Қазақстан Республикасының білім және ғылым министрлігі
Д. СЕРІКБАЕВ атындағы ШЫҒЫС ҚАЗАҚСТАН
МЕМЛЕКЕТТІК ТЕХНИКАЛЫҚ УНИВЕРСИТЕТІ

Министерство образования и науки Республики Казахстан
ВОСТОЧНО-КАЗАХСТАНСКИЙ ГОСУДАРСТВЕННЫЙ
ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ им. Д. СЕРИКБАЕВА

Е.Е. Горбань, Е.Ф. Ней

ШЕТ ТІЛІ (КӘСІБИ)

Техникалық мамандықтары бойынша оқитын магистратура студенттеріне
СОӨЖ және СӨЖ арналған әдістемелік нұсқаулар

ИНОСТРАННЫЙ ЯЗЫК (ПРОФЕССИОНАЛЬНЫЙ)

Методические указания для СРМП и СРМ магистрантов технических
специальностей

Өскемен
2019

Е.Е. Горбань Шет тілі (кәсіби). Техникалық мамандықтары бойынша оқитын магистратура студенттеріне СОӨЖ және СӨЖ арналған әдістемелік нұсқаулар / Е.Е. Горбань, Е.Ф. Ней / ШҚМТУ.- Өскемен, 2019.- 90б.

Әдістемелік нұсқаулар жазу, мамандық бойынша әдебиетті оқу дағдыларын жетілдіру, кәсіби лексиканы пайдалана отырып сөйлеудің коммуникативтік дағдыларын дамыту, сондай-ақ мамандық бойынша мәтіндерді аудару дағдыларын дамыту мақсатын қояды.

Е.Е. Горбань, Иностранный язык (профессиональный). Методические указания для СРМП и СРМ магистрантов технических специальностей / Е.Е. Горбань, Е.Ф. Ней / ВКГТУ.- Усть-Каменогорск, 2019.-90с.

Методические указания содержат тексты и задания для совершенствования навыков письма, чтения литературы по специальности, говорения с использованием профессиональной лексики, а также навыков перевода текстов по специальности.

ГББ және ДШМ әдістемелік кеңесімен бекітілді

Хаттама № 2   20.12. 2019 ж.

CONTENTS

КІРІСПЕ

Осы Әдістемелік нұсқаулар «Шет тілдері» кафедрасында мемлекеттік жалпыға міндетті білім беру стандарты негізінде (ҚР МЖМБС), мамандық бойынша типтік модульдік жұмыс бағдарламасы, сонымен қатар Д. Серікбаев Атындағы ШҚМТУ шетел тілдері кафедрасында құрастырылған модульдік оқу бағдарламасы мен силлабус негізінде әзірленген. Әдістемелік нұсқаулар техникалық мамандықтары бойынша оқитын магистратура студенттеріне СООЖ және СӨЖ арналған. Әдістемелік нұсқауларды практикалық сабақтар, СООЖ және СӨЖ үшін қолдануға болады.

Әдістемелік нұсқаулар жазу (мақалалар, түйіндемелер, стендтік баяндамалар, іскерлік хат алмасу және т.б.), мамандық бойынша әдебиетті оқу дағдыларын жетілдіру, кәсіби лексиканы (баяндамалар, презентациялар, есептер және т. б.) пайдалана отырып сөйлеудің коммуникативтік дағдыларын дамыту, сондай-ақ мамандық бойынша мәтіндерді аудару дағдыларын дамыту мақсатын қояды.

Материалдың көлемі мен тақырыбы, тапсырмалар типологиясы «Шет тілі (Кәсіби)» пәні бойынша Типтік оқу бағдарламасына сәйкес келеді.

ВВЕДЕНИЕ

Данные методические указания разработаны на кафедре «Иностранные языки» на базе Государственного общеобязательного стандарта образования (ГОСО РК), типовой рабочей модульной программы по специальности, а также рабочей модульной учебной программы и силлабуса, составленных на кафедре иностранных языков ВКГТУ им. Д. Серикбаева. Методические указания предназначены для технических специальностей. Методические указания можно использовать для СРМП и СРМ.

Методические указания ставят целью совершенствование навыков письма (статей, резюме, стендовых докладов, деловой переписки и т.п.), чтения литературы по специальности, развитие коммуникативных навыков говорения с использованием профессиональной лексики (доклады, презентации, отчеты и др.), а также навыков перевода текстов по специальности.

Объем и тематика материала, типология заданий соответствуют типовой учебной программе по специальности по дисциплине «Иностранный язык (профессиональный)».

1 HOW TO WRITE A DISSERTATION

1.1 A Dissertation Introduction

The introduction is the first chapter of your thesis or dissertation and appears right after the table of contents. It's essential to draw the reader in with a strong beginning. Set the stage for your research with a clear focus, purpose and direction.

The introduction should include:

1. Topic and context: what does the reader need to know to understand the dissertation?
2. Focus and scope: what specific aspect of the topic will you address?
3. Relevance and importance: how does the research fit into existing work on this topic?
4. Questions and objectives: what does the research aim to find out and how?
5. Overview of the structure: what does each chapter of the dissertation contribute to the overall aim?

1.1.1 Starting your introduction

Although the introduction comes at the beginning of your dissertation, it doesn't have to be the first thing you write — in fact, it's often the very last part to be completed (along with the abstract).

It's a good idea to write a rough draft of your introduction near the beginning of the research to help guide you. If you wrote a research proposal, you can use this as a template, as it contains many of the same elements. But you should revise your introduction throughout the writing process, making sure it matches the content of your chapters.

For an effective introduction, make sure to include all of the following elements:

1. Topic and context (Begin by introducing your topic and giving any necessary background information. It's important to contextualize your research and generate interest — aim to show why the topic is timely or important, for example, by mentioning a relevant news item, academic debate, or practical problem):
e.g. Example topic (Young people's attitudes to climate change);
Example context (Recent news stories about the children's climate strike, and the increasing importance of youth engagement with climate politics);
2. Receive feedback on language, structure and layout;
3. Professional editors proofread and edit your paper by focusing on:
- Academic style
- Vague sentences
- Grammar
- Style consistency

See an example

1.1.2 Focus and scope

After a brief introduction to your general area of interest, narrow your focus and define the scope of your research. For example:
- What geographical area are you investigating?
- What time period does your research cover?
- What demographics or communities are you researching?
- What specific themes or aspects of the topic does your dissertation address?

e.g. Example focus (British teenagers' engagement with UK climate policy);

Example scope (The knowledge, concerns, perceptions and actions of London high school students towards the current UK government's climate policies).

1.1.3 Relevance and importance

It's essential to show your motivation for doing this research, how it relates to existing work on the topic, and what new insights it will contribute. Give a brief overview of the current state of research, citing the most relevant literature and indicating how your research will address a problem or gap in the field. You will conduct a more in-depth survey of relevant sources in the literature review section or chapter. Depending on your field, the importance of your research might focus on its practical application (e.g. in policy or management) or on advancing

scholarly understanding of the topic (e.g. by developing theories or adding new empirical data). In many cases it will do both.

Explain how your dissertation:
- Helps solve a practical or theoretical problem;
- Addresses a gap in the literature;
- Builds on existing research;
- Proposes a new understanding of the topic;

e.g. Example relevance and importance.

Young people will determine the future of climate policy, so it is important to gain an in-depth understanding of their engagement with this issue. While there has been previous research on British youth attitudes to climate change, none has focused specifically on how they engage with current UK climate policy. Furthermore, as the youth politics of climate change has been particularly prominent in the past year, it is important to build on previous work and expand scholarly knowledge of this contemporary phenomenon.

1.1.4 Questions and objectives

This is perhaps the most important part of your introduction — it sets up the expectations of the rest of your dissertation. How you formulate your research questions and objectives will depend on your discipline, topic and focus, but you should always clearly state the central aim of your research.

You can briefly mention the methods you used to answer your questions, but if you are including a separate methodology chapter, don't go into too much detail here. If your research aims to test hypotheses you can formulate them here, along with a conceptual framework that posits relationships between variables. Sometimes the hypotheses will come later in the dissertation, after your literature review.

e.g. Research question example:
- How do high school students in London engage with the UK government's policies on climate change?

Objectives example:
- Gather and analyze quantitative data on students' levels of knowledge, concern, and positive/negative perceptions of government policy;
- Determine whether high levels of concern are associated with age, gender and social class;
- Conduct qualitative research to gain in-depth insight into students' attitudes, perceptions, and modes of engagement with the issue.

1.1.5 Overview of the structure

To help guide your reader through the dissertation, end with an overview of its structure summarizing each chapter to clearly show how it contributes to your central aims. It is best to keep the overview concise. One or two sentences should usually be enough to describe the content of each chapter.

If your research is more complicated or does not follow a conventional structure, you might need up to a paragraph for each chapter. For example, a

humanities dissertation might develop an argument thematically rather than dividing the research into methods/results/discussion. If your structure is unconventional, make it clear how everything fits together.

1.2 A Dissertation Purpose Statement

After you have identified a research problem for your project, the next step is to write a problem statement. An effective problem statement is concise and concrete. It should:
- Put the problem in context (what do we already know?)
- Describe the precise issue that the research will address (what do we need to know?)
- Show the relevance of the problem (why do we need to know it?)
- Set the objectives of the research (what will you do to find out?)

There are various situations in which you might have to write a problem statement. In businesses and other organizations, writing a problem statement is an important step in improvement projects. A clearly defined and well-understood problem is crucial to finding and implementing effective solutions. In this case, the problem statement is usually a stand-alone document.

In academic research, writing a problem statement can help you contextualize and understand the significance of your research problem. A problem statement can be several paragraphs long and serve as the basis for your research proposal, or it can be condensed into just a few sentences in the introduction of your paper or thesis.

The problem statement will look different depending on whether you're dealing with a practical real-world problem or a theoretical scientific issue. But all problem statements follow a similar process.

1.2.1 Step 1: contextualize the problem
The problem statement should frame your research problem in its particular context and give some background on what is already known about it.
  For practical research, focus on the concrete details of the situation:
- Where and when does the problem arise?
- Who does the problem affect?
- What attempts have been made to solve the problem?
  e.g. :
Voter turnout in region X has been decreasing steadily over the past ten years, in contrast to other areas of the country. According to surveys conducted by organization Y, turnout is lowest among under-25s and people on low incomes. There have been some effective attempts at engaging these groups in other regions, and in the last two elections parties A and B increased their campaigning efforts in region X, but these interventions have yet to have any significant effect on turnout.

For theoretical research, think about the scientific, social, geographical and/or historical background:
- What is already known about the problem?

- Is the problem limited to a certain time period or geographical area?
- How has the problem been defined and debated in the scholarly literature?
  e.g. :

In the past ten years, the "gig economy" has become an increasingly important segment of the labour market. Under-30s are more likely to engage in freelance, contracted or zero-hour work arrangements instead of traditional full-time jobs. Research on the reasons for and consequences of this shift has focused on objective measures of income, working hours and employment conditions, but there has been little work exploring young people's subjective experiences of the gig economy.

1.2.2 Step 2: show why it matters

The problem statement should also address the relevance of the research: why is it important that the problem is solved?

This doesn't mean you have to do something groundbreaking or world-changing. It's more important that the problem is researchable, feasible, and clearly addresses a relevant issue in your field.

Practical research is directly relevant to a specific problem that affects an organization, institution, social group, or society more broadly. To make it clear why your research problem matters, you can ask yourself:
- What will happen if the problem is not solved?
- Who will feel the consequences?
- Does the problem have wider relevance (e.g. are similar issues found in other contexts)?
  e.g. :

Low voter turnout has been shown to have negative associations with social cohesion and civic engagement, and is becoming an area of increasing concern in many European democracies. When specific groups of citizens lack political representation, they are likely to become more excluded over time, leading to an erosion of trust in democratic institutions. Addressing this problem will have practical benefits for region X and contribute to understanding of this widespread phenomenon.

Sometimes theoretical issues have clear practical consequences, but sometimes their relevance is less immediately obvious. To identify why the problem matters, ask:
- How will resolving the problem advance understanding of the topic?
- What benefits will it have for future research?
- Does the problem have direct or indirect consequences for society?
  e.g. :

In the literature on the gig economy, these new forms of employment are sometimes characterized as a flexible active choice and sometimes as an exploitative last resort. To gain a fuller understanding of why young people engage in the gig economy, in-depth qualitative research is required. Focusing on workers' experiences can help develop more robust theories of flexibility and precarity in contemporary employment, as well as potentially informing future policy objectives.

1.2.3 Step 3: set your aims and objectives

Finally, the problem statement should frame how you intend to address the problem. Your goal should not be to find a conclusive solution, but to seek out the reasons behind the problem and propose more effective approaches to tackling or understanding it.

The practical aim is the overall purpose of your research. It is generally written in the infinitive form:
- The aim of this study is to determine…
- This project aims to explore…
- I aim to investigate…
- The objectives are the concrete steps you will take to achieve the aim:
- Qualitative methods will be used to identify…
- I will use surveys to collect…
- Using statistical analysis, the research will measure…
  e.g. :

The practical aim of this research is to investigate effective engagement strategies to increase voter turnout in region X. It will identify the most significant factors in non-voting through surveys and interviews, and conduct experiments to measure the effectiveness of different strategies.

This theoretical aim of the project is to better understand young people's experiences in the gig economy. Qualitative methods will be used to gain in-depth insight into the motivations and perceptions of under-30s engaged in freelance and zero-hour work across various industries. This data will be contextualized with a review of recent literature on the gig economy and statistical analysis of demographic changes in the workforce.

1.3 Developing Strong Research Questions

A good research question is essential to guide your research paper, project or thesis. It pinpoints exactly what you want to find out and gives your work a clear focus and purpose. All research questions should be:
- Focused on a single problem or issue;
- Researchable using primary and/or secondary sources;
- Feasible to answer within the timeframe and practical constraints;
- Specific enough to answer thoroughly;
- Complex enough to develop the answer over the space of a paper or thesis;
- Relevant to your field of study and/or society more broadly;

In a research paper or essay, you will usually write a single research question to guide your reading and thinking. The answer that you develop is your thesis statement — the central assertion or position that your paper will argue for. In a bigger research project, such as a thesis or dissertation, you might have multiple research questions, but they should all be clearly connected and focused around a central research problem. There are many types of research question that correspond to different types of research.

The process of developing your research question follows several steps:
- Choose a broad topic;
- Do some preliminary reading to find out about topical debates and issues;
- Narrow down a specific niche that you want to focus on;
- Identify a practical or theoretical research problem that you will address.

When you have a clearly-defined problem, you need to formulate one or more questions (See Table 1). Think about exactly what you want to know and how it will contribute to resolving the problem.

Table 1 "Problems and Questions"

Example research problem	Example research question(s)
The teachers at school X do not have the skills to recognize or properly guide gifted children in the classroom.	What practical techniques can teachers at school X use to better identify and guide gifted children?
Under-30s increasingly engage in the "gig economy" instead of traditional full-time employment, but there is little research into young people's experiences of this type of work.	What are the main factors that influence young people's decisions to engage in the gig economy? What do workers perceive as its advantages and disadvantages? Do age and education level have an effect on how people experience this type of work?

Both qualitative and quantitative research requires research questions. The kind of question you use depends on what you want to find out about and the type of research you want to do. It will shape your research design.

Table 2 shows some of the most common types of research questions. Bear in mind that many academic research questions will be more complex than these examples, often combining two or more types.

Table 2 "Common Types of Research Questions"

Research question type	Formulation
1	2
Descriptive research	What are the characteristics of X?
Comparative research	What are the differences and similarities between X and Y?
Correlational research	What is the relationship between variable X and variable Y?

1	2
Exploratory research	What are the main factors in X? What is the role of Y in Z?
Explanatory research	Does X have an effect on Y? What is the impact of Y on Z? What are the causes of X?
Evaluation research	What are the advantages and disadvantages of X? How well does Y work? How effective or desirable is Z?
Action research	How can X be achieved? What are the most effective strategies to improve Y?

Writing questions isn't a difficult task in itself, but it can be hard to work out if you have a good research question. Research questions anchor your whole project, so it's important to spend some time refining them. The criteria in Tables 3, 4, 5, 6 can help you evaluate the strength of your research question.

Table 3 "Focused and Researchable Questions"

Criteria	Explanation
Focuses on a single topic and problem	Your central research question should follow from your research problem to keep your work focused. If you have multiple questions, they should all clearly relate to this central aim.
Answerable using primary or secondary data	You must be able to find an answer by collecting quantitative and/or qualitative data, or by reading scholarly sources on the topic to develop an argument. If such data is impossible to access, you will have to rethink your question and ask something more concrete.
Does not ask for a subjective value judgement	Avoid subjective words like *good*, *bad*, *better* and *worse*, as these do not give clear criteria for answering the question. If your question is evaluating something, use terms with more measurable definitions. Is X or Y a better policy? How effective are X and Y policies at reducing rates of Z?
Does not ask why	*Why* questions are usually too open to serve as good research questions. There are often so many possible causes that a research project cannot give a thorough answer. Try asking *what* or *how* questions instead. Why does X occur? What are the main factors contributing to X? How is X influenced by Y?

Table 4 "Feasible and Specific Questions"

Criteria	Explanation
Answerable within practical constraints	Make sure you have enough time and resources to do the research required to answer the question. If you think you might struggle to gain access to enough data, consider narrowing down the question to be more specific.
Uses specific, well-defined concepts	All the terms you use in the research question should have clear meanings. Avoid vague language and broad ideas, and be clear about *what*, *who*, *where* and *when* your question addresses. What effect does social media have on people's minds? What effect does daily use of Twitter have on the attention span of under-16s?
Does not ask for a conclusive solution, policy, or course of action	Research is about informing, not instructing. Even if your project is focused on a practical problem, it should aim to improve understanding and suggest possibilities rather than asking for a ready-made solution. What should the government do about low voter turnout? What are the most effective communication strategies for increasing voter turnout among under-30s?

Table 5 "Complex and Arguable Questions"

Criteria	Explanation
Cannot be answered with *yes* or *no*	Closed *yes*/*no* questions are too simple to work as good research questions — they don't provide enough scope for investigation and discussion. Has there been an increase in homelessness in the UK in the past ten years? How have economic and political factors affected patterns of homelessness in the UK over the past ten years?
Cannot be answered with easily found facts and figures	If you can answer the question through a Google search or by reading a single book or article, it is probably not complex enough. A good research question requires original data, synthesis of multiple sources, interpretation and/or argument to provide an answer.
Provides scope for debate and deliberation	The answer to the question should not just be a simple statement of fact: there needs to be space for you to discuss and interpret what you found. This is especially important in an essay or research paper, where the answer to your question often takes the form of an argumentative thesis statement.

Table 6 "Relevant and Original Questions"

Addresses a problem relevant to your field or discipline	The research question should be developed based on initial reading around your topic, and it should focus on addressing a problem or gap in the existing knowledge.
Contributes to a topical social or academic debate	The question should aim to contribute to an existing debate — ideally one that is current in your field or in society at large. It should produce knowledge that future researchers or practitioners can build on.
Has not already been answered	You don't have to ask something groundbreaking that nobody has ever thought of before, but the question should have some aspect of originality (for example, by focusing on a specific location or taking a new angle on a long-running debate).

1.4 A Dissertation Conclusion

Your dissertation conclusion will do one of two things. It may fill you with joy, because it signals that you are almost done. Or it may be a particularly challenging test of your mental strength, because by this point in the dissertation you are likely exhausted.

It is your job at this point to make one last push to the finish to create a cohesive and organised final chapter. If your concluding chapter is unstructured or some sort of ill-disciplined rambling, the person marking your work might be left with the impression that you lacked the appropriate skills for writing or that you lost interest in your own work.

To avoid these pitfalls, you will need to know what is expected of you and what you need to include in your successful dissertation conclusion chapter.

There are three parts (at a minimum) that need to exist within your dissertation conclusion. These include:
- Research objectives – a summary of your findings and the resulting conclusions;
- Recommendations;
- Contributions to knowledge.

You may also wish to consider a section on self-reflection, i.e. how you have grown as a researcher or a section on limitations (though this might have been covered in your research methods chapter). This adds something a little different to your chapter and allows you to demonstrate how this dissertation has affected you as an academic.

Furthermore, just like any other chapter in your dissertation, your conclusion must begin with an introduction (usually very short at about a paragraph in length). This paragraph typically explains the organisation of the content, reminds the reader of your research aims/objectives, and provides a brief statement of what you are about to do.

The length of a dissertation conclusion varies with the length of the overall project, but similar to a dissertation introduction, a 5-7% of the total word count estimate should be acceptable.

The research objectives section only asks you to answer two questions:

- As a result of the completion of the literature review, along with the empirical research that you completed, what did you find out in relation to your personal research objectives?

- What conclusions have you come to?

A common mistake by students when addressing these questions is to again go into the analysis of the data collection and findings. This is not necessary, as the reader has likely just finished reading your discussion chapter and does not need to go through it all again. This section is not about persuading, you are simply informing the reader of the summary of your findings.

Before you begin writing, it may be helpful to list out your research objectives and then brainstorm a couple of bullet points from your data findings/discussion where you really think your research has met the objective. This will allow you to create a mini-outline and avoid the 'rambling' pitfall described above.

The purpose of a recommendations section is to offer the reader some advice on what you think should happen next. Failing to include such information can result in the loss of marks. Including these recommendations as implicit suggestions within other parts of the brief (e.g. the analysis/discussion chapters) is a good start, but without having a detailed explanation of them in the conclusion chapter, you might be setting yourself up for failure.

There are two types of recommendations you can make. The first is to make a recommendation that is specific to the evidence of your study, the second is to make recommendations for future research. While certain recommendations will be specific to your data, there are always a few that seem to appear consistently throughout student work. These tend to include things like a larger sample size, different context, increased longitudinal time frame, etc. If you get to this point and feel you need to add words to your dissertation, this is an easy place to do so – just be cautious that making recommendations that have little or no obvious link to the research conclusions are not beneficial.

A good recommendations section will link to previous conclusions, and since this section was ultimately linked to your research aims and objectives, the recommendations section then completes the package.

The idea of 'contributions to knowledge' largely appears in PhD-level work and less so at the Master's level, depending of course on the nature of the research. Master's students might want to check with their supervisor before proceeding with this section. Ultimately, in this section, the focus is to demonstrate how your research has enhanced existing knowledge.

Your main contribution to knowledge likely exists within your empirical work (though in a few select cases it might be drawn from the literature review). Implicit in this section is the notion that you are required to make an original contribution to research, and you are, in fact, telling the reader what makes your research study

unique. In order to achieve this, you need to explicitly tell the reader what makes your research special.

There are many ways to do this, but perhaps the most common is to identify what other researchers have done and how your work builds upon theirs. It may also be helpful to specify the gap in the research (which you would have identified either in your dissertation introduction or literature review) and how your research has contributed to 'filling the gap.'

Another obvious way that you can demonstrate that you have made a contribution to knowledge is to highlight the publications that you have contributed to the field (if any). So, for example, if you have published a chapter of your dissertation in a journal or you have given a conference presentation and have conference proceedings, you could highlight these as examples of how you are making this contribution.

In summing up this section, remember that a dissertation conclusion is your last opportunity to tell the reader what you want them to remember. The chapter needs to be comprehensive and must include multiple sub-sections.

Ensure that you refresh the reader's memory about your research objectives, tell the reader how you have met your research objectives, provide clear recommendations for future researchers and demonstrate that you have made a contribution to knowledge. If there is time and/or space, you might want to consider a limitations or self-reflection section.

2 A DISSERTATION LITERATURE REVIEW

You have gathered and read surrounding your subject area, and then identifies a "gap" in that literature that your research will attempt to address.

There are a lot of misunderstandings about what a dissertation literature review entails. Whilst in some cases a dissertation literature review can be a simple summary of important sources, most often it requires you to critically engage with the text to convey your opinions of it, as well as any critiques that you may have. What is your interpretation of a particular source? Does this interpretation differ considerably from other viewpoints in the literature? This is the sort of critical engagement expected in a literature review.

Whereas a summary will most likely provide a simple recap of the general arguments of the source(s), the expectations concerning a literature review extend beyond this. A literature review may provide a new perspective on a classic research paper or it may combine both new and old interpretations (this is the "gap" – more on this later). A literature review may also provide a thorough and critical outline of the intellectual developments in a field with a focus on major, and often polemical, debates. In other scenarios, a literature review may also provide an assessment of a source and inform a reader about its validity, pertinence and relevance to the research subject.

There tends to be confusion between literature reviews and academic papers in general, but they are not one and the same. Generally, academic papers aim to

provide new research material about a particular subject, and a literature review features as part of this objective. In a research paper, the literature review forms the basis of the research – it helps to highlight any research gaps as support for a new argument or insights you intend to provide. In a literature review, you're aiming to summarise and provide a critical analysis of the research arguments you have found in your readings, without making new contributions to the literature. A literature review is an essential part of any academic piece of writing, as it demonstrates to your tutor or reader that you have a nuanced understanding of the sources concerning your research area or question.

Although it may seem arbitrary, the literature review helps to persuade the person reading and marking your assignment that what you have written about is relevant and your arguments are justified and worthwhile. So, in short, a literature review is essential, and you need to put the necessary time into getting it right.

These are several key steps which should make it easier to follow when writing your own dissertation literature review. You start by identifying your sources, then you read and re-read them. Next, you think about any gaps in the research or literature you have used, and finally, you write your review using all the preparation and information gathered in the steps prior.

To write a good dissertation literature review, you need to have a fair idea of what sources you would like to review. Make sure that your sources are balanced; include enough books and academic journals and any useful published work from reputable scholars. To help you choose your sources appropriately, you might want to think about the parameters and objectives of your research. What are you hoping to find out? In your literature review, what theoretical issues or perspectives do you aim to tackle? How about your methodology? Will you focus on mainly qualitative or quantitative studies, or a mixture of both? These general questions should help guide you in selecting your sources and again, remember that the abstract of a source is a very useful tool. Having a quick scan of the abstract and its 'keywords' will often give you an indication of the whether the source will be useful for your research or not. As you're identifying your sources, ensure you a keep a list as it's very easy to lose focus given the wide scope of the Internet.

Now that you have organised your sources efficiently, it's time to read through them. As unnatural as it may feel, it's most effective to read in a few stages, as detailed below:

First, go through all the texts to get a sense of their general content and arguments. This will also help you judge which sources you mainly want to focus on in your review. During the second stage of your reading, you can then take a more critical, in-depth look at your sources. Make a lot of notes, be critical, ask questions. What is your academic opinion on the text? Do you have any comments on the methodological approach, the theoretical argument or the general hypothesis? Note these down. It will ensure that your literature review is not merely a summary of your readings, and will encourage a clear line of argument so that your work is logical and coherent.

When writing a dissertation literature review, an essential thing to consider is identifying the research gap. Identifying the gap is particularly important if your review forms part of a research proposal, as it will highlight the pertinence of your research – assuming that your research has been designed to fill this gap. In other instances, identifying the gap is an indication of good critical analysis and can score you extra points.

To identify the "gap" it is important that we know what this "gap" is. A research gap is essentially the existence of a research question, perspective or problem that has not been answered in the existing literature on any field of study. Identifying the research gap is important for highlighting the originality of your research; it proves you're not simply recounting or regurgitating existing research. It also shows that you are very much aware of the status of the literature in your chosen field of study, which in turn, demonstrates the amount of research and effort you have put into your review.

Many students, especially at post-graduate level, find it extremely difficult to identify research gaps in their subject area. For post-graduate research papers, identifying research gaps and formulating research questions that can address these gaps form the very essence of a research paper. Identifying research gaps does not have to be a difficult endeavour and there are several ways to overcome this difficulty.

A simple approach will be to read important parts of key articles in your research area. First, note that you'll have to sift through many articles to identify the ones that are most suitable for your research. A quick search using keywords on Google Scholar will often give you a quick overview of the available literature. Other useful sources include databases such as JSTOR or Wiley Online Library. You can then snowball additional articles by clicking on 'related articles' or checking out which other papers have cited your source.

Whichever avenue you choose, reading the abstract is often a good starting point to get a sense of what the articles entails. You should also do a quick examination of the introductory and concluding paragraphs of the paper as these sections always provide some information on the aims and outcomes of the research, as well as 'recommendations for future studies.' These recommendations typically provide some insight on the research gaps in the literature. Another route would be to simply read as much as you can on your research subject while considering which research areas still need addressing in the literature – this is usually an indication of research gaps. Now you're well prepared to start. Consider the following pointers:
- Use sample literature reviews.

Have a look at sample dissertation literature reviews in your subject area and read them thoroughly to familiarise yourself with existing key debates and themes. This can be a good starting point for framing and structuring your own review. If you are not familiar with academic writing, going through samples will help you to get a sense of what is expected in this regard. Pay attention to the academic language and formal style used. Also, remember that the bibliography or reference section of your selected texts will help you to snowball further references if you need any.

- Keep it simple.

Keep your topic as narrowed down as possible. Remember that there are hundreds – or in some instances, thousands – of sources or perspectives concerning any subject area or topic. Researchers investigate research problems in many divergent ways and the literature available on any given subject is extremely broad. In your literature review, you won't be expected to address every argument or perspective concerning your topic – this might actually undermine your ability to write a coherent and focused piece. You'll make your work easier if you limit the scope of your work. In your review, ensure that you clearly state what the focus of your work will be.

- Make sure your sources are as current as possible.

If you are reviewing scientific work, it's essential your sources are as current as possible given the advancements in the field over the years. In the medical field particularly, research is constantly evolving and a source that's only three years old may be even out-dated. In the social sciences this rule may not apply, as many theoretical works are classics and you will be expected to be familiar with these perspectives. You might have to the review the work of Marx, or Hobbes, or any other classic scholar. You still need to balance theory with current approaches, as you will need to demonstrate the ways in which perspectives in the literature have changed over the years, or you may even want to demonstrate how scholars have used classic theories to inform their work.

- Consider the organisation of your work.

In a dissertation literature review, organising your work goes beyond having an introduction, body and conclusion. You'll be reviewing a number of texts, so you'll also have to think clearly about how to organise themes, topics and your argument in general. Below is a detailed guide on how to do this:

- Think about the basic structure first;

- Like any other academic paper, a dissertation literature review will comprise a basic introduction, body, and conclusion.

The introduction of a literature review should be clear, short and focused. It should outline the focus of the review – in other words, it should clearly state the main topics to be covered. A good literature review will also state the arguments to be made, as well as underlying rationale that underpins these arguments.

The body of your literature review will include an in-depth discussion of the academic sources you have chosen to review. There are various approaches to organizing the body of a literature review. You should have a rough idea of your strategy before you start writing. Depending on the length of your literature review, you can combine several of these strategies—for example, your overall structure might be thematic, but each theme is discussed chronologically.

1. Chronological structure

The simplest approach is to trace the development of the topic over time. However, if you choose this strategy, be careful to avoid simply listing and summarizing sources in order. Try to analyze patterns, turning points and key debates

that have shaped the direction of the field. Give your interpretation of how and why certain developments occurred.

2. Thematic structure

If you have found some recurring central themes, you can organize your literature review into subsections that address different aspects of the topic. For example, if you are reviewing literature about inequalities in migrant health outcomes, key themes might include healthcare policy, language barriers, cultural attitudes, legal status, and economic access.

3. Methodological structure

If you draw your sources from different disciplines or fields that use a variety of research methods, you might want to compare the results and conclusions that emerge from different approaches. For example:

Look at what results have emerged in qualitative versus quantitative research;

Discuss how the topic has been approached by empirical versus theoretical scholarship;

Divide the literature into different types of sources (e.g. sociological, historical, and cultural)

4. Theoretical structure

A literature review is often the foundation for a theoretical framework. You can use it to discuss various theories, models, and definitions of key concepts. You might argue for the relevance of a specific theoretical approach, or combine various theoretical concepts to create a framework for your research.

In the body of your review, ensure that your arguments are presented clearly and that you link these arguments with the literature. Is there a scholar that agrees with your view? Say so, in a way that the reader will understand easily. This demonstrates that you are very familiar with the academic research in your field. Remember to also make note of any views that do not agree with your position; excluding these arguments will reduce the methodological robustness of your piece. You can use direct quotations in your literature review. However, do so sparingly so you don't appear lazy. Most tutors will not approach it kindly; the purpose of a literature review is to demonstrate your ability to critically engage with a piece of text, and littering your review with direct quotes isn't a good indication of this. Instead, try to paraphrase quotations and only use direct quotes if it really helps to illustrate your argument.

In the summary of your dissertation literature review, it's important to give a summary of the conclusions you've drawn from your readings. If your literature review forms part of a broader research proposal, reiterate the gaps in the literature here, and clearly state how your proposed research will fill these gaps. Make recommendations for future research in this section too, which demonstrates your analytical skills and will score you some extra points. Write a critical review:

1. Read your assignment instructions carefully in order to:

determine your exact criteria;

find out what proportion of your review you should dedicate to summary and evaluation;

- know whether the summary and evaluation should be presented as separate sections or a combined section.

2. Plan your approach. Critical reviews require careful planning and drafting just like any other assignment. This guide suggests what to focus on at each stage of the process. Skim read the text and make notes about:

the main question or questions;
the author's aim;
the methods used;
the evidence provided;
the key findings or answers;
the implications and significance of the findings.

3. Make notes when writing and proofreading your critical review:
- stay focused on your evaluation criteria;
- read the text you are reviewing again to check that you have covered everything;
- use your notes to evaluate the text against your criteria;
- judge the quality or value of the text (for other researchers, or to practitioners in the field, or to students);
- consider the merits of the text in the short term as well as the long term;
- consider the merits of the text in comparison to other related texts.

4. Write it up when evaluating the text you could answer some of the following questions:
- Is the question the text tries to answer relevant, interesting, new, or useful? To who, and why?
- Does the text give new answers or interpretations to an old question?
- Is the text detailed, or brief? Simple or complex?
- Is the evidence presented to support the answer extensive? Strong? Weak? Relevant? Persuasive? Contradictory?
- Are the conclusions reached final, limited, qualified or preliminary?

5. Evaluate the text

Here are some tips for summarizing an article:
1 Give a summary of the article (no more than 10-20 sentences).
2 State the main problem discussed in the article and mark off the passages of the article that seem important to you.
3 Look for minor peculiarities of the article.
4 Point out the facts that turned out to be new for you.
5 Look through the text for figures, which are important for general understanding.
6 State what places of the article contradict your former views.

7 State the questions, which remained unanswered in the article and if it is possible add your tail to them.

8 Speak on the conclusion the author comes to.

9 Express your own point of view on the problem discussed.

Useful language:

- The headline of the article is ... (The article is headlined ..., The headline of the article I've read is...)
- The author of the article is...
- The article is taken from …(the newspaper...)
- The central idea of the article is about... (The main idea of the article is... The article is devoted to... The article deals with... The article touches upon... The purpose of the article is to give the reader some information on... The aim of the article is to provide a reader with some material on...)
- Nowadays, firstly, secondly, as a result, consequently, finally, to sum up, in conclusion, on the one hand, on the other hand, however, yet, thus, anyway, actually, in fact, clearly, naturally, obviously, similarly, on the contrary, moreover, furthermore.
- it is widely known, there is no doubt that, it seems that, the article describes, shows, is devoted to…
- agree, disagree, refuse, suggest, demand, comment on, insist, critisize, analyse…

3 ABSTRACT

An abstract can often come across as an afterthought by students.

The entire dissertation is written and now there are only a few hundred words to go. Yet the abstract is going to end up being one of the most influential parts of your dissertation. If done well, it should provide a synopsis of your work and entice the reader to continue on to read the entire dissertation.

A good abstract will contain the following elements:
- A statement of the problem or issue that you are investigating – including why research on this topic is needed;
- The research methods used;
- The main results/findings;
- The main conclusions and recommendations.

An abstract generally should be only one neat and tidy paragraph that is no more than one page (though it could be much shorter). The abstract usually appears after the title page and the acknowledgements.

Different institutions often have different guidelines for writing the abstract, so it is best to check with your department prior to beginning.

When you are writing the abstract, you must find the balance between too much information and not enough. You want the reader to be able to review the abstract and get a general overall sense of what you have done.

As you write, you may want to keep the following questions in mind:

1. Is the focus of my research identified and clear?
2. Have I presented my rationale behind this study?
3. Have I conducted my research evident?
4. Have I provided a summary of my main findings/results?
5. Have I included my main conclusions and recommendations?

In some instances, you may also be asked to include a few keywords. Ensure that your keywords are specifically related to your research. You are better off staying away from generic terms like 'education' or 'science' and instead provide a more specific focus on what you have actually done with terms like 'e-learning' or 'biomechanics'.

Finally, you want to avoid having too many acronyms in your abstract. The abstract needs to appeal to a wide audience, and so making it understandable to this wider audience is absolutely essential to your success.

Ultimately, writing a good abstract is the same as writing a good dissertation; you must present a logical and organised synopsis that demonstrates what your research has achieved. With such a goal in mind, you can now successfully proceed with your abstract!

Many students also choose to make the necessary efforts to ensure that their chapter is ready for submission by applying an edit to their finished work. It is always beneficial to have a fresh set of eyes and have a read of your chapter to make sure that you have not omitted any vital points and that it is error free.

Knowing how to write an effective abstract is very important for anyone who is required to write a formal paper.

If you are a student you may have to write an abstract as part of a larger paper to summarize the paper in a single paragraph.

The abstract is used by many people as a way to determine whether or not they want to read the entire work or listen to the entire speech at a conference.

When researching material for a dissertation or thesis, the abstracts of research and academic papers are read to determine whether or not the information is worth reading in detail.

Understanding what an abstract is and the purpose it serves can be of great assistance in helping you write an abstract effectively.

1. Write your paper first.

Even though an abstract goes at the beginning of the work, it acts as a summary of your entire paper. Rather than introducing your topic, it will be an overview of everything you write about in your paper.

A thesis and an abstract are entirely different things. The thesis in a paper introduces the main idea or question, while an abstract works to review the entirety of the paper, including the methods and results.

Even if you think you know what your paper is going to be about, always save the abstract for last. You will be able to give a much more accurate summary if you do just that - summarize what you've already written.

2. Review and understand any requirements for writing your abstract.

The paper you're writing is likely not of your own accord, and relates back to a specific assignment for work or school. As a result, you may also be presented with specific requirements for your overall essay and abstract. Before you start writing, refer to a rubric or guidelines you were presented with to identify important issues to keep in mind.

- Is there a maximum or minimum length?
- Are there style requirements?
- Are you writing for an instructor or a publication?

Consider your audience. Will other academics in your field read this abstract, or should it be accessible to a lay reader or somebody from another field?

3. Determine the type of abstract you must write.

Although all abstracts accomplish essentially the same goal, there are two primary styles of abstract: descriptive and informative. You may have been assigned a specific style, but if you haven't you will have to determine which is right for you. Typically, informative abstracts are used for much longer and technical research while descriptive abstracts are best for shorter papers.

Descriptive abstracts explain the purpose, goal, and methods of your research but leave out the results section. These are typically only 100-200 words.

Informative abstracts are like a condensed version of your paper, giving an overview of everything in your research including the results. These are much longer than descriptive abstracts, and can be anywhere from a single paragraph to a whole page long.

The basic information included in both styles of abstract are the same, with the main difference being that the results are only included in an informative abstract, and an informative abstract is much longer than a descriptive one.

An abstract is a concise summary of a completed research project or paper.

A well-written abstract will make the reader want to learn more about your research, read your paper, or attend your presentation. Abstracts also serve as a summary of the research so the paper can be categorized and searched by subject and keywords. How long is an abstract?

Generally, abstracts are limited to 200 to 300 words, but the exact word limit will be stated by the publication, conference, or organization requesting the abstract.

Components of an abstract:
1. Motivation or Statement of Problem: Why do we care about the problem? What practical, theoretical, scientific, or artistic gap is your research filling?
2. Methods or Approach: What did you actually do to get your results? Did you analyze three plays, interview 125 students, write a memoir, invent a more powerful photovoltaic cell, or translate a book? Did you approach your subject using a specific theoretical framework, technical procedure, or methodology?

3. Results or Product: As a result of completing the above procedure or investigation, what did you learn, create, or invent?

4. Conclusions or Implications: What are the larger implications of your findings, especially for the problem or gap?

There is no single format for writing a successful abstract!

The emphasis placed on each component will depend on your field or discipline. In some cases, the methods will require more emphasis and explanation, while in other cases, the results and implications will require more explanation and emphasis.

4 ARTICLE

4.1 An Article Is Written For A Large Audience

The main motive behind writing an article is that it should be published in either newspapers or magazines or journals so as to make some difference to the world. It may be the topics of interest of the writer or it may be related to some current issues. The topic can either be serious or not-so-serious; same goes for its tone and language.

4.1.1 Objectives of article writing

An article is written with the following objectives:
- It brings out the topics or the matter of interest in the limelight;
- The article provides information on the topics;
- It offers suggestions and pieces of advice;
- ;It influences the readers and urges them to think;
- The article discusses various stories, persons, locations, rising-issues, and technical developments.

4.1.2 The format of article writing

An article must be organized in a proper way so as to draw the attention of the readers. The basic outline for an article writing format is:
- Heading / Title
- A line having the writer's name
- Body (the main part of the article, 2 – 3 paragraphs)
- Conclusion (Ending paragraph of the article with the opinion or recommendation, anticipation or an appeal)
-

4.1.3. Steps for Article Writing Format

Think of the topic you want to write the article about. Only after you've decided your topic you can go ahead and undertake the further steps in the process one by one:
- Target Audience: Identify the concerning reading group;

- Purpose: Find the objective or aim of writing the article;
- Collect & Select: Gather as such information as possible. Also, identify the details that are most significant;
- Organize: Arrange the information and the facts in a logical way.

Once you've taken care of all the above steps you move forward to the final step-writing:

- While writing an article, always use proper grammar, spelling, and proper punctuations;
- Use vocabulary skill;
- Keep the introduction of the topic catching, interesting, and short;
- Discuss the opinion and the matter in an organized and descriptive manner.

4.1.4 Common mistakes in the article writing format

Now that you know the steps of article writing and the article writing format, the occurrence of mistakes becomes obvious. Some of the common mistakes are:

- Not using facts or quotes or similar cases;
- The language should not be too formal;
- The article must be in easy language for better understanding;
- The title of the article must be catchy and clearly understandable;
- No use of paragraphs;
- Expressing personal views is fine but the author must never talk about himself/herself.

4.1.5 Points to keep in mind for the article writing format
- The topics of the articles should be unique and relevant;
- The article has to get attention;
- It has to be interesting;
- It has to be easy to read;
- The reader is identified;
- Find the main goal of writing an article. The goal can be anything from providing information, entertainment, and advice or for comparing, etc.;
- The title must be eye-catching, clear, and interesting;
- The introduction or the starting paragraph must be highly attentive. Use your vocabulary skills or try to use some interrogative words for the start;
- Use clear statements and make assertions;
- Avoid repetition and over the top logic and reasons;
- Use the style of paragraph writing and write the contents uniquely and unambiguously;
- Avoid using the points which interest you only and not for the general public;
- Write a good and logical ending.

Exercise:
Classify the following into Do's and Don'ts in article writing:

- Write very lengthy articles;
- Add the writer's name;
- The title should be lengthy;
- The heading of the article should be short, clear and informative;
- Only the introduction and the conclusion should be attractive and attention seeking;
- Target the audience;
- One can advise, suggest and give the solutions to a problem in any paragraph other than the starting one;
- The language and the style of writing should be according to the concerning readers;
- There must be only three paragraphs in an article – introduction, middle one, and conclusion;
- Use proper punctuations;
- Use any tense, person, voice, as many abbreviations, and self-made words while writing an article.
Solution:

Do's	Dont's
Add the writer's name	Write very lengthy articles
The heading of the article should be short, clear and informative	The title should be lengthy and clear
Target the audience	Only the introduction and the conclusion should be attractive and attention seeking
The language and the style of writing should be according to the concerning readers	One can advise, suggest and give the solutions to a problem in any paragraph other than the starting one
Use proper punctuations	There must be only three paragraphs in an article – introduction, middle one, and conclusion
	Use any tense, person, voice, as many abbreviations, and self-made words while writing an article

4.2 Five Things You Need To Know About Writing Articles

4.2.1 The reader is identified

An article is like a direct conversation with the reader. The exam question might tell you who your readers are. For example, the students at a school, or the people living in a town or people who are interested in sports. Everything you write must speak to that reader and engage their interest right from the first sentence.

4.2.2 It has to get attention

If you're anywhere on the internet these days, you'll be bombarded with articles with headlines that pull the reader in. It's called "click baiting" and all the writer is

trying to do is make you open the page to read their article. You need to think like a journalist when you're writing your article. Look at the heading and the first line of this article. A title should make the subject immediately clear. For some reason, people like reading lists! And a direct, rhetorical question in the first paragraph to make readers want to find out the answer.

4.2.3 It has to be interesting

For an article to work, it has to be engaging enough to read all the way through. Remember how bored the examiner must be after reading fifty exam papers. Make it easier for them to get a good impression about your writing by entertaining them. Add humour, real life or made up examples, or make up quotes.

4.2.4 It has to be easy to read

Use subheadings to break up the text and make clear paragraphs. Write in a semi-informal, conversational style. And make sure there is organisation to your ideas. The planning stage is vital for this. Spend 5-10 minutes brainstorming ideas and choose the best three or four. Think what your subheadings might be and then write a short introduction that lets the reader know what to expect.

Keep in mind that you want the reader to keep reading, so don't tell them exactly what they will read. This is not an essay! In an essay you usually restate the question, explain how you will answer it and maybe say why it's important. In an article, that will kill the reader's interest.

Look back at this paragraph. What sentence style have I used that makes it semi-informal and speak directly to the reader? Use the imperative to give instructions, e.g.: Think…Keep in mind…Write…Spend…

4.2.5 Write a good ending

In an essay you sum up the points that have gone before and draw a conclusion from that. But in an article, it's better to give the reader something to think about, perhaps by asking them another question or giving them a call to action. Often, the best endings link back to the starting point in some way.

4.2.6 Common mistakes students make in articles

The language is too formal and more suited to essays. Avoid words like: to sum up, some people say, nevertheless, on one hand etc. They don't use quotes or examples. They either use not enough, or too many, questions. The questions, called rhetorical questions because they don't require an answer, shouldn't be more than one per paragraph. Good examples are:

Have you ever ……..?
What do you think about ……..?
Are you one of those people who thinks that ……?
What would life be like if ……?
Will the future bring us ….. ?

5 SUMMARY

The summary requires the writer to capture the most essential elements in a condensed style that will capture the reader's attention. Here are some tips for writing your summary:
- Identify the key points in each section of your proposal and include only those points in the summary;
- Emphasize the key points that you know are important to the funder;
- Highlights those points that fit with the grantmaker's own priorities.
- Be consistent. Don't introduce new information at this point. Only use information that has already appeared in some part of your proposal.

Use these questions to flesh out your summary:
- What is your organization's identity and mission? Identify yourself clearly.
- What are the proposed programs' title, purpose, and target population?
- Describe the specific need that will be addressed and the objectives to be achieved.
- Why is the project important?
- What will the project or proposal accomplish by the end of the time period specified?
- Why should your organization do this program (as opposed to any other organization)?
- How much will the total project cost? How much are you requesting from this funder?
- Make sure the summary is brief...no more than one page.
- Thank the proposed funder for considering your request.

These are some more instructions that could be useful:
- Write the title and contents of the summary. Normally the contents lists the abstract, introduction, experiments, data, diagrams, graphs, results and conclusion.
- Write the abstract and introduction of the project. The abstract should be short and should not be more than one or two paragraphs. It should explain the aim of the project and the results expected. The introduction should give background information on the project. It should explain the different phenomenon observed and the technology used.
- Summarize the experiment procedure followed. It should be detailed and include diagrams to support the procedure whenever possible.
- List the data used in the project. For example, in a project involving the spectrometer, tabulate the angles used in the spectrometer and also angles that were obtained from the experiment.
- Explain the results that were obtained from the project. Describe if they matched your expectations or not. If the desired results were not obtained, explain how and why the results are different.
- Write a conclusion listing the results and how this project could be extended for further research.

- Conclude the summary by listing your references and acknowledgments.

Sample Executive Summary:

The Some City Senior Center was established as an organization in 1994 by a group of six seniors ages 60 to 82 who wanted to create a place with activities and support services that would cater to the specific needs of seniors. The Center addresses the health, social, recreational, and logistical needs of the elderly population in four cities. We are the largest senior center in Any County and serve more than 450 older adults each day through a wide variety of programs. Our mission is to help seniors improve and maintain a healthy and independent lifestyle and to maximize their quality of life.

We are conscious of the changing demographics in our center's service area and are committed to growing and adapting our center to meet the emerging needs. The Senior Latino Community Outreach Pilot Project will provide comprehensive access to health and social services to the seniors in the Latino communities served by our center.

Program objectives include ensuring that a minimum of 75 Spanish-speaking seniors with Type II diabetes maintain stabilized blood sugar levels for three consecutive months; increasing by 50% the number of monolingual Spanish-speaking seniors who access the services of our center for the first time within the grant period; engaging a minimum of 50 Latino seniors in our new healthy Mexican food cooking class; and increasing our referrals of Latino seniors from the community clinics and partnering nonprofit organizations specifically serving the Latino community by 50% within the grant period. After the pilot phase of the program has been completed, we are committed to phasing in access to our center's other programs.

The Center plays a vital role in the lives of seniors in Some City, Valley Vista, Grove Beach, and Hill Viejo as evidenced by our 92% approval rating from our clients in 2007. These four cities account for 30.8% of Any County's total senior population (which is 15.2% of the county's total population). Our four-city service area has a rapidly growing older adult population, which has nearly doubled since 2000 and is expected to double again over the next two decades. Nearly 50% of our seniors are living below the federal poverty line, and it is estimated that cumulatively, Latino seniors--both bilingual and monolingual--make up an ever-growing segment of total senior population in our service area.

We believe that this project will introduce our center and services to an extremely underserved senior population. As a result, we anticipate a rise in Type II diabetes self-management, fewer seniors who have no medical home, increased diversity among our clients to reflect the changing demographics of the cities we serve, and improved quality of life for those clients.

The total cost of implementation of our Senior Latino Community Outreach Pilot Project is $190,000. Of this amount, $140,000 has already been committed from both county and city governments and other funders. Your investment of $50,000 will complete the funding we need to fully implement this pilot project, and we are excited about the prospect of partnering with you. Thank you for your consideration of our request.

Sample Brief Summary:

We will be investigating the effects of encouragement on task persistence. Participants will be students who are enrolled in PSY 1000 courses who elect to participate in partial fulfillment of course requirements. Participants will be randomly assigned to either the "encouragement group" or the "no encouragement group" and to either the "easy task group" or "difficult task group." The task will consist of a challenging maze (see attached).

For the encouragement group, we will tell them before they begin the task that "they can do it" and that "this is something we know they can do." For the no encouragement group, we will simply give them instructions for the maze (i.e., "work on the maze until you're asked to stop"). Participants in the "easy task group" will be given five minutes to work on the maze; participants in the "difficult task group" will only be given two minutes to work on the maze.

After the time is up, we will then give participants another challenging maze to do, actually an "impossible" maze. They will have as long as they want to work on this maze. We will time how long they wish to work on it. We predict that the "easy/encouragement group" (i.e., those participants who were successful on the first task and who were encouraged) will work longer on the task than the other groups. After participants are done with the task, they will be thanked and debriefed.

Sample Project Overview:

A community-based mothers and infants center called "Healthy Moms for Healthy Kids" (Pusat Ibu dan Anak Sihat or PIAS) will be established in Kota Emessu, the city surrounding the Universitas Pembangunan Pertanian (UNPEMPER). PIAS will focus on providing nutritional education and counseling for mothers, especially those from the extremely low income areas. It is expected that through the providing of information to the mothers that it will be possible to have a direct and positive effect on the well-being of the young children of the community.

PIAS will utilize volunteers who are students at UNPEMPER. Each student will be expected to successfully participate in a 4 week training program at the beginning of their work with PIAS. This training program will provide basic nutritional information for mothers and information on adult teaching methods.

Student volunteers who demonstrate proficiency during the initial training program will be invited to participate in an advanced training program to learn effective nutritional counseling techniques. Each student volunteer will be expected to contribute 3-5 hours each week and to continue with PIAS for a period of not less than 6 months.

PIAS will operate with 6 full and part time staff members. In addition, a Governing Board made up of community leaders and university staff will operate to provide overall sanctioning of the Center's operation. Periodic evaluations will be conducted to assess the value of PIAS on a) helping the student volunteers to become effective educators, b) the development of new understandings on the part of local mothers and c) the improvement of the well-being of children in Kota Emessu.

6 EXAM SUMMARY

6.1 Graphs

6.1.1 How to write the introduction

• One sentence is enough for the introduction.
• Replace words in the general statement with synonyms or paraphrases where you can.
• If you cannot quickly write your introduction in your own words, do not waste time.
• Write out the words in the rubric, but remember to change them later.
• Do not write the word below from the rubric in your introduction.
• Use one of the following four prompts to help you write an introduction:
    - The graph shows/illustrates the trends in ... between ... and ...
    - The graph gives/provides / reveals/presents information about (the differences/ changes .. .)
    - The graph shows that (there is a number of differences between .. .)
    - The graph shows/illustrates how the sales have differed/changed ...
• Vary noun phrases, e.g. sales/purchases of different cars; sales/purchases of private vehicles; the number of various types of cars sold/purchased; the number of various types of cars sold/purchased; car sales/purchases.
• Use general words for the introduction: information, data, difference(s), similarities, changes, trends, results, numbers, percentages, figures, statistics, breakdown.

6.1.2 How to write the main part of the text

• Divide your text into 3-4 paragraphs, including the introduction.
• Divide the information into broad/general groups/categories or trends.
• Describe the main or most striking/significant/noticeable/outstanding / remarkable feature(s) / characteristics / differences/trends/changes. Avoid writing lists of detail.
•Write about general trends and support what you say with specific data.
• Describe the three general trends: is/was upwards/downwards/flat or say what happened: .. . (sales) rose/fell/remained flat/fluctuated ...
• Use appropriate synonyms:
    - rise (vb): climb, go up, increase, improve, jump, leap, move upward, rocket, skyrocket, soar, shoot up, pick up, surge, recover;
    - rise (n): increase, climb, jump, leap, pick up, surge (in);
    - fall (vb): collapse, decline, decrease, deteriorate, dip, dive, drop, fall (back), go down, go into free-fall, plummet, plunge, reduce (only in the passive), slide, slip (back), slump, take a nosedive;
    - fall (n): decline, decrease, deterioration, dip, drop, plunge, free-fall, slide, slip, dive, reduction, slump,
    - fluctuate: (noun: fluctuations) be erratic, be fitful, vary, rise and fall erratically
    - flat: no change, constant

- Add suitable adverbs: dramatically, erratically, gradually, markedly, significantly, slightly,
slowly, steadily
- Add specific information or examples:
  - (increasing etc.) from ... to ...
  - between… and ...
  - with an increase from . . to ..., to ... from ...
- Use: ... followed by ... to add more information …
- Add time phrases:
  - between ... and .
  - from ... to ... (inclusive)
  - at .. .by . .in ...
  - in the year (1994) .
  - during / over the period…to ...
  - over the latter half of the year/century/decade/period
  - over the next past/previous five days/weeks/months/years/decades

  6.1.3 How to compare and contrast
- Repeat the process for each general point, but vary the sentence structure, grammar and vocabulary.
- Use the comparing and contrasting language given there: … increased more than; there was a greater increase in ... than ...
- Use conjunctions like: while/whilst/whereas/but
- Use linkers: however/in contrast/by comparison/meanwhile/on the other hand
- Focus on an item in the graph:
  - As regards (sales), they ...
  - With regard to/Regarding / in the case of /As for / Turning to (sales), they ...
  - Where __ is/are concerned/it/they ...
  - When it comes to __ , it/they ...
- Use these words and phrases to describe predictions:
  - It is predicted/forecast(ed) /estimated /expected/projected anticipated that ... will ...
  - ... will ...
  - … will have ... by ...
  - The projection is for ... to ...
  - ... is/are predicted/forecast(ed)/estimated/expected/projected/ anticipated to
  - ... is/are set to
- Use the present perfect to describe the recent past to the present: ... has risen, etc.

  6.1.4 How to write a conclusion.
One sentence is enough. You can use the following phrases:
Generally. ... ; Generally speaking, ... ; All in all, ... ; On average, ... ; Overall, ... ;
It is clear/evident/obvious that, ...
- Other verb sequences stages you can use:

- ... rose from ... to ...
- ... rose ... and increased ... from ... to ...
- ... rose ... , increasing from ... to ...
- ... rose ... , overtaking ... in ... , and outstripping ... in ...
- Rising from ... to ... (sales) overtook ... and outstripped ...
- ... rose ... overtaking ... in ... , and reaching a peak .. in ...
- ... rose ... , before leveling off ...
- ... fell ... , before rising ...
- ... fell ... , after rising .. ./after rising ... , ... fell .. .
- ... rose/fell ... from ... to ... , while/whilst/whereas ... rose/fell ...

Note how versatile the use of the gerund is. You can use it to explain; as part of series of events and as a result.
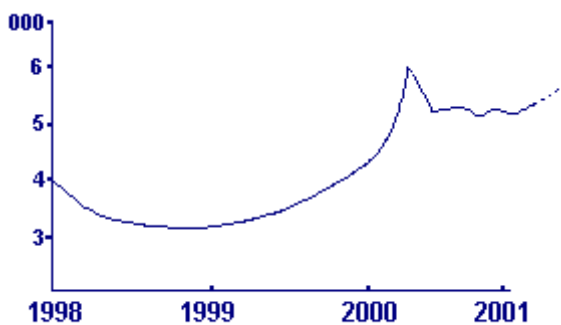

Example:

Figure 1. Sales of mobile phones per month

Figure 1 shows sales of mobile phones per month. As can be seen, it covers the years 1998 to 2001 and shows that the sales of mobile phones declined steadily in 1998, then remained steady from May until the end of the year. The sales rose more and more steeply, throughout 1999, with a steep increase at the end of the year, and reached a peak of 6,200 in February 2000. A sharp fall followed but sales levelled off at about 5,300 per month in April, fluctuated slightly through the year, and are now increasing again. The figures seem to indicate that we have recovered from the problems in mid-2000 and are on target to improve on our February 2000 peak by the end of 2002.
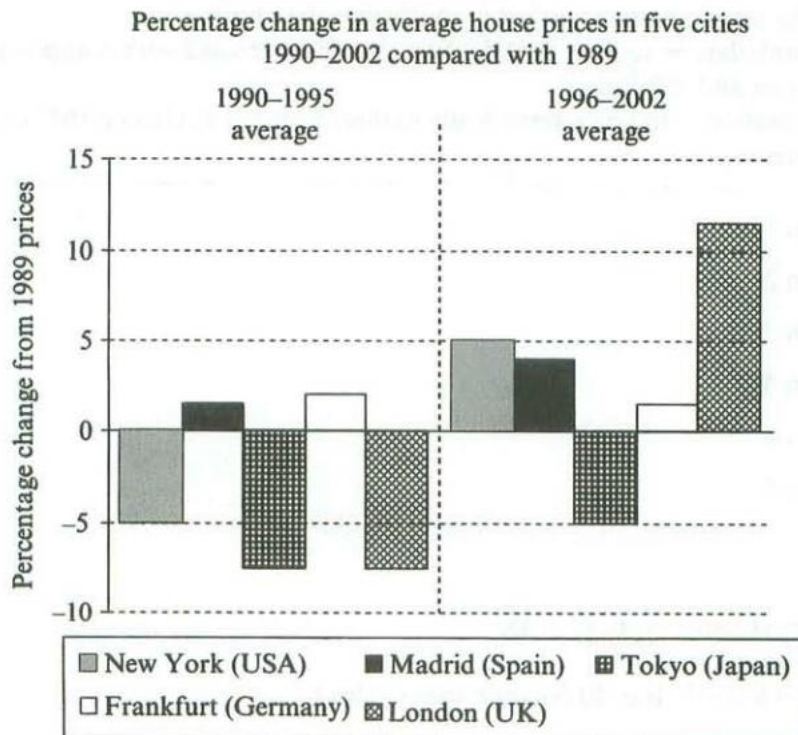
6.2 Bar Charts

• For bar charts that present data like graphs over a period of time, use the comparing and contrasting language given there:

… increased more than;

…there was a greater increase in ... than ...

• The survey took place in the past not the present, but you can use either the past simple or the present simple to describe the data.

• Try to classify the items and divide them into groups rather than writing about each one in turn: the (factors) can be divided into two main groups ...

- Name the groups:

    ... namely those related to … and those (connected) with ...

- Compare the two groups:

    ... of the two, the former is the larger.

- State an important feature in this group:

    with ... being the most popular with 40 per cent.

• Compare and contrast the other items. Use some of the following:

- morel/less than ...
- (bigger) than .. .
- (not) as big as .. .
- twice as big/much as ...
- rather than ...
- as against/as opposed to/compared with/in comparison with ...
- in (sharp) contrast to the biggest/smallest (change) ...
- more (women) cited/achieved/participated/took part in/were involved in ... than ...
- there were more (men) than (women) who ...

• To quote from the results of the survey, you can use:

- ... percent quoted / cited/mentioned/considered ... as important
- ... was quoted/cited/mentioned/considered as the most/least important factor by ...
- ... came top/bottom/second/next, followed (closely) by ... at ...   and ... respectively.

You should spend about 20 minutes on this task.

> *The chart below shows information about changes in average house prices in five*
> *different cities between 1990 and 2002 compared with the average house prices in*
> *1989.*
>
> *Summarise the information by selecting and reporting the main features, and*
> *make comparisons where relevant.*

Write at least 150 words.

Percentage change in average house prices in five cities
1990–2002 compared with 1989

6.3 Pie Charts

Pie charts can be like bar charts except that various sections add up to 100%. There can also be a series of charts where the data show trends.
• There is often both a graph and a pie chart and the two are related .
• Make sure you show the connection between the pie and the graph or bar chart rather than just listing the data from the pie chart.
• Use the information regarding graphs to describe trends.
• If you have a graph and a pie chart, describe the graph, if it is the most important. Then link the information in the pie chart to the graph.
• Show that you are looking at the pie chart:
 From the pie chart, it is clear/obvious/ evident that ...
• Relate a particular item in the pie chart to an aspect of the graph/chart:
 ... is related/ connected to/has an effect on/affects ... , because ...

• You can compare/contrast items:
... while ... ; in contrast, ...
• You can use the pie chart to help you draw conclusions about the graph:
The pie chart suggests that ... and show the relationship between the two.
• Use language to compare and contrast further, showing as many links as possible.
• Always link data from different sources to each other.
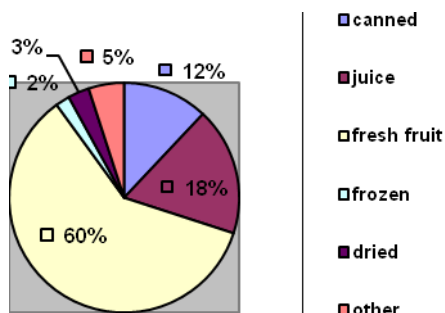
The graph compares the chief uses of the apple crop in the US. Overall, the bulk of the harvest is either eaten fresh or made into juice. The biggest slice of the pie-chart is taken up by fresh fruit. About 60% of the crop is eaten fresh. This is three times as much as the next use, which is for juice. Less than 20% of apples in the US are turned into apple juice. A further 12% is canned and a total of 5% is either frozen or dried. Other remaining uses such as apple vinegar, account for just 5% of the crop.

6.4 Tables

A table can contain data like pie charts, graphs and bar charts that are not related to a specific item in the past. Follow the steps described for these charts.
• The presentation of information in tables can seem overwhelming. Don't panic! There is a simple way round this. If the table gives a lot of data over a number of years, at the end of the line draw a rough graph line to indicate the trend. Do this quickly for each item in the table. This means that you won't have to look at each number every time you want to analyse a line.
• Because the numbers are given for each year, don't be tempted to include each individual piece of information.
• Use general trends / statements, backed up by data as in the graphs. Sometimes highlight special changes /developments.

You should spend about 20 minutes on this task.

> *The table below gives information on consumer spending on different items in five different countries in 2002.*
>
> *Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

Write at least 150 words.

Percentage of national consumer expenditure by category – 2002

Country	Food/Drinks/Tobacco	Clothing/Footwear	Leisure/Education
Ireland	28.91%	6.43%	2.21%
Italy	16.36%	9.00%	3.20%
Spain	18.80%	6.51%	1.98%
Sweden	15.77%	5.40%	3.22%
Turkey	32.14%	6.63%	4.35%

6.5 Processes

Follow the same initial steps for writing about a graph.
• In the introduction you can use: The diagram/picture/chart shows/illustrates/describes/ depicts the process of/how ...
• Find a starting point and write the process as a series of steps.
• Useful connecting words you can use are:
  - Adverbs: first/firstly/first of all, secondly, thirdly, then/next/after that/following that/ following on from this/subsequently/subsequent to that, finally
  - Prepositions: At the beginning of ... ; At the end of ...
• Use the following conjunctions to make more complex sentences:
  - when/once/as soon as/immediately
  - before + clause or gerund
  - after + clause or gerund
  - where/from where/after which
• Other connecting devices you can use are:
  - The first/next/final step/phase/stage is/involves…

- After this step ...
- Once this stage is completed …
- Following this ...

• In sequences, you can also use the gerund to show development.

6.6 Tenses and Voice

• Use the present simple to describe processes.
• The agent is not usually mentioned unless a task is performed by a particular person.
• Use the passive voice if the process is describing something being made, like a book,
e.g. the book is printed and then collated, after which it is bound.
• Use the active voice when you describe something which is happening:
  e.g. The moisture evaporates and condenses on the ...
• Be very careful with singular and plural agreement in writing processes especially if you are using the active voice.
• When describing a cycle, you can conclude:
e.g. *The cycle then repeats itself / is then repeated.*

6.7 Maps

Follow the initial steps for analysing graphs and processes.
• If you are describing changes over a number of years, check the key carefully.
• Familiarize yourself with words showing location on the points of the compass:
e.g. …was constructed in the north/northwest; …constructed north/northwest of the city/to the north/northwest of the city, etc.
• Be careful with time phrases and tenses.
With *in*, use the past simple passive: The stadium was constructed in the year 2000.
With *by*, use the past perfect passive: The stadium had been constructed by the year 2000.
• Try to vary the structure of your sentences by putting the time phrase at the beginning and the end of the sentence. The same applies to the locations.
• Some useful words and expressions:
    - in the centre of/next to/adjacent to
    - built/erected/replaced
    - situated/located
    - changed into/added/gave way to/became/made way for/converted
    - saw/witnessed considerable changes/developments
• Use adverbs like *moreover/in addition* etc.
• The use of *while* is common: while in 1995 ... , by the year 2005 ...

6.8 Maps where you have to choose between proposed locations

You are asked to choose which is the best location for a sports complex, etc.
• Describe where:
e.g. It is proposed that the new ... will be built ...
• Explain why this site is more suitable than one or the other.
• Describe the amenities which are nearby:
e.g. ... because it will be next to/convenient for /within easy reach of / not far from ... and ...
• Use comparison and contrast words.

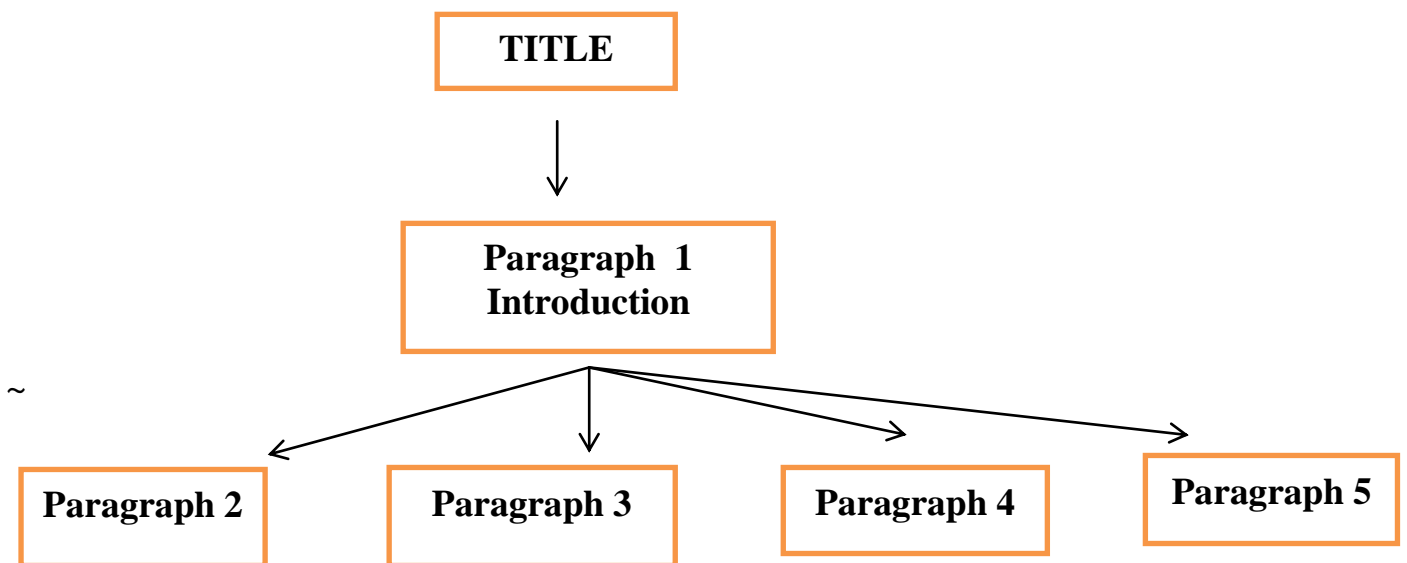## 6.9 Checking Your Writing Efficiently

• Check that you use formal words,
e.g. *approximately - not roughly; improved - not got better.*
• Check your spelling .
• Check the tenses are correct.
• Check singular/plural agreement, especially in processes.
• Make sure you haven't written the word below in your introduction.
• Make sure you answer all parts of the question and link the different charts to each other.
• Avoid repetition. If you use the correct reference words and synonyms, this won't happen.
• Check the beginnings of sentences and clauses in model answers. Practise using these.
• Use a wide range of structures. It is easy to slip into writing sentences that just follow the basic pattern of *Subject / Verb / Object.*
• Use connecting words and form complex sentences, i.e. sentences with two or more clauses.
• Describe general trends and support what you say with specific data from the chart.
• Plan the steps you are going to take before you go in to the exam: analyse data; draw general conclusions; order; state and then quote specific data.

6.10 How To Write An Essay

6.10.1 Golden rules
• Use the question to help you organize your answer.
• Check the general topic of the question, usually: a problem, a point of view or a statement with two opposing views.
• Check how many parts there are to the question.
• Make a brief plan. Use the focus points in the question.
• Plan to write about five paragraphs. Keep this plan in mind:

```
┌──────────────┐
│    TITLE     │
└──────────────┘
       │
       ▼
┌──────────────┐
│ Paragraph  1 │
│ Introduction │
└──────────────┘
```

~

| Paragraph 2 | Paragraph 3 | Paragraph 4 | Paragraph 5 |

• Make very brief notes about what you are going to write for each paragraph - one idea for each paragraph is enough.
• Aim to write around 270 words.
• Work out how many lines 250 words are in your handwriting, e.g. if you write about ten words per line, then you will need to produce at least 25 lines.
• Spend no more than five minutes analysing the question and planning.

6.10.2 Analysing the essay questions and understanding the rubric
• Prepare for understanding the questions by looking at the various books available.
• Familiarize yourself with the basic structure of the essay question and the rubric.
• The essay question usually contains a statement which describes a general situation followed by specific points to write about.
• The general statement can present a problem, e.g. *Stress in modern life is increasing.* This may then be followed by questions like *What do you think are the main causes of this? What possible solutions can you suggest?*
• Your answer should then be organized around the main causes and then the solutions. In each case you need to give reasons and support with examples. Remember that you also need to give your opinion.
• The organization of the question shows you the organization of your essay. Do not try to contradict it or to be overly clever.
• Try to analyse questions by concentrating first on the organizing or words (causes, effects, solutions, etc) that are contained in the question.
• Make lists of the common words used.
• If you are asked to give your opinion about a point of view, the common instructions used are: To what extent do you agree (or disagree)? How far do you agree (or disagree)? What is your opinion? Note that these may be combined with questions about causes etc.
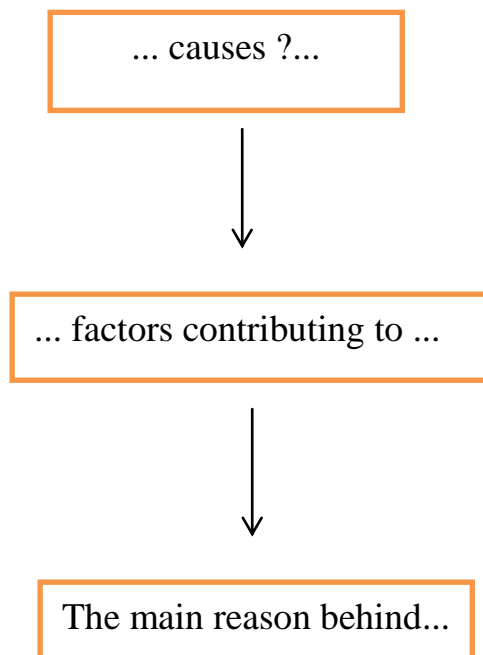
• Note that when you are asked just *To what extent do you agree?* It means that you can disagree!

6.10.3 How to write the introduction
• Keep the introduction short.
• Write no more than two or three sentences - about 30 words.
• Connect your introduction and title. Write a general statement relating to the topic. Then write a sentence which contains the parts of the questions you are asked about: *... factors contributing to ... etc.*
• Where you can, use synonyms to rephrase the question.
• Cross out any notes in the plan you made.
• Ignore what other people are doing in the examination room.
• Remember that quality is better than quantity. Do not panic if other people are writing more than you.

6.10.4 How to write a paragraph
• Write in stages.
• To connect the paragraph to the introduction, write a statement with a focus word, e.g. *The main cause/factor is* ... Alternatively, you can just state the cause or begin to explain the situation.

```
        ┌─────────────────┐
        │   ... causes ?...│
        └─────────────────┘
                 │
                 ▼
     ┌──────────────────────────┐
     │ ... factors contributing to ... │
     └──────────────────────────┘
                 │
                 ▼
      ┌─────────────────────┐
      │ The main reason behind... │
      └─────────────────────┘
```

• As a rough guide, write about 75/80 words for each paragraph - about 7/8 lines if you write 10 words per line.
• Mark this on the answer sheet and write towards this mark. Repeat this for the paragraphs.

• As you write, use a pencil, but try not to rub out corrections or changes, as this wastes a lot of time. You also stop the thread of your writing. Cross out any changes with one line. Write above if you have space. Only rub out the text you want to change if you don't have space to write above.

6.10.5 How to organize a paragraph
• Improve your organization and you will make fewer mistakes. You then have more time to concentrate on the grammar, vocabulary and spelling.
• Have an aim of how much you want to write for each paragraph.
• For 75/80 words, aim to write about four to seven sentences of varying length.
• Make sure each paragraph is connected with the previous one, as you are marked according to how you organize each paragraph.
• You only need to use a limited range of sentence/clause types to write effectively.

Here is a list of the most common types of sentences and clauses you can use to guide you as you write:

- focus statement - explanation - general example - specific example - result - reason - proposal - advantage - possibility - probability - measure - condition	- contrast - additional information - opinion - fact - improbability - cause - effect - consequence - purpose/aim

• These types of sentences/clauses fit together in common combinations. For example, what would you write after a *measure* sentence? You could write a *result* or a *reason* sentence.
• Think about how you can combine two or more within sentences and as separate sentences. Don't think about the grammar or vocabulary. Think about an idea and then what functions you would need to explain and support it.
• As you write a paragraph, it will tend to move from general to specific.

6.10.6 How to speed up your writing and make it more flexible
• Start your paragraph with a general statement and then support and explain it.
• Make sure that you do not write a series of general statements.
• When you start to write, develop your main idea by asking yourself questions to guide you . Use the list of functions above. For example:

- What is my focus statement?   *The main measure is ...*
- What do I mean by this?   *By this I mean ...*
- What is the result of this?   *This will ...*
- Can I give a specific result?   *First of all, it will ...*
- Can I give a general example?   *For example at the moment,*
- Can I give a specific example?   *However, .. . could ...*

How you combine them is up to you, as long as they make sense.

• Practise combining the functions in different ways.

• Widen the range of sentence types that you use. For example, think of sentences in pairs. Then think what would come after the second function in the pair and so on. Practise this until it becomes a fluid and automatic technique.

• The more organized you are in your writing, the more fluent and flexible you will be. So make sure you know and can use a wide range of connections and functions.

• The more organized you are, the fewer mistakes you will make. If you do not have to think about the organization of a question in the exam, you will be able to concentrate on avoiding repetition and expressing your ideas.

• Mark out the end of each paragraph before you write an essay and aim for that point. It helps you to focus your ideas and stops you from rambling.

• Revise efficiently: what you know about introductions; what common sentence functions you use; what common connecting words and phrases you know for *but, and, so,* etc. This will show you what you know and what you don't know. It will help you organize your thoughts and increase your confidence and hence your speed.

• Above all know yourself, your strengths and your limitations and your common mistakes. Then push your limitations and correct your mistakes.

6.10.7 Common mini sequences of functions

• As you become more confident you can build these sequences and as you write and learn to combine in whatever way suits you.

- measure/result/reason; general example; specific example
- condition (if/unless); result; real example
- problem; cause; solution; reason; general and specific example
- opinion; explanation; reason; general example; specific example; my opinion

• Try and think about these sequences without writing them down. Try to combine and recombine.

• Developing your flexibility helps develop the fluency in connecting text and prevents over-generalizing.

• The following checklists are only guidelines and can be adapted in many different ways. You can combine information in endless different ways.

• You can take parts from one checklist and add them to another.

Checklist 1	Checklist 2
statement / focus explanation example reason example result conclusion	statement / focus - specific measure result explanation by examples real example - example of what is already happening somewhere now hypothetical example - example of what you think could happen if the measure were adopted conclusion

Checklist 3: Measure	Checklist 4: Cause/effect
statement / focus - specific measure general result / benefit specific result / benefit accompanying result reservation: *Having said that however, ...* additional evidence/reason general conclusion - *So ...* own conclusion - *Nevertheless ...*	statement / focus - problem explanation by examples effect 1 effect 2 solution : real example - example of what is already happening somewhere now solution: hypothetical example - example of what you think could happen conclusion

6.10.8 How to express your opinion

• There are many ways to express your opinion. If you find it difficult, use the frame below to check and guide.

• Practise writing your own statements of opinion . Then practise supporting them. Use *reasons, results, explanation, contrast, effect, condition, etc.*

• Each time you write a sentence, qualify what you have said.

Checklist 5: **Opinion**
state your opinion about a situation/problem explanation - general example: *Every year / ln many countries ... , In the past ... , Now ... , etc.* specific example: *for example, etc.* specific example: *moreover. etc.* suggestion : *should/could ...* counterargument: *However. some people ...* restate opinion: *Nevertheless, I feel ...*

> **Opinion expressions**
> *I think/feel/ believe ...*
> *Personally I feel ...*
> *As far as I am concerned, ...*
> *From my point of view, ...*
> Don't overuse these. Make a statement of opinion.

6.10.9 How to link your sentence

• Below are common words and phrases you know, but which you often forget to use when linking your writing. Check how they are used.

• Match the expressions below with the function checklist.

• While practising for the exam, try to use these expressions.

• Before you write and before the exam, read through the expressions again.

• Avoid overusing connecting words, especially too many addition words.

• Revision tip: On a blank sheet of paper, write addition, comparison, etc. at the top of the page and then list the words you remember.

1. Addition
- Adverbs: *moreover, what is more, furthermore, further. in addition.(to that), additionally, likewise, similarly, besides, equally, as well as, also, on top of that*
- Conjunctions: *and, which/that/whose, etc. for explanation/adding additional information*

2. Condition
- Conjunctions: if, unless, whether. on condition that, provided that supposing, as/so, long as, otherwise

3. Examples
- Adverbs: *for example, for instance, such as, as, like*
- Expressions: *take ... for example, a (very) good example/the best example,   in many countries/every year/now/in the past, etc.*

4. Reason/Cause
- Conjunctions: *because, as, since, for*
- ing (present) ... *knowing I'd be late, ...*
- ed (past) ... *warned about the problem ...*

7 Concession and contrast
- Adverbs: *however. nevertheless, though, even so, but, (and) yet*
- Conjunctions: *although, even though, though, while*
- Prepositions: *despite/in spite of (the fact that)*

8 Result
-   Adverbs: *as a result, as a consequence, consequently, accordingly, therefore, so, on that account, for that reason*
-   Conjunctions: *and, so, so that, so + adjective that*
-   Other forms: *-ing, which ... this will ...*

9 Manner
-   Conjunctions: *as, as if*

10 Time
- Conjunctions: as, as soon as, after, before, since, until, when, whenever

11 Purpose
-   Adverbs: *so*
-   Conjunctions: *so, so that, to, in order (not) to, in order that, so as (not) to*

12 Making generalizations
-   Adverbs: *generally speaking, overall, on the whole, in general, by and large*

13 Conclusion
-   Adverbs: *hence, thus, therefore, consequently*
-   Explanation: *by this I mean, which, this*

• Practise making your own checklists.

6.10.10 General writing hints
Writing in English follows some basic principles:
• The basic pattern of an English sentence is: Subject / Verb / Object.
•   The connecting and reference words generally come at the beginning of the sentences and/or clauses: words like *moreover / he / they / such / this / these / another measure is, etc.*
• English sentences are organized around the principle of old and new information.
The reference words refer to the old information and the new idea in the sentence is generally at the end. For example: *An old man entered a shop. The shop had a wide range of food.* The food.... Sometimes the structure is reversed for emphasis.
Compare: *Another measure is educating the general public.* (old/new information) with: *Educating the general public is another measure.* (new/old information). The phrase: *There is / are,* is used to introduce new ideas: *There will be many implications if this policy is introduced.*
• Always check your work as you write. Look backwards as well as forwards.
• Remember what you bring to the writing when you do the exam. Your mind is not a blank sheet!

6.10.11 Checking your writing efficiently

• Read this section before and after you write and keep it in mind.

• Leave yourself 3-5 minutes to check your writing.

• Be aware of the mistakes you usually make and look out for these. It can make a difference of a score band!

• As it is difficult to check for all mistakes at one time, check for one type of mistake at a time.

• Check your spelling first. Scan the text backwards rather than forwards. Alternatively scan at random, jumping from one paragraph to another. You will see mistakes quicker as you are not engaging with meaning, but looking at word pictures. You may not spot all the mistakes, but you will get quite a few.

• Scan quickly the beginning of each sentence and the beginning of each paragraph. Check if the linking words, the reference words or synonyms you use are correct.

• Check the verbs - tense? singular/plural agreement? correct form of the verb ?

• Check that your connecting linking words are correct and that you have not repeated any of them.

• If you tend to make other mistakes, like misusing the articles, study them and look for them in particular.

• Practise so that you can do these all at the same time while going through the text from the beginning.

6.11 Best Answer

You must write about 250 words and this should be completed in approximately 40 minutes.

To write the perfect answer and get the highest score possible, you need to write quickly but also keep calm and focussed on writing your answer.

In all parts of the exam, you should try to show that you have a broad knowledge of English vocabulary, ensure that you write with correct spelling and avoid silly little grammar mistakes.

The essay type questions are usually asking about some general thing in society. The topic could be education, health, age, gender roles, the youth, the environment... basically anything.

Therefore, you cannot learn an amazing sentence that you can insert into an essay, as it is very unlikely that you will be able to use it in your specific question that you have on the day of your test.

However, there is a system to use that gives you a great balanced structure which will help you get a good mark for answering the question... which is after all the whole point of this task - answer the question! Lots of examinees do not actually do this, as they are trying to impress the examiner with big posh words and forget to focus on actually giving a point of view and supporting that opinion with good examples and clear thought.

Read and follow these steps to give your best answer:

> STEP 1: INTRODUCTION. Repeat the question in your own words. ...
> STEP 2: Support your opinion. Now that you have given your opinion, you need to back it up. ...
> STEP 3: Give the other side of the argument. ...
> STEP 4: Conclusion - Summarise your opinion.

6.11.1 Step 1: introduction

• Repeat the question in your own words.

• In the essay introduction, you should start by repeating the question. This does NOT mean that you should COPY the question.

• You should say the question again, but using different words that mean the same thing (synonyms).

• For example, if your question was something like: *Some people believe that capital punishment should never be used. Others believe that it could be used for the most serious crimes. Discuss both views and give your opinion.*

• Then the opening sentence of your introduction should use synonyms to say the question again in your own words, for example: *It is a commonly held belief that the death penalty is a Draconian penalty and not appropriate in modern society. However, there is also an argument that the most despicable crimes should have this most severe of punishments.*

• Don't worry about the high level of the example sentences above. I am a native English speaker and I am an English teacher, so the sentences should be good, shouldn't they? But, from the example, you can see that it is possible to re-write the question using completely different vocabulary and still retain the original meaning and 'flavour' of the original question.

• Give your opinion

• As soon as you have restated the question, then give your opinion on the subject. This gives the examiner an overview of what is to come in your essay.

It is important to note that it does not matter what your opinion is! There is no right or wrong answer to an essay question. You do NOT have to try and think "What will the examiner think is the right answer here". The examiner is only interested in the level of your English. So just give your first instinct opinion and don't try to out-think yourself.

6.11.2 Step 2: support your opinion

Now that you have given your opinion, you need to back it up. The best way to do this is to give examples.

You can begin this paragraph with phrases like:

Personally, I believe that...

From my point of view...

I am convinced that...

In my opinion...

In my view...

So, if your opinion was that you are against capital punishment, then as an example you could write about situations where people have been jailed for life for murder and then decades later they have been released as they were proven to be innocent. The relevant vocabulary here is "a miscarriage of justice".

Your argument would be that when a miscarriage of justice occurs, the prisoner would most likely have faced the death penalty and would have been killed even though they were innocent.

Another example could be that many murders are committed in 'hot blood' and often as an 'act of passion'… This means that the murderers were so angry about something that they were not thinking properly

6.11.3 Step 3: give the other side of the argument

In your next paragraph, you should look at the question from the opposite viewpoint to yours.

This shows the examiner that you have balance in your writing and it is a sign of a good essay.

You can start this paragraph with phrases such as:

It can also be argued that...
Someone who held the opposing view would say that...
However, there is also another side to this discussion.
In contrast, some people hold the view that...

6.11.4 Step 4: conclusion - summarise your opinion

To finish off your essay, you need to summarise your whole argument as a conclusion.

Essentially, this means that you give your opinion again that you stated in the introduction.

To prove to the examiner that you have a good command of English vocabulary you should try again to use synonyms and not just copy your previous sentence. Now, you can add your expanded arguments (from step 2) into your opinion.

A conclusion that weighs up the arguments already mentioned is a really good opportunity to use a conditional sentence.

If capital punishment was reintroduced into society, I do not believe that it would act as a deterrent for heinous crimes. It is my strongly held belief that the death penalty would only result in future miscarriages of justice that serve no purpose in civilised society.

6.12 Topics For Essays

1.	It has been said, "Not everything that is learned is contained in books. "Compare knowledge gained from experience with knowledge gained from books. In your opinion, which source is more important? Why?
2.	If you could change one important thing about your hometown, what would you change? Use reasons and specific examples to support your answer.
3.	How do movies or television influence people's behavior? Do you agree or disagree with the following statement.
4.	Do you agree or disagree the following statement "Television has destroyed communication among friends and family"? Use specific reasons and examples to support your answer.
5.	Some people prefer to live in a small town. Others prefer to live in a big city. Which place would you prefer to live in? Use specific reasons and details to support your answer.
6.	Some people believe that university students should be required to attend classes. Others believe that going to classes should be optional for students. Which point of view do you agree with? Use specific reasons and details to support your answer.
7.	Neighbors are the people who live near us. In your opinion, what are the qualities of a good neighbor? Use specific details and examples in your answer.
8.	Do you agree or disagree the following statement "People should sometimes do things that they do not enjoy doing"? Use specific reasons and examples to support your answer.
9.	Some people believe that the Earth is being harmed (damaged) by human activity. Others feel that human activity makes the Earth a better place to live. What is your opinion? Use specific reasons and examples to support your answer.
10.	Some people spend their lives in one place. Others move a number of times throughout their lives, looking for better job, house, community, or even climate. Which do you prefer staying in one place or moving in search of another place? Use specific reasons and examples to support your answer.
11.	You must select a person to teach others to do a job. Which one of the following is the most important for you to consider in making your selection? - the person's education - the person's work experience - the quality of the person's previous work Use specific reasons and examples to support your answer.
12.	Do you agree or disagree with the following statement "With the help of technology, students nowadays can learn more information and learn

	it more quickly"? Use specific reasons and examples to support your answer.
13.	What is a very important skill a person should learn in order to be successful in the world today? Choose one skill and use specific reasons and examples to support your choice.
14.	Why do you think some people are attracted to dangerous sports and other dangerous activities? Use specific reasons and examples to support your answer.
15.	Which is more important for success: the natural ability you are born with or hard work? Explain your opinion, using specific reasons and examples.
16.	People work because they need money to live. What are some other reasons that people work? Discuss one or more of these reasons. Use specific examples and details to support your answer.
17.	Do you agree or disagree with the following statement "Face-to-face communication is better than other types of communication, such as letters, e-mail, or telephone calls"? Do you agree or disagree with the following statement.
18.	Some people like to do only what they already do well. Other people prefer to try new things and take risks. Which do you prefer? Use specific reasons and details to support your answer.
19.	Some people believe that success in life comes from taking risks or chances. Others believe that success results from careful planning. In your opinion, what does success come from? Use specific reasons and examples to support your answer.
20.	Do you agree or disagree with the following statement "One should never judge a person by his appearance"? Use specific reasons and details to support your answer.
21.	Do you agree or disagree with the following statement "A person should never make an important decision alone"? Use specific reasons and examples to support your answer.
22.	Some movies are serious, designed to make the audience think. Other movies are designed primarily to amuse and entertain. Which type of movies do you prefer? Use specific reasons and examples to support your answer.
23.	People have different ways of escaping the stress and difficulties of modern life. Some read; some exercise; others work in their gardens. What do you think are the best ways of reducing stress? Use specific details and examples in you answer.
24.	Some people think that government should spend as much money as possible on developing or buying computer technology. Other people disagree and think that this money should be spent on more basic needs. Which one of these opinions do you agree with? Use specific reasons and details to support your answer.

25.	In your opinion, what is the most important characteristic (for example, honesty, intelligence, a sense of humor etc.) that a person can have to be successful in life? Use specific reasons and examples to support your answer.
26.	Some people think that the family is the most important influence on young people. Other people think that friends are the most important influence on young adults. Which opinion do you agree with? Use examples to support your answer.
27.	Decisions can be made quickly, or they can be made after careful thought. Do you agree or disagree with the following statement "The decision that people make quickly are always wrong"? Use reasons and specific examples to support your opinion.
28.	Some people trust their first impression about a person's character because they believe these judgments are generally correct. Other people never judge a person's character quickly because they believe first impressions are often wrong. Compare these two attitudes. Which attitude do you agree with? Support your choice with specific examples.
29.	Do you agree or disagree with the following statement "People are never satisfied with what they have; they always want something more or something different"? Use specific reasons and examples to support your answer.
30.	Do you agree or disagree with the following statement "There is nothing that young people can teach older people"? Use specific reasons and examples to support your answer.
31.	Do you agree or disagree with the following statement "Children should be required to help with household tasks as soon as they are able to do so"? Use specific reasons and examples to support your answer.
32.	Do you agree or disagree with the following statement "Playing a game is fun only when you win"? Use specific reasons and examples to support your answer.
33.	If you could make one important change in the university that you attend, what change would you make? Use specific reasons and examples to support your choice.
34.	Some people say that advertising makes us buy things that we really do not need. Others say that advertisement tell us about new products that may improve our lives. Which opinion do you agree with? Use specific reasons and examples to support your answer.
35.	In some countries people are no longer allowed to smoke in many public places and offices buildings. Do you think this is a good rule or a bad rule? Use specific reasons and details to support your position.
36.	If you had the opportunity to visit a foreign country for two weeks, which country would you like to visit? Use specific reasons and

		examples to support your answer.
37.		Your school has enough money to purchase either computers for students or books for the library. What should your school choose to buy – computers or books? Use specific reasons and examples to support your answer.
38.		People listen to music for different reasons and at different times. Why is music important to many people? Do you agree or disagree with the following statement.
39.		The 21 century has begun. What changes do you think the new century will bring? Use examples and details in your answer.
40.		Movies are popular all over the world. Explain why movies are so popular. Use specific reasons and examples to support your answer.
41.		Do you agree with the following statement "Computer is the most important invention of the 20 century"? Use specific reasons and examples to support your answer.
42.		Do you agree or disagree that progress is always good? Use specific reasons and examples to support your answer.
43.		Do you agree or disagree with the following statement "Playing games teaches us about life"? Use specific reasons and examples to support your answer.
44.		School should ask students to evaluate their teachers. Do you agree or disagree? Use specific reasons and examples to support your answer.
45.		People learn in different ways. Some people learn by doing things: other people learn by reading about things; others learn by listening to people talk about things. Which of these methods of learning is best for you? Use specific reasons and details to support your answer.
46.		Do you agree or disagree with the following statement "All students should be required to study art and music in secondary school"? Use specific reasons and examples to support your answer.
47.		In the future, students may have the choice of studying at home by using technology such as computers and television or of studying at traditional schools. Which would you prefer? Use reasons and specific details to explain your choice.
48.		What do you think are some of the greatest wonders of the 20th century?
49.		The wonders of the Ancient world were all buildings and statues. In the last two centuries we have seen unprecedented technical and scientific achievements. What do you think are the most important of them?
50.		A gift (such as a camera, a soccer ball, or an animal) can contribute to a child's development. Which gift would you give to help a child develop? Why? Use reasons and specific examples to support your answer.
51.		Choose one of the following transportation vehicles and explain why you think it has changed people's lives:

		- automobiles - bicycles - airplanes Use specific reasons and examples to support your answer.
52.		It is generally agreed that society benefits from the work of its members. Compare the contributions of artists to society with contributions of scientists to society. Which type of contribution do you think is valued more by the society? Give specific reasons to support your answer.
53.		Some people believe that a college or university education should be available to all students. Others believe that higher education should be available only to good students. Discuss these views. Which view do you agree? Explain why.
54.		Do you agree or disagree with the following statement "Reading fiction (such as novel and short stories) is more enjoyable than watching movies"? Use specific reasons and examples to support your answer.
55.		Do you agree or disagree with the following statement "It is better to be a member of a group than to be the leader of a group"? Use specific reasons and examples to support your answer.

6.13 Speaking

6.13.1 Golden rules
• Speak as much English as you can.
• Prepare yourself for the exam by knowing what is involved.
• You need to sound natural and not as if you have learnt answers by heart. Be spontaneous and relevant.
• Do not be put off by the tape recorder in the room. It is there to help you not the Examiner!
• Be positive. The exam is nearly over, so smile and breathe evenly.
• Remember that the adrenaline produced by your nervous feelings actually helps you to perform better.
• Use a wide range of vocabulary. People generally use less than they know when they speak. Practise to activate what you know.
• Concentrate generally on what you are saying rather than being accurate. You will then make fewer mistakes.
• Practise speaking clearly. This does not mean slowly, but naturally and evenly.

6.13.2 How to be fluent
• Concentrate on the planning and organization. These help you to control your nerves and to be fluent. If you go into the exam unprepared, it will make you nervous.
• Concentrate only on the part you are doing. Forget about the other parts of the exam.

6.13.3 Eye contact

• Keep eye contact with the Examiner, even if he/she looks away or makes notes. If you do not usually maintain eye contact in your culture, practise speaking while keeping eye contact before the exam.

• If the Examiner is writing, looking away or not smiling, this does not mean that you are doing badly. It just means the Examiner is doing his / her job.

6.13.4 Part 1: introduction and interview

• Remember that the Examiner is just like your teacher. In fact, Examiners are usually teachers, so they are aware of how you feel, because their own students feel the same!

• The Examiner has a set of questions. Answer the questions without trying to repeat the whole question in your answer:

What's the most interesting building in your home town?

Do not reply: *The most interesting place in ... is ...*

Say: *It's ...*

• State your answer and then expand, if possible.

I / Many people find it fascinating, because ...

• Try to use synonyms of the words used by the Examiner. If you can't, don't interrupt your fluency, just say what you can.

• The topics are usually familiar topics and the Examiner asks you about yourself. Try to give examples and create ideas. Do not say: *I don't know*

• You might be asked about:
   - a place or a hobby
   - your daily routine
   - your interests
   - places in your country
   - special foods/events in your country.

The questions are designed to *encourage* you to talk. They are not new or unpredictable.

6.13.5 Part 2: individual long turn

• The topics on the task card are about a book, film, television programme, clothes, piece of music, object, place you like, special journey, special day, people you like or who have influenced you or a skill you have learned, etc.

• Use the time to plan. A common criticism of candidates is that they do not plan. You are not impressing the Examiner if you start immediately without planning, whatever your level. Make a brief written plan, as it helps to keep you on the subject and stops you from wandering away from the points you are asked about.

• If your talk is not organized, you will lose marks.

• Remember you are being checked on your fluency and coherence. Coherence involves following a logical and clear argument.

• Remember that being relevant is as important as being fluent.

• When candidates do not plan, they tend to describe the general aspect of the question rather than the specific parts.

• Be aware how much you can say in two minutes maximum. You will probably only be able to say between 200-250 words.

• Make sure what you say is natural and do not sound as if you have learnt something by heart. It will affect your score.

• Remember the Examiner will know if you are doing the task properly or not.

6.13.6 Planning and making notes

• Write notes not sentences. The task card asks you to describe a place, etc. and then to give reasons for your choice. For each point, write only one or two words for each prompt. In total you should have no more than 10-20 words.

• Write the points in a vertical list and in order. It is easier to see them this way.

• Draw a line between the words relating to the description and the explanation. It will make it clearer for you as you speak.

• As you speak, refer to the list to organize your answer. This should ensure that you answer all parts of the task.

• Use nouns, verbs, adverbs and adjectives for your notes.

• Do not learn your notes or full answers by heart and then repeat them word for word in the exam quickly. This sounds artificial and affects your score.

• Think about connecting words/phrases that will guide you as you speak, but don't write them in the notes.

6.13.7 Organization

• Like the other parts of the test, the Speaking tests your ability to organize what you say. Good organization improves your fluency and coherence and reduces your mistakes.

• Practise making notes and using them to help you speak.

• Learn to build what you say around the prompts on the card and your notes.

• Record yourself; even write your answer down to see how much you need to say.

• Do not learn what you have written by heart, but do learn words and phrases that prompt and guide you.

6.13.8 Prompt words for Part 2

• Use prompt words to guide you rather than learning whole topics.

• Here are some introductory prompt phrases:
  - *I'd like to talk about ...*
  - *I'm going to talk about/describe how to ...*
  - *I want to talk about ...*
  - *What I'd like to talk about is ...*

• Here are some phrases to talk about background detail:
  - Place: *It is near ...*
  - Name: *A ___ called/which is called ...*
  - Location: *___ is situated ... on the shores of/on the edge of ...*

- Time: *It took place ... /It happened ...*
- Recent time: *It has been going on ... /1 have known ...*
- How: *First of all, you prepare ... ; then ... is prepared ...*

• Here are some words and phrases to help develop your theme:

- First of all, ... / Secondly, ...
- and also/as well as/what's more/moreover
- Another thing is ... / Another reason I ... / Another reason why I ... / Another reason behind my decision to ...
- because/since/as
- And why do I like it so much? Well, it ...

• Here are some words and phrases to talk about things you like:
  - *I like/enjoy something/doing something.*
  - *like ... more than anything else.*
  - *I like ... the most.*
  - *I love something/doing something*
  - *... appeals to me, because ...*
  - *I take get (a lot of) pleasure out of ...*
  - *I am fond of ...*

• Here are some words and phrases to state that something made an impression on you:
  - *... made an impression on me .*
  - *... influenced me .*
  - *... had an (enormous) impact on me.*
  - *... affected me.*
  - *... had an effect on me.*
  - *... seems to have a had lasting effect on me.*
  - *... brought home to me ...*
  - *... changed the way I look at things .*
  - *... moved me.*
  - *... impressed me.*
  - *... touched me deeply.*
  - *... disturbed me.*

• Use synonyms of words in the task card .
  - *benefits: advantages, positive aspects*
  - *ways: measures, steps, courses of action, solutions*
  - *causes: reasons behind*
  - *effects: consequences, repercussions, results*
  - *developments: changes*
  - *example: instance, good example, best example*

• Collect your own examples of synonyms.

6.13.9 Part 3: two-way discussion
• Listen carefully to the Examiner's questions.
• Try to be fluent and only correct yourself if it is easy to do so. Don't focus on your

mistakes.
• Concentrate on the organization and being coherent.
• Remember the Examiner asks you a range of questions to encourage you to speak.
• You need to go into greater depth to explain your opinion, give reasons and speculate about the future.
• To stop yourself from panicking about Part 3, think how long it lasts; how many questions the Examiner can ask you (six to eight); and the nature of the questions.
• The questions will be open questions, for example:
  - *What kind(s) / sort(s) / type(s) / benefit(s) / effect(s) of ... are there?*
  - *What kinds of things ... ?*
  - *What changes / advantages / disadvantages / differences / ways ... ?*
  - *Why do you think ... ?*
  - *How important / useful / beneficial / essential ... ?*
  - *How does ... ?*
  - *(A statement) Why do you think this is?*
  - *What will happen in the future?*
  - *Can you give me some examples?*
  - *Do you think ... ? Why?*
  - *What is the role of ... ?*
• The Examiner can invite you to comment by asking: *What about ... ?*
• Keep to the topic. Think of your answer as the Examiner is speaking.

6.13.10 Prompts to help you begin and develop your answers
• If you don't understand the Examiner's question, tell him / her or ask him / her to repeat it. There is no point answering a question you do not understand.
• Make sure that your answer fits the Examiner's question.
• A memorized response to something similar you have learnt is not suitable. However, prepare some prompts for yourself so that you can get yourself talking. These prompts give you a few seconds to think and organize what you want to say.
• Remember that the Examiners are not checking whether you are telling the truth, but your ability to speak English .
• The Examiner introduces a general topic and then asks you a question about a specific aspect.
• When the Examiner asks you a question, listen for words you can build your answer around : *What do you think the benefits of being able to speak more than one language are?* Obviously, you need to speak about the benefits. When you answer, use a paraphrase: *advantages/positive aspects or .. . is beneficial.*
• Put your list into an order: *The main advantage, I think, is ...* and give one or more reasons: *... because ... and it ...*
• You are taking part in a two-way conversation. Allow space for the Examiner to ask you questions. Don't talk over the Examiner. However, if the Examiner doesn't interrupt you, continue speaking.
• Don't speak fast or slowly, but clearly.

• Organize what you are saying. Don't make just the beginning relevant, but also your supporting evidence. Bear in mind the principles of writing a paragraph.

• Concentrate on the message and the organization rather than your grammar and it will help you to be fluent.

• The Examiner might ask a question that changes direction slightly. Follow his/her lead.

6.13.11 Developing ideas

• When you state something, try to qualify it and expand to support your opinion/reason:

- *The main way/step/measure / think, is to ...*
- *... because this will/can lead to .. and also ...*
- *For example, ...*
- *And another way is ... I also think / feel / believe ... In my opinion / From my point of view ...*

• Use, but don't overuse, adding words: *Moreover/What is more*

• If you have time, draw a conclusion: *... and therefore .. .*

• You can vary the response in any way you like as long as it fits and is relevant.

• The Examiner might ask an unexpected question for you to comment on:

What about... ? Agree or disagree: *That is possible, but I think ...* and give your reasons.

• Use words and phrases to state different sides of an argument

- *To some people .. . is a downside / drawback / disadvantage, but on balance I think ...*
- *... but/however/nevertheless I ...*

• Talk about possible results or consequences: *... and so / therefore ...*

• When you are asked to speculate about the future, use: *will/going to/might/could/ should.*

6.13.12 Breathing

• Keep to the subject and try not to speak too fast. Speak and breathe - take shallow breaths.

• Break up what you say up into chunks that you can say. Take a shallow breath between each chunk.

• Your voice goes up at the same points where you have a comma in writing. You will also go up in the middle of a long sentence maybe once or twice. This indicates to the Examiner that you are continuing to speak and also gives a brief chance to take a shallow breath.

The main benefit, I think, is that computers allow students

to collect a lot of material in one place when they are ...

You linger very slightly on the words *that, students* and *place* and take a very shallow quick breath, before you go on.
• Use this breathing technique to break up what you are saying rather than just taking one long breath and running to the end of the sentence.
• Practise the technique with a friend and listen to English people speaking. It will help stop you from trying to say everything in one breath.

6.14 Sample Topics

In Part 2 of the Speaking, you need to give a short talk, of about 1-2 minutes, on a simple topic. The questions do not require any specific knowledge, but are based on personal experience. You are handed a card with the topic and you have one minute to prepare your talk. You can make notes and use these notes during your monologue. The examiner will not ask you any questions during this part of the test, so you must know how to answer all parts of the question you are given and speak fluently for a few minutes *by yourself*. Sample topics are given below. It is quite likely that you will be given one of these topics or something very similar, so make sure you can speak confidently and clearly on each one.

Describe an artist or entertainer you admire.

You should say:

- Who they are and what they do
- How they became successful
- How you found out about them
- And explain why you admire them

Describe a subject you enjoyed studying at university.

You should say:

- When and where you started studying it
- What lessons were like
- What made the subject different from other subjects
- And explain why you enjoyed the subject

Describe an important choice you had to make in your life.

You should say:

- When you had this choice
- What you had to choose between
- Whether you made a good choice
- And explain how you felt when you were making this choice

Describe a job you have done.

You should say:

- How you got the job
- What the job involved
- How long the job lasted
- Describe how well you did the job

Describe an area of countryside you know and like.

You should say:

- Where it is
- What its special features are
- What you and other people do in this area
- And explain why you like it

Describe an object you particularly like.

You should say:

- What it is and what it looks like
- What it is made of
- What it is for
- And explain why it is special for you

Describe a newspaper or magazine you enjoy reading.

You should say:

- What kind of newspaper / magazine it is
- Which parts of it you read regularly
- When and where you read it
- Explain why you enjoy reading it

Describe something healthy you enjoy doing.

You should say:

- What you do
- Where you do it
- Who you do it with
- And explain why you think doing this is healthy

Describe a game or sport you enjoy playing.

You should say:

- What kind of sport it is
- Who you play it with
- Where you play it
- And explain why you enjoy playing it

Describe someone in your family who you like.

You should say:

- How this person is related to you
- What this person looks like
- What kind of person he/she is
- And explain why you like this person

Describe a museum or art gallery that you have visited.

You should say:

- Where it is
- Why you went there
- What you particularly remember about the place.

Describe an enjoyable event that you experienced when you were at school.

You should say:

- When it happened
- What was good about it
- Why you particularly remember this event.

Describe a song or piece of music you like.

You should say:

- What the song or music is
- What kind of song or music it is
- Where you first heard it
- And explain why you like it

Describe a festival that is important in your country.

You should say:

- When the festival occurs
- What you did during it
- What you like or dislike about it
- And explain why this festival is important

7 PRESENTATION

7.1 Basic Steps For Making A Good Presentation

1. Choose the theme of your presentation
2. Ask yourself if it is interesting for your audience, what they know about it, if it is up-to-date and innovative for people.
3. Set the aim of your presentation: (informative, persuasive, and congratulatory).
4. Choose appropriate material and plan what you are going to include. Remember about time, place, length and form of presenting.
5. Write the presentation out in full (at least 2 pages A4.)
6. Don't forget about 3 main parts of your speech: introduction, main body and conclusion.
7. Use universal phrases and clichés, which accepted officially all over the world:
- introductory phrases and combinations to start,
- linking words to make your speech more cohesive,
- give examples and supporting ideas to key sentences,
- summarize your info to make a conclusion.
Reread, proofread your script and reduce it if necessary.
8. Transfer the most important points to Power Point. Include pictures, schemes, diagrams etc.
9. Choose the best demonstration materials and handouts and make cards that help you not to lose the main idea while speaking.
10. Rehearse the whole presentation by cards paying much attention to time. You may use audio and video recording to check correct speech and to control your body language.

7.2 Some Useful Ideas How To Make A Presentation

These are some useful ideas:

1. How do I start?
   A. You could introduce your talk or presentation formally.
   B. Alternatively, you could grab your audience's attention by starting with a question or a challenging statement. Use pictures or objects.

2. How do I organize the presentation?
   C. Make it short. Write down the points you want to make, edit them down to, say, four, then decide which order you are going to make them in.

3. What do I say?
   D. After introducing the point, add information briefly in two, three, or, at the most, four sentences. Use markers like the ones below to construct long, well-balanced sentences.

4. How do I finish?
   E. Conclude the presentation by briefly summarizing what you have said, or the points you have made. You could end by asking for comments or questions.

Exercise:

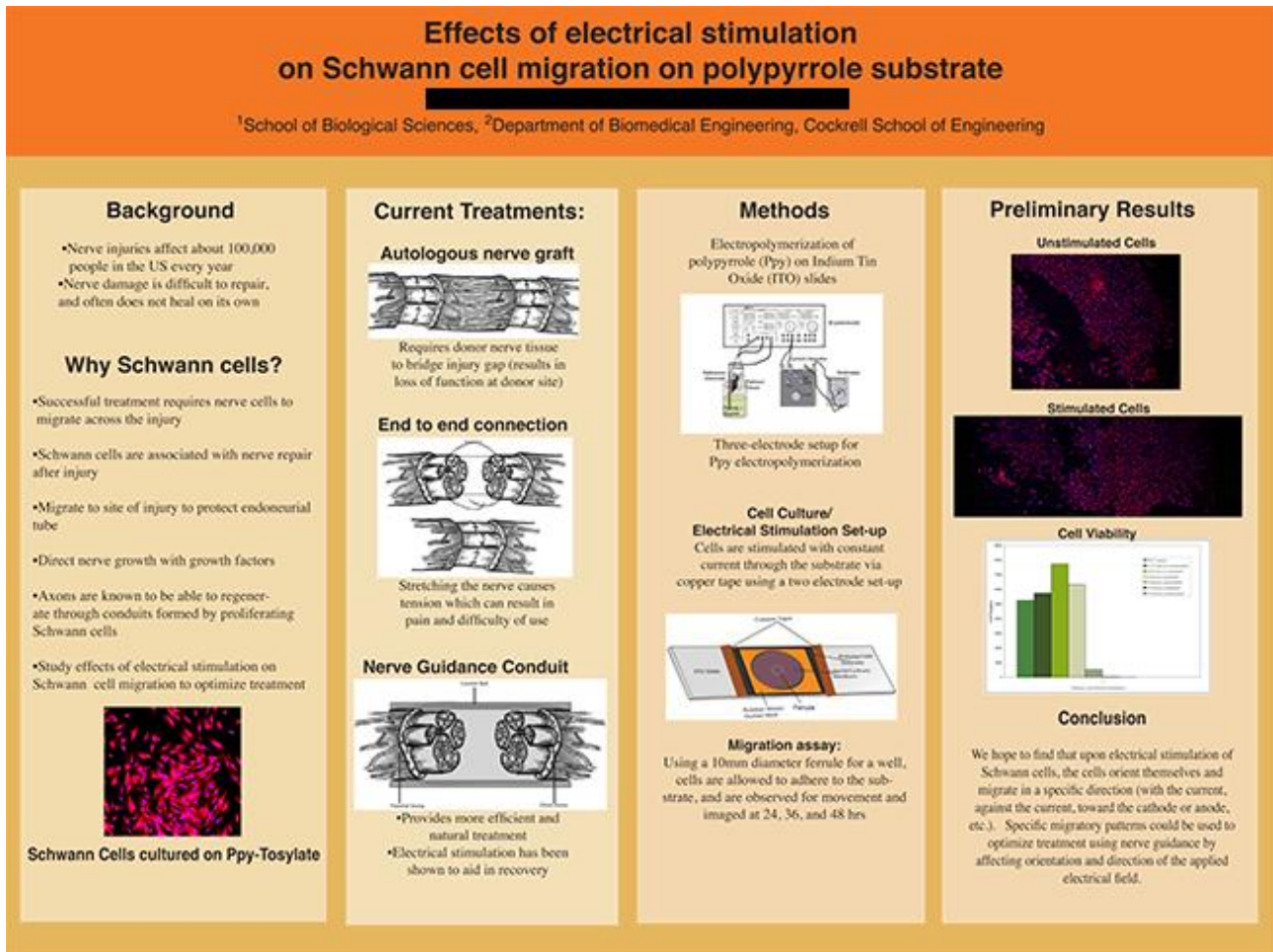Match the ideas (A, B, C, D, E) with the corresponding phrases:

1) The first/key thing to say about _____ is...
   The main point to make about _____ is...
   What you really need to know about _____ is ...
   Now let's look at   ...
   Let's turn to/move on to ...
   Another interesting thing to say about _____ is ...
   Finally, I'd like to say a few words about ...
2) Anyway, ...; Naturally, ...; Of course ,...
   Similarly, ... ; Surprisingly, ,..; Remarkably, ...
   Despite,...; However, ...; Although,...; Whereas...
   Consequently, ... ; In addition,..,; Moreover,...;
   Furthermore, ...
   Incidentally, ... ; By the way, ... ; It's worth noting that...
3) So, how much do you know about _____?
   Have you ever asked yourself why ... ?
   What I'm going to tell you about today will change the way you think about...
   Pass around the picture/object. What do you think it is?
4) In conclusion, ... ;To sum up,...
   So, remember that … is all about … , __, and … .
   So, there are three things to remember about __
   Does anybody have any questions?
5) Today I'm going to talk about ...
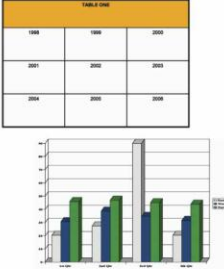   In this presentation, I'd like to tell you a little bit about ...

8 POSTER

A poster presentation, at a congress or conference with an academic or professional focus, is the presentation of research information, usually peer-reviewed work, in the form of a paper poster that conference participants may view. A poster session is an event at which many such posters are presented.

The compiling consists of the following steps:

1. Step 1: Get the right size. Posters are large print documents designed to grab attention. ...

2. Step 2: Design your poster layout. Your audience needs to take in the message of your poster at a glance. ...

3. Step 3: Choose your graphics. ...

4. Step 4: Use color in your poster. ...

5. Step 5: Include text into your poster.

9 LANGUAGE PASSPORT

9.1 European Levels – Self Assessment Grid

<table>
<tr><td></td><td></td><td>A1   Basic User</td><td>A2   Basic User</td></tr>
<tr><td rowspan="2">Understanding</td><td>Listening</td><td>I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.</td><td>I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.</td></tr>
<tr><td>Reading</td><td>I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.</td><td>I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters</td></tr>
</table>

Speaking	Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
	Spoken	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
Writing	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.

		B1 Independent user	B2 Independent user
Understanding	Listening	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.
	Reading	I can understand texts that consist mainly of high frequency everyday or job- related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

Speaking	Spoken interaction	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
	Spoken production	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
Writing	Writing	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

1	2	C1 Proficient user	C2 Proficient user
		3	4
Understanding	Listening	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent

	Reading	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Speaking	Spoken interaction	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken production	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
1	2	3	4

Writing	Writing	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

9.2 Sample 1

Steve Andrew

Mother tongue(s) English			Other language(s) French, Spanish	
French				
Self-assessment of language skills				
Understanding		**Speaking**		**Writing**
Listening	**Reading**	**Spoken interaction**	**Spoken production**	**Writing**
C1 Proficient user	A2 Basic User	B2 Independent user	B2 Independent user	C1 Proficient user
Certificates and diplomas				
Title	**Awarding body**	**Date**		**Level***
DELF, Unités 1-4	Institut Français, London	1996		–
GCSE-level, Grade B	Alliance française, Birmingham	1998		–
Linguistic and intercultural experience				
Description				**Duration**
Using languages at work: Temporary work as hotel receptionist in London with frequent French-speaking guests.				1997–2000
Using languages while living or travelling abroad: Holiday jobs as camp leader in French-speaking Switzerland.				1995–1997

Spanish				
Self-assessment of language skills				
Understanding		**Speaking**		**Writing**
Listening	**Reading**	**Spoken interaction**	**Spoken production**	**Writing**
B2 Independent user	C1 Proficient user	B1 Independent user	B1 Independent user	B2 Independent user
Linguistic and intercultural experience				
Description			**Duration**	
Using languages while living or travelling abroad: School exchange programme in Bilbao: one month living with a Spanish-speaking family.			01 June 1990–30 June 1990	

9.3 Sample 2

Language Passport

I went to _____

University subjects:

The subjects I studied: _____

My favorite subjects: _____

My most difficult subjects: _____

I would like to learn more about: _____

I never want to have any more lessons on: _____

Examinations, qualifications & experience

Examinations I have passed: _____
Qualifications I have: _____

Things I have learnt outside university: _____

Work experience: _____

Experience of other cultures (travel, meeting people, reading, etc.):
_____

My Languages

My native language is _____

What languages can you speak? Complete the table. (1=just a little, 5=fluently)

Language:	Russian	Kazakh	English
speaking	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
writing	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
listening	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
reading	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Number of years studied			

These languages would be useful for me to learn in the future is

_____

Circle the best phrase to complete these sentences for you.

I find it *very easy / quite easy/ quite difficult/ very difficult* to learn a language.

I think that the most important thing in learning a language is to be able to *speak/ listen/ read/ write* in the new language.

The most difficult thing for me is *speaking/ listening/ reading/ writing.*

I would like to improve *my pronunciation/ spelling/ vocabulary/ grammar/ fluency.*

10 GLOSSARY

Aim of a glossary is a dictionary of terms specific to a certain subject. You can watch a video how to compile it: https://www.youtube.com/watch?v=8CdTGtVltDQ
Here is an example:

Glossary

No	Term	Definition
1	Abelian group	A group in which the result of applying the group operation to two group elements does not depend on their order.
2	Absolute value	The non-negative value of a real number without regard to its sign.
3	Acceleration	The rate at which the velocity of a body changes with time.
4	Accuracy	The degree of closeness of measurements of a quantity to that quantity's actual value.
5	Adjoint operator	Operator that plays the role of the complex conjugate of a complex number.
6	Advection	The partial differential equation that governs the motion of a conserved scalar field as it is advected by a known velocity vector field.
7	Analytic function	A function that is locally given by a convergent power series.
8	Approximation	The substitution of an initial differential problem with its discrete analog.
9	Approximation error	The discrepancy between an exact value and some approximation to it.
10	Array	A data type that is meant to describe a collection of elements, each selected by one or more indices that can be computed at run time by the program.
11	Associative array	An abstract data type composed of a collection of (key, value) pairs, such that each possible key appears at most once in the collection.
12	Automorphism	An isomorphism from a set to itself.
13	Banach space	A complete normed vector space.

11 BUSINESS CORRESPONDENSE

11.1 Curriculum Vitae (CV)

CVs

1 Discuss the questions.

1 Why are CVs important?

2 What information do job applicants put in a CV?

2 Read the CV. Where do the headings go? Write them in.

Interests

Skills

Personal Information

Education and qualification

Work experience

3 Now write your own CV. Use the CV above as a model.

WRITER'S DESK

A good CV should

1 be clear and well-organized

2 be on one or two pages only

3 list education and work experience in reverse order

4 have wide margins

5 use one font style

Curriculum Vitae

Name**:** Giacomo Marchese

Date of birth: 18 August 1986

Nationality: Italian

Marital status: Single

Address: Via Torino 12 24128 Bergamo

Tel: 035 5580113

Email: giacomomarcgese1@excellent.com

_____

2005	Honours degree in Economics: grade 110/110
1999	Italian High School Diploma ITCPA, Bortolo Belotti Bergamo
1998	Cambridge First Certificate in English

_____

2004	Oxfam charity office, Oxford, UK: 3 months' voluntary work Duties included conducting research, answering phone, collating data
2003	Green & Hundson, Michigan, USA: 3-month internship Duties included market research, researching products, and maintaining client records

_____

Fluent English and Spanish, conversational Japanese

Working knowledge of Microsoft Word, Excel, and PowerPoint

Good typing skills

Driving licence

_____

traveling, cinema, tennis, football

11.2 Job Application

Job Application

1 Read the advertisement and make a note of the experience, skills, and qualities you have that make you a candidate for the job.

2 Read and complete the letter of application with these phrases.

- [ ] As you can see
- [ ] For example
- [ ] I am writing to apply for
- [ ] My duties included
- [ ] In addition I have
- [ ] Although my work experience
- [ ] I am fluent in

3 Write a letter of application to Diamond Travel. Include addresses, the date and a reference to any enclosed documents. Make notes using the plan in Writer's desk before you start.

WRITER'S DESK
Letter of application
1 Addresses and date laid out correctly
2 Opening salutation
3 Body:
Paragraph 1
reason for writing, where you saw the advertisement
Paragraph 2
why you are interested in the job
Paragraph 3
experience, qualifications, skills
Paragraph 4
personal qualities
4 Closing salutation, signature, and printed name

Diamond Travel

Admin assistant

Admin assistant required for this fun but hardworking business travel agency. Experience of Microsoft Word and Excel are essential, along with a clear telephone manner. You must be reliable and have excellent communication skills. A sense of humor is an advantage.

Apply with a CV to Tim Greenaway, Human Resources, Diamond Service, 112 Woodford Road, London SW 12 9AP.

72 Park Road
Sale M7 9EP

Tim Greenaway
Human Resources
Diamond Services
112 Woodford Road
London SW 12 9AP

16 January, 20____

Dear Mr Greenaway

_____[1] the position of admin assistant which I saw advertised in the January 14 issue of The Guardian. I enclosed a copy of my CV as request

I would like to work for you because I am very interested in working in a travel agency _____[2] is limited, I believe I have the necessary skills for this position.

_____[3] from my CV, I have just finished a three month internship at TLC Travel _____[4] business correspondence and administrative work.

_____[5] English and German, and also speak Spanish _____[6] excellent computer skills and can use Word, Excel, and PowerPoint.

I am a hardworking and reliable person _____[7], in my internship I was given extra responsibilities because the manager trusted my abilities. I also have very good communication skills and a good sense of humor.

I look forward to hearing from you.

Yours sincerely

Alexander Karsten

Alexander Karsten

11.3 Making Contact

Making Contact

1 Discuss these questions.
-What sort of information do you give when you introduce yourself to somebody?
-Do you find it easy to introduce yourself to someone you don't know?

2 Read the letter and answer the questions.
-Who is Angela?
-What does Angela want?
-How do you think Sabina will reply?

3 Label the parts of the letter.

	closing sentence
	closing salutation
	sender's name
	opening salutation
	Introduction
	reason for writing

4 Read Sabina's letter and answer the questions.
-Can she offer Angela work experience?
-What does she suggest?

5 Write a letter introducing yourself to Tim White. He is a friend of your teacher and he runs a small business. You would like to interview him for a project.

Dear Ms Zawadzki[1],

My name is Angela Lopez, and I am a Spanish student at Western Business College. I hope you don't mind me contacting you but I was given your name by my tutor, Donald Kelly.[2]
I am planning a career in publishing, and I am keen to learn more about the business. I am writing to ask if there are any opportunities for work experience in your company.[3]
Thank you for your attention. I hope to hear from you soon.[4]

Regards[5]

Angela Lopez[6]

Dear Angela

Thank you for getting in touch. I am afraid we can't offer you work experience at present. However, I would be happy to tell you something about the publishing business. Would you like to come to my office one lunchtime?
Call me on 01862-463221 to arrange a day.

WRITER'S DESK

Introducing yourself
I hope you don't mind me contacting you.

Saying how you got the name
I was given your name by…

Closing
Thank you for your attention.
I hope to hear from you soon.

Responding
Thank you for getting in touch.

11.4 Thanking

Thanking

1 When did you last write a letter
(or email or text message)
-asking for information?
-giving information?
-saying sorry?
-saying thank you?
-accepting an invitation?
-congratulating someone?

Who was it to? What was the result?

2 Read the letter and answer the questions.
-What kind of letter is it?
-What did the writer and recipient do yesterday?
-What extra information does the writer give?

3 Label the parts of the letter.

	opening salutation
	closing sentence
	full name (typed)
	closing salutation
	writer's address
	signature
	date
	body
	recipient's address

4 Lay out this letter correctly on a computer.
128 Springfield Drive, Seattle, WA 98199

Raglan Business Solutions 860
Lincoln House, Spokane, WA 99201

5 March, 20— Dear Ms Moran I am writing to thank you for your offer of an internment in June. I am very excited by the opportunity of working in your company.
I look forward to receiving your information pack.
Yours sincerely
Irene Porter
Irene Porter

45 Dale Road[1]
Stevenage
SG6 6SB
UK
Sandman Creek Summer camps[2]
1831 Ellis Avenue
Eugene OR 97405

25 November, 20_____[3]

Dear Mr Hemingway[4]
I am writing to thank you for the interview we had yesterday. I am very interested in working in your summer camp next year. I hope that my qualifications and interests were suitable. I meant to also mention that I am learning to drive and I hope to have my driving license before the summer.[5]
Once again, thank you for seeing me. I look forward to hearing from you.[6]
Yours sincerely,[7]
Amanda Nash [8]
Amanda Nash[9]

WRITER'S DESK

1 Use of titles
Male: Mr

Female: Ms (neutral, preferred in business correspondence), Miss (unmarried), Mrs (married)

2 Use «Yours sincerely» when you know the person's name.

3 A business letter is typed, so leave space for adding your signature.

11.5 Answering Enquiries

Answering enquiries

1 Look at the website and answer the questions.

-What sort of products is this company selling?

-Who are their target customers?

2 Put the sentences in the correct order in each letter.

WRITER'S DESK

1 Enquiries for more infornriation
I would like to know...
Could you tell me…?
Could you give me more details about…?

2 Answering enquiries
Thank you for your enquiry.
Please do not hesitate to get in touch if you require further information.
I hope that this has answered your question.

3 You work for PromoPerfect.
Answer the following enquiries.
Use the information in the table.

-I would like to know what colours the Hand Track Mouse comes in. Also, can it be used by left-handed people? (Kristin Archer)

-Could you give me more details about the USB Pendrive? (Martin Vidmar)

USB Pendrive	Hand Track Mouse
Colour: silver	Colours: green and silver
Size: 90mm x 30mrn x 14mm	for both left-and right-handed people

Dear Customer Care
I am interested in ordering your USB pen drives for a promotional campaign _____[1]
Could you also tell me if there is a discount for orders over 100?
I look forward from you. _____
I would like to know how many megabytes of data you can store on the USB pen drive. _____
Bill Whitehead

Dear Mr Whitehead
I hope that this has answered your questions. _____
Our USB pen drives come in two versions, 32 megabytes and 64 megabytes. _____
Thank you for your enquiry. _____
In answer to your second question, we only offer a discount on orders over 500. _____
We look forward to receiving your order. _____
David Harris
Customer Care

СПИСОК ЛИТЕРАТУРЫ

1 Горбань Е.Е., Ней Е.Ф. Учебная программа и силлабус для магистрантов технических специальностей по дисциплине «Иностранный язык (профессиональный)» ВКГТУ им. Д. Серикбаева / ВКГТУ.- Усть-Каменогорск, 2018.
2 Cambridge IELTS 7: Examination Papers from University of Cambridge ESOL examinations: English for Speakers of Other Languages (2009) - Cambridge University Press.
3 Mark Ibbotson. (2012) 'Cambridge English for Engineering' Cambridge University Press.
4 Tamzen Armer. (2012) 'Cambridge English for Scientists' - Cambridge University Press.

ИНТЕРНЕТ РЕСУРСЫ

1 Abstract
http://www.dummies.com/how-to/content/how-to-create-your-grant-applications-abstract-or-.seriesId-176164.html
2 Article
https://www.toppr.com/guides/business-correspondence-and-reporting/article-writing/steps-of-article-writing/
3 Developing Strong Research Questions
https://www.scribbr.com/research-process/research-questions/
4 Essay
http://www.stgeorges.co.uk/blog/academic-english/write-the-perfect-ielts-writing-task-2-essay
5 European Levels – Self Assessment Grid
https://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr
6 Everything You Need to Know about Dissertation Primary Research
https://www.oxbridgeessays.com/blog/everything-need-know-dissertation-primary-research/
7 Five Things You Need to Know about Writing Articles
https://www.examenglish.com/FCE/writing_an_article.html
8 Glossary
https://www.youtube.com/watch?v=8CdTGtVltDQ
9 How to Write a Dissertation Introduction
https://www.scribbr.com/dissertation/introduction-structure/
10 How to Write a Dissertation Literature Review
https://www.oxbridgeessays.com/blog/write-dissertation-literature-review-depth-guide/
11 How to Write a Problem Statement
https://www.scribbr.com/research-process/problem-statement/
12 How to Make Presentation

https://www.youtube.com/watch?v=rASl1BcYjbs
www.youtube.com/watch?v=9kuZp3fhkdU
www.youtube.com/watch?v=wAU1Vi2Bq-Q
www.youtube.com/watch?v=eQtxd-93fTM
13 Instruction and Processes
http://www.wikihow.com/Write-Clear-Instructions
14 Poster
http://iwrite.sydney.edu.au/ENGINEERING/Reports/Group-Project-
15 Summary
http://nonprofit.about.com/od/foundationfundinggrants/a/proposalsummary_2.htm
http://www.ehow.com/how_8199447_write-summary-science-project.html
http://www.ehow.com/how_8199447_write-summary-science-project.html
http://lac.org/wp-content/uploads/2014/07/Grant_Proposal_Template.pdf
http://www.hpu.edu/CHSS/IRB/Sample_Brief_Summary.pdf
Report/Executive-Summary-examples.html
16 Writing Your Dissertation Introduction, Conclusion And Abstract
https://www.oxbridgeessays.com/blog/writing-dissertation-conclusion-introduction-
abstract/

Appendix 1

NUMBERS AND FORMULAS

Example	Reading
Cardinal	– ' teen [ti:n]
13, 14, …	thirteen
13	fifteen
15	
20, 30 …	– ty [ti]
30	thirty
40	forty
80	eighty
100	One (a) hundred
1000	One (a) thousand
2000	two thousand
58	fifty-eight
112	one hundred and twelve
3,678	three thousand six hundred and seventy-eight
Ordinal	
1st	first
2nd	second
3d	third
10th	tenth
20th	twentieth
Fractions	use point in a decimal fraction
7.35	seven point three five
0.6	(naught) point six
20%	twenty per cent
+ 10°	ten degrees above zero
- 10°	ten degrees below zero
$a + b$	a plus b
$a - b$	a minus b

*a*b, ab*	*ab; a* times *b; a* multiplied by *b;*
a : b	*a* divided by *b*
a/b	*a* over *b; a* divided by *b*
1/2	One half
2/3	Two thirds
3/4	three quarters
8/312	eight over three one two
1/n	One *nth*; one over *n*
a = b	*a* is equal to *b; a* equals *b*
a < b	*a* is less than *b*
$\sqrt[n]{b}$	*The nth* root of *b*
$\sqrt{b}$	Square root of *b*
b^2	*b* square (squared*)*
c^n	*c* to *the nth* power, *c* to the power of *n*
$\dfrac{a}{b(c+d)}$	*a* over *b* times *c* plus *d* in parentheses
a=f(b)	*a* is a function of *b*

Appendix 2

CORRECT ORDER IN A CITATION

1. author's name
2. year
3. title of article
4. journal name
5. journal volume and/or issue number
6. page numbers

Example:
1. Hernandes Sanchez, R. and Alvarez, C.M. (2011) 'Salinity and intra-annual variability of perilagoonal vegetation' *Submitted manuscript.*
2. Hernandes Sanchez, R., Gomez Herrera, S.A. and Alvarez, C.M. (2011) 'Declining peri-dunal variability in Donana' Environmental Management Review. *In press.*
3. Hernandes Sanchez, R. and Alvarez, C.M. (2010) 'Hydroperiod effects on peri-dunal vegetation' Spanish Hydrology Journal Vol 2. pp167-184
4. (Havelin *et al.,* 2000)

Appendix 3

SCIENTIFIC METHODS

The scientific method is a process in which experimental observations are used to answer questions.

Ex. 1
Complete the collocations for describing the stages in the scientific method using the words and phrases below.

a hypothesis   an experiment (x2)   conclusions   data (x3)   the question

□ analyse_____
□ collect_____
□ conduct (or run)_____
□ define _____
□ design __
□ draw ___
□ form ___
□ interpret_____

Ex. 2
Number the stages (1 -8) in the order you would normally do them.

Ex. 3
Read this extract from a student website and check your answers to Ex. 2.

The scientific method is a process in which experimental observations are used to answer questions. Scientists use the scientific method to search for relationships between items. That is, experiments are designed so that one variable is changed and the effects of the change observed. While the exact methodologies used vary from field to field, the overall process is the same. First, the scientist must define the question - what exactly they are trying to find out. Next comes the formation of a hypothesis, which is an idea or explanation for a situation based on what is currently known. The next stage of the method is the design of an experiment which will allow this hypothesis to be tested. Usually a primary run of the experiment is conducted, and any changes to the experimental setup made. In each experimental run, data collection takes place, followed by data analysis. Finally the data is interpreted and from this, the scientist is able to draw conclusions.

Appendix 4

PROJECT SUMMARY

Ex. 1
Look at the list of sections on the form (1 -10) and match each one to the information to provide APPLICATION FORM

1   APPLICANT
2   CURRENT APPOINTMENT AND ADDRESS
3   LOCATION OF PROPOSED STUDY
4   SPONSOR'S RECOMMENDATION
5   DEPARTMENTAL SUPPORT
6   PROJECT TITLE
7   PROJECT SUMMARY
8   DETAILS OF PROPOSED RESEARCH
9   BUDGET
10   NOMINATED REFEREE WITH PERSONAL KNOWLEDGE OF APPLICANT

A   an explanation of how I'll do the research and why it is important
B   a short description of what I'II research
C   a statement from a senior researcher explaining why I m a suitable applicant
D   how much I plan to spend on my research
E   the job I do now
F   the name o f someone to support my application
G   what I'll call my research
H   permission from my head of faculty to use his/her resources
I   where I plan to study
J   my personal info

Ex. 2
Think about a research project in your area. In pairs, take turns to summarise the project following the instructions (1-6) below.

1 State the aims of your research
2 Define what the problem is
3 Explain why your topic is worth researching
4 Say what the expected outcomes of the research are
5 Outline the procedures you will follow
6 Outline how you will limit your investigation

Provide a brief summary of aims, significance and expected outcomes of the research plan.

Ex. 3   Read the text.

A 3-D odour-compass for odour-detecting robots

Odour-sensing robots offer many benefits over the current use of animals in similar roles, including safety, efficiency and durability. [A] *However, the robots which have been developed to date are limited* by the fact that they can only accurately detect and navigate towards odour plumes if they are within direct 'sight' of the chemical source. Clearly, in real world situations, obstacles may well impede the robot's detection ability, and at present, odour-sensing robots are therefore only of limited use. [B] *The proposed research will concentrate on developing* a robot which is able to gather readings in three dimensions and therefore overcome the limitations of current models in odour-detection. [C] *This technology will make robots a more effective substitute for animals.*

[D] *This research aims to develop* existing robotic technology to create a three-dimensional (3-D) odour compass to be used as a navigation tool in searching for an odour source. [E] *This will then be tested experimentally* in simulated environments where wind direction is not stable or where obstacles interfere with odour distribution. A second stage in the research will be to develop the robot's environmental sensors, thus allowing it to safely negotiate the terrain to reach the source of the odour. [F] *This should produce a robot which is able to* both detect and move to the source of an odour, even on difficult terrain.

1) Match each section *in italics* in the summary (A-F) to the correct function (1-6) from the list in Exercise 2.
2) Look at the sections A –F again. Underline the words that you could use in your own project summary. Makes notes like the following example:

   However, to date, limited – to define the problem (A).

3) Complete the project summary by another researcher below using the correct word or phrase from the box.

aims to	*however*	*the initial phase*	*the proposed research*
the study	*will indicate*		

Consumer interest in wines produced in organic vineyards has increased significantly in the last few years. (1)_____ to date it is unclear whether these production methods actually improve soil or grape quality. (2)_____ will be the first phase of a long-term study on a New Zealand vineyard. These results (3)_____ whether methods of viticulture improve grape quality.

The research (4)_____ investigate the effects of organic agriculture on soil and grape quality. (5)_____ will consist of two treatments, organic and conventional (the control), each replicated four times in a randomised, complete

block design. All organic practices will follow the standards set out by the Food Standards Australia New Zealand (FSANZ).

(6)_____ will assess soil quality using physical, chemical and biological indicators over six years. The next phase will then assess the physiology of the vines.

Appendix 5

INSTRUCTIONS AND PROCESSES

Instructional writing uses the second person (you), imperative mood (or 'bossy verbs') and often employs time connectives, such as 'first', 'next', 'finally'. The correct order of instructions is vital, so sequencing activities are widely used.

Here is an example:

Creating a new Web page

You don't need any special tools to create a Web page. You can use any word processor, even WordPad or SimpleText, which are included with the basic Windows and Macintosh system software.

To create a new Web page:
1. Open a text editor or word processor.
2. Choose File > New to create a new, blank document.
3. Create the HTML content as explained in the rest of this book.
4. Choose File > Save As.
5. In the dialog box that appears, choose Text Only (or ASCII) for the format.
6. Give the document the .htm or html extension.
7. Choose the folder in which to save the Web page.
8. Click Save.

Passive constructions with *should* and *must* can also be used:

Printing black and white photographs

1)   Chemical solutions should be prepared and arranged in three dishes in the order in which they will be used - developer, stop bath and fix. They must be brought down or raised to the correct temperature (about 20°C) and there should be enough of each to give a depth of 5cm.

2)   The film should be cut into strips so that all will fit on to a single sheet of 10 x 8 in paper. Clean the negatives and the sheet of glass with an anti-static cloth. Then switch off the white light and switch on the safelight.

3)   The enlarger is a convenient light source. The height of the head should be adjusted so that its beam illuminates an area slightly larger than the sheet of glass being used...

These are some useful phrases that can be used for giving instructions and describing processes:

1	Title ….	
2	How to … In order to …	
3	You will need …	
4	Firstly, … The first step is … First of all … The first stage is … To begin with … Initially …	Beforehand … Before this … Prior to this … Previously … Earlier …
5	Secondly, … Thirdly, …	
6	Next, … The next step is … Then, … In the next stage, … Subsequently, … In the following stage, …	Later … Following this, … …until … After that …
7	At the same time … During … Simultaneously, … While … When this happens …	
8	Lastly, … … finishes with … Finally, … … concludes with… In the last stage … The last step is …	

Ex. 1
Read the text and find the examples of the imperatives and time connectives:

Calculating the standard deviation

1. Put the scores in order down the page.
2. Work out the mean.
3. Now calculate how much each deviates from the mean.
4. Now square each of these deviations.
5. Add them all up.
6. Now divide by the number of scores.
7. Lastly find the square root.
8. This is the standard deviation.

Ex. 2
Read the text and find the examples of Future tense:

To fold the bike, follow these steps:
1. Press the quick-release latch to remove the front wheel.
2. Remove the support member connecting the seat post to the forward frame.
3. Remove the handgrips from the handlebars.
4. Fold the handlebars backward toward the seat post.
5. The handlebars will fit almost parallel to the forward frame section.
6. Slide the forward frame section through the collar (located at the hinge) in the direction of the foot pedals.
7. The forward frame will slide approximately 7 inches and no farther.
8. Lift up the seat until the base of the seat pot frame is released from its supporting collars.
9. Fold the seat post and secure it.