **4. Likewise**

Usage: Use “likewise” when you want to talk about something that agrees with what you’ve just mentioned: *“Scholar A believes X. Likewise, Scholar B argues compellingly in favour of this point of view.”*

### **5. Similarly**

Usage: Use “similarly” in the same way as “likewise”: *“Audiences at the time reacted with shock to Beethoven’s new work, because it was very different to what they were used to. Similarly, we have a tendency to react with surprise to the unfamiliar.”*

### **6. Another key thing to remember**

Usage: Use the phrase “another key point to remember” or “another key fact to remember” to introduce additional facts without using the word “also”: *“As a Romantic, Blake was a proponent of a closer relationship between humans and nature. Another key point to remember is that Blake was writing during the Industrial Revolution, which had a major impact on the world around him.”*

### **7. As well as**

Usage: Use “as well as” instead of “also” or “and”: *“Scholar A argued that this*



*was due to X, as well as Y.”*

### **8. Not only... but also**

Usage: This wording is used to add an extra piece of information, often something that's in some way more surprising or unexpected than the first piece of information: *“Not only did Edmund Hillary have the honour of being the first to reach the summit of Everest, but he was also appointed Knight Commander of the Order of the British Empire.”*

### **9. Coupled with**

Usage: Used when considering two or more arguments at a time: *“Coupled with the literary evidence, the statistics paint a compelling view of...”*

### **10. Firstly, secondly, thirdly...**

Usage: This can be used to structure an argument, presenting facts clearly one after the other: *“There are many points in support of this view. Firstly, X. Secondly, Y. And thirdly, Z.”*

### **11. Not to mention/to say nothing of**

Usage: “Not to mention” and “to say nothing of” can be used to add extra information with a bit of emphasis: *“The war caused unprecedented suffering to millions of people, not to mention its impact on the country's economy.”*

## **Transitions for demonstrating contrast**

### **1. However**

Usage: Use “however” to introduce a point that disagrees with what you've just said: *“Scholar A thinks this. However, Scholar B reached a different conclusion.”*

### **2. On the other hand**

Usage: Usage of this phrase includes introducing a contrasting interpretation of the same piece of evidence, a different piece of evidence that suggests something else, or an opposing opinion: *“The historical evidence appears to suggest a clear-cut situation. On the other hand, the archaeological evidence presents a somewhat less straightforward picture of what happened that day.”*

### **3. Having said that**

Usage: Used in a similar manner to “on the other hand” or “but”: *“The historians are unanimous in telling us X, an agreement that suggests that this version of events must be an accurate account. Having said that, the archaeology tells a different story.”*

### **4. By contrast/in comparison**

Usage: Use “by contrast” or “in comparison” when you’re comparing and contrasting pieces of evidence: *“Scholar A’s opinion, then, is based on insufficient evidence. By contrast, Scholar B’s opinion seems more plausible.”*

### **5. Then again**

Usage: Use this to cast doubt on an assertion: *“Writer A asserts that this was the reason for what happened. Then again, it’s possible that he was being paid to say this.”*

### **6. That said**

Usage: This is used in the same way as “then again”: *“The evidence ostensibly appears to point to this conclusion. That said, much of the evidence is unreliable at best.”*

### **7. Yet**

Usage: Use this when you want to introduce a contrasting idea: *“Much of scholarship has focused on this evidence. Yet not everyone agrees that this is the most important aspect of the situation.”*

## **Transitions for adding a proviso or acknowledging reservations**

### **1. Despite this**

Usage: Use “despite this” or “in spite of this” when you want to outline a point that stands regardless of a shortcoming in the evidence: *“The sample size was small, but the results were important despite this.”*

### **2. With this in mind**

Usage: Use this when you want your reader to consider a point in the

knowledge of something else: *“We’ve seen that the methods used in the 19th century study did not always live up to the rigorous standards expected in scientific research today, which makes it difficult to draw definite conclusions. With this in mind, let’s look at a more recent study to see how the results compare.”*

### **3. Provided that**

Usage: This means “on condition that”. You can also say “providing that” or just “providing” to mean the same thing: *“We may use this as evidence to support our argument, provided that we bear in mind the limitations of the methods used to obtain it.”*

### **4. In view of/in light of**

Usage: These phrases are used when something has shed light on something else: *“In light of the evidence from the 2013 study, we have a better understanding of...”*

### **5. Nonetheless**

Usage: This is similar to “despite this”: *“The study had its limitations, but it was nonetheless groundbreaking for its day.”*

### **6. Nevertheless**

Usage: This is the same as “nonetheless”: *“The study was flawed, but it was important nevertheless.”*

### **7. Notwithstanding**

Usage: This is another way of saying “nonetheless”: *“Notwithstanding the limitations of the methodology used, it was an important study in the development of how we view the workings of the human mind.”*

## **Transitions for giving examples**

Good essays always back up points with examples, but it’s going to get boring if you use the expression “for example” every time. Here are some other ways of saying the same thing.

### **1. For instance**

*“Some birds migrate to avoid harsher winter climates. Swallows, for instance, leave the UK in early winter and fly south...”*

## **2. To give an illustration**

*“To give an illustration of what I mean, let’s look at the case of...”*

## **Transitions for signifying importance**

### **1. Significantly**

Usage: Used to introduce a point that is loaded with meaning that might not be immediately apparent: *“Significantly, Tacitus omits to tell us the kind of gossip prevalent in Suetonius’ accounts of the same period.”*

### **2. Notably**

Usage: This can be used to mean “significantly” (as above), and it can also be used interchangeably with “in particular” (the example below demonstrates the first of these ways of using it): *“Actual figures are notably absent from Scholar A’s analysis.”*

### **3. Importantly**

Usage: Use “importantly” interchangeably with “significantly”: *“Importantly, Scholar A was being employed by X when he wrote this work, and was presumably therefore under pressure to portray the situation more favourably than he perhaps might otherwise have done.”*

## **Transitions for summarising**

### **1. In conclusion**

Usage: Typically used to introduce the concluding paragraph or sentence of an essay, summarising what you’ve discussed in a broad overview: *“In conclusion, the evidence points almost exclusively to Argument A.”*

### **2. Above all**

Usage: Used to signify what you believe to be the most significant point, and the main takeaway from the essay: *“Above all, it seems pertinent to remember*

*that...*”

### **3. Persuasive**

Usage: This is a useful word to use when summarising which argument you find most convincing: “*Scholar A’s point – that Constanze Mozart was motivated by financial gain – seems to me to be the most persuasive argument for her actions following Mozart’s death.*”

### **4. Compelling**

Usage: Use in the same way as “persuasive” above: “*The most compelling argument is presented by Scholar A.*”

### **5. All things considered**

Usage: This means “taking everything into account”: “*All things considered, it seems reasonable to assume that...*”

## **Practice**

### **1. Comprehension check. Answer the following questions.**

- 1) What words and phrases are called transitions?
- 2) What do transitions “tell” the reader about?
- 3) Why is it necessary to use transitions?
- 4) What transitions do you know for:
  - general explaining;
  - adding additional information to support a point;
  - demonstrating contrast;
  - adding a proviso or acknowledging reservations;
  - giving examples;
  - signifying importance;
  - summarizing.

**2. Read the following essay and circle or highlight the transitional expressions.**

Some people think that children are interested only in material things, and that adults invent symbols to make life complicated, but I think that symbols start in childhood. For example, I remember learning about one symbol before I could even read. A door was one of my first symbols.

I was four years old when I faced that door, the door of a kindergarten in a small elementary school in Patillas, Puerto Rico. The door was big, and it was painted a bone white color. When I saw it, I felt defenseless because I knew that beyond it, someone would take away my freedom to do the things I wanted. Besides, I was scared because the other children were bigger than I was, and the teacher wasn't my mother. I started to cry. Then my mother lost her patience and began to yell at me.

At the same time, the teacher pulled me towards the door. I just saw the room on the other side and I could not see any light, any fun. I cried because I wanted to go with my mother, and I couldn't understand why she was leaving me by this door. I felt miserable and angry as she walked away.

However, everything changed when I decided to go through that door. The teacher closed it in back of me and I had to stay. First I was quiet and watched. Then I began to understand about routines. For instance, there was a time for everything: a time to play, a time to eat, a time to sleep, and the time that I liked most, a time to go home. I tried to survive. Soon I began to make friends and to behave the way the other children did. Meanwhile, I learned to make arrangements with myself to adapt to an environment full of new rules and methods. I learned to color figures, to complete puzzles, and to walk instead of run. Finally, I walked in and out of that door freely every day.

Now, looking back, I can see that the door that made me afraid and confused yesterday opened the way to my present life. In addition it opened the way to other doors, more complicated, surrounded with decisions, and leading to events that have been sometimes good and sometimes bad. There are others waiting for me, and they

all offer me different choices. In fact, though, they all look a little bit like that big white door I first decided to go through when I was very small.

**3. Underline the transition words. Try to replace them with other similar words which are given.**

To list points	To add more points to the same topic	To make contrasting point	To conclude
one major advantage of one major disadvantage of a further advantage one point of view in favour of in the first place first of all to start with secondly thirdly finally	what is more furthermore also in addition to besides apart from this/that	on the other hand however in spite of while nevertheless despite even though	to sum up all in all all things considered in conclusion on the whole above all as previously stated

**Working Mothers have Positive Effects on the Family**

Nowadays, more and more women work outside the home, which affects many people positively or negatively. Germaine Greer, the Australian feminist, said, “Most women still need a room of their own and the only way to find it may be outside their own homes.” If it is true, can it be done without having a negative effect on the family?

One point in favour of mothers working is that their children often learn to be independent from an early age, which can only help them in the future. Also, in many families, the man’s salary alone is not enough to cover all household expenses. Thus, the need for extra income arises, and the woman has to work. Moreover, working outside the home gives a woman a sense of her own personal identity and

self-confidence. A woman who stays at home will always be known as “John’s wife” and not as a person in her own right.

On the other hand, child care is expensive. Therefore, a large proportion of the money a working mother earns will be sent on childcare. What is more, if both parents are out working all day, they only see their children for a few hours in the evening. This can have a negative effect, as children may start to see their parents as strangers. Finally, working mother usually has to look after both the children and home in her spare time, so she is actually doing two jobs instead of one, which can be very tiring. She may also miss out on important events in her children’s lives, such as their first words.

To sum up, there are many arguments both for and against mothers working. Every family is different and what is good for one family may not necessarily be good for another. Taking everything into account, it should be left to the individual mother to decide whether working or not is something that she wants to do. (333 words)

#### **4. Complete the composition using the given transitions.**

##### **Death Penalty**

Some countries still have the death penalty 1 \_\_\_\_\_ it no longer exists in Britain. 2 \_\_\_\_\_, after a particularly violent murder, British people sometimes call for it to be brought back. 3 \_\_\_\_\_ my opinion, the death penalty cannot be defended for a number of reason.

4 \_\_\_\_\_ and most important reason is that one can never be entirely certain that the accused person is guilty. In the 5 \_\_\_\_\_, people have been sentenced to death and later it is discovered that they were completely innocent.

It is often 6 \_\_\_\_\_ that the death penalty prevents crime and that the risk of death acts as a deterrent. 7 \_\_\_\_\_, many serious crimes



are caused by a sudden and very powerful emotion. In these cases, the individual is not thinking sensibly and does not stop to consider the risks.

One final 8\_\_\_\_\_ against the death penalty is that it sets a bad example. The laws of society should reflect its values. If it is wrong for one individual to murder another 9\_\_\_\_\_ it is also wrong for the state to execute an individual.

10\_\_\_\_\_ believe the death penalty cannot be defended. There are other ways of punishing criminals and these ways should always be tried.

- 1) A and; B despite; C although; D moreover
- 2) A In addition; B also; C Nevertheless; D In contrast
- 3) A In; B for; C About; D With
- 4) A Firstly B The first C The one D Initially
- 5) A future B present C beginning D past
- 6) A told B heard C spoken D suggested
- 7) A Therefore B However C Moreover D Despite
- 8) A Reason B view C argument D opinion
- 9) A then B as C and D too
- 10) A In contrast B To sum up C At last D Fourthly

**5. Insert the best alternative.**

1) Polls show that Tony Blair is the most popular Prime Minister this century. \_\_\_\_\_, there are even members of his own party who are uneasy with his approach.

A) In particular; B) However; C) For instance.

2) There are some slight variations in temperature, but \_\_\_\_\_ 26 to 27°C should be expected.

A) consequently; B) otherwise; C) as a rule.

3) The two main Channel Islands, \_\_\_\_\_ Jersey and Guernsey, are much closer to France than to England.

A) for example; B) namely; C) in particular.

4) It was announced that nurses' working hours would be increased by 25%. \_\_\_\_\_, even fewer trainee nurses are expected to join the profession.

A) As a result; B) So that; C) likewise.

5) Sales of CDs have experienced a small but steady fall over the past 12 months. \_\_\_\_\_, vinyl records have seen an increase in their share of the market, up to 1.7%.

A) Above all; B) Correspondingly; C) In contrast.

6) The Vice Chancellor explained that in light of the current financial climate and because of unexpected bad debts, it would be necessary to peg salary levels at their current level for all grades of staff. \_\_\_\_\_, no one was getting a pay rise.

A) Nevertheless; B) In other words; C) Similarly.

7) It is clear, therefore, that the situation in Brazil will improve only slowly. \_\_\_\_\_ the economic problems being experienced in Japan, the outlook is slightly more optimistic.

A) Furthermore; B) In comparison; C) With reference to

8) In order to try to reduce car use in the inner cities, the government has announced new restrictions on company parking spaces and \_\_\_\_\_, a new tax on individual car use.

A) as well as; B) in addition; C) in the same way.

9) Essays must be handed in by the deadline, \_\_\_\_\_ they will not be marked.

A) obviously; B) otherwise; C) as a result

10) \_\_\_\_\_ it has been shown that fractures can occur at even relatively low pressures, the use of the material should not be completely discounted.

A) Nevertheless; B) Because; C) Even though.

**6. Fill in the blanks with an appropriate transitional expression.**

For some people, high school and college are a waste of time. 1) \_\_\_\_\_ a friend of mine was an A student throughout high school. 2) \_\_\_\_\_ he was accepted into college without any trouble. He studied hard for four years. 3) \_\_\_\_\_ he received a degree and entered the job market. 4) \_\_\_\_\_ he was unable to get a job in his field of study, even though he applied everywhere. 5) \_\_\_\_\_ he was forced to apply for a job which required none of the skills he had obtained in school.

6) \_\_\_\_\_ I have become convinced that high school and college are not always the best preparation for the real world.

(Adapted from "Sentence Sense":

[http://webster.comnet.edu/sensen/part3/sixteen/techniques\\_transitional.html](http://webster.comnet.edu/sensen/part3/sixteen/techniques_transitional.html))

## UNIT 5. ABSTRACT WRITING

A **research paper (or journal) abstract** 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**, the **conference abstract**, 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.

Abstracts are important because they give a first impression of the document that follows. Though some abstracts only list the contents of the document, the most useful abstracts tell the reader more.

A **good** abstract:

- uses one well-developed paragraph that is coherent and concise, and is able to stand alone as a unit of information;
- covers all the essential academic elements of the full-length paper, namely the background, purpose, focus, methods, results and conclusions;
- contains no information not included in the paper;
- is written in plain English and is understandable to a wider audience, as well as to your discipline-specific audience;
- often uses passive structures in order to report on findings, focusing on the issues rather than people;

- uses the language of the original paper, often in a more simplified form for the more general reader;
- usually does not include any referencing.

### **5.1. Characteristics of an Article Abstract**

The journal abstract has certain textual and linguistic characteristics. It:

- consists of a single paragraph;
- contains 4-10 full sentences;
- is usually around 100–300 words, but there’s often a strict word limit, so make sure to check the relevant requirements;
- 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);

One common way to structure the article abstract is to use the IMRaD structure. This stands for:

Introduction

Methods

Results

Discussion

Besides, seven elements are recommended to be included in the abstract:

Element 1: The abstract has to start with a brief theme (topic) sentence to orientate the reader about the overall issue addressed in the article. This sentence should grab the reader’s attention.

Element 2: The abstract should then indicate the main aim or purpose of the study.

Element 3: The academic and/or practical importance of the study should be explained.

Element 4: The methodology used in the study should also be briefly described.

Element 5: The main findings of the study should be summarised.

Element 6: A statement of conclusions should indicate the contribution made by the study in filling gaps in the literature.

Element 7: The practical implications of the study's findings should be highlighted where appropriate.

**N. Antonenko**, Saint Petersburg State University of Architecture and Civil Engineering (Russian Federation)

## **DESIGNING A FOREIGN LANGUAGE COURSE IN THE LEARNING MANAGEMENT SYSTEM MOODLE**

### **Abstract:**

**[Element 1]** Technology enhanced education has gained widespread academic recognition due to the necessity triggered by the rapid process of digitalization in order to expand teaching and learning opportunities. Besides, the outbreak of Covid-19 pandemic has reinforced the digital transformation of the educational processes and resulted in a great number of case studies. The tools designed within electronic educational environment provide teachers and students with updated techniques usable both in classrooms and during distance learning. **[Element 2]** In the focus of the present study is electronic environment based on educational computer application Learning Management System (LMS) Moodle. Implemented into educational practice more than 20 years ago, Moodle continues its evolution. **[Element 3]** In order to contribute to the development of a consistent usage of

Moodle in the process of a foreign language teaching in university, the present paper aims to identify essential Moodle-based activities, resources and types of quiz questions beneficial in designing of an effective online course in Moodle. The article opens with a review of the research referring to the role of the Moodle platform in the educational process. Then the correlation between the academic curriculum and the content of a Moodle course is investigated. **[Element 4]** To achieve the purpose stated in the research, a mixed method approach was employed with qualitative and quantitative research models. The data was collected by a survey including the questionnaire with two closed-ended questions and an informal discussion. A questionnaire-based survey was aimed at collecting data concerning teachers' vision of the possible use of Moodle instruments to make a more effective online course in accordance with the aims of the university syllabus. **[Element 5]** The results indicated that the activities and resources available in Moodle can be applicable to a foreign language course with Quiz as an essential activity composed of several question types. **[Element 6]** As Moodle was not originally developed for language learning, the author tries to draw recommendations to language teachers and to figure out some possible directions for future researches.

**Keywords:** learning a foreign language, LMS Moodle, electronic courses, English teaching, distance learning, creating a course.

(EDULEARN23 Proceedings, 2023, pp. 189-195)

## 5.2. Abstract Structure

When writing an abstract, you can follow the following steps.

### Step 1: Introduction

- Begin by stating your research's goal explicitly. The practical or theoretical problem the study addresses or the research question you are attempting to answer can be mentioned.
- You can include some background information about your topic's social or intellectual importance, but don't go into great depth.

- Declare your study goal when you've identified the problem. Use verbs like *examine, test, analyse, and assess* to express exactly what you set out to achieve.

- This section of the abstract can be written in the present or past simple tense, but it should never relate to the future because the study is already completed: *"This study investigates the relationship between coffee consumption and productivity."*

**Frequent phrases**

Study aim	Background
the aim of this study	little is known about
the purpose of this study	is the most common
the objective of this study	plays an important role
the study was to investigate	has been shown to
the study was to evaluate	in the development of
this paper presents	
this paper proposes	
this study aims to	
in the presents study	

**Step 2: Methods**

- Indicate the research methods that you used. This part should be a straightforward description of what you did in one or two sentences.

- Don't analyse validity or obstacles here – the purpose is to provide the reader with a brief overview of the broad strategy and methods you used, not to give a detailed description of the methodology's merits and limitations.

- It is usually written in the past simple tense, as it refers to completed actions: *"Structured interviews were conducted with 25 participants."*

**Frequent phrases**

Methods	Analysis
---------	----------



used to evaluate was used to assess method is used to divided into two groups in the control group	95% confidence interval were included in in the control group the validity of the
--	--

### **Step 3: Results**

- Summarise the key findings of the study.

- You may not be able to add all your findings here, depending on how extensive and involved your study is. Make a point of highlighting only the most essential facts so that the reader can comprehend your conclusions.

- The present or past simple tense can be used in this segment of the abstract:

*“Our analysis shows a strong correlation between coffee consumption and productivity.” / “Our analysis showed a strong correlation between coffee consumption and productivity.”*

### **Frequent phrases for main results**

results show(ed) that

results indicate that

was found to be

the effectiveness of

between the two groups

were more likely to

there was no significant

was significantly higher in

was significantly associated with

#### Step 4: Discussion

- Discuss the main conclusions of your research. The reader should finish with a clear understanding of the central point that your research has proved or argued.

- If there are important limitations to your research (for example, related to your sample size or methods), you should mention them briefly in the abstract. This allows the reader to accurately assess the credibility and generalizability of your research.

- If your aim was to solve a practical problem, your discussion might include recommendations for implementation. If relevant, you can briefly make suggestions for further research.

- Conclusions are usually written in the present simple tense: *“We conclude that coffee consumption increases productivity.”*

#### Frequent phrases

Meaning of results	Contribution of work	Future research
results show(ed) that these findings suggest that show that the proposed effectiveness of the proposed it is concluded that demonstrate the effectiveness of	highlights the importance of could be used to is the first reported	further studies are needed in future research are needed to confirm it is a question of future research more research is needed

### 5.3. Types of Abstracts

**Descriptive abstracts** Descriptive abstracts are generally used for humanities and social science papers or psychology essays. This type of abstract is usually very short (50-100 words). Most descriptive abstracts have certain key parts in common.

They are:

- background
- purpose
- particular interest/focus of paper
- overview of contents (not always included)

A descriptive abstract is one type of abstract that describes the information found in the work. There are no judgments in the piece nor is there research or conclusions. It contains keywords essential for searching and gets to the point of the content of the article. Some people call this type of abstract an outline of the piece of writing.

**Informative abstracts** Informative abstracts are generally used for science, engineering or psychology reports. You must get the essence of what your report is about, usually in about 200 words. Most informative abstracts also have key parts in common. Each of these parts might consist of 1-2 sentences. The parts include:

- background
- aim or purpose of research
- method used
- findings/results
- conclusion

Informative abstracts are far more detailed and act as a surrogate for the main piece of writing. All of the main arguments are clearly summarized for readers to review. Significant research and findings are noted in the writing. Unlike a descriptive abstract, it does include the results and conclusions of the work. They are typically longer in size but should be no more than 10% of the size of the main writing piece.

The table below summarizes the main features of, as well as the differences between, the two types of abstracts discussed above.

<b>Descriptive abstracts</b>	<b>Informative abstracts</b>
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<p>Describes the major points of the project to the reader.</p> <p>Includes the background, purpose and focus of the paper or article, but never the methods, results and conclusions, if it is a research paper.</p> <p>Is most likely used for humanities and social science papers or psychology essays.</p>	<p>Informs the audience of all essential points of the paper.</p> <p>Briefly summarizes the background, purpose, focus, methods, results, findings and conclusions of the full-length paper.</p> <p>Is concise, usually 10% of the original paper length, often just one paragraph.</p> <p>Is most likely used for sciences, engineering or psychology reports.</p>
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To write a good informative abstract you should take the following steps:

1) Reread your report with the purpose of abstracting in mind. Look specifically for these main parts: purpose, methods, scope, results, conclusions, and recommendations.

2) After you have finished rereading your report, write a rough draft without looking back at your report. Consider the main parts of the abstract listed in step #1. Do not merely copy key sentences from your report. You will put in too much or too little information. Do not summarize information in a new way.

3) Revise your rough draft to

- correct weaknesses in organization and coherence;
- drop superfluous information;
- add important information originally left out;
- eliminate wordiness;
- correct errors in grammar and mechanics.

4. Carefully proofread your final copy.

Some points to keep in mind while writing abstracts:

- While drafting your abstract: look over your subject to see what disciplinary assumptions are challenged; question the significance of your ideas; emphasize the important results and address limitations in a realistic manner.

- An abstract will nearly always be read along with the title, so do not repeat or rephrase your title. However, you should make it complete enough to stand on its own.

- Summarize your conclusions in an abstract, as well as your purposes, methods and main findings. Emphasize the different points of your study in proportion to the emphasis they receive in the body of the document.

- DO NOT refer in the abstract to information that is not in the document. This is very important and is a little like "truth in advertising." You do not want to give your reader the impression that your study covers information it does not actually contain.

- Avoid using the first person "I" or "we." In addition, whenever possible, choose active verbs instead of passive ones (ex: use "*the study tested*" instead of "*it was tested by the study*" or "*I tested in the study*").

- Avoid, if possible, using trade names, acronyms, abbreviations or symbols in your abstract. You would have to explain these names which would take up valuable room/words.

- Use non-evaluative language in your abstract; *report* instead of *comment* upon your findings.

- Use key words from the document to help indexers more accurately index your document for future research.

- Ease your readers/audience into your topic. Or, in other words, be sensitive to the needs and knowledge of your audience. What might seem perfectly obvious to you after working on a longer writing or research project will often be brand-new to your audience.

## Practice

### 1. Comprehension check. Answer the following questions.

- 1) What short account of a research paper is called an “abstract”?
- 2) What are the functions of a journal abstract?
- 3) What abstract is considered to be a good one?
- 4) What are the characteristics of an abstract?
- 5) What is recommended to be included in the content of the abstract?
- 6) What 7 elements can be found in the structure of an abstract?
- 7) What steps can be followed while writing an abstract?
- 8) What are the textual and linguistic characteristics of an abstract?
- 9) What types of abstract can be pointed out?
- 10) What points should be kept in mind while writing an abstract?

### 2. Read the abstracts with identified moves and answer the questions that follow.

(A) <sup>Presenting the research</sup> Treating a printed circuit board (PCB) as a thin flexible rectangular plate, we evaluate its dynamic response to periodic shock loads applied to the support contour. The effect of the load periodicity on the amplitudes, accelerations, and stresses is analyzed for transient and steady-state damped linear vibrations, as well as for steady-state undamped nonlinear vibrations, <sup>Summarizing the results</sup> It is shown that the transient nonresonant linear response can exceed the steady-state response by up to two times, and that the linear approach can be misleading in the case of a nondeformable support contour and intense loading. <sup>Discussing the research</sup> The obtained results can be of help when evaluating the accelerations, experienced by surface mounted electronic components and devices, and the dynamic stresses in a PCB of the given type, dimensions, and support conditions.

(B) <sup>Discussing the research</sup> A crucial event in the historical evolution of scientific English was the birth of the scientific journal. This event and its early rhetorical consequences have been well described in recent research. In contrast, few details are known

concerning subsequent developments in scientific writing from the eighteenth century onward. <sup>Presenting the research</sup> In this paper, the changing language and rhetoric of medical research reporting over the last 250 years are characterized and the underlying causes of these changes investigated. <sup>Describing its methodology</sup> Research articles from the *Edinburgh Medical Journal*, the oldest continuing medical journal in English, constitute the corpus in this study. Sampling took place at seven intervals between 1735 and 1985, with two types of data analysis being performed – rhetorical text analysis focusing on the broad genre characteristics of articles; and linguistic analysis of these articles registrar features using Biber’s system of text analysis. <sup>Summarizing the results</sup> Results indicate that the linguistic rhetorical evolution of medical research writing can be accounted for on the basis of the changing epistemological norms of medical knowledge, the growth of a professional medical community, and the periodic redefinition of medicine vis-a-vis the non-medical sciences.

- 1) How can you characterize the above abstracts in terms of being informative / indicative?
- 2) What moves do all the three abstracts share?
- 3) What instances of Meta-text (reference to the text/research itself) can you find in the texts?
- 4) What tense is most frequently used in the abstracts? What other tenses are used (and why)

### **3. Read the abstract. Put the verbs in brackets into appropriate tense forms.**

A growing trend (exist) for authors to employ a more informal writing style that (use) “we” in academic writing to acknowledge one’s stance and engagement. However, few studies (compare) the ways in which the first-person pronoun “we” (use) in the abstracts and conclusions of empirical papers. To address this lacuna in the literature, this study (conduct) a systematic corpus analysis of the use of “we” in

the abstracts and conclusions of 400 articles collected from eight leading electrical and electronic (EE) engineering journals. The abstracts and conclusions (extract) to form two subcorpora, and an integrated framework (apply) to analyze and seek to explain how we-clusters and we-collocations (employ). Results (reveal) whether authors' use of first-person pronouns partially (depend) on a journal policy. The trend of using "we" (show) that a yearly increase (occur) in the frequency of "we" in EE journal papers, as well as the existence of three "we-use" types in the article conclusions and abstracts: exclusive, inclusive, and ambiguous. Other possible "we-use" alternatives such as "I" and other personal pronouns (use) very rarely – if at all – in either section. These findings also (suggest) that the present tense (use) more in article abstracts, but the present perfect tense (be) the most preferred tense in article conclusions. Both research and pedagogical implications (proffer) and critically (discuss).

(Wang, S., Tseng, W.-T., & Johanson, R. (2021). To We or Not to We: Corpus-Based Research on First-Person Pronoun Use in Abstracts and Conclusions. SAGE Open, 11(2) // URL: <https://prowritingaid.com/how-to-write-an-abstract>)

**4. Here is an abstract from a published paper. Read it through looking for the main purpose of each sentence (for example, introduction, hypothesis / prediction, methodology, main findings, or conclusion).**

### **Biogeography of Chemical Defense in Birch Trees**

**Sarah Brown and Michael Stevens (Mentor)**

The Latitudinal Defense Hypothesis predicts that levels of defense are highest near the equator and decrease toward the poles. This hypothesis is based mainly on insect herbivory that occurs during the summer. Mammalian herbivory in the winter is a more likely driver of plant defense levels in northern latitudes. Early successional trees such as birches are favored by fire and provide an important food source for mammals like snowshoe hares. In order to test the Latitudinal Defense Hypothesis, we collected birch seeds from eight locations in northwestern Canada and grew



seedlings in a common garden. We assessed levels of defense by counting resin glands because resin glands are negatively correlated with snowshoe hare preference. This research will provide valuable information regarding the biogeography of defense and address the role of fire in plant-mammal interactions on a continental scale.

**5. Study this example. Underline and label the components (a–d) in the abstract:**

**(a) Background**

**(b) Aim and thesis of paper**

**(c) Method of research**

**(d) Results of research**

### **Citizenship Norms and the Expansion of Political Participation**

**Russell J. Dalton**

A growing chorus of scholars laments the decline of political participation in America, and the negative implications of this trend for American democracy. This article questions this position – arguing that previous studies misdiagnosed the sources of political change and the consequences of changing norms of citizenship for Americans’ political engagement.

Citizenship norms are shifting from a pattern of duty-based citizenship to engaged citizenship. Using data from the 2005 ‘Citizenship, Involvement, Democracy’ survey of the Center for Democracy and Civil Society (CDACS) I describe these two faces of citizenship, and trace their impact on political participation. Rather than the erosion of participation, this norm shift is altering and expanding the patterns of political participation in America.

(Dalton, R. J. (2008) *Political Studies* 56 (1): 76–98)

**6. Read and analyse the parts of the following abstract.**

**The Expression Pattern of Mirna-590-3P In Epithelial Ovarian Cancer is a Potential Biomarker for Ovarian Cancer Patients**

The epithelial ovarian cancer (EOC) is the most common type of ovarian tumors. The biomarkers, which are being used for EOC screening, have low specificity and sensitivity leading to the late diagnosis and high mortality rate. Thus, identification of effective biomarkers for early diagnosis of ovarian cancer has become a high priority in research. This study aims to address this problem by studying the expression of various acknowledged biomarkers and a potential molecular marker, miRNA-590-3P, in EOC tissue samples collected from Egyptian patients. We examined the expression of miRNA-590-3P in the Egyptian EOC tissue samples, using real-time PCR. We, also, examined the expression of Cancer antigen (CA- 125) which is being used for EOC screening and we studied the correlation between the C-reactive protein (CRP) and the stage of the disease, as well as, the expression of PAX-2, which was found to be associated with low-grade ovarian tumors. CA-125 and CRP were elevated in about 80% of the EOC tissue samples, and, the RNA steady-state levels of these biomarkers were lower in the patients subjected to platinum based combination chemotherapy. The elevated levels of CRP were associated with the late stages of EOC. Moreover, the expression of miRNA-590-3P showed to be likely down regulated in the EOC tissue samples. This suggests that the expression of miRNA-590-3P has a potential role in the prognosis of EOC in Egyptian patients.

(<https://www.atiner.gr/abstracts/2015ABST-BIO.pdf>)

**7. Write your own abstract observing the given recommendations.**

**Forms of Oral Communication for Academic Purposes**

## How to make a good presentation

### 1. Introduce Yourself and Set the Theme

At the beginning of the presentation, it's important to introduce yourself, giving your full name.

#### Introducing

Let me briefly introduce myself. My name is "John Miller" and I am delighted to be here today to talk to you about...

First, let me introduce myself. My name is "John Miller"

#### Introducing the topic

After the welcome address and the introduction of the speaker comes the presentation of the topic. Here are some useful introductory phrases.

Today I am here to talk to you about...

What I am going to talk about today is...

I would like to take this opportunity to talk to you about...

I am delighted to be here today to tell you about...

I want to make you a short presentation about...

I'd like to give you a brief breakdown of...

#### Explanation of goals

It is always recommended to present the goals of your presentation at the beginning. This will help the audience to understand your objectives.

The purpose of this presentation is...

My objective today is...

#### Structure

After presenting the topic and your objectives, give your listeners an overview of the presentation's structure. Your audience will then know what to expect in detail.

My talk/presentation is divided into "x" parts.

I'll start with.../First, I will talk about.../I'll begin with...

...then I will look at...

...next...

and finally...

### **Starting point**

After all this preparation, you can finally get started with the main part of the presentation.

Let me start with some general information on...

Let me begin by explaining why/how...

I'd like to give you some background information about...

Before I start, does anyone know...

As you are all aware...

## **2. Create an easy-to-follow structure**

- When it comes to what you have to say, break it down into three simple sections: your presentation needs an introduction, body, and conclusion:

1) A compelling introduction. Your introduction needs to briefly sum up what you're going to talk about and why it's useful or relevant to your audience.

2) Offer a body of evidence. The body of your presentation includes the facts, quotes, and evidence to back up your main points.

3) Sum up with key takeaways. The conclusion is where you loop back to your original statement and give the audience some key takeaways on how they can put into practice what they've learned.

- Limit the amount of words on each slide.

Too much text and the audience will just be reading the screen instead of looking at you and feeling the emotional impact of your message.

\*No more than six words per slide. Marketing king Seth Godin says we should have just six words per slide – that's not a lot of copy. Choose your words carefully and rewrite until you've got it just right.

- Make a clear transition in between the parts of the presentation

Using **transition words** and phrases in English makes your presentation look smooth and easy to follow.

“I’d like to move on to another part of the presentation...”

“Now I’d like to look at...”

“For instance...”

“In addition...”

“Moreover...”

“This leads me to the next point...”

### **Examples**

Frequently, you have to give examples in a presentation. The following phrases are useful in that respect.

For example,...

A good example of this is...

As an illustration,...

To give you an example,...

To illustrate this point...

- Make your data meaningful.

If you need to present numbers or some comparative analysis of algorithms for integration, use some visuals to present it. You can use charts, graphs or diagrams to make your data meaningful and visually attractive. Remember that pie charts are good for representing proportions, line charts to represent trends, column and bar charts for ranking. You can put lots of information on diagrams.

“Here are some facts and figures”

“The pie chart is divided into several parts”

“The numbers here have increased or gone up”

“The numbers change and go down (decrease)”

“The numbers have remained stable”

Let me use a graphic to explain this.

I'd like to illustrate this point by showing you...

Let the pictures speak for themselves.

I think the graph perfectly shows how/that...

If you look at this table/bar chart/flow chart/line chart/graph, you can see that...

- Summarize

At the end of the presentation, briefly summarize the main points and ideas. Provide the audience with your opinion and give them a call to action, let them know what you want them to do with the information you've shared.

"Let's summarize briefly what we've looked at..."

"In conclusion..."

"I'd like to recap..."

"I'd like to sum up the main points..."

## **GLOSSARY**

### **Abstract**

Abstract is 1. a short account of a research work (e.g., a paper, report, or project) usually placed before it. 2. a short account of a conference paper.

### **Academic writing**

Academic writing is structured, formal and objective research written by ‘scholars’ for other scholars (with all university writers being ‘scholars’ in this context). Its language is often abstract and complex. Academic writing addresses topic-based ‘research questions’ of interest to anyone who is seeking factually-based, objectively-presented information on a particular topic.

### **Adjective**

An adjective is a word that defines, qualifies or modifies the meaning of a noun, or more rarely of a pronoun. It expresses the qualities or attributes of the word it qualifies. There are two main categories of adjectives: a) determining adjectives, and b) descriptive adjectives.

### **Adverb**

The adverb is a part of speech which expresses some circumstances that attend an action or state, or points out some characteristic features of an action or a quality.

The function of an adverb is that of an adverbial modifier. An adverb may modify verbs (verbals), words of category of state, adjectives, and adverbs.

### **Analytical Paper**

An analytical paper breaks down an issue or an idea into its component parts, evaluates the issue or idea, and presents this breakdown and evaluation to the audience.

### **Appendix (plural – appendices)**

Appendix is a section at the end of a book or article containing supplementary information.

### **Argument**

Argument means:

- putting forth reasons for or against; debating;
- attempting to prove by reasoning; maintain or content;
- giving evidence of; indicate;
- persuading or influence (another), as by presenting reasons.

### **Argumentative Paper**

An argumentative paper makes a claim about a topic and justifies this claim with specific evidence. The claim could be an opinion, a policy proposal, an evaluation, a cause-and-effect statement, or an interpretation. The goal of the argumentative paper is to convince the audience that the claim is true based on the evidence provided.

### **Argumentative Thesis**

An argumentative thesis is a particular type of thesis statement that has two parts:

- statement about what is (the arguable statement as done above);
- claim about what ought to be (what action should be taken in light of statement).

### **Bibliography**

Bibliography is a list of sources an author has read but not specifically cited.

### **Brainstorming**

Brainstorming is a type of pre-writing strategy when you freely write down all ideas in the order which they occur to you.

Three types of brainstorming are:

- making a list;
- freewriting;
- mapping

### **Cause and Effect Paragraph**

A cause makes a thing happen; an effect is what results when that thing happens. A cause-and-effect paragraph helps a reader understand why things happen.

### **Cautious Writing**



An important feature of English academic written discourse is a cautious manner of writing, that is the avoidance of too definite statements or conclusions. The purpose of such a strategy is to be accurate and to protect the author from being criticized for possible errors or invalid claims. Cautious writing also allows for other opinions or points of view.

### **Citation**

Citation is a statement given or mentioned as an example or in support of an argument.

### **Coherence**

Coherence means establishing a relationship between the ideas presented in the paragraph. It brings about a rationale in the arrangement of the ideas which are introduced either in the chronological order or in the order of importance.

### **Cohesion**

Cohesion means joining a text together with reference words (e.g. he, she, theirs, the former) and conjunctions (e.g. but, then) so that the whole text is clear and readable. They are used to avoid repetition.

### **Concluding sentence**

A concluding sentence is a sentence at the end of the paragraph in formal paragraphs which summarizes the information that has been presented is called a concluding sentence. It is as a sort of topic sentence in reverse.

*Eating lunch is one of my favorite things to do (topic sentence). As lunch comes in tile middle of the day, it gives me a welcome break from studying. At school, lunch means thirty minutes out of class and a chance to rest after the morning's work. While eating I can plan what I'm going to do in the afternoon. Besides offering a pleasant break in the day, lunch is always a good meal (supporting sentences). That's why I consider lunch one of many other pleasant things in my life (concluding sentence).*

## **Conclusion**

The conclusion is the last paragraph of the essay. It summarises or restates the thesis and the supporting ideas of the essay. It may also contain one or more of the following: a prediction, a recommendation, or a solution.

## **Conference Abstract**

A conference abstract is a short account of an oral presentation proposed to the organizers of a conference. It is a widespread and important genre that plays a significant role in promoting new knowledge within scientific communities, both national and international.

## **Contraction**

Contraction is a shortening of a word or group of words, often marked in written English by an apostrophe.

## **Controlling idea**

A controlling idea is a part of a topic sentence which makes a specific comment about the topic, and indicates what the rest of the paragraph will say about the topic. It limits or controls the topic to a specific aspect of the topic to be discussed in the space of a single paragraph.

E.g.: *Convenience foods are easy to prepare.*

## **Definition Paragraph**

A definition paragraph defines something. The word definition comes from the verb to define, which means “to state the meaning of a word or to describe the basic quality of something.”

In a definition paragraph, the writer’s main purpose is to tell the reader what something is.

## **Descriptive Paragraph**

A descriptive paragraph describes how something or someone looks or feels. It gives an impression of something.

## **Development**

Paragraph development is a system for putting together unified and cohesive sentences.

## **Discussion Section**

The Discussion section is the section which interprets the results and their relationship to the research problem and hypotheses. The division between the Discussion and the Results sections is not rigid; furthermore, it is not always easy to distinguish between the Discussion and the Conclusions sections.

## **Essay**

An essay is a short piece of writing on a particular subject.

## **Footnote**

A Footnote is 1) a note printed at the bottom of a page, to which attention is drawn by means of a reference mark in the body of the text 2) an additional comment, as to a main statement

## **Format**

The standard pattern of layout for a text

## **Freewriting**

Freewriting is when someone writes freely what comes to mind in sentences or phrases, without worrying about grammar, punctuation or making sense.

## **General Scientific Verb**

General scientific verbs are formal verbs often of Latin origin used in English academic style.

## **General Statement**

General statements are sentences which give the reader background information about the topic of the essay and lead logically to the statement of thesis. They should be interesting enough to keep the reader's attention.

### **Indicative Abstract**

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.

### **Informative Abstract**

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.

### **Interjection**

Interjection is 1) a word or remark expressing emotion; exclamation 2) the act of interjecting 3) a word or phrase that is characteristically used in syntactic isolation and that usually expresses sudden emotion.

### **Introduction**

The introduction is the first paragraph of an essay. It summarises or restates the thesis and the supporting ideas of the essay. The purpose of the introduction is to introduce the topic to the audience and to state the purpose of the essay in the thesis statement.

### **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.

### **Logical Connector**

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.

### **Margin**

The strip of white space on a page around the text

### **Meta-Text**

Meta-text is the reference to the text itself (e.g., “This paper discusses ...”)

## **Methods Section**

The Methods section is the section which provides description of methods, procedures, materials, and subjects (if applicable) used in a study.

## **Opinion Paragraph**

An opinion paragraph expresses the writer's opinion supported by facts.

### **Paragraph**

A Paragraph is

- a collection of related sentences dealing with a single topic;
- a textual unit usually consisting of a number of sentences which deal with one main idea;
- a group of sentences which discuss one main subject.

## **Plagiarism**

Using another writer's work without acknowledgement in an acceptable manner.

## **Pre-Writing**

Pre-writing is the first stage of the writing process, typically followed by drafting, revision, editing and publishing. Pre-writing can consist of a combination of strategies and techniques such as questioning, brainstorming, outlining, diagramming, etc.

## **Process Analysis Paragraph**

A process is divided into separate steps in a process analysis paragraph. Then the steps are listed or explained in chronological, or time, order. Special time words or phrases allow to tell the reader when a particular step occurs. The process analysis paragraph ends with a specific result -something that happens at the end of the process.

## **Punctuation**

Punctuation is determined as the use of symbols not belonging to the alphabet of a writing system to indicate aspects of the intonation and meaning not otherwise conveyed in the written language.

## **Punctuation Mark**

Punctuation Mark is any of the signs used in punctuation, such as a comma or question mark.

## **Quotation**

Quotations are words or phrases of other authors used (quoted) in writing.

## **Quotation Mark**

Quotation marks in English are ‘...’ or “...”. In direct speech, we enclose what is said within a pair of single or double quotation marks, although single quotation marks are becoming more common. Direct speech begins with a capital letter and can be preceded by a comma or a colon.

## **Reference**

Reference is a note, brief description, etc. telling where certain information may be found.

## **Refutation**

Refutation is the part of an essay that disproves the opposing arguments. It is always necessary in a persuasive paper to refute or answer those arguments.

## **Results Section**

The Results section reports data or information obtained in the course of a study. In this part of the research paper, writers put forward their new knowledge claims through the demonstration, explanation, and interpretation of the findings.

## **Running Head**

Running heads are short titles located at the top of each of the pages of an article which are typed flush left at the top of all pages while Short Titles are typed flush right.

## **Sentence**

A sentence is the largest independent unit of grammar: it begins with a capital letter and ends with a period, question mark, or exclamation point.

The sentence is traditionally defined as a word or group of words that expresses a complete idea and that includes a subject and a verb.

## **Short Title**

Short Titles are two to three-word derivation of the title of the paper.

## **Style**

The style of a piece of writing is the way in which features of the language are used to convey meaning, typically but not always within the constraints of more widely accepted conventions of grammar and spelling.

## **Summary**

A summary is a shortened version of a text aimed at giving the most important information or ideas of the text.

Summarizing is an important part of writing academic papers, which usually

## **Supporting (Body/Main Body) Paragraph**

These are the paragraphs that explain and support the thesis statement and come between the introduction and the conclusion. There must be one or more paragraphs in the main body of an essay. Supporting paragraphs begin with a topic sentence. They explain, define, clarify the controlling ideas of the topic sentence with facts, examples, physical description, and/or personal experience.

## **Supporting sentence**

A Supporting sentence “supports”, or explains, the idea expressed in the topic sentence:

*Eating lunch is one of my favorite things to do (topic sentence). As lunch comes in tile middle of the day, it gives me a welcome break from studying. At school, lunch means thirty minutes out of class and a chance to rest after the morning's work. While eating I can plan what I'm going to do in the afternoon. Besides offering a pleasant break in the day, lunch is always a good meal (supporting sentences).*

## **Synopsis**

A Synopsis is a summary of an article or a book.

## **Thesis Sentence**

Generally located at the end of the introduction, a thesis sentence is the most general, most important sentence in the essay. It contains controlling ideas that limit and direct the rest of the essay.

## **Thesis Statement**

A thesis statement usually appears at the end of the introductory paragraph of a paper, and it offers a concise summary of the main point or claim of the essay, research paper, etc. It can be compared to a topic sentence, which gives the main idea of a paragraph.

Parts of a thesis statement:

- 1) the subject (the topic);
- 2) the precise opinion (the author's opinion on the subject/topic);
- 3) the blueprint of reasons (it shows how the author plans to argue and prove his opinion).

## **Title Page**

The Title Page is the first page containing the title of the paper, the name as its author (including co-authors), the institutional affiliation/s and author note if applicable.

## **Topic**

A Topic is a part of a topic sentence which names the subject, or main idea, of the paragraph.

E.g.: *Convenience foods are easy to prepare.*

## **Topic sentence**

A Topic sentence is a sentence which indicates in a general way what idea or thesis the paragraph is going to deal with. A topic sentence can be put in any place in the paragraph, but putting it at the beginning guides paragraph development.

E.g.: *Eating lunch is one of my favorite things to do (topic sentence). As lunch comes in the middle of the day, it gives me a welcome break from studying. At school, lunch means thirty minutes out of class and a chance to rest after the morning's work.*



*While eating I can plan what I'm going to do in the afternoon. Besides offering a pleasant break in the day, lunch is always a good meal.*

### **Transition**

Signposts or transitional words and phrases are connections between sentences and between paragraphs to indicate change, comparison, or agreement.

### **Transition word**

Transition words are words used to make connections between sentences and between paragraphs. Such words indicate change, comparison, agreement, etc.

E.g.: *People use 43 muscles when they frown; however, they use only 28 muscles when they smile.*

### **Unity**

Unity is the quality of sticking to one idea from start to finish with every sentence contributing to the central purpose and main idea of that purpose.

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e-mail: westfalika@inbox.ru

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