

# WRITING STUDIO

*A compilation of Academic  
Writing materials*

# A COMPILATION OF ACADEMIC WRITING MATERIALS

## Sources:

1. Bailey, Stephen. Academic Writing: A Handbook for International Students Second edition. 2006. Taylor & Francis e-Library. New York

2. Phillips, Deborah. Longman Introductory Course for the TOEFL Test: The Paper Test. 2004. Pearson Education. New York

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Faculty of Psychology  
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## 1. Grammar Points to Note

### 1. Word Class

There are four (4) classes for English words and sometimes it is easy to recognize them since some of them have particular base form and the others have suffixes as the indicator.

The classes are categorized in the table below:

Noun		Verb	Adjective	Adverb
Person	Thing			
-or	-ion (-sion/-tion/-xion)	-ate	-y	-ly
-er/-ee	-ment	-ize/-ise	-nt	-ward (s)
-ian	-ty	-fy	-al	-wise
-ist	-nce	-en	-ble (-able/-ible)	
	-ism		-ous	
	-ness		-i	
	-logy		-ish	
	-age		-ian/an	
	-al		-ese	
	-dom		-ic	
	-ry		-ive	
	-ship		-ful	
			-less	

### 2. The use of singular signal

*Each, every, single, one, and a* are the indicators of single noun. Therefore, the verb follows should be Verb for singular noun.

*Identify whether the sentences below are correct or incorrect:*

- a. Each people in the room is thoughtful about the matter being discussed.
- b. We took a new routes which direct us to the nearest hospital.
- c. He offered every participant in the room a glass of fresh juice.

### 3. The use of modals

Modals are always followed by V1 and it has full meaning as main verb. The examples below are the common mistakes made:

- a. I will presenting the research result about leadership.
- b. The subjects must to answer the questions given by the researcher.
- c. Internet provides abundant information so people to can be easily search for any recent news.

### 4. Complex sentence and the connectors

The main rule in complex sentence is SV connector SV.

There are numerous numbers of connectors need to learn in detail related to the form and function. Among those are coordinate connectors (and, but, or, so), adverb clause connectors (after, because, whether, although, and many more), noun clause connectors (what, when, why, and others), and adjective connectors (whom, which, that).

### 5. Passive and active sentence

- Active: S + V
- Passive: S + *to be* + v3

## 2. Style

1. Study the style of this paragraph and underline any examples of poor style.

*A lot of people think that the weather is getting worse. They say that this has been going on for quite a long time. I think that they are quite right. Research has shown that we now get storms etc all the time.*

2. Academic writing attempts to be **precise, semi-formal, impersonal and objective**. This does not mean that pronouns like I and we are never used, but in general the focus is on **presenting information as clearly and accurately as possible**. In this way it differs from normal speech and writing, which is more personal and uses more lively idioms and phrases.

Using these guidelines, the paragraph above can be analysed:

A lot of people think . . .	<i>Imprecise – how many is 'a lot'?</i>
. . . the weather . . .	<i>Imprecise – 'weather' is short term</i>
. . . getting worse . . .	<i>Informal</i>
They say . . .	<i>Use of pronoun informal</i>
. . . going on . . .	<i>Informal phrasal verb</i>
. . . quite a long time.	<i>Imprecise – how long is this?</i>
I think . . .	<i>Informal, personal phrase</i>
Research . . .	<i>Vague – whose research?</i>
. . . we now get . . .	<i>Informal</i>
. . . storms etc . . .	<i>Vague</i>
. . . all the time.	<i>Overgeneralised</i>

The paragraph can be rewritten:

*It is widely believed that the climate is deteriorating. It is claimed that this process has been continuing for nearly 100 years. This belief appears to be supported by McKinley (1997) who shows a 55% increase in the frequency of severe winter gales since 1905.*

3. It is difficult to give rules for academic style which apply to all subject areas. When reading books and journals in your area you should note what is acceptable. You will probably meet exceptions to the points below as you read, but if you follow these guidelines you should be able to develop a suitable style of your own.

- a) Do not use idiomatic or colloquial vocabulary: dad, guy. **Use standard English:** father, man.
- b) **Use vocabulary accurately.** There is a difference between rule and law, or currency and money, and other words which you are expected to know.
- c) **Be as precise as possible when dealing with facts or figures.** Avoid phrases such as about a hundred or hundreds of years ago. If it is necessary to estimate numbers use *approximately* rather than about.
- d) **Conclusions should use tentative language.** Avoid absolute statements such as *education reduces crime*. Instead **use cautious phrases:** *may reduce crime* or *tends to reduce crime*.
- e) **Avoid adverbs that show your personal attitude:** luckily, remarkably, surprisingly.
- f) **Do not contract verb forms:** don't, can't. Use the full form: do not, cannot.
- g) Although academic English **tends to use the passive more than standard English, it should not be overused.** Both have their place. Compare:

*Manners (1995) claims that most companies perform worse when . . .*  
*It is widely agreed that most companies perform worse when . . .*

In the first case, the focus is on the source, in the second on what companies do.

- h) **Avoid the following:**

- ! **like** for introducing examples. Use **such as** or **for instance**.
- ! **Thing** and combinations **nothing** or **something**. Use **factor**, **issue** or **topic**.
- ! **lots of**. Use a **significant/considerable number**.
- ! **little/big**. Use **small/large**.
- ! **Get phrases** such as **get better/worse**. Use **improve** and **deteriorate**.
- ! **good/bad** are simplistic. Use positive/negative, e.g. the changes had several positive aspects

- i) Do not use direct question forms such as 'What were the reasons for the decline in wool exports?' Instead **use statements**: *There were four main reasons for the decline. . .*
- j) **Avoid numbering sections** of your text, except in certain reports. **Use conjunctions and signposting expressions to introduce new sections** (Turning to the question of taxation ...).
- k) When writing lists, **avoid using etc. or and so on**. Insert **and** before the last item: *The forests of the twelfth century consisted of oak, ash and lime.*
- l) **Avoid using two-word verbs** such as *go on* or *bring up* if there is a suitable synonym. Use **continue** or **raise**.

### Practice

**Rewrite the following paragraphs in better style.**

- a) These days a lot of kids are starting school early. Years ago, they began at 5, but now it's normal to start at 4 or younger. Why is this? One thing is that mums need to get back to work. Is it good for the kids? Jenkins has studied this and says that early schooling causes social problems like stealing, drug taking etc. I think he's right and we should pay mums to stay at home.
- b) Why are there so many jams on the roads these days? One thing is that public transport like trains, buses, etc. is so dear. A long time ago cars cost a lot but now, unfortunately, they've got a lot cheaper. Another thing is that driving is a lot nicer than waiting for a bus. The trouble is that if everyone buys a car the roads get packed.

### 3. Verbs – Formality

#### 1. Introduction

A feature of most academic writing is a tendency to **use rather formal verbs to express the writer's meaning accurately**. The examples below are the verbs used in formal academic to represent the spoken English words *speed up* and *imagined*:

- a. . . . supply of energy required to *accelerate* the growth . . .
- b. . . . the development that is *envisaged* here needs to be not only sustainable . . .

Study the list below and find a synonym in each case. NB Some of these verbs, e.g. hold, are used in academic writing with a special meaning.

Verb	Example of use
to adapt	the health system has been <i>adapted</i> from France
to arise	a similar situation <i>arises</i> when we look at younger children
to carry out	the largest study was <i>carried out</i> in Finland
to characterise	developing countries are <i>characterised</i> by . . . .
to clarify	the project was designed to <i>clarify</i> these contradictions
to concentrate on	that study <i>concentrated on</i> older children
to be concerned with	the programme is <i>concerned primarily with</i> . . .
to demonstrate	further research has <i>demonstrated</i> that few factors . . .
to determine	the water content was experimentally <i>determined</i>
to discriminate	a failure to <i>discriminate</i> between the two species
to emphasise	the 1987 report <i>emphasised</i> energy efficiency
to establish	the northern boundary was <i>established</i> first
to exhibit	half of the patients <i>exhibited</i> signs of improvement
to focus on	her work <i>focused on</i> female managers
to generate	a question which has <i>generated</i> a range of responses
to hold	Newton's second Law, $F=ma$ , <i>holds</i> everywhere
to identify	three main areas have been <i>identified</i>
to imply	previous research <i>implies</i> that size is a good predictor
to indicate	all the surveys <i>indicate</i> that employees prefer pay rises
to interact	understand how the two systems <i>interact</i>
to interpret	the conclusion can be <i>interpreted</i> as a limited success
to manifest	as <i>manifested</i> in anti-social behaviour
to overcome	both difficulties were <i>overcome</i> in the first week
to predict	the study <i>predicts</i> that productivity will decline next year
to propose	they <i>propose</i> that social class is the main factor
to prove	the use of solar power is <i>proving</i> successful
to recognise	he is now <i>recognised</i> as a leading expert
to relate to	the pattern was <i>related to</i> both social and physical factors
to supplement	the diet was <i>supplemented</i> with calcium and iodine
to undergo	the system <i>underwent</i> major changes in the 1980s
to yield	both surveys <i>yielded</i> mixed results

**2. Select the better alternative in each case.**

- a) The survey *proved/yielded* a surprising amount of information on student politics.
- b) This question *arose/manifested* when older students were examined.
- c) Both writers attempt to *demonstrate/imply* that older employees are more reliable.
- d) Darwin *held/indicated* very strong views on this issue.
- e) It must be *proved/emphasized* that these results are only provisional.
- f) One of the chimpanzees *supplemented/exhibited* signs of nervousness.
- g) Freud was *concerned/identified* primarily with middle class patients.
- h) The study was *generated/carried* out to explore the issue of religious tolerance.\

**3. Insert a suitable verb from the box below into each gap.**

overcome	predict	demonstrate	interpret
discriminate	recognise	clarify	focus on

- a) The results clearly ..... that younger children learn quicker.
- b) This paper attempts to ..... the confusion surrounding studies of infertility.
- c) Social class must be ..... as a leading factor in educational success.
- d) His study fails to ..... between the various types of reinforced concrete.
- e) It seems profitable to ..... the record of smaller companies.
- f) The noises made by whales have been ..... in several ways.
- g) This problem was ..... by reversing the direction of the gas flow.
- h) Most experts failed to ..... the collapse of Soviet power in 1989.

## 4. Synonym

### 1. When writing it is necessary to find synonyms in order to provide variety and interest for the reader:

General Motors is the *largest motor company in the world*, with total revenues amounting to 15% of the *global automotive market*. *The giant firm* employs 360,000 people *internationally*.

largest company	giant firm
motor	automotive
in the world	global/internationally

a) Synonyms are **not always exactly the same in meaning**, but it is important not to change the register. Firm is a good synonym for company, but boss is too informal to use for manager.

b) Synonyms are also needed when paraphrasing or notetaking to avoid plagiarism.

### 2. The accuracy of a synonym

The accuracy of a synonym is often dependent on context.

- Both **pupil** and **student** could be used to identify a 15-year-old schoolgirl, but when she goes to university only **student** is normally used. **Scholar** might be a possible synonym, but it is very formal.
- Similarly, at university a **lecturer** could also be called a **teacher**, but in school the only possible synonym for teacher is the old-fashioned **master** or **mistress**.

Many basic words, e.g. culture, economy, society or science, have no effective synonyms.

### 3. Some common academic synonyms

Nouns		Verbs	
goal	target	reduce	decrease
study	research	achieve	reach
results	findings	alter	change
area	field	evaluate	examine
authority	source	claim	suggest
benefit	advantage	assist	help
category	type	attach	join
component	part	challenge	question
concept	idea	clarify	explain
behaviour	conduct	quote	cite
controversy	argument	concentrate	focus
feeling	emotion	confine	limit
beliefs	ethics	show	demonstrate
expansion	increase	eliminate	remove
interpretation	explanation	found	establish
issue	topic	develop	evolve
method	system	maintain	insist
option	possibility	predict	forecast
statistics	figures	prohibit	ban
framework	structure	retain	keep
trend	tendency	strengthen	reinforce
quotation	citation	accelerate	speed up
drawback	disadvantage	reduce	cut
output	production		



#### 4. Find synonyms for the words and phrases in italics.

- a) Professor Hicks *questioned* the *findings* of the research.
- b) The *statistics show* a steady *expansion* in applications.
- c) The institute's *prediction* has caused a major controversy.
- d) Cost seems to be the *leading draw* back to that system.
- e) They will *concentrate* on the first option.
- f) After the lecture she tried to *clarify* her concept.
- g) Three *issues* need to be *examined*.
- h) The *framework* can be *retained* but the *goal* needs to be *altered*.
- i) OPEC, the oil producers' cartel, is to *cut production* to *raise* global prices.
- j) The *trend* to smaller families has *speeded up* in the last decade.

#### 5. Identify the synonyms in this text by underlining them and linking them to the word they are substituting for.

Example: *agency- organisation*

The chairman of the UK's food standards agency has said that a national advertising campaign is necessary to raise low levels of personal hygiene. The organization is planning a £3m publicity programme to improve British eating habits. A survey has shown that half the population do not wash before eating, and one in five fail to wash before preparing food. There are over 6 million cases of food poisoning in this country every year, and the advertising blitz aims to cut this by 20%. This reduction, the food body believes, could be achieved by regular hand washing prior to meals.

#### 6. In the following text, replace all the words or phrases in italics with suitable synonyms.

A leading French company has started a new programme to reduce costs. The *company's programme* aims to *reduce costs* by \$100 million. All staff have had pay cuts and work longer. The *company aims* to increase profits by 35% next year, and promises that pay for all *staff* will be *increased* if that happens.

## 5. Adverbs

**1. Adverbs** are used in academic texts in a variety of ways. Among the most important are:

a) to provide more detail, with **verbs, adjectives, and other adverbs**:

... decomposition **eventually ceases** in modern landfills

**Reasonably good** data are available for only ...

**Extensively fully funded** program...

b) individually, often at the **beginning of sentences, to introduce new points** (can be similar in function to conjunctions):

**Currently**, the earth's atmosphere appears to be ...

**Alternatively**, the use of non-conventional renewable energies ...

**2. Adverbs** linked to verbs and adjectives usually fall into **three groups**.

a	Time (when?)	<b>previously</b> published <b>retrospectively</b> examined
b	Degree (how much?)	declined <b>considerably</b> contribute <b>substantially</b>
c	Manner (in what way?)	<b>medically</b> complicated <b>remotely</b> located

**3. Adverbs** used individually **need to be employed** with care. It is dangerous to overuse them, since they are often like the author's 'voice', commenting on the topic. As the academic writer aims to be objective, **adverbs like fortunately or remarkably may be unsuitable**. However, other, **less subjective adverbs can be useful for opening paragraphs or linking ideas**. The following examples are often followed by a comma.

Time	Relating ideas
<i>recently</i>	<i>clearly</i>
<i>increasingly</i>	<i>obviously</i>
<i>originally</i>	<i>(not) surprisingly</i>
<i>presently</i>	<i>alternatively</i>
<i>currently</i>	<i>similarly</i>
<i>traditionally</i>	<i>(more) importantly</i>

**4. Insert a suitable adverb from the table into the gaps in the sentences.**

a) Most houses do not have electricity. ...., then, there is little chance of improving living standards.

b) ....., the internet was mainly used for academic purposes.

c) Some courses are assessed purely by exams. ...., coursework may be employed.

d) ....., there has been growing concern about financing the health service.

e) Many birds use bright colors to attract a mate. ....

....., flowers advertise their position to fertilizing insects.

f) ....., the development should be acceptable environmentally.

**5. The following adverbs are used to describe changes in the rate of something:**

small	medium	large
gradually	substantially	quickly
slightly	significantly	sharply
marginally	steadily	dramatically
slowly	considerably	rapidly

♥ Note that certain adverbs are mainly used to describe changes in time:  
Production in Russia rose **slowly** from 1920 to 1929. (a little every year)

♥ Others are commonly used to show changes in amount:  
The birth rate increased **slightly** after the revolution. (by a small quantity)

♥ The most suitable adverb depends on what is being discussed. For example,  
Over the period, the inflation rate fell **significantly** from 6% to 4.5%.  
In 2004, sales dropped **slightly**, by 1.5%.

**6. Use a suitable adverb to complete the following sentences.**

- Last year inflation increased . . . . . from 2% to 2.3%.
- Life expectancy has risen . . . . . in the last 20 years, by about 15%.
- The price was reduced . . . . ., so that a £12 book was offered for £6.
- Sales rose . . . . . while he was chairman, averaging 14% per year.
- The numbers of people voting has declined .....from 80% to 65%.
- The crime rate climbed . . . . . in the early 1990s, by 20-25% a year.
- In the last four years unemployment has fallen. . . . ., from 5% to 2.5%.
- In the first two years of the war the suicide rate dropped . . . . ., by over 30% each year.

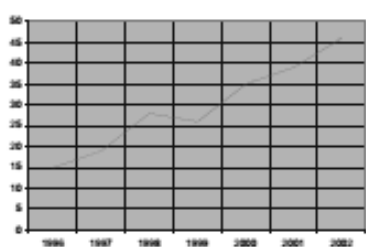
## 6. Visual Information

Visual devices such as graphs and tables are convenient ways of displaying large quantities of information in a form that is quick and simple to understand.

Below are illustrations of some of the main types of visuals used in academic texts. Match the uses (a-f) to the types (1-6) and the examples (A-F) in the box below.

- Uses:    a) location                      b) comparison                      c) proportion  
             d) function                        e) changes in time                f) statistical display

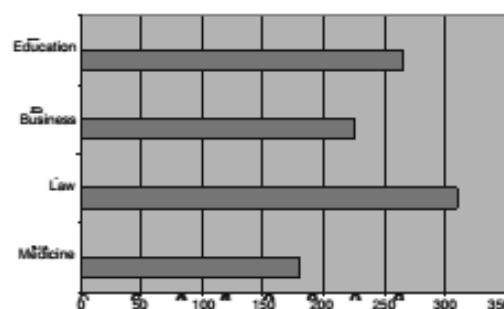
TYPES	USES	EXAMPLE
1) diagram		
2) table		
3) map		
4) pie chart		
5) bar chart		
6) line graph		



**A. % students with part-time jobs**

**B. Part-time student enrolments**

Business	205
Education	176
History	83
Law	15
Agriculture	7



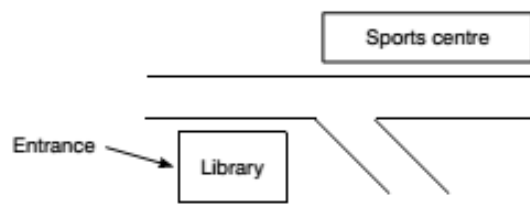
**D. Student admissions by subject area**



**C. Origins of international students**



**E. Structure of the Language Centre**



**F. Position of the main library**

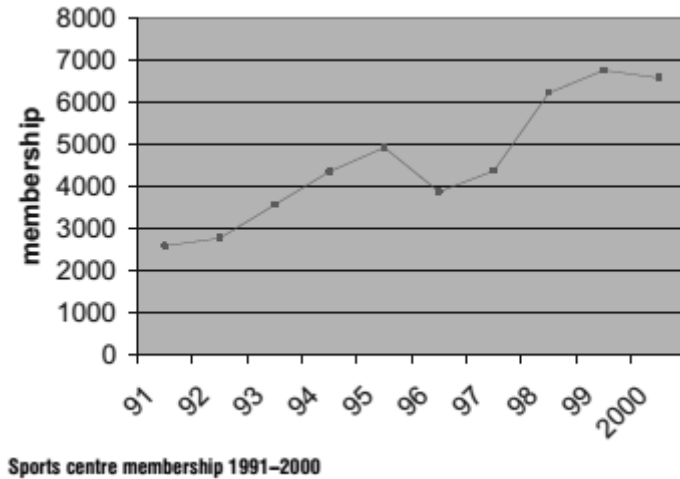
### 1. The language of change

Verb	Adverb	Verb	Adjective + noun
grew	slightly	dropped	a slight drop
rose	gradually	fell	a gradual fall
increased	steadily	decreased	a sharp decrease
climbed	sharply		

Study the graph below and complete the description with phrases from the table above.

Sports centre membership a) .....in 1992, and then b) .....until 1995, reaching a peak of 4,900.

It c) ..... in 1996, but d) ..... the next year. In 1998 there was a e) ..... then a peak of 6,700 in 1999, followed by a f) ..... in 2000.



**4. Interpret the data**

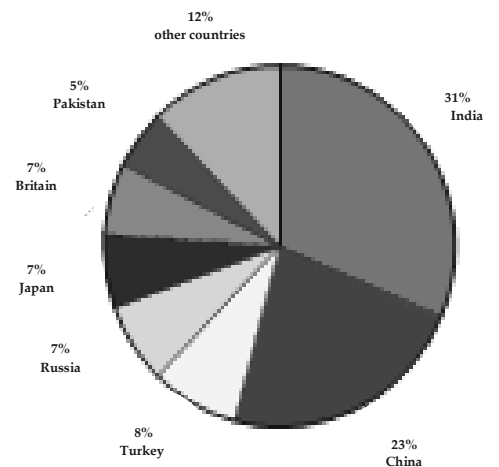
Although visuals do largely speak for themselves, it is usual to help the reader interpret them by briefly commenting on their main features.

The graph	shows	the changes in the price of oil since 1990
map	illustrates	the main squatter housing areas in Ankara
diagram	displays	the experimental set-up of the laboratory study

Read the following descriptions of the chart on the left. Which is better?

a) The chart shows the quantity of tea consumed by the world's leading tea-consuming nations. India and China together consume more than half the world's tea production, with India alone consuming about one third. Other significant tea consumers are Turkey, Russia and Britain. 'Others' includes the United States, Iran and Egypt.

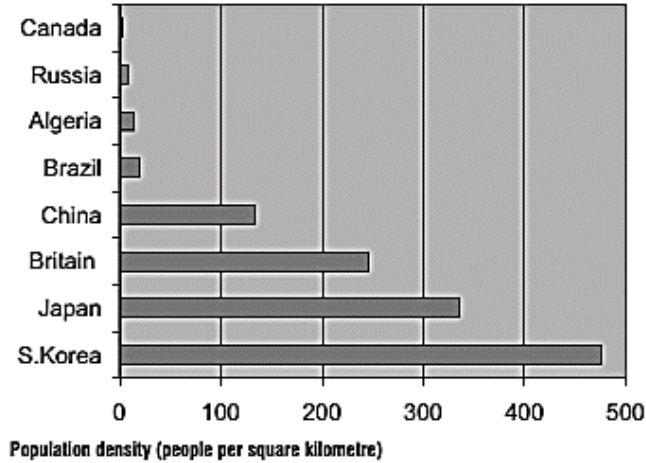
b) The chart shows that 31% of the world's tea is consumed by India, 23% by China and 8% by Turkey. The fourth largest consumers are Russia, Japan and Britain, with 7% each, while Pakistan consumes 5%. Other countries account for the remaining 12%.



**World tea consumption 1999**

**5. Complete the following description of the chart below.**

The chart shows population a) ..... in a variety of countries around the world. It b) .....  
 ..... the extreme contrast c) ..... crowded nations such as South Korea (475 people per sq.  
 km) and much d) ..... countries such as Canada (3 people per sq. km). Clearly, climate plays a  
 major e) ..... in determining population density, f) ..... the least crowded nations  
 g) ..... to have extreme climates (e.g. cold in Russia or dry in Algeria).



**6. Complete the following description of the table below.**

Marriage and divorce rates (per 1,000 population)

Country	Marriage rate	Divorce rate
Britain	10.7	3.4
United States	8.6	4.7
Turkey	8.0	0.5
Iran	7.8	0.5
Japan	6.2	1.8
Russia	5.2	3.2
Spain	5.2	0.8
South Africa	4.0	0.9

The a) ..... shows the wide variations in marriage and divorce rates in a b) ..... of  
 countries. The c) ..... rate varies from 10.7 per thousand in d) ..... to 4.0 in South  
 Africa, while the divorce e) ..... ranges from 4.7 in the United States to 0.5 in Turkey and f) .....  
 ..... It appears that in the United States more than g) ..... of all marriages end in divorce,  
 while in Turkey the h) ..... is less than 10%. This suggests that in countries such as the United  
 States and Britain the high marriage rate may be a i) ..... of the high divorce rate.

7. When referring to **visual information** in the text, the word **Figure** is used for everything (such as maps, charts and graphs) except tables. **Figures and tables should be numbered and given a title. Titles of tables are written above, while titles of figures are written below the data.** As with other data, sources must be given for all visual information. If you are writing a lengthy work, such as a dissertation, you will need to provide lists of tables and figures, showing numbers, titles and page numbers, after the contents page.

## 7. Variation in Sentence Length

### 1. Short and long sentences

Short sentences are clear and easy to read:

Britain is an example of the university funding problem.

But too many short sentences are monotonous:

Britain is an example of the university funding problem. Fees were introduced in 1997. Spending per student had fallen by 25% since 1990. Demand continues to grow for places on the most popular courses.

Long sentences are more interesting but can be difficult to construct and read:

Britain is an example of the university funding problem, since although fees were introduced in 1997 spending per student had dropped by 25% since 1990, while demand continues to grow for places on the most popular courses.

### 2. Effective writing normally uses a mixture of long and short sentences.

*Rewrite the following paragraph so that instead of six short sentences there are two long and two short sentences.*

Worldwide, enrolments in higher education are increasing. In developed countries over half of all young people enter college. Similar trends are seen in China and South America. This growth has put financial strain on state university systems. Many countries are asking students and parents to contribute. This leads to a debate about whether students or society benefit from tertiary education.

### 3. Rewrite this paragraph in fewer sentences.

It is widely recognised that a university degree benefits the individual. A graduate can expect to find a better job with a higher salary. In the USA the average graduate will earn \$1 million more in a lifetime than a nongraduate. Many governments now expect students to pay a proportion of tuition costs. It is argued that this discriminates against poorer students. Some countries give grants to students whose families have low incomes. Their education is seen to be beneficial for the nation as a whole.

### 4. The following sentence is too long. Divide it into shorter ones.

China is one developing country (but not the only one) which has imposed fees on students since 1997, but the results have been surprising: enrolments, especially in the most expensive universities, have continued to rise steeply, growing 200% overall between 1997 and 2001; it seems in this case that higher fees attract rather than discourage students, who see them as a sign of a good education, and compete more fiercely for places, leading to the result that a place at a good college can cost \$8,000 per year for fees and maintenance.

### 5. It can be effective to either begin or end a paragraph with a short sentence:

Example: Imposing tuition fees can cause political difficulties in both developing and developed nations. In Scotland the introduction of fees, at the same time as maintenance grants were ended, led to a marked decline in enrolments from poorer students. *Fees have now been abolished in Scotland.*

*Modify the following so that it has a short first or last sentence.*

Developing countries are under the greatest financial pressure, and may also experience difficulties in introducing loan schemes for students, since the lack of private capital markets restricts the source of borrowing for governments, which are often unable to raise sufficient cheap funds, while a further restraint has been the high default rates by students unable to repay their loans.

## 8. Restatement and Repetition

### 1. Restatement is used in academic writing to expand or explain:

- a) . . . individuals and employers express great creativity in arranging alternative transport, i.e. private buses arranged by employers or spontaneous car sharing...
- b) They claim that the milk contains more omega-3 fatty acids – the polyunsaturated fatty acids which are said to prevent heart disease.
- c) . . . the contribution of cognitive ability to university success may be higher in physics and music than in sociology and psychology. That is, success in psychology and sociology may require abilities and dispositions not included in the entrance examination.

In (a) and (b) **the second part of the sentence explains what is meant by** alternative transport and omega-3 fatty acids. In (c) the second sentence develops the first to make it clearer. Note that **the restatements are introduced by i.e., a dash (–) or that is.**

### 2. Add a suitable restatement from the box to the following:

- a) Higher fares for rail passengers are likely to cause a reduction in ticket sales.
- b) Two main methods of assessment are used in UK universities.
- c) 40% of the property is owned by 1% of the population.

i.e. coursework and examinations.  
– the cost of living is expected to increase sharply.  
**That is to say,** the distribution of wealth is very unequal.  
**In other words,** this may lead to fewer people travelling by train.

### 1. Repetition and redundancy

Repetition and redundancy suggest that the writer is not fully in control of the material. They give the impression that either he does not properly understand the language or he is trying to 'pad' the essay by repeating the same point:

University education in Spain is cheaper than university education in the UK.  
Homelessness is a global problem in the whole world.

Good writing aims for economy and precision:

University education in Spain is cheaper than in the UK.  
Homelessness is a global problem.

Study the following examples of repetition and redundancy, from an essay comparing education in two countries. Underline the part that can be deleted.

- a) Every country has a unique structure for its education system, thus it differs from country to country.
- b) Similarly China, an ancient country, has expanded its higher education.
- c) There are two differences between the UK and China in terms of higher education. Firstly, the entrance system is different in the two countries.
- d) In Spain just only 40% of students can find a job.
- e) Students who graduate from secondary schools they can send application forms to many universities.
- f) Both UK universities and Chinese universities charge fees.
- g) This essay will compare HE systems in the UK and China. Firstly, there are similar assessment methods in the UK and China



## 5. The common causes of repetition and redundancy.

*Link each to one of the examples above.*

- a) Repeating the same point in different words
- b) Unnecessary word - often preposition or pronoun
- c) Irrelevant comment
- d) Repetition of phrase

## 6. In the following text, remove all repetition and redundancy, rewriting after correcting.

### **FAST FOOD**

Currently these days, fast food is growing in popularity. Fast food is a kind of food that people they can buy or cook quickly. This essay examines the advantages of fast food and the drawbacks of fast food. First above all, the fast food is usually tasty. Most of the people who work in offices are very busy, so that they do not have time to go to their homes for lunch. But the people who work in offices can eat tasty and delicious food in McDonald's restaurants, which are franchised in hundreds of countries. In addition, the second benefit of fast food is its cheapness. As it is produced in large quantities, this high volume means that the companies can keep costs down. As a result fast food is usually less expensive than a meal in a conventional restaurant.

## 9. Examples

When writing essays it is often better to **support statements by giving examples**. Compare the following:

- a) Many plants and animals are threatened by global warming.
- b) Many plants and animals are threatened by global warming. **In southern Britain, for example, the beech tree may become extinct within 30 years.**

The second sentence provides concrete details of a plant species, an area and a time scale to support the main statement.

### 1. Phrases for introducing examples include:

- Many departments, **for instance/for example engineering**, now offer foundation courses. **(note use of commas)**
- A few courses, **such as/e.g. MBA**, require work experience.
- Many universities, **particularly/especially UK ones**, ask overseas students for IELTS scores. **(note the focus)**
- Some subjects are heavily oversubscribed. **A case in point** is medicine. **(for single examples)**

### Use suitable example phrases to complete the following sentences.

- a) As the climate warms, wetland species ..... frogs may find their habitat reduced.
- b) Some animals can migrate to cooler areas.....are birds, which can move easily.
- c) Many slow-growing plants, trees . . . . . , will find it difficult to move to wetter areas.
- d) Certain reptiles, .. . . . snakes, may benefit from drier and warmer summers.
- e) Rising sea levels may bring some advantages ..... expanding wetland areas.

### 3. Find a suitable example for each sentence.

Example: Various sectors in the economy are experiencing labour shortages.

Various sectors in the economy, **for instance engineering**, are experiencing labour shortages.

- a) A number of sports have become very profitable due to the sale of television rights.
- b) Certain twentieth-century inventions affected the lives of most people.
- c) In recent years many women have made significant contributions to the political world.
- d) Three-year guarantees are now being offered by most car makers.
- e) Certain diseases are proving much harder to combat than was expected 20 years ago.
- f) Many musical instruments use strings to make music.
- g) Several mammals are currently in danger of extinction.

**4. Read the text below and then insert suitable examples where needed.**

Students who go to study abroad often experience a type of culture shock when they arrive in the new country. Customs which they took for granted in their own society may not be followed in the host country. Even everyday patterns of life may be different. When these are added to the inevitable differences which occur in every country students may at first feel confused. They may experience rapid changes of mood, or even want to return home. However, most soon make new friends and, in a relatively short period, are able to adjust to their new environment. They may even find that they prefer some aspects of their new surroundings, and forget that they are not at home for a while!

**5. Another small group of phrases is used when there is only one 'example'.**

This is a kind of restatement, example:

The world's biggest software company, i.e. Microsoft, is buying a share of the cable business.

<b>in other words</b>	<b>namely that is (to say)</b>	<b>i.e.</b>	<b>viz. (in very formal English only)</b>
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**Add a suitable phrase to the following sentences, from the box below, to make them clearer.**

namely 140 degrees  
,i.e. his aunt,  
in other words, the fixed costs  
that is, February 2nd

- a) His mother 's sister was a small but very remarkable woman.
- b) When the liquid reached boiling point the reaction began.
- c) It appears that Candlemas day was celebrated with large bonfires.
- d) The company's overheads doubled last year.

## 10. Comparison

### 1. The two basic comparative forms are:

- a. The Pacific Ocean is *larger* than the Atlantic.  
 '-er' is added to one-syllable adjectives: slow-slower and two-syllable adjectives ending in -y: easy-easier.
- b. His work is *more interesting* than hers.  
 'more...' is used with words of two or more syllables: careful/more careful quickly/more quickly
- c) However, there are some two-syllable words that can use either form: simple/simpler/more simple

### 2. Comparisons can be made more exact by using slightly, much, considerably, far or significantly before the comparative:

- a) Dickens' novels are **considerably longer** than Austen's.
- b) The new Mercedes is **slightly more economical** than the old model.

### 3. Study the table and complete the comparisons below using the variety of comparisons.

Cost of sending a letter to a domestic destination (Eurocents)

Germany	110
France	85
Japan	62
Britain	60
United States	48
Spain	45

- a) Letters in Japan are ..... in Britain.
- b) Spanish letters are ..... German letters.
- c) British letters are ..... French ones.
- d) Letters in Germany are ..... in America.

### 4. The form **as ..... as** can be used to stress similarity:

British letters **are nearly as** expensive as Japanese letters.

It can also be used for quantitative comparison:

German letters **are twice as** expensive as American letters.

Also: half as/three times as/etc.

### 5. Note the variety of forms possible:

German letters are more expensive than French ones.  
 German letters are more expensive than French letters } → least formal

Letters in Germany are more expensive than in France.  
 Letters in Germany are more expensive than those in France. } → formal

The cost of sending a letter is higher in Germany than in France. → most formal

- **High/low** are used for comparing abstract concepts such as rates.
- **Ones** can replace the noun when used with an adjective:  
 German letters are more expensive than Japanese ones.
- But **not in combination with a noun**:  
 Family cars are cheaper than sports cars. (not sports ones)

### 6. We can use also **more/less, the most/the least** (followed by adjective), **the most/the fewest** (related to number)

Divorce is **less common** in Greece than in Britain.  
 The School of Education offers **the most modules**. (more than others)  
**The most crowded** country in Europe is Holland.

NB Superlatives (most crowded/least visited) must be defined, e.g. in Europe/in 1996.

**7. Complete the following description of the table above (one word per gap):**

According to the table, Spain is the a) .....expensive country for sending a domestic letter.  
 The USA is b) ..... more expensive, while the cost in Britain is c) ..... the same d) .....  
 .....in Japan. France and Germany are the e) ..... expensive countries, France being 20%  
 cheaper f) ..... Germany. Overall, posting a letter costs g) ..... as much in Spain h) ..  
 ..... in Germany.

**8. Study the table and complete the text below (one word per gap).**

**American spending on leisure activities, 1997, \$billion**

Video, audio and computers	80
Books and newspapers	51
Casino gambling	24
Lotteries	18
Recorded music	15
Theme parks	9
Video games	8.5
Spectator sports	6
Cinema tickets	5.5
Racecourse betting	2.5

The table shows that Americans spend the a) .....  
 money (\$80 bn) on video, audio and computer equipment.  
 They spend 40% b) .....on books and newspapers, while  
 casinos, in third place, are c) ..... popular d) .....  
 . lotteries or recorded music. Americans spend e) .....  
 more on theme parks than f) ..... video games, and  
 the cinema, in ninth place, is nearly g) .....popular as  
 spectator sports. The h) ..... amount of money is spent

on racecourse betting.

**9. Study the table below and complete the paragraph comparing life expectancy in European countries (one word per gap).**

Country	Adult alcohol intake per year (litres)	Cigarettes smoked per day per adult	Life expectancy in years – male	Life expectancy in years – female
Austria	11.9	4.6	74.2	80.5
Belgium	11.7	4.3	73.8	80.5
Britain	9.4	4.2	74.3	79.5
Denmark	12.1	4.9	73.1	78.2
Finland	8.4	2.2	73.3	80.3
France	14.1	4.0	74.2	82.1
Germany	11.8	5.0	73.7	80.0
Greece	10.4	8.3	75.1	81.4
Italy	9.4	4.2	74.9	81.3
Norway	4.8	1.7	75.4	81.0
Portugal	13.6	4.6	71.4	78.7
Sweden	6.4	2.4	76.7	81.8
Switzerland	11.8	5.6	76.1	82.2
EU average	11.1	4.5	74.1	80.5

The table a) ..... that Swedish  
 men have the b) ..... life  
 expectancy in Europe, while women live  
 the c) ..... in Switzerland.  
 d) ..... average women in  
 Europe live 6 years longer e) .....  
 .... men. Men in Portugal have f) ....  
 ..... lowest life expectancy (71.4  
 years), while the lowest for women is  
 Denmark (78.2 years), which is g) .....  
 ..... less than in Portugal (78.7  
 years).