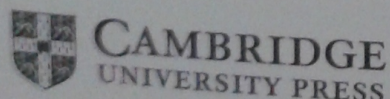


ENGLISH FOR ACADEMICS

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A communication skills course for
tutors, lecturers and PhD students

**In collaboration with the
British Council**

BOOK 1

Writing

module 4

In this module you will:

- write a range of common academic texts
- communicate effectively with colleagues from other countries

Unit 1 Academic correspondence

By the end of this unit you will be able to

- ➡ follow the rules of formal email etiquette
- ➡ distinguish between various types of formal letters
- ➡ organise and structure different types of letter

Lesson 1 Ready to start

Lead-in

1 Work in pairs and discuss these questions.

- 1 What rules of etiquette do you know?
- 2 Why is it important to follow these rules?
- 3 What is email etiquette, in your opinion?

2 Complete the following formal email etiquette rules. Use the words in the list. You can use some verbs more than once. Add *don't* where necessary.

write attach address be start answer give

- 1 _____ the receiver by name or title.
- 2 _____ a meaningful topic in the subject line.
- 3 _____ in capitals.
- 4 _____ your email with a greeting.
- 5 _____ understandable names to attachments.
- 6 _____ clear, short paragraphs.
- 7 _____ friendly and cordial, but _____ familiar.
- 8 _____ files which are too large.
- 9 _____ within a reasonable time.

3 Which rules are relevant to your professional life? What rules can you add from your own experience?

Formal style

4 Work in pairs. Mark expressions a–l with *I* if they are part of an informal letter to a friend and *F* if they are from a formal academic letter.

- a By the way, are you going to the Statistics Conference, too? If so, I'll take the opportunity to bring you the book you asked for in your previous letter. It's really magnificent. ____
- b My name is Professor Copeland, and I am writing to you in order to request information on the Statistics Conference to be held at your University in November, 2015. ____
- c Yours faithfully,
Rebecca Copeland ____
- d Dear Jane, ____
- e Firstly, could you provide details of the accommodation options? Secondly, I would be grateful if you could provide information on the plenary speakers. ____

- f** I wonder if you could share the worksheets you designed for teaching Probability, too?
It'd be wonderful to use them as well. ____
- g** Finally, could you please clarify the deadline for registration? ____
- h** Hope to hear from you soon. ____
- i** Thank you for in advance for your help with this. I look forward to receiving your
reply. ____
- j** Best wishes,
Rebecca ____
- k** Hi, there. I hope you're well, and your kids, too. Thanks very much for the teaching
materials you sent. I used them with my students and they thought they were great. ____
- l** Dear Sir or Madam, ____

5 Put the expressions in order to make two letters. What language features helped you complete the task?

6 Tick the features of a formal, academic letter.

- 1** Colloquial expressions, that is expressions used in speaking, are numerous (*What's up?* *Cheers!*). ____
- 2** Full words, not contractions, are used (*will not* instead of *won't*). ____
- 3** Words and phrases that connect sentences meaningfully are used. ____
- 4** The sentences are rather complex. ____
- 5** Shortened versions of words are used (*u* instead of *you*, *r* instead of *are*). ____
- 6** Emotional words like *great*, *superb*, etc. are used. ____

Organising an email / a letter

7 Put these elements of an email in order.

- a** Give relevant information on the subject (What do you want to say?)
- b** State the aim (Why are you writing?)
- c** Describe the action you expect from the addressee (What do you want the addressee to do?)
- d** Close your email/letter politely.
- e** Open your email/letter with greetings.

8 Match the expressions 1–8 with their functions a–c.

- a** starting an email/letter
- b** acknowledging receipt of something
- c** inviting a response
- 1** I refer to your letter dated ...
- 2** We appreciate your interest in ...
- 3** If you have any further questions, do not hesitate to contact us.
- 4** Thank you very much for sending the information about ...
- 5** I am writing on behalf of the university to invite you ...
- 6** We look forward to hearing from you soon.
- 7** I am writing to apply for ...
- 8** Thank you for your letter of ...

9 Cover Activity 8 and put the words below in order to make sentences.

- 1 reply / are / to / your / looking / we / forward
- 2 our / interest / we / your / appreciate / in / project
- 3 conference / I / on / writing / am / of / the / the / invite / university / behalf / to / you / to
- 4 will / early / appreciated / your / confirmation / be
- 5 contact / do / hesitate / to / us / not

Writing a formal email

10 You have come across an advertisement about a grant for attending a workshop for researchers. Write a short, formal email to the organising committee (100–120 words). Describe your achievements and ask if you fit the criteria to be selected. Use the expressions you have learnt in the lesson.

Subject	_____
Opening	_____,
Stating the aim	I am writing to you _____ _____
Giving information	_____ _____
Describing the actions you expect	I would be grateful if you could _____ _____
Closing	_____ _____
Signature	_____

Lesson 2 A reference letter

Lead-in

1 Find someone who matches each description below. Report your findings to the class.

- a knows what a *reference* is
- b has written a reference letter
- c has asked their colleagues to write a reference letter for them

Organising a reference letter

2 In Column 1 in the table, tick the features a good reference letter should have.

	1	2
1 Explanation of how long the referee has known the applicant		
2 List of the personal qualities relevant to the specialism		
3 Reference to the applicant's qualifications, experience, and professional skills		
4 The applicant's weaknesses		
5 The applicant's religion, nationality, age, disability and gender		
6 The referee's contact information		

3 Read the letter of reference. In Column 2 in Activity 2, tick the features the letter has.

- a Dear Sir/Madam,
- b I am Robert Leeds, Professor at Darwin College, University of Nombridge. I am writing in support of Ms Hardworking's application for the MSc in Applied Ecology and Conservation at the University of South Anglia.
- I have known this applicant for nearly 15 years, mostly through our shared work on an international ecological project in India.
- c Ms Hardworking is a leading professional in India, highly respected for her participation in biodiversity conservation projects. As well as this, she is known as an innovative thinker in the field. She is intelligent, well-read and articulate, and has the maturity, self-discipline and independence to be able to cope with study at postgraduate level. It is typical of her positive attitude and the priority she gives to her professional development that she has chosen to apply for this programme in the middle of a very successful career.
- d Moreover, her command of English is native-speaker standard. She has been used to functioning in English since childhood, throughout her education and now in most aspects of her professional life.
- e I am pleased to have this opportunity of recommending Ms Hardworking to you as a postgraduate student. She will be an asset to the MSc programme.
- f If you have any further questions, feel free to contact me.
- Yours faithfully,
Robert Leeds
Professor Robert Leeds

4 Match elements of a reference letter 1–6 with its parts a–f.

- | | |
|------------------------------------|--|
| 1 describing the applicant | 4 giving more information on the applicant |
| 2 conclusion | 5 opening |
| 3 summary of what has been written | 6 describing the referee's position |

Language focus

5 Look through the letter of reference again. How do you know it is a positive letter?

Find expressions that are used to do the following:

- 1 describe the professional skills of the applicant
- 2 describe the applicant's personal qualities and character
- 3 recommend the applicant to someone else

6 Match positive adjectives 1–4 (with examples) to definitions a–d.

- 1 mature (*This position would suit a mature specialist with strong computer skills.*)
- 2 observant (*An observant student noticed the mistake.*)
- 3 efficient (*She is very efficient: she does everything quickly and well.*)
- 4 reliable (*You can trust her to take on the most difficult task: she is a reliable person.*)

- a able to be trusted or believed
- b good or quick at noticing things
- c not wasting time or energy
- d completely grown or developed

7 In the Language Support box below, you will find more positive words to describe a person. Try to guess the meaning of new words.

Language Support: describing personal qualities

- | | |
|----------------|----------------------------------|
| self-confident | competitive |
| flexible | creative |
| diplomatic | able to show empathy |
| imaginative | knowledgeable |
| energetic | willing to accept responsibility |

8 Use adjectives from Activity 7 to complete these sentences.

- 1 Julia is quite _____ because she feels sure about herself and her abilities.
- 2 Marek is known as a very _____ person because he is good at thinking of new ideas and making new and unusual things.
- 3 Olga clearly has a desire to become the best and the most successful member of staff, which is quite typical for her _____ personality.
- 4 Herbert has shown the ability to be _____ and work in different ways, at different times or in different places when it is necessary, to suit new conditions or situations.

Writing a reference letter

9 Imagine one of your students/colleagues asked you to provide a reference for him/her. Think about their main characteristics. Write a reference letter.

10 Work in pairs. Take turns to read each other's letters of reference. Check if all the necessary elements from Activity 4 are included.

Lesson 3 Proposal for partnership

Lead-in

1 Work in pairs and discuss these questions.

- 1 What partnerships does your department/university have?
- 2 What is the purpose of a partnership proposal?

Structuring a proposal for partnership

2 In Column 1 in the table, write the numbers to show the order in which you would write these elements in a proposal.

	1	2
a Describing what your institution is working on.		
b Speaking about attachments and contacts.		
c Stating the purpose of your letter.	1	
d Writing about the partnerships you already have.		
e Explaining why the partner may be interested in establishing a partnership with you.		

3 Read the proposal for partnership below. What is being proposed? Who do they want to establish a partnership with and why?

Dear Mr Sanchez,

I am writing in hope of establishing a partnership with your institution. I am Alain Lechevre, the executive manager of Lechevre Education. We provide educational programmes in a wide range of subject areas. According to a survey conducted in your region, four colleges have shown interest in developing the research skills of their learners. As we share the same interests, we are honoured to suggest partnering in our Developing Research Skills programme.

The programme is student-friendly and interactive, and students greatly benefit from participating in the project. **In addition**, we view teaching and research as being not in opposition, but rather as linked with each other.

In the programme, our trainers help students to collect and record information in an organised and professional way, to use data-collection and analysis software competently, to produce well constructed, clear presentations and to use audiovisual aids where appropriate. **Furthermore**, students are motivated to communicate knowledgeably about their research area and discuss concepts in a scholarly way.

I would like to provide you with a brief outline of the partnerships we have already established. We have already partnered with twenty colleges in the last five years and the results have been very encouraging and fruitful. I am enclosing their feedback. **Also**, I attach a student's analysis of pre-training and post-training development. This will help you to understand our style of work and see our excellent results.

It would be a pleasure to become associated with an educational institution like yours. You can contact me by phone or by email, should you have any queries about this proposal.

I look forward to hearing from you.

Yours sincerely,
Alain Lechevre

4 In Column 2 of the table in Activity 2, number the elements of the letter as they appear in the proposal.

Language focus

5 In the proposal, find words that collocate with words 1–6 below and match them to definitions a–f.

- | | |
|------------------------|---|
| 1 to establish a _____ | a to attach information about responses |
| 2 to benefit _____ | b to become partners |
| 3 to enclose _____ | c to have the advantage of |
| 4 to share _____ | d a short summary |
| 5 to have _____ about | e to have questions about |
| 6 a brief _____ | f to have common interests |

6 Correct the mistakes in the sentences below. Then say in which part of a proposal these sentences can be used. Use the guide in Activity 2 to help you.

- We have already partnered by a number of educational institutions.
- I'd like to inform you to our main objectives in the research.
- I would like to give a brief outline on the advantages of such kind of partnership.
- I am writing to you because our institution is interested at establishing a partnership to you.
- I am attaching the feedback at our previous partners.

7 Put the words in order to make sentences for a proposal for partnership. Then put the sentences in order in which they are most likely to appear in a proposal.

- queries, / by / any / contact / have / me / you / email. / Should
- to establish / your / willing / a partnership / are / with / We / university.
- encouraging. / have / The / very / been / results
- our / I / partners' / enclosing / feedback. / am
- organisation. / pleasure / would / become / be / your / It / with / a / to / associated
- provide / already / I / like / you / a brief / of / have / partnerships / we / with / to / the / established. / outline / would

8 Work in pairs. Look at the highlighted words in the proposal in Activity 3, and answer the questions below.

- What function do these words have?
- What is the name of this type of word or phrase?

9 What do the highlighted words in Activity 3 have in common?

- They are used to compare the ideas expressed in two sentences.
- They are used to contrast the ideas expressed in two sentences.
- They are used to add information.

10 Complete the paragraph with information that is true for your institution/department.

Our institution provides the opportunity to unite specialists in the field of ¹_____. ²_____ give(s) the resources to ³_____. Scientists are facilitated to share their expertise and experience in ⁴_____. It enables researchers to implement the innovations in ⁵_____.

11 Redraft the paragraph using the linking words from Activity 3.

Writing a letter of proposal

12 Write a proposal for partnership on behalf of your institution or department. Use the sample letter and examples from the Language focus section.

13 Check your work using the questions below.

- 1 Have you explained the purpose of your letter?
- 2 Have you described your institution/department?
- 3 Have you outlined the benefits of potential partnership?
- 4 Have you provided information for further contacts?
- 5 Have you thanked your potential partner?
- 6 Is the letter written in a formal style?

Lesson 4 Writing a covering letter for a grant proposal

Lead-in

- 1 Imagine that you have found someone who might be able to fund your research project. What will you write in a covering letter to make a good first impression? Work in pairs to make a list.
- 2 Complete the sentences with words from the list. One word is used twice.

goals proposal institution (x2) research

Information to be included in a covering letter:

- 1 A description of your _____.
- 2 A statement explaining how you will help accomplish the funder's _____.
- 3 An explanation of the rationale and purpose of your _____.
- 4 An explanation of why the grant-awarding foundation is a fit with your _____.
- 5 A 'thank you' for the opportunity to submit the _____.

Structuring a covering letter

- 3 Read the email and answer the questions.

- 1 What do we learn about the applicant's organisation?
- 2 What is funding requested for?
- 3 How do they plan to achieve their aim?

Dear Mr Peeler,

On behalf of the Department of History, Cultural Studies and Ethnology, I am pleased to present this grant proposal for our project, titled 'Archives of Vologda monasteries and churches of the XV–XVII centuries'. It aims to complete our research work on compiling a list of documents from church archives in the Vologda region.

We are requesting financial assistance to enable us to organise trips to Saint Petersburg (to the Russian National Library) and Kiev (to the Ukrainian National Library) where we can get access to rare books and manuscripts about the history of our region for the period mentioned above.

We appreciate this opportunity to apply, as we consider this grant an important factor in the development of the whole nation. Please contact me if you have any questions about our work or our proposal.

Sincerely,

Dr Marina Okasova, Assistant Professor

- 4 Look again at the sentences in Activity 2 and check if all the information is included in the letter above.

Language focus

5 Underline phrases in the letter which match these functions.

- 1 giving contact information
- 2 introducing the reasons for funding
- 3 thanking the funder
- 4 introducing your organisation
- 5 describing the purpose of your project

6 Match the pairs of expressions A–E to functions 1–5 from Activity 5.

A _____

- In our department, we deal with ...
- Among our main activities are

B _____

- The long-term/short-term plan is/was designed to ...
- The purpose/goal of the proposed project is to ...

C _____

- Our organisation receives funding from state, city and federal sources. We need assistance/support in ...
- Your assistance will enable us to...

D _____

- Thank you for the guidance and help in the development of our project.
- We are grateful for the opportunity to apply for the grant.

E _____

- Should you have any questions or require further/additional information, please contact ...
- For answers to any questions about our project/application, please feel free to...

7 Complete the sentences with words from Activity 6.

- 1 If you are asking money for a short period of time, you want to receive _____ financing.
- 2 If you need financial help, you require the funder's financial _____.
- 3 The funder will contact you if they require _____ information (i.e. more information on the project).
- 4 When you are _____ to someone, you thank them for what they have done.

Writing a covering letter

8 Read the Table of Contents of a grant proposal. See Reading module (Unit 4, page 55). Write a covering letter for the proposal.

9 Go to Activity 2 to check if all the elements are included in your covering letter.

Unit 2 Writing a summary

- By the end of this unit you will be able to
- ➡ organise a summary
 - ➡ evaluate a summary
 - ➡ write a summary of an academic article

Lesson 1 What makes a good summary?

Lead-in

1 Work in pairs and discuss the questions.

- 1 Have you ever written a summary?
- 2 Why do we write them?
- 3 How long should a summary be?

Organising a summary

2 In Column 1, tick the features you think a summary should have.

	1	2
1 The author’s name and the title of the article		
2 Graphs and tables		
3 Detailed explanations		
4 The author’s main idea		
5 Details to support the idea		
6 Your own views on the problem		
7 As much of the original text as possible		
8 Quotations		
9 Formal expressions, linking words		

3 Read the example summary below and say what kind of misunderstanding takes place in a college classroom.

In his article ‘No Allusions in the Classroom,’ Jaime O’Neill emphasises the existing misunderstanding between students and teachers in a college classroom. He claims that teachers assume their students have basic knowledge they do not really possess. Moreover, students do not ask questions because they do not want to show their ignorance. O’Neill supports his conclusions by the results of the general knowledge test he administered to his students, which they answered more incorrectly than correctly. The author adds that, according to recent polls, a large portion of adults in the US are ignorant about the history of the country and the planet they live on. Finally, O’Neill expresses his opinion that instructors should be responsible for giving general information to their students.

4 In Column 2 in Activity 2, tick the features which are included in this summary.

Language focus

5 The words in the list are often used to report what other people say or think. Add at least three more verbs from the summary above.

state	inform	argue	mention	point out
suggest	demonstrate	discuss	believe	

6 Say which sentences in the summary in Activity 3 are used to:

- 1 introduce the main ideas of the original
- 2 provide an author's point of view
- 3 finish the summary

7 In expressions a–h underline the reporting verbs. Circle the words and phrases that show the order of events.

- a At the beginning of the article the author points out/emphasises ...
- b Next / Further on, the following problems/issues are raised ...
- c In addition, the reader is informed about ...
- d Then, the following points are examined/studied: ...
- e The author suggests/assumes/claims that ...
- f Summing up the author's thoughts ...
- g Finally, the author concludes/assumes that ...
- h The research the author conducted demonstrated that ...

8 Match phrases a–h in Activity 7 to functions 1–3 in Activity 6. Sometimes there may be more than one possible answer.

9 Read the summary below. Is the original article positive or negative about the educational reforms?

John Tierney, in 'The Coming Revolution in Public Education', ¹e_____ the belief that the educational reforms in the USA are harmful. The author ²i_____ us that, as a result of the reform initiatives, standardised tests and assessments have been introduced in public schools and teachers held accountable for the results. The reforms, he ³a_____, also recommend controlling classroom instruction. He then points out that the reforms have profit motives and involve corporate interests. Further on the reader is informed about the negative reaction of the public and teachers to these reforms. The author ⁴s_____ that teachers should be given more autonomy and respected as professionals. Tierney then ⁵a_____ that standardisation leads to the loss of individuality and diversity. Finally, the author ⁶a_____ that public education is not aimed at bringing in money, and that is why business should not be involved. As a conclusion, Tierney ⁷s_____ that these kinds of reforms should be opposed.

10 Complete the summary with reporting verbs from Activities 3, 5 and 7. The first letter of each verb is given.

11 Read the notes about the main ideas of an article. Write a summary using reporting verbs and linking words.

- *author: James Vernon*
- *title: 'Open online courses – an avalanche that might just get stopped'*
- *online education through massive open online courses (MOOCs) is not always as good as it may seem*
- *if offered free, MOOCs bring in no money and can even fail to cover their costs*
- *the quality of education cannot be effectively monitored and controlled*
- *if businesses sell the MOOCs, low-achieving students have access to higher education*
- *academics are not enthusiastic about online higher education*

Lesson 2 Topic sentences

Lead-in

1 What is a topic sentence? Where do you find it in a paragraph?

Writing a summary

2 Read the article by Tonya Troka and say why more people nowadays prefer to study online.

The future of online education

Distance education has been around from the 1800s. Correspondence courses helped people learn trades in their own free time, while radio and taped television courses later educated students in remote areas. Now, with the rapid expansion and evolution of the internet, online education has become commonplace. It's now possible to earn a degree from an accredited college without ever setting foot on campus, and more people enroll every year. According to the Sloan Consortium's report 'Changing Course: Ten Years of Tracking Online Education in the United States,' more than 6.7 million students were taking at least one online course during the fall 2011 term, an increase of 570,000 students over the previous year.

Higher education, in general, has grown significantly. In 1975, 21.9 % of Americans had a Bachelor's degree. In 2011, 38.7 % of Americans between the ages of 25 and 64 had earned a two- or four-year college degree. The main driver behind the increase in higher education is the huge change in the overall economy of the U.S. over the last fifty years. Most workers are now employed by the service sector, where more specialized skills are often a necessary requirement for finding a job. As a result, some post-secondary education is now seen as critical for workplace viability by a majority of the population.

And the majority of the population is now online. In 1997, less than 20% of U.S. households had internet access. By 2011, that percentage had grown to 71.7 %. As with music, television, and newspapers, higher education needs to move to where the people are if it wants to expand its user base. Also, traditional campuses are having trouble maintaining facilities that meet the growing college population's needs. While the cost savings of running an online degree program aren't tremendous, it's generally easier for colleges to move programs online than it is for them to build extensions to their campuses.

The Sloan Consortium's findings reveal that many institutions expect more working adults to turn to continuing education online to build new skills or enhance existing ones to better their chances in the job marketplace, and also to avoid paying higher fuel costs as commuter students. Every year has seen an increase in the proportion of total enrollments that are online, starting at 11.7% in 2003 and increasing to 32% in 2011. The convenience of being able to complete a degree at a reduced impact to personal and professional life makes online education attractive to working adults. As adults strive to continue earning, they'll want to continue learning. And they'll continue gravitating to ways that fit their lifestyle.

- 3 Underline the topic sentence in each paragraph. Compare your ideas in pairs.
- 4 Look through the text again and underline ideas, supporting details and facts you could include in a summary of this text.
- 5 Work in pairs. Read the two summaries below. Which summary reflects the text better?

1 *In her ‘The Future of Online Education’ Tonya Troka provides the reasons for the growing popularity of learning via the internet. The author mentions the results of surveys that demonstrate that the number of people taking part in on-line courses is growing. She stresses that nowadays there is an increased demand for educated specialists, and on-line education gives an opportunity to receive a diploma without leaving work. Moreover, the author suggests that this type of education is convenient for Universities, as its cost is rather low. Finally, the author states that on-line education is a good alternative for working adults.*

2 The text under consideration is written by Tonya Troka. The purpose of the article is to give readers information about the growing amount of online education. Based on convincing data the author proves the idea that online courses are a convenient and attractive way to get a degree or to continue education without giving up employment. The author also stresses the fact that traditional campuses are having trouble maintaining facilities that meet the growing college population's needs. Troka finishes her article by stating that as adults strive to continue earning, they'll want to continue learning.

- 6 Compare Summaries 1 and 2. Tick the correct boxes in the first and second columns.

	Summary 1	Summary 2	Summary 3
1 The summary is short.			
2 The summary reflects the main idea of the author.			
3 The title of the article and the author’s name are included.			
4 Some examples to support the main idea are included.			
5 It is written in language different from the author’s.			
6 There are no detailed explanations.			
7 Quotations are not included.			
8 The summary is written in a formal style.			

- 7 Suggest improvements for the less successful summary.
- 8 Write a summary for an article from the Reading Module, Unit 2.
- 9 Work in pairs. Read your partner’s summary critically. Tick the column for Summary 3 in the checklist in Activity 6. Give feedback to your partner.

Unit 3 Writing an abstract

By the end of this unit you will be able to

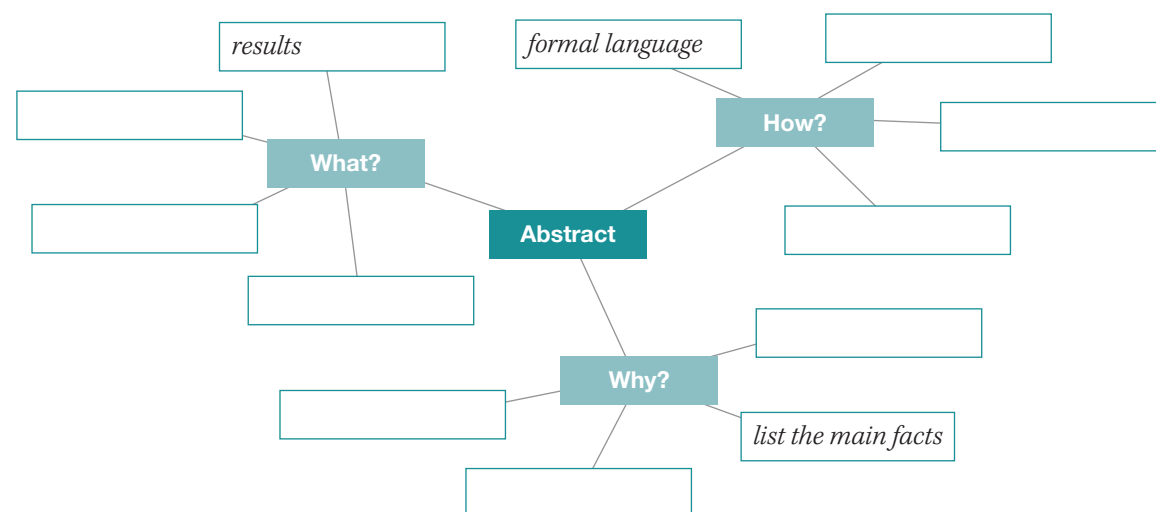
- ➡ structure an abstract
- ➡ connect parts of an abstract using linking words
- ➡ notice particular features of abstracts from different fields of study
- ➡ write an abstract for an article

Lesson 1 Make your abstract cohesive

Lead-in

1 How often do you write articles? What else do you have to write when you submit an article?

2 Work in groups and complete the spidergram about your experience of writing abstracts.



Structure of an abstract

3 Match the parts of an abstract (1–5) to the questions they answer (a–e).

- | | |
|--------------|---|
| 1 background | a What was the purpose of the research? |
| 2 aims | b What were the main findings? |
| 3 approach | c What did the research lead to? |
| 4 results | d What was the context of the work? |
| 5 conclusion | e What were the methods used in the research? |

4 Match sentences a–e to abstract parts 1–5 in Activity 3.

- a The findings of the research illustrate how / show the impact of ...; We can predict/ foresee that ...
- b We conducted the studies of / experiments on...; We employed the following methods ...; The research explored ...; We tested this hypothesis using ...
- c This article is motivated by ...; ... is a fundamental question in ...; Previous research indicates / has shown that / has focused on ...
- d This article has the following goals/objectives ...; The article examines/studies ...; The main purpose of the article is to ...
- e The findings support the prediction/model ...; Theoretical contributions and practical implications are discussed/presented ...

5 Read this article abstract and say if the authors agree that having more computers at school leads to changes in teaching.

Your notes

Most policy makers, corporate executives, practitioners, and parents assume that wiring schools, buying hardware and software, and distributing the equipment throughout will lead to abundant classroom use by teachers and students and improved teaching and learning. This article examines these assumptions in two high schools located in the heart of technological progress, Northern California's Silicon Valley. Our qualitative methodology included, **firstly**, interviews with teachers, students, and administrators, **secondly**, classroom observations, review of school documents, and, **finally**, surveys of both teachers and students in the two high schools. We found that **although** teachers used computers for classroom work, access to equipment and software seldom led to widespread teacher and student use and most teachers were occasional users or non-users. **As a result**, more often their use sustained rather than altered existing patterns of teaching practice. We offer two interrelated explanations for these challenges to the dominant assumptions that guide present technological policy making. **In general**, traditions in high schools will influence the slow revolution in teaching practices.

6 Divide the abstract into the five parts listed in Activity 3. Write the names of the parts in the left-hand column.

Language focus

7 Find the following words in the abstract.

- 1 the word that is close in meaning to these verbs: *to believe, to imagine, to suppose*
- 2 the word that is opposite in meaning to these verbs: *to collect, to gather*
- 3 the verb that is close in meaning to these verbs: *to investigate, to study*
- 4 a noun that comes from the verb *to assume*
- 5 a pair of verbs, one of which means *continued*, and the other means *changed*

8 Underline the phrases which helped you identify the parts of the abstract. Explain your answers, e.g.:

The phrase 'Most policy makers' shows that the author has read a number of papers and now presents this information as a background of the research.

9 Work in pairs. Decide what functions the highlighted words in the abstract have.

10 Read the examples of linking words in the Language Support box. Say what the underlined words mean. Fill in the gaps with the highlighted words from the abstract.

Language Support: linking words

- Words used to enumerate: *initially*, _____, _____, *third(ly)*, *next*, _____.
- Words that express causation: *thus*, _____, *because*, *therefore*.
- Words that express contrasts and comparisons: _____, *however*, *whereas*, *likewise*, *in contrast*.
- Words used to generalise: *overall*, _____, *in short*, *to conclude*, *generally*

11 Put the letters in order to make a word with the same function as the linking words in the right-hand column.

1 _____ (utsh)	in this way, hence, so
2 _____ (eeeortfrh)	as a result, for that reason, consequently
3 _____ (iivsklee)	also, similarly, additionally
4 _____ (ehewrov)	but, still, nevertheless, nonetheless, although
5 _____ (frthomueerr)	in addition, moreover, besides
6 _____ (iiiytnall)	at first, at the beginning
7 _____ (llrvaoe)	on the whole, generally

12 Read the abstract below and say how the use of technology in university classes influences the way students study.

The trend toward technology **enhanced** classrooms has **escalated** quickly during the past five years as students have become increasingly tech savvy. ¹ _____ classrooms across the nation have become 'wired' and textbook publishers now offer a wide variety of computerised teaching supplements. In fact, some may argue that the use of technology is now **expected** in the college classroom. The **objective** of this research is to **examine** whether the use of technology in university classes **impacts** student behaviour and student perceptions of instructional quality. This paper summarises the results of a survey **administered to** students enrolled in business courses at a mid-sized Midwestern university. The results suggest that adding technology in courses where it is not currently used **is likely to have** a positive impact on student perceptions of the instructor and on student behavior. ² _____, removing technology from courses that already use it would not appear to have a negative impact on all **aspects** of student behaviour. ³ _____ there are certain aspects of student behaviour which appear to be technology neutral: firstly, the amount of time that students study, ⁴ _____ the quantity of notes they take, ⁵ _____ their attendance, and, ⁶ _____, their **interaction** with the instructor. ⁷ _____, technology tends to have a meaningful impact on student preparation for class, attentiveness, quality of notes taken, student participation in class, student learning, desire to take additional classes from the instructor or in the subject matter, and ⁸ _____ the overall evaluation of the course and the instructor.

13 Fill in the gaps in the abstract in Activity 12 with a suitable linking word/phrase from the list. There is one extra word which you do not need to use.

also however as a result secondly initially
thirdly in contrast finally overall

14 Match the highlighted words in the abstract to their synonyms 1–10 below.

- | | |
|-------------------------|-----------------|
| 1 assumed | 6 became higher |
| 2 influences | 7 aim |
| 3 communication | 8 given to |
| 4 improved, made better | 9 parts |
| 5 will probably have | 10 study |

15 Complete the sentences below with the highlighted words/phrases from the abstract.

- 1 The main purpose of the article is to describe the *enhanced* procedure of the research.
- 2 This article is motivated by a series of experiments on the _____ between peers in a group.
- 3 Previous research indicates that the tension between the two countries has _____.
- 4 The article aims to _____ some aspects of the problem described.
- 5 We conclude that a wider use of the gadget can be _____.
- 6 We can foresee that the study _____ to have similar results in other settings.
- 7 The poll has been _____ a group of University teachers.
- 8 The _____ of the study is to examine the reasons for such behaviour.
- 9 It is demonstrated how global warming _____ the environment.
- 10 The paper presents moral _____ of the biotechnological experiments.

Describing research

16 Think about the research you are carrying out or have already completed. Finish the sentences below to describe it.

- We conducted a study of _____.
- Numerous research in the area show _____.
- Our objective was to examine _____.
- Firstly, _____ used.
- Secondly, _____ was examined.
- In addition, _____ was/were demonstrated.
- Overall, _____.
- Finally, the following conclusion was drawn: _____.

Lesson 2 Abstracts from different fields of study

Lead-in

1 There are eight words connected with abstracts hidden below. Work in pairs to find them. Say what each word means.

S	R	E	S	U	L	T	S	A	C	H	X
X	C	O	A	B	S	T	R	A	C	T	O
M	B	V	P	A	D	B	I	I	J	N	Q
N	A	T	P	Z	P	R	P	M	H	Z	M
R	F	O	R	M	A	L	K	S	N	G	S
H	K	J	O	I	M	O	L	M	T	R	I
G	G	B	A	C	K	G	R	O	U	N	D
C	O	N	C	L	U	S	I	O	N	H	R
C	O	Z	H	B	S	T	R	A	C	T	E
K	U	L	I	N	K	E	R	S	S	C	E

Spot the difference

2 Match abstracts A–C to fields of study 1–3.

- 1 Pure Science
- 2 Social Sciences
- 3 Humanities

A

In this article I consider whether Hegel is a naturalist or an anti-naturalist with respect to his philosophy of nature. I adopt a cluster-based approach to naturalism, on which positions are more or less naturalistic depending how many strands of the cluster *naturalism* they exemplify. I focus on two strands: belief that philosophy is continuous with the empirical sciences, and disbelief in supernatural entities. I argue that Hegel regards philosophy of nature as distinct, but not wholly discontinuous, from empirical science and that he believes in the reality of formal and final causes insofar as he is a realist about universal forms that interconnect to comprise a self-organising whole. Nonetheless, for Hegel, natural particulars never fully realise these universal forms, so that empirical inquiry into these particulars and their efficient-causal interactions is always necessary. In these two respects, I conclude, Hegel's position sits in the middle of the naturalism/anti-naturalism spectrum.

B

This research assessed phonological and morphological awareness in dyslexic university students. We tested 44 dyslexic university students in phonological and morphological awareness tasks and compared their performances. In the phonological awareness tests, the dyslexic university students performed at the same level as their reading level controls. In contrast, they systematically outperformed their reading level controls in the morphological awareness tasks and almost reached the proficiency level of the chronological age controls. The results show that dyslexic university students develop their morphological awareness more than their phonological awareness. These findings add to the evidence indicating that morphological awareness is not deficient in dyslexia and could instead play a beneficial role in the development of literacy skills in this population.

C

A process capable of producing large amounts of energy by a nuclear fusion process between nickel and hydrogen, occurring below 1,000 K, is described. Experimental values of the ratios between output and input energies obtained in a certain number of experiments are reported. The occurrence of the effect is justified on the basis of existing experimental and theoretical results. Measurements performed during the experiments allow for the exclusion of neutron and gamma ray emissions.

3 Read the abstracts again and match them to statements 1–8.

The abstract ...

- 1 includes the following parts: Aims, Results.
- 2 includes the following parts: Aims, Approach, Conclusion.
- 3 includes the following parts: Aims, Approach, Results, Conclusion.
- 4 discusses the approach of a well-known theorist.
- 5 is written in the passive voice.
- 6 is written in the first person singular.
- 7 presents opinions.
- 8 describes objective results.

Language focus

4 In the abstracts, find words/phrases similar in meaning to definitions 1–7. The letters show you in which abstract the word is used.

- 1 think about, reflect, give attention (A) _____
- 2 in connection with something (A) _____
- 3 accept, use (A) _____
- 4 component, aspect, feature (A) _____
- 5 judge the importance or value of something (B) _____
- 6 reasons for believing that something is or is not true (B) _____
- 7 show that something is right or reasonable (C) _____

5 Use the words from Activity 4 to complete the gaps in sentences 1–7.

- 1 There is no scientific _____ that a person's character is reflected in their handwriting.
- 2 It's too early to _____ the long-term consequences of the experiment.
- 3 We _____ two factors which determine the most appropriate way of planning the project.
- 4 We _____ a well-known model of the economy development.
- 5 The attempt is made to _____ the existence of this science to professional and academic communities.
- 6 There are a number of _____ s in feminist thinking.
- 7 I am writing _____ your letter of 15 June.

6 In abstracts A–C, find words/phrases that are used to do the following.

- 1 to describe the research (e.g. *I focus on, this paper presents*)
- 2 to write about actions (e.g. *tested, a comparison is carried out*)
- 3 to describe the results (e.g. *the results show*)

7 Underline the passive constructions in the abstracts. Why is the passive voice used?**8 In Abstract C, in the sentences in the passive voice, find the parts of the sentences which name the object of the research. Are they individual words or phrases?****9 Underline the phrases in these sentences which describe the object of the research. Then rewrite the sentences in the passive voice.**

- a We examine the impact of social networks on society.
- b We consider the ways of interaction in the modern academic environment.
- c We focus on the process capable of producing large amounts of energy.
- d We justify the use of the approach described.
- e We perform the measurements of output and input energies.

10 Edit the following abstract.

- 1 Complete gaps 1–5 with the correct words from Activity 4.
- 2 Rewrite underlined sentences a–d using the passive voice.
- 3 Add linking words where appropriate.

The expansion of higher education systems, new demands on institutions and growing pressures on resources have become common trends across most developed countries. (a) This paper explores the early career paths of academics. (b) It makes initial comparisons between different higher education systems. (c) We have written this paper with ¹_____ to the *Changing Academic Profession* study. This study ²_____ s the following facts: respondents' degrees, age at which they qualified, disciplines they studied and now teach. The conditions of academic work are ³_____ ed. The collected data ⁴_____ various degrees of flexibility and mobility required of academics in the early and later stages of their careers. The study provides ⁵_____ that academics are becoming more mobile domestically and internationally. Academics from the 17 countries in the study are quite satisfied with the technical resources provided by their institutions. (d) They criticise the personnel and funds available to support teaching and research.

11 In abstracts A–C, find sentences written in the first person. Why is the first person used in these cases? Finish the sentences below to express your own opinions and describe your research.

- 1 I/We consider _____ to be _____
- 2 I/We adopt a _____ approach to _____
- 3 In my paper I/we focus on _____
- 4 I/We argue that _____
- 5 I/We conclude that _____

Writing an abstract

12 Put these steps for writing an abstract in order.

- a 1 Read through the paper and choose sentences with key ideas.
- b Give the abstract to a colleague and ask him/her whether it makes sense
- c Check that your abstract conveys only the essential information.
- d Read your rough draft and delete extra words and phrases (examples, jargon, opinions and detailed descriptions).
- e Organise the information you have gathered into an initial rough draft.
- f Check to see if it meets the guidelines of the targeted journal. Count the words.
- g Read the abstract as if you were another researcher deciding whether to read your paper.
- h Write the final version of the abstract.

13 Write an abstract for one of the following.

- 1 an article you have written (the article may be written in your native language)
- 2 an article you studied in the Reading module, Unit 3

14 Work in pairs. Read your partner's abstract. Think about the questions below. Then give feedback.

- 1 Why did he/she do this study or project?
- 2 What did he/she do and how?
- 3 What did he/she find?
- 4 What do his/her findings mean?
- 5 If he/she suggested a new method, how well did it work?
- 6 Did he/she use formal vocabulary?
- 7 Did he/she use linking words to connect ideas?

15 Rewrite your abstract, using your partner's suggestions.

Unit 4 Writing an executive summary of a grant proposal

By the end of this unit you will be able to

- ➡ recognise characteristics of a grant proposal
- ➡ structure an executive summary of a grant proposal
- ➡ recognise features of formal and informal writing
- ➡ analyse and use appropriate language for writing an executive summary of a grant proposal
- ➡ write essential parts of an executive summary of a grant proposal

Lesson 1 A grant proposal

Lead-in

1 Work in pairs and answer the questions below.

- 1** Have you ever applied for a grant? If yes, was it an international or an internal grant? If it was an international grant, did you need any help to fill in the application forms?
- 2** Have you ever had to write a grant application or proposal in English?
- 3** What do you think helps to get funding for an academic project?

2 Read what funders sometimes say when refusing grant proposals (1–3) and choose one recommendation from statements a–f to avoid each reason for refusal.

1 Sorry, but we don't think the problem raised in your proposal is serious.

2 We doubt whether it is possible to implement your project within the proposed period of time.

3 Sorry, but our fund is trying to achieve slightly different goals.

- a** You should provide a clear proposal with an exact time-frame and the expected results of the research.
- b** You should present clear objectives of your research project.
- c** Your research purposes should correspond with the aims of a grant funder.
- d** You should propose a solution to an important and critical problem.
- e** You should find additional funding to your project.
- f** Your proposal should contain detailed information about how you intend to conduct it.

Executive summary

3 Read the characteristics of an executive summary and tick the ones that make it attractive to funders. Compare your answers with a partner.

- 1** It provides a description of the project and expected results.
- 2** It gives the correct contact information.
- 3** It is very detailed and backed up by statistics.
- 4** It concentrates on the main point of your project, not all the side issues.
- 5** It may include a time chart and project organisation chart if there is space.
- 6** It clearly states what is expected from the funder.
- 7** It includes the one, best, most creative aspect (the 'hook') of the project.
- 8** It clearly states what your organisation and other partners are investing in the project.

4 Read this executive summary and say what they want funding for.

Step to Success

Marie Crump, Special Educational Needs Coordinator

^a Mission statement

The mission of the 'Step to Success' project is to improve students' academic performance in Lightwood High School. We are seeking a grant to help students with special educational needs to stimulate their autonomous learning. The objective is that by the end of the year they will have developed their cognitive skills up to the level of their peers. The project is based on the latest research on how to create an effective inclusive educational environment.

^b _____

Lightwood High School faces problems caused by the growing number of students having learning difficulties. Our study shows that 78 students out of 342 suffer from attention deficit disorder and mental deficiency, leading to low academic achievement. ¹*Also / Additionally*, if these students ²*are not given / aren't given* an opportunity to improve their cognitive skills, they are more likely to miss classes or commit offences.

^c _____

Our school will provide students with access to computers equipped with special educational software. Students will be able to implement various tasks presented in computer games. Standardised tests will be conducted at the beginning of the project to ³*identify / find out* the students' cognitive level. Finally, at the end of the school year, they will be assessed to determine their level of improvement.

^d _____

The 'Step to Success' project hopes to enable students with special needs ⁴*to make better / to enhance* their cognitive skills in order to prepare them for further education. The project aims to help these students access the general curriculum and attend regular classes with their peers, so they can ⁵*go on / continue* learning in an inclusive environment.

^e _____

Funding of €10,300 is requested ⁶*to implement this programme / to put this programme into action* and for the purchase of special educational software and hardware for the school's classroom. The budget includes funds for ten computers and programmes. This will enable ten independent desks, which will give students flexibility in working hours

5 Match headings 1–4 to sections b–e of the executive summary.

- 1 Budget
- 2 Problem statement / Statement of need
- 3 Expected results
- 4 Project summary / Project description

Formal style

6 Read this text and compare it with part (a) of the text in Activity 4. Which one is more formal? How do you know?

Our idea is to improve students' academic performance in Lightwood High School. We're looking for a grant to help weak students to do well and stimulate their autonomous learning. So, how do we formulate our objective? By the end of the year we want them to have developed their cognitive skills up to the level of their fellows. Luckily, the project is based on the latest research on how to create good inclusive educational environment.

7 Read the general guidelines for writing in a formal style. Use them to explain why certain words/phrases in the text in Activity 6 are inappropriate.

- 1 Avoid adverbs that show personal attitude (e.g. *unfortunately*, *surprisingly*).
- 2 Avoid too informal vocabulary (idiomatic or colloquial expressions, e.g. *thank goodness*, *kids*).
- 3 Avoid an informal use of multi-word verbs (phrasal verbs) when there is a suitable synonym (e.g. *set up* = *install*).
- 4 Avoid contracted forms (e.g. *can't*, *won't*).
- 5 Avoid rhetorical questions (e.g. *And why does it happen?*).

8 In the text in Activity 4, choose the more formal options (1–6).

A mission statement

9 Put the words in order to make sentences about the mission of an organisation.

- 1 is / high quality care and services / Our mission / to our members / to provide
- 2 in the city / to reduce / is / air pollution / Our goal
- 3 the development / Our primary focus / distance-learning courses / on / of / online / is
- 4 safely / electricity / The purpose / to deliver / is
- 5 is to serve / higher learning / Our aim / society / as a centre of
- 6 an increase of access to / programmes / Our institution / higher education / is responsible for

10 Which sentences from Activity 9 use the to-infinitive to state the mission? Which ones use a noun phrase?

11 Think about a grant proposal you or your institution could make. Complete the model below in a formal style.

The mission of _____ is to _____.

Our objective is to _____.

We are responsible for _____.

Our primary focus is on _____.

We will _____.

Stating a problem

12 Read a problem statement from an executive summary for a grant proposal. Answer the questions.

- 1 What is the main problem?
- 2 Who is affected by this problem?
- 3 How was the problem discovered?
- 4 What can help to solve the problem?

There is a tremendous need, especially for high-risk youth in low-income neighbourhoods, for programs that ¹_____ (provide) activities and support for children during the after school hours. In 1998, the Children's Defence Fund ²_____ (report) that violent crime by young people aged 10–17 peaks between 3 and 7 p.m. Previous research has shown that children and teens in poor neighbourhoods are struggling for direction and positive opportunities ³_____ (need) to keep them safe. In addition, a study published in *Pediatrics* magazine ⁴_____ (find) that eighth graders who ⁵_____ (leave) alone after school reported greater use of cigarettes, marijuana, and alcohol than those in adult-supervised settings.

Current research ⁶_____ (indicate) that supervised after-school programs keep children safe and out of trouble. By implementing our project, we intend to enhance their academic achievement significantly.

13 Complete the sentences with the correct form of the verbs in brackets: active or passive.

14 Underline the phrases in the text which have a similar meaning to the phrases below.

- 1 Studies indicated that ...
- 2 A survey/An experiment showed that ...
- 3 We plan to improve ...
- 4 Present research states that ...
- 5 Prior research has reported that ...
- 6 There is a huge demand for projects which ...

15 Write the problem statement for your grant proposal. Answer the questions below.

- 1 Why is your project worth doing?
- 2 How did you decide that the problem exists?
- 3 Who/What does the problem affect?
- 4 What have other researchers done in this field?
- 5 What will your new work add to the field of knowledge? How is it innovative?

Lesson 2 Polishing an executive summary

Lead-in

1 Work in pairs. Complete the sentences.

- 1 If you want to get funding for your research project, you should ...
- 2 If you want to write a successful grant proposal, you should ...
- 3 Your executive summary of a grant proposal should consist of ...
- 4 The style you write your proposal in is ...
- 5 When writing a grant proposal, you should avoid ...
- 6 In order to present your organisation, you should ...
- 7 When stating a problem, it is recommended to ...

Project summary

2 Read the following project summary and choose the best title for the proposed project.

- A Development of relationships between America and Madagascar.
- B Evolution of the reproductive system in primates.
- C Major differences between lemurs and lorises.

^aWe will analyse the anatomical, behavioural, and physiological differences among lemurs and lorises and the social and ecological ¹*things / traits* that influence these differences. ^bThe proposed research will ²*address / look into* three topics of great significance to understanding primate biology and evolution: (1) comparative anatomy of the reproductive system, (2) evolutionary changes in the reproductive system, and (3) rates of evolution. ^cThe anatomical, behavioural, and ecological characters generated ³*here / in this study* will be used to test functional and evolutionary hypotheses about the reproductive system that ⁴*could not / couldn't* be tested with existing data.

^dThe proposed research involves international, collaborative research between scientists from the US and Madagascar. ^eThe results of this study will be of ⁵*major / big* importance both for the conservation of endangered species in the wild as well as the maintenance of captive colonies involved in biomedical research. ^fThe results of this study will be incorporated ⁶*at once / immediately* into educational programmes in both countries. ^gBecause this research involves attractive and endangered species, the results of this work are likely to be of considerable public interest and will reach a broad public audience.

lemurs and lorises = small animals similar to monkeys (primates) with thick fur and a long tail, which live in trees and are active at night

reproductive = relating to the process of having babies or producing plants

incorporate = to include something as part of something larger

endangered = animals or plants that may soon not exist because there are very few left alive

3 In the text in Activity 2, choose the more formal words or phrases in options 1–6. Compare your answers with a partner.

4 Read the text again and match sentences a–g with the questions below.

- 1 Who will carry out the project? ____
- 2 What is the significance of the project? ____
- 3 How will the results of the research be applied? ____
- 4 What is the specific objective of the project? ____
- 5 What methods will be used to prove research hypotheses? ____
- 6 What is the main purpose of the research? ____
- 7 Who might be interested in the research results? ____

5 Paraphrase the project summary in Activity 2, using phrases from the Language Support box.

Language Support: project summaries

... will provide ...

The project starts with ... The next step is ... Finally, ...

Extra effort will be made to ...

Special attention will be paid to ...

The plan will include ...

This project will be completed within/in/over ... (period of time)

6 Write the project summary for a grant proposal. Use the Language Support box to help you.

7 Work in pairs. Read your partner's project summary. Does it contain the following information?

- a brief background of the project
- specific aims, objectives or hypotheses
- significance of the proposed research
- unique features and innovation of the project
- methods (action steps) to be used
- a description of how results will influence other research areas

Expected results

8 Read the text in Activity 2 again and find sentences about the results of the project. Answer the questions below.

- 1 What tenses are used in these sentences?
- 2 Which tense expresses a promise?
- 3 Which structure indicates that the author is not sure about the results?
- 4 Which structure would you choose to present your expected results?

9 Read the text below and say what the outcomes of the proposed research are. Then fill in the gaps with a suitable verb.

will offer will have will promote will provide

The research ¹_____ interdisciplinary understanding of urban green spaces from the ecological and sociological viewpoints. In addition, the outcomes of the research ²_____ important and applicable knowledge and tools for the planners and decision makers of urban land use planning. Furthermore, the research process ³_____ collaboration between researchers, land-use officials, residents and other stakeholders. Although the research takes place in Finland, it ⁴_____ international relevance, especially as the project has extensive international collaboration.

10 Study the Language Support box and find words to complete the crossword.

Language Support: expected results

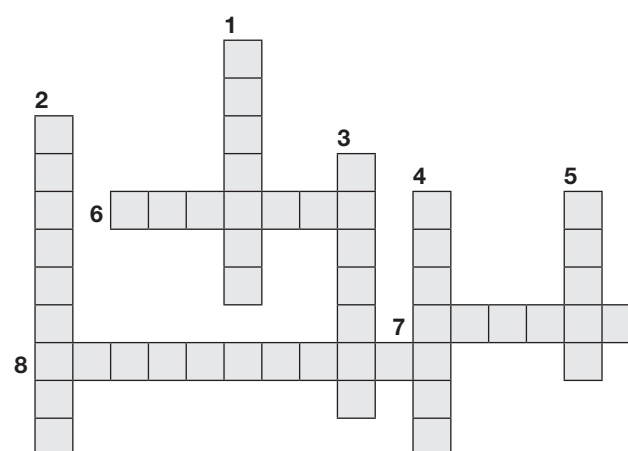
We expect to achieve ...

The main expectation of the project / research is ...

The results of the research will be published in academic journals (e.g. ...).

The results of the project might be recommended to (scientists, students) in the field of (subject).

... will benefit from ...



Down

- 1 to make research findings available to people, especially in a book or magazine (verb)
- 2 to suggest using research findings for further studies (verb)
- 3 to be in a better position because you can use the research results (verb)
- 4 a serious magazine that is published regularly about a particular subject (noun)
- 5 an area of activity or interest (noun)

Across

- 6 to succeed in finishing something or reaching an aim (verb)
- 7 product, outcome, effect of the research (noun)
- 8 assumption, belief, prediction (noun)

11 Think about your research project and present its expected results in writing. Use the Language Support box in Activity 10 to help you.

Budgets

12 Read Texts A and B and answer the questions.

- 1 Which budget description asks for more money than they already have?
- 2 In which example is the way of spending money expressed more clearly?
- 3 Which is more likely to influence a positive decision about funding a project? Why?

A

We seek £50,000 as funds to support the Education for the Disabled Youth Programme. With your assistance, we will be able to help 25 disabled students to attend A-level classes and to send 25 more to college. We believe that providing educational programmes to all qualified disabled students will help in the economic growth of our county.

B

Our institution is requesting \$18,000 from the Help Fund to support this program that makes a meaningful difference in the lives of our youth. A contribution from our partners accounts for \$10,000 that will give us initial support and cover salary expenses.

13 In Texts A and B, underline words/phrases which help to describe the budget for an intended project. Why do you think the active voice is used here?

14 Study the Language Support box below. Substitute the words/phrases you underlined in Texts A and B with those from the Language Support box.

Language Support: budgets

We seek / are seeking ... (sum of money) to ... (to support ...).
We request / are requesting ... (sum of money) from ...
... is intended to fund ... (the staff positions) and provide ... (facilities).
The grant request is for funding for ... (a period of time).
Partners contribute ... to the project.
The applicant is covering (salary / travelling) costs.

15 Suggest improvements for the less successful budget description from Activity 12.

16 Add information about the budget to the executive summary of your project. Use the Language Support box in Activity 14 to help you.

17 Combine all the parts of the executive summary you have written and finalise it, paying attention to its structure and style.

Have you ...

- used formal language?
- given your project a title?
- given contact person information?
- presented the mission of your organisation?
- identified the main problem and your needs?
- described your project in brief?
- included expected results?
- stated the budget needed for your project?
- checked the grammar, spelling and punctuation?

18 Work in groups. Think about your joint research project and write an executive summary of a grant proposal in order to get funding.

Unit 5 Describing visual data

By the end of this unit you will be able to

- ➡ identify the features of descriptions of visual information
- ➡ refer to visuals
- ➡ interpret visuals
- ➡ write a short description of trends

Lesson 1 Visual information

Lead-in

1 Work in pairs and discuss the questions.

- 1 What visuals are usually used by scientists in your field to present data?
- 2 If you use visuals in research papers, do you use them extensively or only for certain aspects? Why? / Why not?

Types of visual

2 Match visuals 1–6 with illustrations a–f.

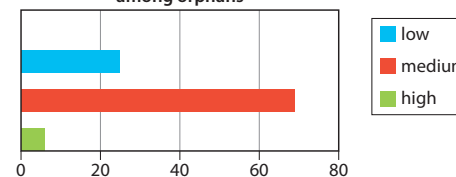
- | | | |
|---------------|----------------|------------------|
| 1 a histogram | 3 a line graph | 5 a scatter plot |
| 2 a bar chart | 4 a table | 6 a pie chart |

a _____

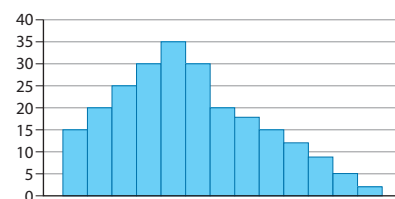
Tasks completed	Before experiment (%)	After experiment (%)
Bachelor's students	13.6	43.4
Master's students	15.7	87.6

b _____

Level of development of subject position among orphans

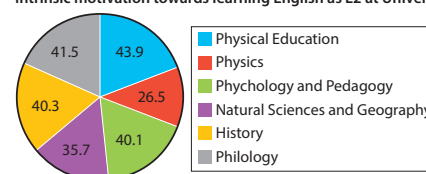


c _____

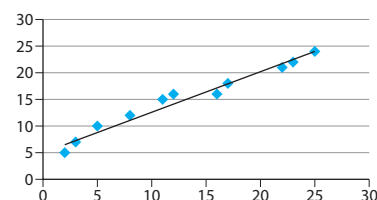


d _____

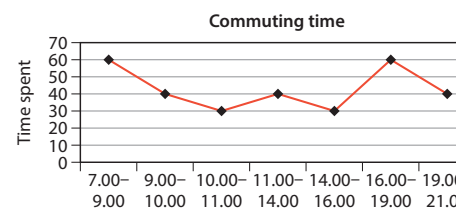
Intrinsic motivation towards learning English as L2 at University



e _____



f _____



3 Match the types of visuals a–f with the purpose they are used for in academic texts.

- | | |
|-----------------------|-------------------------|
| a a histogram | d a table |
| b a bar chart | e a scatter plot |
| c a line graph | f a pie chart |

- 1 A _____ is used to show exact numbers.
- 2 A _____ is used to display relations between items.
- 3 A _____ or _____ are used to show trends.
- 4 A _____ is used to show proportions of a whole.
- 5 A _____ is used to investigate the possible relationship between two variables that both relate to the same 'event'.

Features of descriptions of visual information

4 Work in pairs. Look at the histogram below and describe it. Do you know the percentage of women researchers in your country?

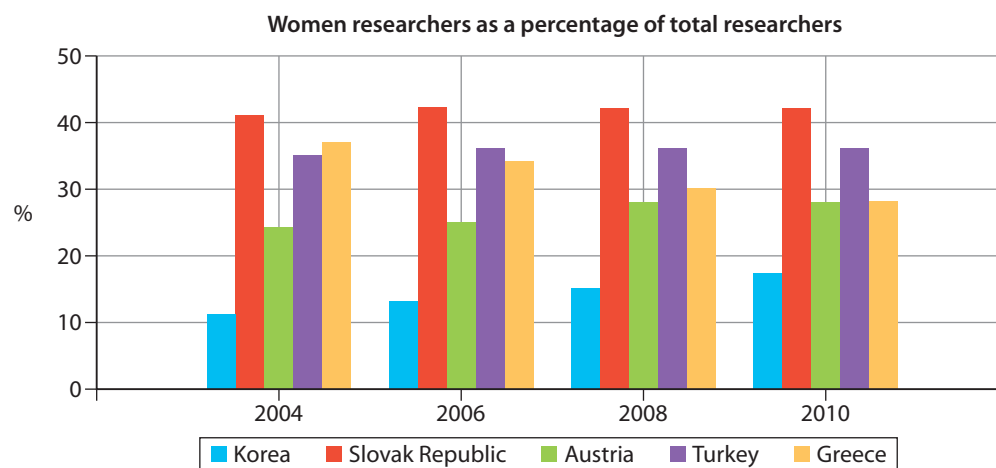


Figure 1. Women researchers as a percentage of total researchers.

5 Read the description below of the histogram. Which sentence (1–6):

- a** refers to specific information in the diagram? ____
- b** adds some details? ____
- c** summarises the main findings? ____
- d** makes a reference to the histogram? ____
- e** makes a prediction? ____
- f** introduces the main findings? ____

¹The chart in Figure 1 shows the number of women researchers in five OECD countries. ²The vertical Y-axis illustrates a percentage of female researchers; the horizontal X-axis presents a time period from 2004 to 2010. ³It can be clearly seen that the figures for all countries has remained relatively stable with some fluctuations between approximately 11% in Korea in 2004 and 42% in the Slovak Republic in 2010. ⁴It also demonstrates that in two of the countries, the number of female researchers has not changed. ⁵In general, countries experienced no dramatic changes in the rates of women researchers. ⁶If the trend continues, we may expect an overall increase in the number of women involved in research.

6 Complete the table with phrases from the description which are used to refer to visual information and to interpret it.

referring to a visual	interpreting a visual
<i>The chart in Figure 1 shows ...</i>	<i>... remained stable</i>

7 Read the phrases below. Say what they are used for in a description of visual information.

- As shown in (Figure 1, Table 2, etc.) ...
- The diagram outlines ...
- The figure above/below illustrates ...
- The pie chart represents ...
- The line graph depicts/indicates ...

8 Look again at Figure 1 in Activity 4. Complete each sentence below with the name of the country.

- 1 In _____, figures continued to rise slowly and reached almost 20% in 2010.
- 2 In _____ and _____, the trend remained almost unchanged at over 40% and 35% respectively.
- 3 _____ proved to be the country with the highest rate of women researchers, at approximately 41% in 2004 and 42% in 2010.
- 4 The rates in _____ were consistently the lowest, which is half of that of _____.
- 5 The figures for women researchers in _____ grew slowly from about 23% in 2004 and they stabilised at around 28% in 2008 and 2010.
- 6 Throughout the whole period, rates in _____ remained stable at around 25%, which put the country in a mid-position between Korea and the Slovak Republic and _____.
- 7 _____, however, appeared to be the only country with a steady downward trend, from approximately 35% of women researchers in 2004 to slightly less than 30% in 2010.

9 Add phrases to the description in Activity 8 which help to refer to visuals. Then underline phases which interpret visual information from the histogram.

Lesson 2 Writing about trends

Lead-in

1 Work in pairs and discuss these questions.

- 1 In which fields of study do researchers need to describe trends or changes?
- 2 What type of visual would you choose if you had to describe trends and changes in your field?

Basic trends

2 Study Figure 2 and say which type of visit to the UK is the most popular.

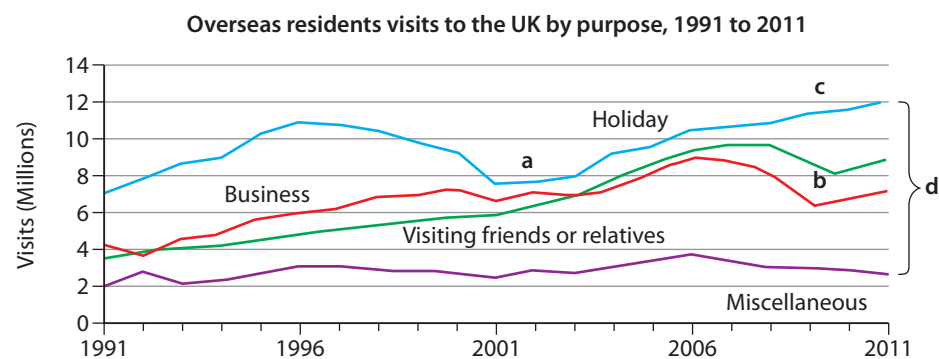


Figure 2. Overseas residents visits to the UK by purpose, 1991 to 2011

3 Read the description below and match sentences 1–4 to parts a–d in Figure 2.

This line graph in Figure 2 shows the number of overseas residents visits to the UK between 1991 and 2011. ¹As shown in the graph, there has been a gradual increase in visits. ²However, there was a slight decline in 2001. It is obvious that visits for each of the main purposes of visit (holiday, business and to visit friends or relatives) all rose in 2011. ³In 2011, the number of holiday visits grew by 2.9% to 12 million. ⁴The number of visits to the UK for business and visiting friends or relatives fell between 2006 and 2010. These types of visit showed an increase in 2011.

4 In the text in Activity 3, underline words and phrases which describe trends. Find words and expressions with the same idea in the Language Support box.

Language Support: describing trends

There was a (very)	slight gradual steady considerable sharp dramatic rapid	increase growth rise decrease decline drop fall	<i>with a definite period of time:</i> from (<i>July</i>) to (<i>September</i>). during (<i>March</i>). between (<i>2005</i>) and (<i>2012</i>).
	noticeable considerable	fluctuation	
Results, prices, numbers, etc.	increased grew rose decreased declined dropped fell	insignificantly slightly gradually steadily sharply dramatically rapidly	
	fluctuated	considerably	

5 Rewrite sentences 1–4 from the text in Activity 3, using words/phrases from the Language Support box and the prompts below.

- As shown in the graph, the number of visits has _____ .
- However, they _____ in 2001.
- In 2011, _____ a 2.9% _____ to 12.0 million in the number of holiday visits.
- Between 2006 and 2010 _____ a _____ in the visits to the UK for business and visiting friends or relatives.

Writing a short description of trends

6 Look at the graph below, then complete the sentences. In some sentences, more than one answer is possible.



Figure 3. Articles submitted to international journals

The line graph in ¹_____ shows the number of ²_____ submitted to different international journals by researchers from our institution ³_____ 2005 and ⁴_____. First, the number of articles ⁵_____ sharply from 2005 ⁶_____ 2006. Then, as you can see, it increased ⁷_____ between 2006 and 2007. Clearly, the number of articles reached its peak in ⁸_____. There was a sharp ⁹_____ in 2008. After this, we experienced gradual ¹⁰_____. From the middle of 2011, the number of articles remained ¹¹_____.

7 Make a diagram showing trends or changes, and describe it in 100–120 words.

8 Work in pairs. Take turns to listen to each other's description and draw it. Then compare your diagram with the original.

9 Read your partner's original description. Which of the following did they do?

- referred to relevant visual information in the diagram
- drew the reader's attention to the important features
- summarised the most important trends or changes
- used linking words to make the description coherent
- wrote the description in a formal style

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