

The Essay Writing Kit



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The Essay Writing Kit

Eveline Powell

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Typeset by: C&M Digital (P) Ltd, Chennai, India

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First published 2013 by epax. This edition 2015.

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Library of Congress Control Number Available

British Library Cataloguing in Publication data

A catalogue record for this book is available from the British Library

ISBN 978-1-4739-2516-8 (ePub)
ISBN 978-1-4739-3002-5 (pbk)

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Introduction

What is it?

The Essay Writing Kit is a complete course on academic writing, designed to equip students with all the tools they need to start writing essays for college and university. Covering the basics of essay style and structure, it teaches ten key skills, with a final section for revision:

SECTION 1: STYLE	SECTION 2: STRUCTURE	SECTION 3: REVISION
Formality	Introductions	Revision
Complexity	Body	
Bibliographies	Paraphrasing	
Referencing	Conclusions	
Punctuation		
Grammar		

The units are freestanding, but ideally you should go through them in the order they are listed. If you are not familiar with basic grammar terms, you might want to start with the grammar unit, as it explains the terms used in many of the notes.

How does it work?

Each unit provides comprehensive notes, exercises and models, focusing on a key skill. Part 1 and Part 2 of the unit introduce and practise the target skill, and there is a final Rewrite task applying everything you have learned to an academic context. For each part of the unit, you should:

- **watch** the video tutorial.
- **read** the text version and make your own notes.
- **try** the exercises to practise and improve this skill.



Interactive features

As you work through the units, you will see the following icons. Click on these to access:



Video demonstrations explaining the skill.



Interactive exercises with on-the-spot feedback. These exercises are also available for you to print and work through in the revision section.



A printable PDF of the page for revision.



A Word file on which to make notes.



Pop-up definitions of key terms.



Tutors, you can also find additional notes and teaching ideas on each topic at <http://study.sagepub.com/the-essaywritingkit>.

A last word...

Many students can be both nervous and depressed about writing a long academic essay, but it is not as difficult as it seems. Think about learning to drive: you need to know the basics, so where the brake, the accelerator, the indicators are, plus what they do and how they work. However, it is not this knowledge that makes you a good driver; it is endless practice. It is the same with academic writing; this course will give you the basic knowledge and skills, but you need to apply what you have learned as much as possible in your own writing. *The Essay Writing Kit* is where you can start that process.

About the author

Eveline Powell has taught writing at college level in the UK and abroad for over 15 years, and has developed materials for various publishers. She has taught essay skills to A level students, undergraduates, teacher trainees, mature learners and international students, and developed this book as a practical guide for anyone who lacks confidence and experience in college essay writing.

Feedback

'The material you have produced on Academic Writing works really well – thank you.'

Jean M., Learning Advisor, Otago Polytechnic, New Zealand

'All feedback I have had from students has been extremely positive and they view it as an excellent learning resource.'

Rebecca R., Writing Tutor, Language Centre, Anglia Ruskin University

'I find it extremely useful for the Access and HE students I support.'

Vivienne R., Learning Support Tutor, Great Yarmouth College

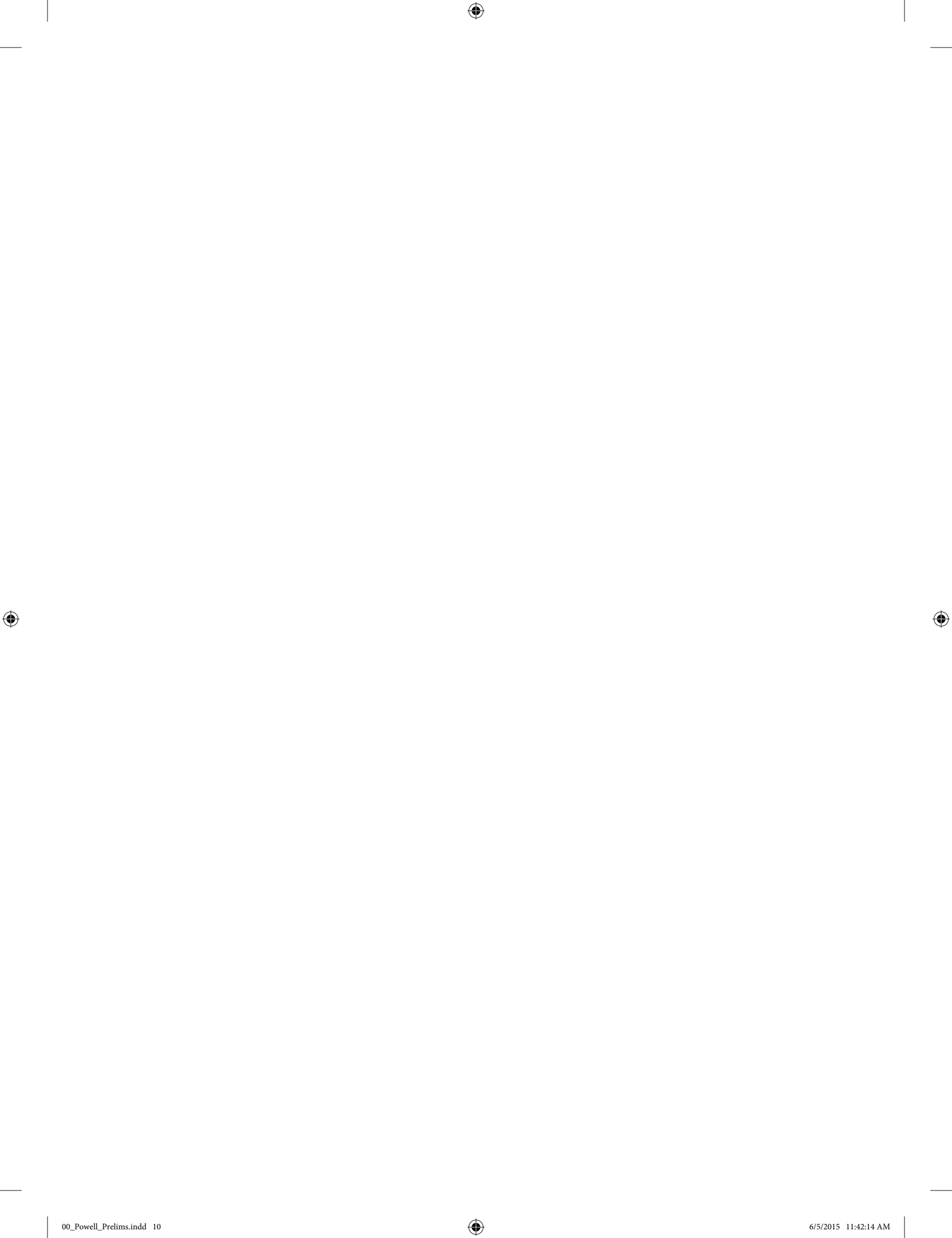
'A good, well researched product.'

Nicola L., Manager, Language Centre, University of Bedfordshire

'I think it is well-written, comprehensive and the points are clearly presented and will fit in nicely with EAP and home student support teaching – for me it fills a gap in the market.'

Nikolas B., English Language Coordinator, Writtle College





Style





1

Formality overview

This unit is about how to avoid a casual, spoken style. There are many different styles of writing, all acceptable, but for college essays, you need to sound more formal, more objective than in blogging, journalism etc. Compare the sentences below, the first less formal, the second more formal.

e.g.1 I think there are lots of reasons why we have a terrible banking system in the UK.

e.g.2 There are arguably many reasons for the failures of the UK banking system.

To sound more formal, you need to focus on two things. First, think about the type of grammar you use, so see how 'I' and 'we' have gone in the second version. They have been replaced by something called the 3rd person. This just describes a general point of view, so not mine or yours, and is the style used most of the time in academic writing. Second, think about the types of words you use, i.e. vocabulary and language. See how 'lots of' has changed to 'many', and 'terrible banking system' to 'failures of the banking system'.

This unit goes through these things one by one, and compares informal examples with more formal alternatives, showing what is changing and how to do it. One word of advice; don't overdo this as you can sound pompous.



NOTES



formality 1 *notes*



Use mostly the 3rd person	<p>less formal</p> <div> <div>1st person</div> <div>I we</div> <div>↓</div> <div>My essay will discuss...</div> <div>We think the college should provide more courses.</div> </div> <div> <div>2nd</div> <div>you</div> <div>↓</div> <div>You can see the advantages.</div> </div>	<p>more formal</p> <div> <div>3rd</div> <div>he/she/it they</div> <div>↓</div> <div>The writer argues...</div> <div>The evidence shows...</div> <div>Opponents of this view say...</div> <div>This essay will discuss...</div> <div>Many people think the college should provide more courses.</div> <div>More courses should be provided.</div> <div>It is possible to see the advantages.</div> <div>The advantages can be seen.</div> </div>
Use the passive sometimes	<p>Active</p> <p>I wrote the essay in two days.</p>	<p>Passive</p> <p>The essay was written in two days.</p>
Don't use questions	<p>Direct</p> <p>Why do we have tests?</p>	<p>Indirect</p> <p>We should discuss why we have tests. There is some debate over the need for tests.</p>
Use different types of sentence ; link ideas	<p>Simple, compound</p> <p>The NHS* was established after World War Two. The war had nearly bankrupted the country. There was a lack of money. A free health service was provided and it was paid for by income tax and National Insurance. It employs over a million people so it is now one of the largest organisations in the world. It can be argued that its size has become a problem. Some believe that we should now introduce limited charges to cover the increasing costs. Others argue that it should always be free.</p> <p>*National Health Service</p>	<p>...and complex</p> <p>The NHS was established after World War Two which had nearly bankrupted the country. Despite the lack of money, a free health service was provided, paid for by income tax and National Insurance. Employing over a million people, it is now one of the largest organisations in the world, though it can be argued that its size has become a problem. Some believe that we should now introduce limited charges to cover the increasing costs. However, others argue that it should always be free.</p>
Use more nouns instead of sentences/ verbs	<p>Sentences/verbs</p> <p>A person is unlikely to succeed if they do not work hard.</p> <p>Consider how long the course is.</p> <p>This essay will discuss how much damage has been done.</p> <p>When students graduate, they often expect to find work.</p>	<p>Nouns</p> <p>Success is unlikely without hard work.</p> <p>Consider the length of the course.</p> <p>This essay will discuss the extent of the damage.</p> <p>On/After graduation, students often expect to find work.</p>

formality 1 exercises

Change the grammar of these sentences to make them more formal, and remember, there might be several possible answers.

A Change to the third person.

- 1 My essay will cover four main areas.
- 2 You need to take all factors into consideration.
- 3 We should monitor the results more closely.
- 4 In my opinion, the evidence seems flawed.
- 5 I will challenge this idea in my essay.
- 6 If you want to improve writing, you need to practise a great deal.
- 7 We feel that the government should take action.
- 8 When you go to college, you must organise your time effectively.
- 9 I do not agree with this solution.
- 10 If we want to help the situation, we could raise money.

B Change to a passive. (Hint – reverse the sentence, so start your sentence with the underlined words)

- 1 The Principal has closed the college because of snow.
- 2 The teacher cancelled the classes.
- 3 Someone has called an election.
- 4 We should not ban smoking.
- 5 The government raises money from taxation.
- 6 The bank gave her a loan. (Hint – can start with 'She' or 'A loan')
- 7 My essay will cover four main areas.
- 8 We should monitor the results more closely.
- 9 We can complete the project in a week.
- 10 We can argue that this is not the solution. (Hint – start with 'It can/could')

C Change direct questions to indirect questions/sentences.

- 1 What are the consequences of high inflation?
- 2 How can we tackle this problem?
- 3 Is this new law needed?
- 4 Does continuous assessment put too much pressure on students?
- 5 Should grants replace loans?
- 6 Who is responsible for this policy?
- 7 Why do certain people commit crime?
- 8 Can watching violent video games damage people?
- 9 When is the best age to start school?
- 10 Would lowering the voting age be the answer?

formality 1 exercises

D Complete the transformation of these sentences so there are not as many simple/compound sentences, and link ideas better. You have the first letter, plus * (asterisks) for each missing letter. Alternatively, write your own version!

- 1 She studied history at university. This was in Edinburgh. She now teaches at a London school. There are many different nationalities, cultures and religions. She likes the job. She finds discipline can be a problem. Having s***** history at E***** University, she now teaches at a London school, w**** there are many different nationalities, cultures and religions. A***** she likes the job, she finds discipline can be a problem.
- 2 Oxford is the oldest university in England. It was established in the 11th century. Henry II banned English students from going to Paris to study. Today it is one of the foremost universities in the world. This is why so many students apply every year. Teaching is based on weekly tutorials and these are supported by lectures and essay assignments.
Oxford is the oldest university in England, e***** in the 11th century w*** Henry II banned English students from going to Paris to study. Today it is one of the foremost universities in the world w**** is why so many students apply every year. Teaching is based on weekly tutorials, s***** by lectures and essay assignments.
- 3 The company employs mostly part-time workers. This keeps costs down. Some people argue that the lack of security demoralises staff. Others argue that it makes them more focused on doing the job well. Next year, it will relocate to Asia. This means the UK factory will close down.
The company employs mostly part-time workers, w**** keeps costs down. H*****, some people argue that the lack of security demoralises staff w**** others argue that it makes them more focused on doing the job well. Next year, it will relocate to Asia, m***** the UK factory will close down.
- 4 The reasons for the recession are complex. They range from the banking crisis, to the growth of public spending and the global downturn. Businesses face growing debts. They have less money to invest. This often affects recruitment. There are fewer jobs available. More people claim unemployment benefit. In turn, this increases public spending.
The reasons for the recession are complex, r***** from the banking crisis, to the growth of public spending and the global downturn. Businesses face growing debts s* they have less money to invest, w**** often affects recruitment. B***** there are fewer jobs available, more people claim unemployment benefit, w**** in turn, increases public spending.

formality 1 exercises

E Change the underlined sentences/verbs to nouns, making any other changes as necessary.

- 1 This essay will discuss how much this option will cost.
- 2 It was difficult to understand what he meant.
- 3 This essay will discuss why the accident happened.
- 4 This essay will discuss how fast the Internet grew.
- 5 The report looked at how large the population was.
- 6 They treated women differently.
- 7 After they met the director, the issues were resolved.
- 8 They changed their mind when they saw the final product.
- 9 If you do not explain the problem clearly, it is difficult to follow.
- 10 When there is too much coursework, students become stressed.

formality 1 exercises

- F** Check the answers to the previous exercises, then put all the above together, using the hints in brackets to help make these sentences more formal.

Remember, there might be several possible answers, and you will need to rewrite most of them completely, not just substitute a few words.

- 1 It is obvious that you need good teachers to improve.
(Change this to the 3rd person; maybe use a passive; maybe use a noun.)
- 2 Interest rates have risen. This could be a problem for house buyers. Many people with savings welcome the increase.
(Join sentences; maybe add some linking words, e.g. to show contrast.)
- 3 You need to study for at least three years for a degree.
(Change this to the 3rd person; maybe use a noun; maybe use a passive.)
- 4 Should businesses run schools or should it be the government's responsibility?
(Get rid of the question.)
- 5 The college is doing well. There had been difficulties at the beginning. It now has over 1000 students. They often continue on to university.
(Join sentences; maybe add some linking words, e.g. to show contrast.)
- 6 The company started in 1992. It sold office equipment, for example mobile phones, photocopiers and fax machines. It also sold computers. Computers were just becoming affordable. They cost around £500. More people started buying them.
(Join sentences; maybe add some linking words.)
- 7 I would argue that increasing student numbers can cause problems. For example, do we have the resources to teach them? Do most young people want to study at 16 rather than work? How do we pay for it? These are all issues that I will discuss in my essay.
(Join sentences; get rid of questions; change to 3rd person, maybe by using passives.)
- 8 The writer points to the main problem. This is the lack of skilled workers. This has meant that businesses spend more time and money on recruitment. This has led to higher costs. These have been passed on to the consumer. Is there a solution?
(Join sentences; get rid of question.)
- 9 They discovered a link between cancer and certain genes, and this changed medical care completely.
(Use more nouns.)
- 10 She responded to being promoted by thanking all staff by email.
(Use more nouns.)

formality 1 exercises

G Do the same again, but with no hints.

- 1 We need to change the prospectus.
- 2 If you pass with good grades, you could apply to any university.
- 3 Applications have fallen. This is because there is a recession. It could be a problem for some. It could be an opportunity for others.
- 4 You must not smoke in public places.
- 5 They elected a new Chancellor. She had been Head of International before. In that job, she had recruited foreign students. She intends to target such students. They often pay higher fees.
- 6 Are exams easier than 10 years ago, or are students better at passing them?
- 7 The essay was well written. It had clear structure. It had good content. It had formal language. She received an excellent mark.
- 8 I will decide on the choice of career in my final year. This is because I have not done enough research yet on the job market. This will take at least six months.
- 9 I would like to point out the advantages of speaking a foreign language. It is useful for travelling. It helps you understand other cultures. You can find jobs abroad. So why do so many students drop the subject at 14 and does this damage our economy?
- 10 She wrote the report in just two days. This meant she had more time to spend on doing interviews. These were with her co-workers. These were needed to complete the presentation.

formality 1 answers

A

- 1 This essay will cover four main areas. / Four main areas will be covered in this essay.
- 2 All factors need to be taken into consideration.
- 3 The results should be monitored more closely.
- 4 The evidence seems flawed. / It could be argued the evidence is flawed.
- 5 This essay will challenge this idea. / This idea will be challenged in this essay.
- 6 To improve writing, a great deal of practice is needed. / If a person wants to improve their writing, they need to practise a great deal.
- 7 The government should take action. / Action should be taken by the government.
- 8 When a person/student goes to college, they must organise their time effectively. / On going to college, time management is important.
- 9 This solution is open to question/controversial. / It is possible to argue against this solution. / It could be argued that this is not the solution.
- 10 If people want to help the situation, they could raise money. / To help the situation, money could be raised.

B

- 1 The college **has been closed** by the Principal because of snow.
- 2 The classes **were cancelled** by the teacher.
- 3 An election **has been called**.
- 4 Smoking **should not be banned**.
- 5 Money **is raised** from taxation by the government.
- 6 She **was given** a loan by the bank. / A loan **was given** to her by the bank.
- 7 Four main areas **will be covered** in my/this essay.
- 8 The results **should be monitored** more closely.
- 9 The project **can be completed** in a week.
- 10 It **can/could be argued** that this is not the solution.

C

- 1 We need to ask what the consequences of high inflation are. / Discussion is needed on the consequences of high inflation. / The consequences of high inflation will be looked at.
- 2 We need to ask how we can tackle this problem. / There is the issue of how to tackle this problem. / There is the question of how we can tackle this problem/how this problem can be tackled.
- 3 Many query if this new law is needed. / There is the question of whether this new law is necessary.
- 4 Some argue that continuous assessment puts too much pressure on students. / This raises the question of whether continuous assessment puts too much pressure on students. / We need to ask whether continuous assessment puts too much pressure on students.
- 5 There is the issue of whether grants should replace loans. / There is some debate over whether grants should replace loans.
- 6 We need to establish who is responsible for this policy. / There is the question of who is responsible for this policy.

formality 1 answers

- 7 There is much debate over why certain people commit crime. / It is useful to look into why certain people commit crime. / There is the question of why certain people commit crime.
- 8 There is the question of whether watching violent video games damages people. / It is possible to argue over the effects of watching violent video games. / There is much debate over whether watching violent video games damages people.
- 9 There is much debate over the best age to start school. / We need to decide on the best age to start school.
- 10 There is some argument over whether lowering the voting age would be the answer. / The issue of lowering the voting age is a controversial one.

D

- 1 Having **studied** history at **Edinburgh** University, she now teaches at a London school, **where** there are many different nationalities, cultures and religions. **Although** she likes the job, she finds discipline can be a problem.
Or After studying at Edinburgh University, she now teaches at a London school with many different nationalities, cultures and religions. Despite liking the job, she finds discipline can be a problem.
- 2 Oxford is the oldest university in England, **established** in the 11th century **when** Henry II banned English students from going to Paris to study. Today it is one of the foremost universities in the world **which** is why so many students apply every year. Teaching is based on weekly tutorials, **supported** by lectures and essay assignments.
Or Oxford, which is the oldest university in England, was established in the 11th century when Henry II banned English students from going to Paris to study. Today it is one of the foremost universities in the world, hence the number of student applications every year. Teaching, based on weekly tutorials, is supported by lectures and essay assignments.
- 3 The company employs mostly part-time workers, **which** keeps costs down. **However**, some people argue that the lack of security demoralises staff **while** others argue that it makes them more focused on doing the job well. Next year, it will relocate to Asia, **meaning** the UK factory will close down.
Or By employing mostly part-time workers, the company keeps costs down although some people argue that the lack of security demoralises staff. On the other hand, others argue that it makes them more focused on doing the job well. Next year, it will relocate to Asia, which means the UK factory will close down.
- 4 The reasons for the recession are complex, **ranging** from the banking crisis, to the growth of public spending and the global downturn. Businesses face growing debts **so** they have less money to invest, **which** often affects recruitment. **Because** there are fewer jobs available, more people claim unemployment benefit, **which** in turn, increases public spending.
Or The reasons for the recession are complex and range from the banking crisis, to the growth of public spending and the global downturn. Businesses face growing debts and therefore they have less money to invest, often affecting recruitment. As there are fewer jobs available, more people claim unemployment benefit, in turn, increasing public spending.

formality 1 answers

E

- 1 This essay will discuss the **cost of this option**.
- 2 It was difficult to understand **his meaning**.
- 3 This essay will discuss the **reasons for the accident**.
- 4 This essay will discuss the **speed of Internet growth**.
- 5 The report looked at the **size of the population**.
- 6 **The treatment of** women was different.
- 7 **After meeting the director/After a meeting** with the director, the issues were resolved.
- 8 They changed their mind **on seeing** the final product.
- 9 **Without a clear explanation of** the problem, it is difficult to follow.
- 10 **Excessive/ Too much coursework** leads to **student stress**.

F

- 1 Obviously, good teachers are needed to improve / for improvement. / Obviously, it is necessary to have good teachers to improve.
- 2 Interest rates have risen, which could be a problem for house buyers, although many people with savings welcome the increase. / As interest rates have risen, this could be a problem for house buyers, though many people with savings welcome the increase.
- 3 Three years of study are needed for a degree. / A degree needs three years of study.
- 4 There is the question of who should be responsible for running schools, businesses or the government. / Many people debate whether the responsibility for running schools should be with businesses or the government.
- 5 The college is doing well, although there had been difficulties at the beginning. It now has over 1000 students who often continue on to university. / The college is doing well, despite having (had) difficulties at the beginning. Hence, it now has over 1000 students who often continue on to university.
- 6 The company started in 1992, selling office equipment, for example mobile phones, photocopiers and fax machines and finally computers, which were just becoming affordable, costing around £500. Therefore, more people started buying them. / Starting in 1992, the company sold office equipment, for example mobile phones, photocopiers and fax machines as well as computers. These were just becoming affordable and cost around £500 so more people started buying them.
- 7 It is arguable that increasing student numbers can cause problems. For example, many people question if there are the resources to teach them, plus they query if most young people want to study at 16 rather than work. Also, there is concern over paying for it. These are all issues that will be discussed in this essay. / It can be argued that increasing student numbers can cause problems, for example, over resources, over anticipating the desires of 16 year olds, and over financing. These are all issues that this essay will discuss.
- 8 The writer points to the main problem, which is the lack of skilled workers, meaning that businesses spend more time and money on recruitment. This has led to higher costs passed on to the consumer. The next issue is deciding on the solution to this. / The writer points to the main problem as the lack of skilled workers. This has meant that businesses spend more time and money on recruitment, leading to higher costs which have been passed on to the consumer. The solution to this is open to debate.

formality 1 answers

- 9 The discovery of a link between cancer and certain genes changed medical care completely. / They discovered a link between cancer and certain genes, leading to a complete change in medical care.
- 10 Her response to promotion was to thank all staff by email. / Responding to her promotion, she thanked all staff by email.

G

- 1 The prospectus needs to change. / The prospectus needs to be changed. / It is necessary to change the prospectus.
- 2 If a student passes with good grades, they could apply to any university. / Passing with good grades can lead to an application to any university.
- 3 Applications have fallen because there is a recession. Although it could be a problem for some, it could be an opportunity for others. / Because of the recession, applications have fallen, which could be a problem for some but an opportunity for others.
- 4 Smoking is not allowed in public places. / There is no smoking in public places.
- 5 They elected a new Chancellor who had been Head of International before where/when she had recruited foreign students. She intends to target such students as they often pay higher fees. / The previous Head of International was elected as the new Chancellor. In that job, she had recruited foreign students who she intends to target again because they often pay higher fees.
- 6 Many query if exams are easier than 10 years ago, or if students are better at passing them. / There are some issues over the difficulty of exams 10 years ago versus the ability of today's students. / We need to ask if exams are easier than 10 years ago, or if students are better at passing them.
- 7 The essay was well written, having clear structure, good content and formal language. Hence, she received an excellent mark. / As the essay was well written with clear structure, good content plus formal language, she received an excellent mark.
- 8 I will decide on the choice of career in my final year as I have not done enough research yet on the job market. This will take at least six months. / Not having done enough research yet on the job market, I will decide on the choice of career in my final year, when it will take at least six months. / The decision on the choice of career will be made in the final year as not enough research has been done yet on the job market. This will take at least six months.
- 9 The advantages of speaking a foreign language are easy to identify. It is useful for travelling, plus it helps in understanding other cultures, and in finding jobs abroad. Thus, it is interesting to analyse why so many students drop the subject at 14 and whether this damages the economy. / It is helpful to identify the advantages of speaking a foreign language, which can be useful for travelling, for understanding other cultures, and finally for finding jobs abroad. Therefore, there is some concern over the dropping of the subject by many students at 14, and the impact this has on the economy.
- 10 She wrote the report in just two days, meaning she had more time to spend on doing interviews with her co-workers, which were needed to complete the presentation. / Writing the report in just two days meant she had more time to spend on doing co-worker interviews, needed to complete the presentation.

formality 2 *notes*



FORMALITY 2

	less formal	more formal
Use less definite verbs	<p>Watching violent films makes people aggressive.</p> <p>Climate change will lead to disaster.</p> <p>This is incorrect.</p>	<p>Watching violent films can / might make people aggressive.</p> <p>Climate change may / could lead to disaster.</p> <p>This would appear to be incorrect.</p>
Use adverbs like volume control, +/-	<p>Watching violent films makes people aggressive.</p> <p>The inflation rate increased.</p> <p>The work was difficult.</p>	<p>Watching violent films definitely / possibly makes people aggressive.</p> <p>The inflation rate increased dramatically / slightly.</p> <p>The work was sometimes / never / always difficult.</p>
Use one word verbs	<p>The numbers went up.</p> <p>They needed to think about the problem.</p> <p>This essay talks about / looks at these issues.</p>	<p>The numbers rose.</p> <p>They needed to consider the problem.</p> <p>This essay discusses / analyses these issues.</p>
Use formal words	<p>This is really useful.</p> <p>It was a big problem.</p> <p>The changes caused a lot of trouble.</p> <p>The situation may get better.</p> <p>He got a loan.</p>	<p>This is very / extremely useful.</p> <p>It was a major / significant problem.</p> <p>The changes caused a great deal of trouble.</p> <p>The situation may become better / may improve.</p> <p>He received / was given a loan.</p>
Don't use emotive or visual words	<p>Unemployment is terrible.</p> <p>Murder is evil.</p> <p>He was in two minds about it.</p>	<p>Unemployment is problematic / damaging.</p> <p>Murder is never justified / immoral.</p> <p>He was undecided about it.</p>
Include more abstract words	<p>cans, wrappers, boxes, cartons</p> <p>registers, reports, forms</p> <p>radio, TV, Internet</p>	<p>= packaging / litter</p> <p>= administration / bureaucracy</p> <p>= the media</p>
Don't use abbreviations	<p>isn't, can't, e.g.</p>	<p>is not, cannot, for example</p>

formality 2 exercises

Change the vocabulary of these sentences to make them more formal, and remember, there might be several possible answers.

A Six of the sentences below sound too strong because they are opinions rather than facts. Soften these six sentences by adding less definite verbs.

e.g. Smoking kills people. Smoking can kill people.

- 1 Learning a language makes students more open-minded.
- 2 Learning a language takes time.
- 3 The Internet will replace books.
- 4 The Internet is global.
- 5 Qualifications are useful in finding a well-paid job.
- 6 Qualifications result in a well-paid job.
- 7 Water boils at 100°C at sea level.
- 8 Democracy is not the best political system.
- 9 The Euro will collapse next year.
- 10 Doing regular exercise leads to a long life.

B Add adverbs to make these sentences more precise. Where you see (+), make the sentence stronger; where you see (-), make the sentence weaker.

e.g. Smoking kills people. (+) Smoking definitely kills people.

- 1 Learning a language makes students more open-minded. (-)
- 2 Learning a language takes time. (+)
- 3 Qualifications are useful. (+)
- 4 Qualifications are useful. (-)
- 5 Democracy is not the best political system. (-)
- 6 The evidence was weak. (+)
- 7 The unemployment rate rose. (-)
- 8 The unemployment rate rose. (+)
- 9 The tutor was on time. (-)
- 10 Cheating is wrong. (+)

formality 2 exercises

C Match the 2/3 words on the left to the 1 word version on the right.

- | | |
|-----------------------------|------------------------|
| 1 Find out | A Rise |
| 2 Turn down (e.g. an offer) | B Investigate/Discover |
| 3 Put up with | C Follow |
| 4 Talk about | D Discuss/Analyse |
| 5 Stick to (e.g. rules) | E Eliminate |
| 6 Set up | F Reject |
| 7 Put off | G Tolerate |
| 8 Get rid of | H Establish |
| 9 Cut down | I Delay |
| 10 Go up | J Reduce |

D Circle the more formal words.

- 1 They had loads of/a great deal of work to finish.
- 2 It was extremely/really difficult.
- 3 The college was big/large.
- 4 They got/achieved high marks in the test.
- 5 Her manager/boss was helpful.
- 6 It was slightly/a bit worrying.
- 7 They raised a number of issues/things.
- 8 The room was massive/spacious.
- 9 The results were great/impressive.
- 10 They collected materials/stuff for the experiment.

E Change the underlined emotive or visual words to more neutral ones.

- 1 Her essay is fantastic.
- 2 The recession has been awful.
- 3 The invention was unbelievable.
- 4 It was a cheap solution. (Hint – maybe use a negative/positive pattern.)
- 5 His results were wrong. (Hint – maybe use a negative/positive pattern, plus adverb to soften it.)
- 6 The lesson was boring. (Hint – maybe use a negative/positive pattern, plus adverb to soften it.)
- 7 He was a liar. (Hint – maybe use a negative/positive pattern, maybe switch to a noun.)
- 8 They kept an eye on her progress. (Hint – use a less visual, one word version.)
- 9 The essay structure was all over the place. (Hint – use a less visual, one word version.)
- 10 Her heart was in the right place. (Hint – use a less visual, one word version, i.e. start with 'She was...' and use an adjective.)

formality 2 exercises

F Match the abstract words on the left with specific examples on the right.

- | | | |
|----------------|---|---|
| 1 Clothing | A | Foxes, badgers, deer |
| 2 Wildlife | B | Towns, cities, lakes, rivers, mountains |
| 3 Technology | C | Rain, snow, sun |
| 4 Housing | D | Buses, trains, planes |
| 5 Transport | E | Trousers, skirts, coats |
| 6 Climate | F | Laws, bylaws |
| 7 Education | G | Working, playing, swearing |
| 8 Legislation | H | Computers, mobiles, MP3s |
| 9 Behaviour | I | Houses, bungalows, flats |
| 10 Environment | J | Schools, colleges, universities |

G Change the abbreviations to the full form.

- 1 This won't be a problem.
- 2 It can't be changed.
- 3 There'll be many opportunities.
- 4 It's solid proof.
- 5 It's been the situation for some time.
- 6 He'd passed the course.
- 7 He'd be a doctor if he could choose.
- 8 They'll make several changes, e.g. increasing prices and lowering charges.
- 9 Increasing prices, lowering charges etc will hopefully solve the problem.
- 10 She applied to work in the home of the film industry, i.e. Hollywood.

formality 2 *answers*

A

- 1 Learning a language **can/might/may/could/would appear to** make students more open-minded.
- 3 The Internet **can/might/may/could** replace books.
- 6 Qualifications **can/might/may/could** result in a well-paid job.
- 8 Democracy **might not/may not** be the best political system.
- 9 The Euro **might/may/could** collapse next year.
- 10 Doing regular exercise **can/might/may/could/would appear to** lead to a long life.

B

- 1 Learning a language **possibly/probably** makes students more open-minded.
- 2 Learning a language **definitely/always** takes time.
- 3 Qualifications are **definitely/always** useful.
- 4 Qualifications are **possibly/probably/sometimes/rarely** useful.
- 5 Democracy is **possibly not/probably not/sometimes not/rarely** the best political system.
- 6 The evidence was **definitely** weak.
- 7 The unemployment rate rose **slightly/gradually**.
- 8 The unemployment rate rose **sharply/dramatically**.
- 9 The tutor was **sometimes/rarely** on time.
- 10 Cheating is **definitely/always** wrong.

C

- | | |
|-----------------------------|------------------------|
| 1 Find out | B Investigate/Discover |
| 2 Turn down (e.g. an offer) | F Reject |
| 3 Put up with | G Tolerate |
| 4 Talk about | D Discuss/Analyse |
| 5 Stick to (e.g. rules) | C Follow |
| 6 Set up | H Establish |
| 7 Put off | I Delay |
| 8 Get rid of | E Eliminate |
| 9 Cut down | J Reduce |
| 10 Go up | A Rise |

D

- 1 They had **a great deal of** work to finish.
- 2 It was **extremely** difficult.
- 3 The college was **large**.
- 4 They **achieved** high marks in the test.
- 5 Her **manager** was helpful.
- 6 It was **slightly** worrying.
- 7 They raised a number of **issues**.
- 8 The room was **spacious**.
- 9 The results were **impressive**.
- 10 They collected **materials** for the experiment.

formality 2 answers

E

- 1 Her essay is **well written/impressive/first class/excellent**.
- 2 The recession has been **damaging/harmful**.
- 3 The invention was **remarkable/impressive**.
- 4 It was an **inexpensive** solution.
- 5 His results were **possibly incorrect/mistaken/flawed/questionable/lacked rigour**.
- 6 The lesson was **not very motivating/interesting/lacked interest**.
- 7 He was **dishonest/lacked honesty**.
- 8 They **monitored** her progress.
- 9 The essay structure was **disorganised**.
- 10 She was **compassionate/caring**.

F

- | | | |
|----------------|---|---|
| 1 Clothing | E | Trousers, skirts, coats |
| 2 Wildlife | A | Foxes, badgers, deer |
| 3 Technology | H | Computers, mobiles, MP3s |
| 4 Housing | I | Houses, bungalows, flats |
| 5 Transport | D | Buses, trains, planes |
| 6 Climate | C | Rain, snow, sun |
| 7 Education | J | Schools, colleges, universities |
| 8 Legislation | F | Laws, bylaws |
| 9 Behaviour | G | Working, playing, swearing |
| 10 Environment | B | Towns, cities, lakes, rivers, mountains |

G

- 1 This **will not** be a problem.
- 2 It **cannot** be changed.
- 3 **There will** be many opportunities.
- 4 **It is** solid proof.
- 5 **It has** been the situation for some time.
- 6 **He had** passed the course.
- 7 **He would** be a doctor if he could choose.
- 8 **They will** make several changes, **for example** increasing prices and lowering charges.
- 9 Increasing prices, lowering charges **and so on** will hopefully solve the problem.
- 10 She applied to work in the home of the film industry, **namely/meaning** Hollywood.



Watch the rewrite movie, then have a go yourself and change the same paragraph to make it more formal. Then check your version against the possible corrections and final version.

Responsibilities of Students

I have a lot of responsibilities as a student. These are as follows. Firstly, I have to turn up to all my classes because if I don't, I'll probably lose my EMA* money and could even get thrown off the course. But if you're ill, you can provide a doctor's note to let the college know that you've got a good reason to be absent. Secondly, as a student, you have to do a lot of assignments e.g. essays, presentations, evaluations etc and make sure that you meet the deadlines for the assignments or they won't count. If I fail any of these assignments, then I can do them again. This is both a good and bad thing. It means I get a second chance to do them better. But it also means that they can drag on forever. I also think that maybe it makes people a bit lazy as they know they can just do things again and again, so they don't really try as much at the beginning. Something else I have to do as a student is stick to college rules. We are all given a student manual at the beginning of term saying what we can and can't do. So for example, I can't smoke on campus; I can't make too much noise in the library; I have to wear ID at all times. I think the rule on smoking is crap because there is lots of open space round the college. Why should the college lecture us on our habits, especially when they are legal? Overall then, I've got three main responsibilities as a student, turning up, doing the work, and following rules.

*Education Maintenance Allowance, a payment given to students to cover some college costs if they can prove good attendance

Corrected version

Responsibilities of Students

Students have a lot of numerous responsibilities as a student. These which are as follows. Firstly, they have to turn up to attend all my their classes because if I don't otherwise, they will probably lose my their EMA* money and could even get thrown off their place on the course. But However, if you're ill in case of illness, you they can provide a doctor's note to let inform the college know that you've got they have a good valid reason to be absent for the absence. Secondly, as a student students, you have to do complete a lot of great many assignments e.g. for example essays, presentations, evaluations etc and so on and make sure ensure that you meet the deadlines are met for the assignments these or they won't will be count discounted. If they fail any of these assignments, then they can do redo them again. This which is has both a good advantages and bad thing disadvantages. On the one hand, it it means they get have a an second chance opportunity to do them better improve. But On the other hand it also means that they the process can drag on forever be endless. I also think It is also arguable that maybe it makes encourages people a bit lazy laziness as they students know they can just do repeat things again and again work, so they don't might not really try make as much of an effort at the beginning initially. Something else students have to do as a student is stick to follow college rules. We They are all given a student manual at the beginning of term saying detailing what we can and can't do is acceptable. So Thus for example, I can't smoke smoking is not allowed on campus; I can't make too much excessive noise is forbidden in the library; I have to wear ID must be worn at all times. I think It is arguable that the rule on smoking is crap perhaps unfair because there is lots plenty of open space round the college. It raises the issue of Why why should the college should lecture us students on our their habits, especially when they are legal ones?. Overall then In summary, I've got there are three main responsibilities as a student, turning up attendance, doing the work coursework, and following rules behaviour.

f o r m a l i t y

rewrite exercise

Final version

Responsibilities of Students

Students have numerous responsibilities which are as follows. Firstly, they have to attend all their classes because otherwise, they will probably lose their EMA money and even their place on the course. However, in case of illness, they can provide a doctor's note to inform the college that they have a valid reason for the absence. Secondly, students have to complete a great many assignments for example essays, presentations, evaluations and so on and ensure that deadlines are met for these or they will be discounted. If they fail any of these assignments, then they can redo them which has both advantages and disadvantages. On the one hand, it means they have an opportunity to improve. On the other hand it means that the process can be endless. It is also arguable that maybe it encourages laziness as students know they can repeat work, so they might not make as much of an effort initially. Something else students have to do is follow college rules. They are all given a student manual at the beginning of term detailing what is acceptable. Thus for example, smoking is not allowed on campus; excessive noise is forbidden in the library; ID must be worn at all times. It is arguable that the rule on smoking is perhaps unfair because there is plenty of open space round the college. It raises the issue of why the college should lecture students on their habits, especially legal ones. In summary, there are three main responsibilities as a student, attendance, coursework and behaviour.

2

Complexity overview

This unit is about how to avoid a simplistic style. This really means don't use a string of short, simple sentences, but try and mix them up, so change type and length. Compare the short texts below, the first a bit repetitive, the second a bit more varied and complex.

e.g.1 There are arguably many reasons for the failures of the UK banking system. First it is under-regulated. This is partly a result of weaknesses in the Financial Services Authority. This was set up in 1997. It replaced the nine previous regulators.

e.g.2 There are arguably many reasons for the failures of the UK banking system. First it is under-regulated, partly a result of weaknesses in the Financial Services Authority which was set up in 1997, replacing the nine previous regulators.

To sound more complex, you basically squash sentences together and use different types of words to join the parts. Also like here, complex language is often shorter, but make sure you mix it up with other sentence types, as variety is the key.

This unit goes through three sentence types, simple, compound and complex, and shows you how to change from one to the other. One word of advice: don't overdo it, as using complex language all the time can make your writing difficult to understand.



NOTES



complexity 1 notes



Don't be too simple!

Simple

The course starts in July. It will offer modules in writing, speaking and listening. These are needed to improve communication skills. In addition, there will be a module on administration. This will be assessed throughout the course. Students will also take two exams. Tutors will be responsible for developing content. They are highly experienced.

More complex

Starting in July, the course will offer modules in writing, speaking and listening, **which** are needed to improve communication skills. In addition, there will be a module on administration, **assessed** throughout the course, **and** students will also take two exams. Tutors, **who** are highly experienced, will be responsible for developing content.

Write in sentences

subject	+	verb	(+ other words)
The student		passed.	
The student		passed	<i>his first year exams.</i>
Learning a language		takes	<i>a great deal of time.</i>
Over the summer, the college		will close	<i>for almost 3 months.</i>

Don't write in fragments

The student wrote a good essay. Which was given an 'A' grade. ✗
 The student wrote a good essay which was given an 'A' grade. ✓

 She will study various subjects. For example, maths, physics and biology. ✗
 She will study various subjects, for example, maths, physics and biology. ✓

 Teachers have one key role. Always encourage students. ✗
 Teachers have one key role. They should always encourage students. ✓
 Teachers have one key role, namely, always encouraging students. ✓

Vary sentences

Different lengths

Student loans could be a problem. Arguably, they encourage debt and damage universities. Students, who will potentially borrow up to £9000 a year, might lose the habit of saving, while universities might only offer commercial degrees, focusing on revenue rather than education.

Different types

Simple = 1 subject + 1 main verb
 The student wrote a good essay.

Compound = 2 simple sentences, joined by *and/but/because/so/or*
 The student wrote a good essay *but* it was not the best one.

Complex = simple/compound sentences, plus *dependent part/s*
 The student wrote a good essay, *which received high marks.*
 The student, *although tired*, wrote a good essay.
Working through the night, the student wrote a good essay.

Use who/which etc

I applied to my local college. It specialised in media.
 I applied to my local college, **which** specialised in media.

Use **participles** -ing/-ed

I passed my exams. I applied to my local college.
Passing my exams, I applied to my local college.

Use joining words

I applied to my local college. It had been awarded an 'A' rating last year.
 I applied to my local college, **awarded** an 'A' rating last year.

The college had an 'A' rating but exam grades were low.
 The college had an 'A' rating **despite** (having) low exam grades.

to if/unless that as soon as while/whereas since though etc

complexity 1 *exercises*

A Highlight the subject in these sentences.

- 1 Funding will rise in the coming year.
- 2 A strike by lecturers closed the college.
- 3 Many people hold this view.
- 4 It was an issue for the whole college.
- 5 However, it has been difficult to recruit skilled staff.
- 6 Over the years, this argument has gained strength.
- 7 As a result of this, they cancelled the programme.
- 8 This report will analyse four main areas.
- 9 In this report, I will analyse four main areas.
- 10 Four main areas will be analysed in this report.

B Correct these fragments of sentences by changing the punctuation and/or adding words.

- 1 At college, I studied history. Which was a four year course.
- 2 There were many subjects on offer. Such as economics, sociology and maths.
- 3 This was a course requirement. Meaning I had to study it in the first term.
- 4 They needed a range of skills. For example, IT, languages and good numeracy.
- 5 He worked long hours. Usually twelve hours a day.
- 6 She had excellent qualifications. Which meant she was given the job.
- 7 Writing can be improved in various ways. Run the grammar and spell-check, read other people's work and rewrite essays at least once.
- 8 They changed the curriculum. Which was controversial.
- 9 The solution is simple. Lower the interest rate and increase taxation.
- 10 The college offered many activities. For instance, going on field trips, participating in sports and doing voluntary work.

C Identify if these sentences are simple, compound or complex.

- 1 There has been a rise in applications.
- 2 There has been a rise in applications but this has not always been beneficial.
- 3 Numbers have increased so funding has increased too.
- 4 Therefore, funding has increased by a huge amount in the last year.
- 5 It is not ideal but it is the best compromise.
- 6 While not ideal, it is the best compromise.
- 7 The college which had the highest results received an 'A' rating.
- 8 The college with the highest results received an 'A' rating.
- 9 Despite passing the exam, the student was still not offered a place.
- 10 The student passed the exam but was still not offered a place.

complexity 1 *exercises*

D Highlight the dependent part in these complex sentences.

- 1 Although it can be difficult, learning a language is worthwhile.
- 2 Exams can be difficult, which is why they are stressful.
- 3 Using the latest technology, they created a better system.
- 4 Despite having applied early, she did not get a place.
- 5 Bored by the programme, he wrote a new one.
- 6 To pass the course successfully, they needed 10 credits.
- 7 She had many roles, which were teaching classes, writing reports and developing the curriculum.
- 8 The course, which lasted a year, was the first of its kind.
- 9 The college, having won the contract, employed extra staff.
- 10 The student, chosen by other students, became the Union president.

E Make one complex sentence by joining/changing these sentences using who/which/when/where. You might need to change the word order too.

e.g. I applied for a course. This course lasted two months.

I applied for a course **which** lasted two months.

- 1 Courses start twice a year. This is convenient.
- 2 I discussed my report with my tutor. He was also an expert in the area.
- 3 The department is on the fourth floor. Classes take place here as well.
- 4 He handed in his essay in September. It was due then.
- 5 The research was extremely useful. It analysed health problems.
- 6 The deadline could not be changed. It was at 3pm.
- 7 They were well prepared for the presentation. It would be given in front of the whole class.
- 8 The library was fairly accessible. It was on the third floor.
- 9 New regulations were brought in. This changed recruitment policy.
- 10 There is a no smoking policy. This applies both inside and outside college buildings.

complexity 1 exercises

F Make one complex sentence by changing the underlined part with a present (-ing) participle.

e.g. I applied for a course. This course lasted two months.

I applied for a course **lasting** two months.

- 1 The student was extremely successful. He passed all of his exams with 'A' grades.
- 2 The course is very popular. It receives large numbers of applicants.
- 3 The training day will be busy. It will cover various subjects.
- 4 He works in IT. He has a good knowledge of computers.
- 5 They studied over the weekend. They finished the report by Monday.
- 6 He writes in a very informal style. This means his essays sound spoken.
- 7 Before she learnt Spanish, she went to Spain for two weeks.
- 8 After they took the third level, they were qualified.
- 9 She had a diploma. Therefore she applied for a degree.
- 10 Because he had studied maths, he found physics easy.

G Make one complex sentence by changing the underlined part with a past (-ed etc) participle.

e.g. I applied for a course. It was funded by a charity.

I applied for a course **funded** by a charity.

- 1 The college is convenient to reach. It is located close to the centre.
- 2 The college employs temporary staff. They are recruited from an agency.
- 3 It is a long selection process. It is carried out by three people.
- 4 They asked four questions. These were chosen at random.
- 5 The results will come out in July. They will be sent by post.
- 6 The course is inspected by Ofsted. It meets government standards.
- 7 Practice questions were taken from past papers. They gave students an idea of the exam.
- 8 She is taught by a leading academic. She is making good progress.
- 9 They are expected to study four subjects, so they have little free time.
- 10 She was awarded the highest mark in the year. Thus, she received the class prize.

H Change the sentence type by replacing the underlined word/s with the one in brackets. You might need to change other words/punctuation as well.

- 1 It was a popular course but it ran only once a year. (despite)
- 2 He was not given his first choice of college because he had low grades. (because of)
- 3 He passed the exam and then he was given the job. (passing/having passed)
- 4 Students could learn new skills. For example, they could make films. (such as)
- 5 The practical assessment lasted all day. However, it was relatively easy. (although)

complexity 1 *answers*

A

- 1 Funding will rise in the coming year.
- 2 A strike by lecturers closed the college.
- 3 Many people hold this view.
- 4 It was an issue for the whole college.
- 5 However, it has been difficult to recruit skilled staff.
- 6 Over the years, this argument has gained strength.
- 7 As a result of this, they cancelled the programme.
- 8 This report will analyse four main areas.
- 9 In this report, I will analyse four main areas.
- 10 Four main areas will be analysed in this report.

B (commas optional)

- 1 At college, I studied history **which** was a four year course.
- 2 There were many subjects on offer **such as** economics, sociology and maths.
- 3 This was a course requirement, **meaning** I had to study it in the first term.
- 4 They needed a range of skills, **for example**, IT, languages and good numeracy.
- 5 He worked long hours, **usually** twelve hours a day.
- 6 She had excellent qualifications, **which** meant she was given the job.
- 7 Writing can be improved in various ways **such as by running** the grammar and spell-check, reading other people's work and by rewriting essays at least once. / Writing can be improved in various ways. **It is useful to** run the grammar and spell-check, read other people's work and rewrite essays at least once. / Writing can be improved in various ways, **for example by running** the grammar and spell-check, reading other people's work and rewriting essays at least once.
- 8 They changed the curriculum, **which** was controversial.
- 9 The solution is simple. **We could** lower the interest rate and increase taxation. / The solution is simple. **The interest rate needs to be lowered** and taxation increased.
- 10 The college offered many activities, **for instance**, going on field trips, participating in sports and doing voluntary work.

C

- 1 There has been a rise in applications. (simple)
- 2 There has been a rise in applications but this has not always been beneficial. (compound)
- 3 Numbers have increased so funding has increased too. (compound)
- 4 Therefore, funding has increased by a huge amount in the last year. (simple)
- 5 It is not ideal but it is the best compromise. (compound)
- 6 While not ideal, it is the best compromise. (complex)
- 7 The college which had the highest results received an 'A' rating. (complex)
- 8 The college with the highest results received an 'A' rating. (simple)
- 9 Despite passing the exam, the student was still not offered a place. (complex)
- 10 The student passed the exam but was still not offered a place. (compound)

complexity 1 answers

D

- 1 Although it can be difficult, learning a language is worthwhile.
- 2 Exams can be difficult, which is why they are stressful.
- 3 Using the latest technology, they created a better system.
- 4 Despite having applied early, she did not get a place.
- 5 Bored by the programme, he wrote a new one.
- 6 To pass the course successfully, they needed 10 credits.
- 7 She had many roles, which were teaching classes, writing reports and developing the curriculum.
- 8 The course, which lasted a year, was the first of its kind.
- 9 The college, having won the contract, employed extra staff.
- 10 The student, chosen by other students, became the Union president.

E

- 1 Courses start twice a year, **which** is convenient.
- 2 I discussed my report with my tutor **who** was also an expert in the area.
- 3 The department is on the fourth floor **where** classes take place as well.
- 4 He handed in his essay in September **when** it was due.
- 5 The research, **which** analysed health problems, was extremely useful.
- 6 The deadline, **which** was at 3pm, could not be changed.
- 7 They were well prepared for the presentation, **which** would be given in front of the whole class.
- 8 The library, **which** was on the third floor, was fairly accessible.
- 9 New regulations were brought in, **which** changed recruitment policy.
- 10 There is a no smoking policy **which** applies both inside and outside college buildings.

F

- 1 The student was extremely successful, **passing** all of his exams with 'A' grades.
- 2 The course is very popular, **receiving** large numbers of applicants.
- 3 The training day will be busy, **covering** various subjects.
- 4 **Working** in IT, he has a good knowledge of computers.
- 5 **Studying/Having studied** over the weekend, they finished the report by Monday.
- 6 He writes in a very informal style, **meaning** his essays sound spoken.
- 7 **Before learning** Spanish, she went to Spain for two weeks.
- 8 **After taking/Having taken*** the third level, they were qualified.
- 9 **Having** a diploma, she applied for a degree.
- 10 **Studying/Having studied*** maths, he found physics easy.

*See 'participles' in grammar unit for this form

complexity 1 *answers*

G

- 1 The college is convenient to reach, **located** close to the centre.
- 2 The college employs temporary staff, **recruited** from an agency.
- 3 It is a long selection process, **carried** out by three people.
- 4 They asked four questions, **chosen** at random.
- 5 The results will come out in July, **sent** by post.
- 6 **Inspected** by Ofsted, the course meets government standards.
- 7 Practice questions **taken** from past papers gave students an idea of the exam.
- 8 **Taught** by a leading academic, she is making good progress.
- 9 **Expected** to study four subjects, they have little free time.
- 10 **Awarded/Having been awarded*** the highest mark in the year, she received the class prize.

H

- 1 It was a popular course **despite running** only once a year.
- 2 He was not given his first choice of college **because of** low grades/**because of having** low grades.
- 3 **Passing/Having passed** the exam, he was (then) given the job.
- 4 Students could learn new skills, **such as making** films.
- 5 The practical assessment lasted all day **although** it was relatively easy.

*See 'participles' in grammar unit for this form

complexity 2 *notes*



COMPLEXITY 2

Build up sentences

Basic sentence

Susan Thompson recruited staff.

+ **preposition (where)**

Susan Thompson **from** Human Resources recruited staff.

+ **adverb (how/when)**

Susan Thompson from Human Resources **normally** recruited staff.

+ **adjective (what)**

Susan Thompson from Human Resources normally recruited the **part-time** staff.

Add/use different sentence types

Susan Thompson from Human Resources normally recruited the part-time staff **because** she had the most experience in this area. (compound)

Given her background in telesales, Susan Thompson from Human Resources normally recruited the part-time staff **who** worked in the call centres because she had the most experience in this area. (complex)

Consider alternative!

Susan Thompson had a background in telesales and worked in Human Resources. She normally recruited the part-time staff. They worked in the call centres. This was because she had the most experience in this area. X

Redraft your work

Simple/compound → ... and complex

Ken Donaldson is a successful businessman. He runs a travel
*Ken Donaldson is a successful businessman **who** runs a travel*

agency. He opened his first shop in 1998. He then expanded his
*agency. **Opening** his first shop in 1998, he then expanded his*

business rapidly with four more shops in 2001. In this year,
*business rapidly with four more shops in 2001 **when***

cheap airlines transformed the travel industry. He made
*cheap airlines transformed the travel industry. **Despite making***

£4 million last year. He still lives in a small four bedroom house.
£4 million last year, he still lives in a small four bedroom house,

His father built this house. Now he wants to move. This is
***which** his father built. **However**, now he wants to move*

because he has business interests in London.
***because of** business interests in London.*

complexity 2 exercises

A Make one complex sentence out of each of the following (there are several possible answers).

- 1 I teach in the Social Sciences Department. I deliver a range of courses. These are aimed at young adults with an interest in working in the care industry.
- 2 Some students have failed at school. Therefore, they can have issues with education. This sometimes makes it difficult for the teacher.
- 3 Students must have a clear idea of many different systems. These range from mechanical to electrical. However, they also need a solid understanding of theory.
- 4 The Level One course is designed for first year students. It covers theory. It also covers practice. This is very important in preparing students for placements.
- 5 Assessments must be fair. They must conform to national standards. These are set by each examining board.
- 6 No course materials are provided. However, students pay a large amount to attend. This has caused some complaints.
- 7 Lecturers discussed the case. They then decided to dismiss the student. He had attacked another student in class.
- 8 The course is based in the science block. It is close to modern facilities and expert tutors. This means it should be a success.
- 9 The students study for one year in the classroom. They then go on a work placement. Here, they learn more about their specialist subject.
- 10 Students must attend 80% of classes. They must also follow college policies. Otherwise, they might be asked to leave.
- 11 The EMA is funded by the government. It is £30 a week. This is to cover basic costs of materials.
- 12 The course had been awarded a low rating. Therefore it soon closed. This left many students in a difficult position.

complexity 2 answers

A (Other answers possible. Also, commas often optional)

- 1 I teach in the Social Sciences Department **where** I deliver a range of courses **aimed** at young adults with an interest in working in the care industry. / **Teaching** in the Social Sciences Department, I deliver a range of courses **which** are aimed at young adults with an interest in working in the care industry.
- 2 Some students have failed at school **so** they can have issues with education, sometimes **making** it difficult for the teacher. / **Having failed** at school, some students can have issues with education **which** sometimes makes it difficult for the teacher.
- 3 Students must have a clear idea of many different systems, **ranging** from mechanical to electrical, **though** they also need a solid understanding of theory. / Students must have a clear idea of many different systems **which** range from mechanical to electrical, **but** they also need a solid understanding of theory.
- 4 The Level One course is designed for first year students, **covering** theory and practice, **which** is very important in preparing students for placements. / **Designed/Having been designed** for first year students, the Level One course covers theory and practice, important **in preparing** students for placements. / **Covering** theory and practice, the Level One course is designed for first year students **and** is very important in preparing students for placements.
- 5 Assessments must be fair, **conforming** to national standards **which** are set by each examining board. / Assessments must be fair **and** conform to national standards, **set** by each examining board.
- 6 No course materials are provided, **despite** students **paying** a large amount to attend **which** has caused some complaints. / No course materials are provided **although** students pay a large amount to attend, **causing** some complaints.
- 7 **Having discussed** the case, lecturers then decided to dismiss the student **who** had attacked another student in class. / Lecturers discussed the case **and** then decided to dismiss the student **who** had attacked another student in class.
- 8 **Based** in the science block, the course is close to modern facilities and expert tutors, **which** means it should be a success. / The course is based in the science block **which** is close to modern facilities and expert tutors, **meaning** it should be a success.
- 9 **After studying** for one year in the classroom, students then go on a work placement **where** they learn more about their specialist subject. / **Having studied** for one year in the classroom, students then go on a work placement, **learning** more about their specialist subject. / The students study for one year in the classroom **and** they then go on a work placement **where** they learn more about their specialist subject.
- 10 Students must attend 80% of classes **and** also follow college policies **or** they might be asked to leave. / Students must attend 80% of classes, **plus** also follow college policies **or** they might be asked to leave.
- 11 The EMA is funded by the government **and** is £30 a week **which** is to cover basic costs of materials. / **Funded** by the government, the EMA is £30 a week **and** is to cover basic costs of materials.
- 12 The course had been awarded a low rating so it soon closed, **leaving** many students in a difficult position. / **Having been awarded** a low rating, the course soon closed, **which** left many students in a difficult position.

c o m p l e x i t y *rewrite exercise*



Watch the rewrite movie, then have a go yourself and change the same paragraph to make it more complex. Also, correct the fragment sentences. Then check your version against the possible corrections and finished version.

Learning Theories

There are many learning theories. The main ones are behaviourism, cognitivism and constructivism. Behaviourism is associated with Skinner. He believed in focusing on the role of the teacher and repetitive tasks. This means that the student is perhaps less dynamic in the learning process. In contrast, cognitivism is a more modern theory and is associated with theorists such as Dewey and Vygotsky. It emphasises the role of the mental process in learning. Therefore, the student is seen as a much more active participant in the classroom. Lastly, there is constructivism. This is where students 'construct' their own model of learning. This is based on their experiences. All such theories can be useful when teaching. This is because the different approaches can appeal to different types of learners. Making them feel valued and understood.

On my own course, I use a behaviourist approach in certain simple tasks. Such as teaching formulas. Here, rote learning and repetition are very effective. Otherwise, I would argue that a combined cognitive and constructivist approach is more effective. This is because the background, culture and attitude of students play a more important role. Hence, I take time to familiarise myself with the class. First students complete a questionnaire. Then they are interviewed and placed into groups. These are related not just to their level, but also their personalities and backgrounds. Always take into account the life experiences of students because this can enhance learning. In conclusion, teaching is a practical skill. However, it can be improved by a firm understanding of theory.

Corrected version

Learning Theories

There are many learning theories. The main ones are behaviourism, cognitivism and constructivism. Behaviourism is associated with Skinner. He who believed in focusing on the role of the teacher and repetitive tasks. This means meaning that the student is perhaps less dynamic in the learning process. In contrast, cognitivism is a more modern theory and is associated with theorists such as Dewey and Vygotsky. It emphasises the role of the mental process in learning. Therefore, the student is seen seeing the student as a much more active participant in the classroom. Lastly, there is constructivism. This is where students 'construct' their own model of learning. This is based on their experiences. All such theories can be useful when teaching. This is because the different approaches can appeal to different types of learners. Making making them feel valued and understood.

On my own course, I use a behaviourist approach in certain simple tasks. Such such as teaching formulas. Here, where rote learning and repetition are very effective. Otherwise, I would argue that a combined cognitive and constructivist approach is more effective. This is because as the background, culture and attitude of students play a more important role. Hence, I take time to familiarise myself with the class. First students complete Having completed a questionnaire. Then they students are then interviewed and placed into groups. These are related not just to their level, but also their personalities and backgrounds. I must Always always take into account the life experiences of students because this can enhance learning. In conclusion, teaching is a practical skill. However, though it can be improved by a firm understanding of theory.

Learning Theories

There are many learning theories, the main ones being behaviourism, cognitivism and constructivism. Behaviourism is associated with Skinner who believed in focusing on the role of the teacher and repetitive tasks, meaning that the student is perhaps less dynamic in the learning process. In contrast, cognitivism is a more modern theory, associated with theorists such as Dewey and Vygotsky. It emphasises the role of the mental process in learning, seeing the student as a much more active participant in the classroom. Lastly, there is constructivism where students 'construct' their own model of learning based on their experiences. All such theories can be useful when teaching. This is because the different approaches can appeal to different types of learners, making them feel valued and understood.

On my own course, I use a behaviourist approach in certain simple tasks, such as teaching formulas where rote learning and repetition are very effective. Otherwise, I would argue that a combined cognitive and constructivist approach is more effective as the background, culture and attitude of students play a more important role. Hence, I take time to familiarise myself with the class. Having completed a questionnaire, students are then interviewed and placed into groups related not only to their level, but also their personalities and backgrounds. I must always take into account the life experiences of students because this can enhance learning. In conclusion, teaching is a practical skill though it can be improved by a firm understanding of theory.

3

Bibliographies overview

This unit is about how to write a list of sources to go at the end of your essay, meaning a list of all the books, websites etc which you read. This list has different names, for example bibliography, reference list or works cited, though some colleges also distinguish between all the sources you read, and all the sources you actually used in your essay.

It is arranged alphabetically and for each source, you need information like the author's name, the title, the edition, the publisher etc. All this information must then be written out in the particular style that your department expects. This unit covers four main styles, Harvard, APA, MLA, and MHRA. See below for the difference in the layout in two of these styles for a book entry.

e.g.1 **Harvard**

Smith, L. (2012) *Issues in Banking*. London: Perseus Press.

e.g.2 **MLA**

Smith, Liz. *Issues in Banking*. London: Perseus Press, 2012. Print.

This unit will show you how to make an entry for books, journals and websites. Some words of advice: use software if you can, to make the formatting quicker; be aware of variations even within each style, so always follow your college guide exactly; do not underestimate how important it is to get the bibliography 100% right!



NOTES



bibliographies 1 *notes*

BIBLIOGRAPHIES 1

= list of books,
articles, websites etc.

Information needed
– book
Author **surname**⁽¹⁾
First name/**initial**⁽²⁾
Year⁽³⁾
Title⁽⁴⁾
City of publication⁽⁵⁾
(APA – add country/
US state^(5a))
Publisher⁽⁶⁾

Different names!

Different styles!

- order of info
- punctuation

More than one
surname/year/title

Editor⁽¹⁾

Edition⁽²⁾

Alphabetical a, b,
c, etc.

Indent after first line?
Double space?

et al.

Variations!
Adapt! Follow your
department guide +
use software
e.g. Zotero/EndNote

Cover

**INSIDE THE
CLASSROOM**⁽⁴⁾

⁽²⁾Gareth Cruickshank⁽¹⁾

GLADWELL⁽⁶⁾

Inside Page

12-15 Oxford Terrace
London⁽⁵⁾, UK^(5a)
1345 Arlington, Los Angeles⁽⁵⁾, CA^(5a),
USA

First published 2000
Reprinted 2005⁽³⁾

Printed by Truprint
13 Dane Road, London
ISBN 0-12 -234-574

GLADWELL⁽⁶⁾
London⁽⁵⁾ **Los Angeles**⁽⁵⁾

Bibliography/Reference List/Works Cited

Harvard

Cruickshank, G. (2005) *Inside the classroom*. London: Gladwell.

APA

Cruickshank, G. (2005). *Inside the classroom*. London, UK: Gladwell.

MLA

Cruickshank, Gareth. *Inside the Classroom*. London: Gladwell, 2005. Print.

MHRA

Cruickshank, Gareth, *Inside the Classroom* (London: Gladwell, 2005)

Cover

ISSUES IN EDUCATION

BEYOND BEVERIDGE
Edited by/Editors⁽¹⁾

Simon D. Franklin
Hank R. Wilson-Duff
Susan de Pleave

ACORN PUBLISHING

Inside Page

Acorn Publishing
24 Gillespie Crescent
Edinburgh, UK

52 Commercial Centre
Wan Chai, Hong Kong

First published 2000
Reprinted 2005
Second Edition⁽²⁾ 2007

ACORN PUBLISHING
Edinburgh Hong Kong

Harvard

Franklin, S.D., Wilson-Duff, H.R. and de Pleave, S. (eds.) (2007) *Beyond Beveridge*. 2nd edn. Edinburgh: Acorn Publishing.

APA

Franklin, S.D., Wilson-Duff, H.R. & de Pleave, S. (Eds.). (2007). *Beyond Beveridge* (2nd ed.). Edinburgh, UK: Acorn Publishing.

MLA

Franklin, Simon D., Hank R. Wilson-Duff and Susan de Pleave. Eds. *Beyond Beveridge*. 2nd ed. Edinburgh: Acorn Publishing, 2007. Print.

MHRA

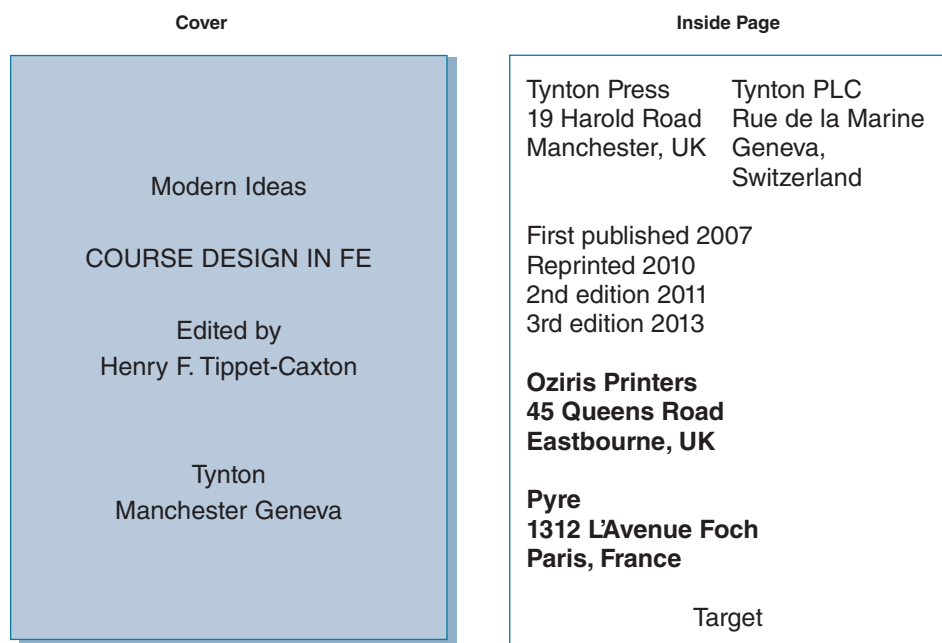
Franklin, Simon D., Hank R. Wilson-Duff and Susan de Pleave, eds., *Beyond Beveridge*, 2nd edn (Edinburgh: Acorn Publishing, 2007)
Franklin, Simon D. et al., eds., *Beyond Beveridge*, 2nd edn (Edinburgh: Acorn Publishing, 2007)

bibliographies 1 *notes*

QUICK BIBLIOGRAPHY GUIDE	
NB Always refer to your department guide for their variations, especially over punctuation, and to see how to add other types of sources e.g. chapter in an edited book, conference, online database etc.	
Book	
Harvard	Franklin, S.D., Wilson-Duff, H.R. and de Pleave, S. (eds.) (2007) <i>Beyond Beveridge</i> . 2nd edn. Edinburgh: Acorn Publishing.
APA	Franklin, S.D., Wilson-Duff, H.R. & de Pleave, S. (Eds.). (2007). <i>Beyond Beveridge</i> (2nd ed.). Edinburgh, UK: Acorn Publishing.
MLA	Franklin, Simon D., Hank R. Wilson-Duff and Susan de Pleave. Eds. <i>Beyond Beveridge</i> . 2nd ed. Edinburgh: Acorn Publishing, 2007. Print.
MHRA	Franklin, Simon D., Hank R. Wilson-Duff and Susan de Pleave, eds., <i>Beyond Beveridge</i> , 2nd edn (Edinburgh: Acorn Publishing, 2007)
Journal/Periodical	
Harvard	Williams, N.P. (2010) 'The changing role of government', <i>Journal of Educational Theory</i> , 15(3), pp.34–45.
APA	Williams, N.P. (2010). The changing role of government. <i>Journal of Educational Theory</i> , 15(3), 34–45.
MLA	Williams, Neil P. 'The Changing Role of Government.' <i>Journal of Educational Theory</i> 15.3 (2010): 34–45. Print.
MHRA	Williams, Neil P., "The Changing Role of Government." <i>Journal of Educational Theory</i> 15.3 (2010), 34–45
Web	
Harvard	Directgov. (n.d.) <i>Every child matters</i> . [online]. Available at: http://www.direct.gov.uk/learning/79/index.htm (Accessed: 29 July 2010).
APA	Directgov. (n.d.). <i>Every child matters</i> . Retrieved 29 July 2010, from http://www.direct.gov.uk/learning/79/index.htm .
MLA	Directgov. <i>Every Child Matters</i> . n.d. Web. 29 July. 2010. < http://www.direct.gov.uk/learning/79/index.htm >. (<i>web address often left out</i>)
MHRA	Directgov, <i>Every Child Matters</i> (n.d.), < http://www.direct.gov.uk/learning/79/index.htm > [Accessed 29 July 2010]

bibliographies 1 *exercises*

- A** Answer the following questions to help you find the information to make a bibliography book entry, whatever the style.



- 1 What is the author's surname/family name?
- 2 What are the author's initials?
- 3 What is the year of publication?
- 4 What is the title of the book?
- 5 What is the place of publication?
- 6 What is the name of the publisher?
- 7 Do you need ed. for editor?
- 8 What edition is this?
- 9 Is a bibliography the same as a reference list/works cited list?
- 10 Arrange these names alphabetically;
 - Rodriguez / Marsden / Smith / McAlpine / Department of Trade / St John

bibliographies 1 exercises

B Choose the correct parts for any style of bibliography.

1

<p>TRAINING THE TRAINERS</p> <p>Tony A. Riley</p> <p>Camptown</p>	<p>Camptown 11 Hollington Avenue Tonbridge, UK</p> <p>First published 2007 Reprinted 2009</p> <p>Ikona 45 Albion Street York, UK</p>
---	---

Riley, T.A./ Tony A. Riley (2007)/(2009) TRAINING THE TRAINERS/Training the trainers York, UK/Tonbridge, UK Camptown/Ikona

2

<p>Unity Studies</p> <p>Squaring the Circle</p> <p>Edited by James A. Finty-Clough</p> <p>Langton Manchester Berlin</p>	<p>Langton Press 4 Markham Place Manchester, England</p> <p>2451 Brandt Strasse Berlin, Germany</p> <p>First published 2006 2nd edition 2009 3rd edition 2010</p> <p>Langton</p>
---	---

J.A. Finty-Clough/Clough, J.A.F./Finty-Clough, J.A. (eds.) /(ed.) (2009)/(2010) Squaring the circle/Unity Studies 2nd edn/3rd edn England/Manchester Langton/Langton Press

bibliographies 1 *exercises*

3

REHABILITATION OR RETRIBUTION?

Editor
Jason le Measurier

Searchplus Press

Searchplus Press
13 Christchurch Avenue
Auckland, New Zealand

First published 2007
Reprinted 2010
Second edition 2012

Big Type Printers
230-256 London Road
Auckland

le Measurier / Measurier Jason L./ Jason ed. / eds. Rehabilitation or Retribution? / *Rehabilitation or Retribution?* 2nd edn / reprinted Auckland / New Zealand Searchplus Press / Big Type Printers 2012 / 2010

bibliographies 1 exercises

C Put these parts of a bibliography entry in the correct order.

1

Skill set WRITING AT COLLEGE LEVEL Edited by Trish Gustafsson Translocal	Translocal Press 34 Albany Parade Glasgow , UK First published 2009 reprinted 2012 Translocal
--	--

(Harvard)

T. (2012) (ed.) Translocal Glasgow Gustafsson *Writing at college level*

2

SOCIAL POLICY Class in the Classroom Editors Ahmed Said Margot Blatter Phantail	Phantail Publications 11 Kingston High Street London, SW17 , UK First published 2006 2nd edition 2008 ISBN 57-387-378-35 Printed by TextInk 12 Saxon Road, London Phantail
---	--

(APA)

Blatter Phantail *Class in the classroom* (Eds.) (2008) Said London, UK A. & (2nd ed.) M.

bibliographies 1 exercises

3

<p>Training for Excellence</p> <p>Terry A. Brown Sarah Pearson</p> <p>Ashfield Press</p>	<p>Ashfield Press 11 Cricketfield Road York, UK</p> <p>First published 2006 Reprinted 2009 Reprinted 2010</p> <p>Ashfield Press</p>
--	--

(MLA)

Print *Training for Excellence* Ashfield Press Sarah Brown, Terry A. 2010 and Pearson York

4

<p>Joining the Dots</p> <p>Martin T. Fox Talbot</p> <p>Tragan</p>	<p>Tragan Rue Hachette Paris, France</p> <p>First published 2007 Reprinted 2010 2nd edition 2011 3rd edition 2013</p> <p>Plimpus 43 L'Avenue de la Victoire Paris, France</p> <p>Tragan</p>
---	--

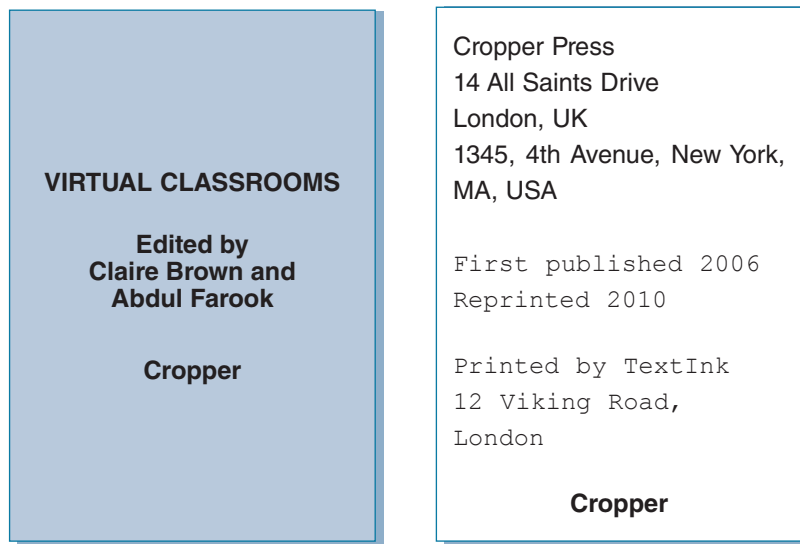
(MHRA)

Martin *Joining the Dots* Talbot (Paris: Tragan, 2013) Fox 3rd edn T.

bibliographies 1 *exercises*

- D** Find the two mistakes in each of these bibliography entries. Correct them and finally, rewrite the entry in your preferred style.

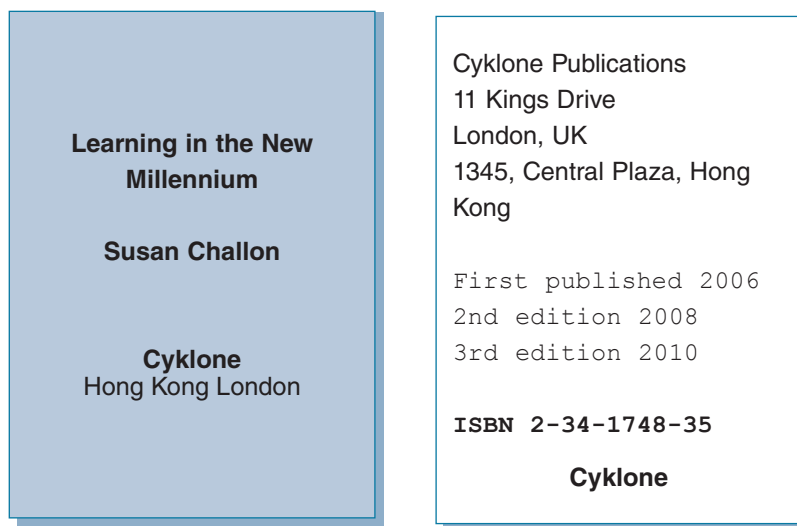
1



(Harvard)

Brown, C. and Farook, A. (2010) *VIRTUAL CLASSROOMS*. London: Cropper.

2



(APA)

S. Challon. (2010). *Learning in the new millennium*. London, UK: Cyklone.

bibliographies 1

exercises

3

<p>THE SOCIAL ROLE OF EDUCATION</p> <p>Mary Morton Ken Taylor Jorge Callas Beth A. Ridley</p> <p>OPIS</p>	<p>OPIS 3 Cambridge Road Newport, UK</p> <p>First published 2006 2nd edition 2008 3rd edition 2010</p> <p>Printed by PrintingTex 12 Marsh Road, London</p>
--	--

(MLA)

Morton, Mary. *The Social Role of Education*. 3rd ed. Newport: Opis, 2010.

4

<p>Discourse Analysis</p> <p>Kieron L. Mason</p> <p>Universco Sydney London</p>	<p>Universco Publishers 11 Kings Drive London, UK 143, Pike Avenue, Sydney, Australia</p> <p>First published 2006 2nd edition 2008</p> <p>Universco</p>
---	--

(MHRA)

Mason, Kieron L., *Discourse Analysis*, 2nd edn (UK: Universco, 2008)

E Change the style of the bibliography entry.

- 1 Yousif, Sayed. *Policy Challenges in Syria*. 2nd ed. Damascus: Concordus, 2012. Print.
(change this MLA style into Harvard, APA and MHRA).
- 2 Jessop Nicola M. and Joseph Smith, eds., *Biology in the Frontline* (Cairo: Pampus Press, 2013)
(change this MHRA style into Harvard, APA and MLA).

bibliographies 1 *answers*

A

- 1 **Tippet-Caxton** (Look for the second full word onwards, not single letter, and use that. Here, it is a double surname, and these often have a hyphen -).
- 2 **H. F.** (Henry is the first name, F. is the initial of his middle name. Last is the surname/family name. This is always the order in Western writing – first name, middle initial if there is one, then surname/family name. You reverse this order in the bibliography).
- 3 **2013.** (Often there are lots of years; always choose the last one).
- 4 **Course design in FE / Course Design in FE** (Choose the biggest title if there is more than one. Some books have the series title at the top, e.g. here 'Modern Ideas' in smaller letters. Also, don't copy capital letters from the book cover, e.g. 'COURSE DESIGN IN FE' into your bibliography; for Harvard/APA capitalise first word only and proper nouns e.g. 'Course design in **FE**'; for MLA/MHRA, capitalise all main words e.g. 'Course Design in **FE**').
- 5 **Manchester or Geneva** (Use cities, not countries, and if there is more than one, choose the one closest to you. Also, choose the city of the publisher, usually higher up on the inside page or on the cover, not printer, which is usually lower down on the inside page. Add the country if there is confusion over where that city is, i.e. Perth, **UK** or Perth, **Australia**. In APA, add the country anyway, e.g. Cambridge, **UK**, or for American books, add the two letter state abbreviation, e.g. Cambridge, **MA** = Massachusetts).
- 6 **Tynton** (This should be easy to find, so on the front cover, maybe the back cover and spine too, and inside. The printer, e.g. here 'Oziris' and 'Pyre' is different and smaller).
- 7 **Yes** (You need to show this in your bibliography e.g. by writing 'ed.' after the surname. An editor arranges a book, so is not always the same as an author).
- 8 **3rd edition** (You need to show this in your bibliography, e.g. by writing '3rd ed.' It means the book has changed from the first edition. Don't confuse with 'reprinted' which just means the original book was printed again with no changes, or 'ed.' on its own which remember means editor).
- 9 **Yes and no** (For some colleges, they mean the same thing; you should use the name they prefer. For other colleges, a bibliography is a list of all sources you read, and a reference list/works cited means a list of only those sources that you actually quote/cite i.e. refer to, in your essay).
- 10 **Department of Trade / Marsden / McAlpine / Rodriguez / Smith / St John**

B

- 1 Riley, T.A. (2009). *Training the trainers*. Tonbridge, UK: Camptown. (APA)
- 2 Finty-Clough, J.A. (ed.) (2010) *Squaring the circle*. 3rd edn. Manchester: Langton. (Harvard)
- 3 le Measurier, Jason, ed., *Rehabilitation or Retribution?*, 2nd edn (Auckland: Searchplus Press, 2012) (MHRA)

bibliographies 1 answers

C

- 1 Gustafsson, T. (ed.) (2012) *Writing at college level*. Glasgow: Translocal. (Harvard)
- 2 Said, A. & Blatter, M. (Eds.). (2008). *Class in the classroom* (2nd ed.). London, UK: Phantail. (APA)
- 3 Brown, Terry A. and Sarah Pearson. *Training for Excellence*. York: Ashfield Press, 2010. Print. (MLA)
- 4 Fox Talbot, Martin T., *Joining the Dots*, 3rd edn (Paris: Tragan, 2013) (MHRA)

D

- 1 Brown, C. and Farook, A. (**eds.**) (2010) ***Virtual classrooms***. London: Cropper. (Harvard)
Brown, C. & Farook, A. (Eds.). (2010). *Virtual classrooms*. London, UK: Cropper. (APA)
Brown, Claire and Abdul Farook. Eds. *Virtual Classrooms*. London: Cropper, 2010. Print. (MLA)
Brown, Claire and Abdul Farook, eds., *Virtual Classrooms* (London: Cropper, 2010) (MHRA)
- 2 Challon, **S.** (2010). *Learning in the new millennium* (**3rd ed.**). London, UK: Cyklone. (APA)
Challon, S. (2010) *Learning in the new millennium*. 3rd edn. London: Cyklone. (Harvard)
Challon, Susan. *Learning in the New Millennium*. 3rd ed. London: Cyklone, 2010. Print. (MLA)
Challon, Susan, *Learning in the New Millennium*, 3rd edn (London: Cyklone, 2010) (MHRA)

bibliographies 1 *answers*

- 3 Morton, Mary, **Ken Taylor**, **Jorge Callas** and **Beth A. Ridley**. *The Social Role of Education*. 3rd ed. Newport: Opis, 2010. **Print.** (MLA)
Morton, M., Taylor, K., Callas, J. and Ridley, B.A. (2010) *The social role of education*. 3rd edn. Newport: Opis. (Harvard)
Morton, M., Taylor, K., Callas, J. & Ridley, B.A. (2010). *The social role of education* (3rd ed.). Newport, UK: Opis. (APA)
Morton, Mary, Ken Taylor, Jorge Callas and Beth A. Ridley, *The Social Role of Education*, 3rd edn (Newport: Opis, 2010) (MHRA)
- 4 Mason, Kieron L., **Discourse Analysis**, 2nd edn (**London**: Universco, 2008) (MHRA)
Mason, K.L. (2008) *Discourse analysis*. 2nd edn. London: Universco. (Harvard)
Mason, K.L. (2008). *Discourse analysis* (2nd ed.). London, UK: Universco. (APA)
Mason, Kieron L. *Discourse Analysis*. 2nd ed. London: Universco, 2008. Print. (MLA)

E

- 1 Yousif, S. (2012) *Policy challenges in Syria*. 2nd edn. Damascus: Concordus. (Harvard)
Yousif, S. (2012). *Policy challenges in Syria* (2nd ed.). Damascus, Syria: Concordus. (APA)
Yousif, Sayed, *Policy Challenges in Syria*, 2nd edn (Damascus: Concordus, 2012) (MHRA)
- 2 Jessop, N.M. and Smith, J. (eds.) (2013) *Biology in the frontline*. Cairo: Pampus Press. (Harvard)
Jessop, N.M. & Smith, J. (Eds.). (2013). *Biology in the frontline*. Cairo, Egypt: Pampus Press. (APA)
Jessop, Nicola M. and Joseph Smith. Eds. *Biology in the Frontline*. Cairo: Pampus Press, 2013. Print. (MLA)

NB Follow your department guide exactly, as bibliography format often varies from college to college even within each style.

bibliographies 2 notes

BIBLIOGRAPHIES 2

Journal/Periodical

Extras:

- article title
- issue details

Journal of Educational Theory

Volume 15, 2010

Contents – Issue 3

	Page
The impact of IT on the primary sector By J Sanding	3–24
Origins of the real book approach By Nadine James	25–33
The changing role of government By Neil P. Williams	34–45

Harvard

Williams, N.P. (2010) 'The changing role of government', *Journal of Educational Theory*, 15(3), pp.34–45.

APA

Williams, N.P. (2010). The changing role of government. *Journal of Educational Theory*, 15(3), 34–45.

MLA

Williams, Neil P. "The Changing Role of Government." *Journal of Educational Theory* 15.3(2010): 34–45. Print.

MHRA

Williams, Neil P., 'The Changing Role of Government', *Journal of Educational Theory* 15.3(2010), 34–45

If no volume

Harvard/APA

... *Journal of Educational Theory*, Spring ...

MLA/MHRA

... *Journal of Educational Theory* (Spring, 2010) ...

Website

Extras:

- name
- n.d. if no date
- online/web
- web address
- retrieved/ accessed + date

<http://www.direct.gov.uk/learning/79/index.htm>

Directgov

Every Child Matters

xxxxx xxxx xxxx xxxx xx xx xx x
xxxxx xxxx xxxx xxxx xx xx xx x xxxx
xxxxx xxxx xxxx xxxx xx xx xx

Access date 29 July 2010

Harvard

Directgov. (n.d.) *Every child matters*. [online]. Available at: <http://www.direct.gov.uk/learning/79/index.htm> (Accessed: 29 July 2010).

APA

Directgov. (n.d.). *Every child matters*. Retrieved 29 July 2010, from <http://www.direct.gov.uk/learning/79/index.htm>.

MLA

Directgov. *Every Child Matters*. n.d. Web. 29 July. 2010. <<http://www.direct.gov.uk/learning/79/index.htm>>. (no web address unless difficult to find)

MHRA

Directgov, *Every Child Matters* (n.d.), <<http://www.direct.gov.uk/learning/79/index.htm>> [Accessed 29 July 2010]

Other sources

- chapter in book
- conference
- blog
- online database
- TV programme etc.

Variations!

Adapt! Follow your department guide + use software e.g. Zotero/ EndNote

bibliographies 2 exercises

A Choose the correct parts of the bibliography. Then rewrite the entry in your preferred style.

1

JOURNAL OF CURRICULUM REFORM	Contents – Issue 23
	Page
	Issues for the Visually Impaired
	By Kit Maxwell-Davis 2–12
Volume 9, 2009	

(APA)

Maxwell, K.D./Maxwell-Davis, K. (2009)/[2009] Issues for the visually impaired/*Issues for the visually impaired*
Journal of Curriculum Reform/Journal of Curriculum Reform 9 (23) / (9)23 2–12/ 2

2

http://www.ife.uk/pot23.htm	
Institute for Education	
Projections for 2020	
xxxxx xxxx xxxx xxxx xx xx xx x	
xxxxx xxxx xxxx xxxx xx xx xx x	
Accessed	29 Sept 10

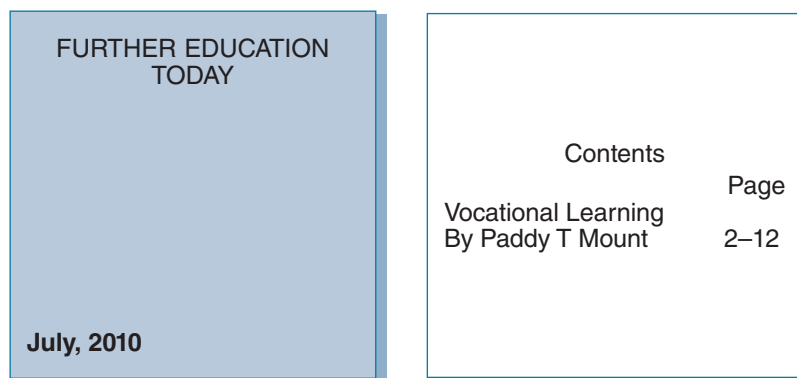
(MLA)

IfE/Institute for Education *Projections for 2020*/ Projections for 2020 2010/n.d. Print/Web 29.09.10/29
September. 2010 Available from: <http://www.ife.uk/pot23.htm> / <<http://www.ife.uk/pot23.htm>>

bibliographies 2 exercises

B Choose your preferred style and put these bibliography entries in the correct order.

1



(Harvard)

Further Education Today July (2010) 'Vocational learning' pp.2–12 Mount, P.T.

(APA)

Further Education Today July (2010) Vocational learning 2–12 Mount, P.T.

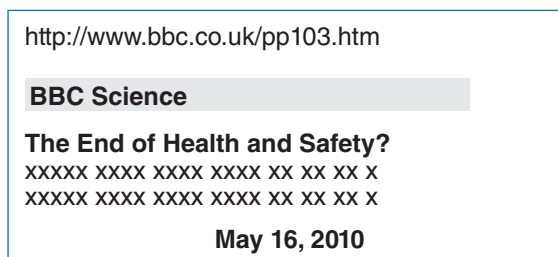
(MLA)

Print *Further Education Today* (July, 2010) "Vocational Learning" 2–12 Mount, Paddy T.

(MHRA)

Further Education Today (July, 2010) 'Vocational Learning' 2–12 Mount, Paddy T.

2



(Harvard)

(Accessed: 16 May 2010) <http://www.bbc.co.uk/pp103.htm> BBC Science [online] Available at: *The end of health and safety?* (n.d.)

(APA)

Retrieved 16 May 2010, from <http://www.bbc.co.uk/pp103.htm> BBC Science *The end of health and safety?* (n.d.)

(MLA)

16 May. 2010 <<http://www.bbc.co.uk/pp103.htm>> BBC Science Web *The End of Health and Safety?* n.d.

(MHRA)

[Accessed 16 May 2010] <<http://www.bbc.co.uk/pp103.htm>> BBC Science *The End of Health and Safety?* (n.d.)

bibliographies 2 exercises

- C Find the two mistakes in each of these website bibliography entries. Correct them and finally, rewrite the entry in your preferred style.

1

Journal of Applied Computing	Contents
	Page
	The Digital Mindset
	By Mel N. Knole
	2–12
Spring, 2011	

(Harvard)

Knole, M.N. (2011) 'The digital mindset', *Journal of Applied Computing* pp.2–12.

2

TEACHING TODAY	Issue 4
	Page
	Vocational Learning
	By Parveen Aziz
	8–15
Volume 10 2010,	

(APA)

Aziz, P. (2010). Vocational learning. *TEACHING TODAY*, 10 (4).

bibliographies 2 exercises

3

MODERN LINGUISTICS	
Winter, 2012	
Contents	Page
Phonetics and accents By Julie N Marks	5–10

(MLA)

Marks, Julie N. "Phonetics and Accents." *MODERN LINGUISTICS* (Winter): 5–10. Print.

4

Journal of Humanities	
July, 2011	
Contents	Page
Parents into learning By Gabriel Agassa	4–31

(MHRA)

Agassa, G., *Parents into Learning*, *Journal of Humanities* (July, 2011), 4–31

bibliographies 2 exercises

- D Find the two mistakes in each of these journal bibliography entries. Correct them and finally, rewrite the entry in your preferred style.

1

<http://www.dep.edu.gov.uk/103.htm>

Department of Education

Exclusions in Primary Schools

XXXXX XXXX XXXX XXXX XX XX XX X
XXXXX XXXX XXXX XXXX XX XX XX X 0

July 23, 2010

(Harvard)

Department of Education. (2010) *Exclusions in primary schools*. [online]. (Accessed: 23 July 2010).

2

<http://www.dep.edu.gov.uk/103.htm>

History Matters Today

Debt and Deficit

XXXXX XXXX XXXX XXXX XX XX XX X
XXXXX XXXX XXXX XXXX XX XX XX X 0

17 Nov.12

(APA)

History Matters Today. (n.d.). Debt and deficit. Accessed 17 November 2010, from <http://www.hist.org/htm5.html>.

bibliographies 2 exercises

3

<http://www.bbc.co.uk/stm10.htm>

BBC News

Falling Admissions

XXXXX XXXX XXXX XXXX XX XX XX X
XXXXX XXXX XXXX XXXX XX XX XX X

30th April 10

(MLA)

BBC. *Falling Admissions*. n.d. 30 April. 2010. <<http://www.bbc.co.uk/stm10.htm>>.

4

<http://www.ss.com/126.10.html>

Architectural Issues

Dubai in the Spotlight

XXXXX XXXX XXXX XXXX XX XX XX X
XXXXX XXXX XXXX XXXX XX XX XX X

20th May, 2013

(MHRA)

Architectural Issues, *Dubai in the Spotlight*, (n.d.) <http://www.ss.com/126.10.html> [20 May 2013]

bibliographies 2 answers

A

- 1 Maxwell-Davis, K. (2009). Issues for the visually impaired. *Journal of Curriculum Reform*, 9(23), 2–12. (APA)
Maxwell-Davis, K. (2009) 'Issues for the visually impaired', *Journal of Curriculum Reform*, 9(23), pp.2–12. (Harvard)
Maxwell-Davis, Kit. "Issues for the Visually Impaired." *Journal of Curriculum Reform* 9.23 (2009): 2–12. Print. (MLA)
Maxwell-Davis, Kit, 'Issues for the Visually Impaired', *Journal of Curriculum Reform* 9.23 (2009), 2–12 (MHRA)
- 2 Institute for Education. *Projections for 2020*. n.d. Web. 29 September. 2010. <<http://www.ife.uk/pot23.htm>>. (MLA)
Institute for Education. (n.d.) *Projections for 2020*. [online]. Available at:<http://www.ife.uk/pot23.htm> (Accessed: 29 September 2010). (Harvard)
Institute for Education. (n.d.). *Projections for 2020*. Retrieved 29 September 2010, from <http://www.ife.uk/pot23.htm>. (APA)
Institute for Education, *Projections for 2020* (n.d.), <<http://www.ife.uk/pot23.htm>> [Accessed 29 September 2010] (MHRA)

B

- 1 Mount, P.T. (2010) 'Vocational learning', *Further Education Today*, July, pp.2–12. (Harvard)
Mount, P.T. (2010). Vocational learning. *Further Education Today*, July, 2–12. (APA)
Mount, Paddy T. "Vocational Learning." *Further Education Today* (July, 2010): 2–12. Print. (MLA)
Mount, Paddy T., 'Vocational Learning', *Further Education Today* (July, 2010), 2–12 (MHRA)

bibliographies 2 answers

- 2 BBC Science. (n.d) *The end of health and safety?* [online]. Available at: <http://www.bbc.co.uk/pp103.htm> (Accessed: 16 May 2010). (Harvard)
BBC Science. (n.d.). *The end of health and safety?* Retrieved 16 May 2010, from <http://www.bbc.co.uk/pp103.htm>. (APA)
BBC Science. *The End of Health and Safety?* n.d. Web. 16 May. 2010. <<http://www.bbc.co.uk/pp103.htm>>. (MLA)
BBC Science, *The End of Health and Safety?* (n.d.), <<http://www.bbc.co.uk/pp103.htm>>. [Accessed 16 May 2010] (MHRA)

C

- 1 Knole, M.N. (2011) '**The digital mindset**', *Journal of Applied Computing*, **Spring**, pp. 2–12. (Harvard)
Knole, M.N. (2011). The digital mindset. *Journal of Applied Computing*, 3 Spring, 2–12. (APA)
Knole, Mel N. "The Digital Mindset." *Journal of Applied Computing* (Spring, 2011): 2–12. Print. (MLA)
Knole, Mel N., 'The Digital Mindset', *Journal of Applied Computing* (Spring, 2011), 2–12 (MHRA)
- 2 Aziz, P. (2010). Vocational learning. *Teaching Today*, 10(4), **8–15**. (APA)
Aziz, P. (2010) 'Vocational learning', *Teaching Today*, 10(4), pp.8–15. (Harvard)
Aziz, Parveen. "Vocational Learning." *Teaching Today* 10.4 (2010): 8–15. Print. (MLA)
Aziz, Parveen, 'Vocational Learning', *Teaching Today* 10.4 (2010), 8–15 (MHRA)
- 3 Marks, Julie N. "Phonetics and Accents." *Modern Linguistics* (Winter, **2012**): 5–10. Print. (MLA)
Marks, J.N. (2012) 'Phonetics and accents', *Modern Linguistics*, Winter, pp.5–10. (Harvard)
Marks, J. N. (2012). Phonetics and accents. *Modern Linguistics*, Winter, 5–10. (APA)
Marks, Julie N., 'Phonetics and Accents', *Modern Linguistics* (Winter, 2012), 5–10 (MHRA)

bibliographies 2 answers

- 4 Agassa, **Gabriel**, 'Parents into Learning', *Journal of Humanities* (July, 2011), 4–31 (MHRA)
Agassa, G. (2011) 'Parents into learning', *Journal of Humanities*, July, pp.4–31. (Harvard)
Agassa, G. (2011). Parents into learning. *Journal of Humanities*, July, 4–31. (APA)
Agassa, Gabriel. "Parents into Learning." *Journal of Humanities* (July, 2011): 4–31. Print. (MLA)

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- 1 Department of Education. (n.d.) *Exclusions in primary schools*. [online]. **Available at: <http://www.dep.edu.gov.uk/103.htm>** (Accessed: 23 July 2010). (Harvard)
Department of Education. (n.d). *Exclusions in primary schools*. Retrieved 23 July 2010, from <http://www.dep.edu.gov.uk/103.htm>. (APA)
Department of Education. *Exclusions in Primary Schools*. n.d. Web. 23 July. 2010. <<http://www.dep.edu.gov.uk/103.htm>>. (MLA)
Department of Education, *Exclusions in Primary Schools* (n.d.), <<http://www.dep.edu.gov.uk/103.htm>> [Accessed 23 July 2010] (MHRA)
- 2 History Matters Today. (n.d.). ***Debt and deficit***. Retrieved 17 November 2012, from <http://www.hist.org/htm5.html>. (APA)
History Matters Today. (n.d.) *Debt and deficit*. [online]. Available at: <http://www.hist.org/htm5.html> (Accessed: 17 November 2012). (Harvard)
History Matters Today. *Debt and Deficit*. n.d. Web. 17 November. 2012. <<http://www.hist.org/htm5.html>>. (MLA)
History Matters Today, *Debt and Deficit* (n.d.), <<http://www.hist.org/htm5.html>> [Accessed 17 November 2012] (MHRA)

bibliographies 2 answers

- 3 BBC News. *Falling Admissions*. n.d. Web. 30 April. 2010. <<http://www.bbc.co.uk/stm10.htm>>. (MLA)
BBC News. (n.d.) *Falling admissions*. [online]. Available at: <http://www.bbc.co.uk/stm10.htm> (Accessed: 30 April 2010). (Harvard)
BBC News. (n.d.). *Falling admissions*. Retrieved 30 April 2010, from <http://www.bbc.co.uk/stm10.htm>. (APA)
BBC News, *Falling Admissions* (n.d.), <<http://www.bbc.co.uk/stm10.htm>> [Accessed 30 April 2010] (MHRA)
- 4 Architectural Issues, *Dubai in the Spotlight* (n.d.), <<http://www.ss.com/126.10.html>> [**Accessed** 20 May 2013] (MHRA)
Architectural Issues. (n.d.) *Dubai in the spotlight*. [online]. Available at: <http://www.ss.com/126.10.html> (Accessed: 20 May 2013). (Harvard)
Architectural Issues. (n.d.). *Dubai in the spotlight*. Retrieved 20 May 2013, from <http://www.ss.com/126.10.html>. (APA)
Architectural Issues. *Dubai in the Spotlight*. n.d. Web. 20 May. 2013. <<http://www.ss.com/126.10.html>>. (MLA)

NB Follow your department guide exactly, as bibliography format often varies from college to college even within each style.

bibliographies *rewrite exercise*

Watch the rewrite movie, then have a go yourself and use the following sources to make a bibliography in your choice of style, Harvard, APA, MLA or MHRA.



Books

<p>LITERACY IN ADULT LEARNING</p> <p>Edited by Carmen Foster</p> <p>Montfield</p>	<p>Montfield Publications 11 All Saints Drive London, UK 1345, 4th Avenue, New York, MA, USA</p> <p>First published 2006 2nd edition 2008 3rd edition 2010</p> <p>Printed by Arrow 12 Saxon Road, London</p> <p>Montfield</p>
<p>POLICY STUDIES</p> <p>INTEGRATING CORE SKILLS IN THE CURRICULUM</p> <p>Kate L Cauldwell Claire Ramsay-Smith Jeff Collings Patrick Martin</p> <p>Tiger Press</p>	<p>Tiger Press Ltd 14 Canonbury Manchester, UK</p> <p>First published 2006 Reprinted 2008</p> <p>FastPrint 2 Kingsway Birmingham, UK</p> <p>ISBN 0-12 -234-574</p> <p>Tiger Press</p>

Journal/Periodical

<p>Education for Today</p> <p>Volume 3, 2010</p>
--

Contents – Issue 9	
	Page
Synthetic Phonics By C Poulson	5–10
Reflective Practice By Jake A Smith	17–23

Website

<p>http://www.ofsted.gov.uk/reports.htm</p> <p>Ofsted</p> <p>Attendance in Year 10 xxxxx xxxx xxxx xxxx xx xx xx x xxxxx xxxx xxxx xxxx xx xx xx x</p> <p>13.08.10</p>
--

b i b l i o g r a p h i e s *rewrite exercise*

Answer – Bibliography/References/Reference List/Works Cited

(Harvard)

- Cauldwell, K.L., Ramsay-Smith, C., Collings, J. and Martin, P. (2008) *Integrating core skills in the curriculum*. Manchester: Tiger Press.
- Foster, C. (ed.) (2010) *Literacy in adult learning*. 3rd edn. London: Montfield.
- Ofsted. (n.d.) *Attendance in Year 10*. [online]. Available at: <http://www.ofsted.gov.uk/reports.htm> (Accessed: 13 August 2010).
- Smith, J.A. (2010) 'Reflective practice,' *Education for Today*, 3(9), pp.17–23.

(APA)

- Cauldwell, K.L., Ramsay-Smith, C., Collings, J. & Martin, P. (2008). *Integrating core skills in the curriculum*. Manchester, UK: Tiger Press.
- Foster, C. (Ed.). (2010). *Literacy in adult learning* (3rd ed.). London, UK: Montfield.
- Ofsted. (n.d.). *Attendance in Year 10*. Retrieved 13 August 2010, from <http://www.ofsted.gov.uk/reports.htm>.
- Smith, J.A. (2010). Reflective practice. *Education for Today*, 3(9), 17–23.

(MLA)

- Cauldwell, Kate L., Claire Ramsay-Smith, Jeff Collings and Patrick Martin. *Integrating Core Skills in the Curriculum*. Manchester: Tiger Press, 2008. Print.
- Foster, Carmen. Ed. *Literacy in Adult Learning*. 3rd ed. London: Montfield, 2010. Print.
- Ofsted. *Attendance in Year 10*. n.d. Web. 13 August. 2010. <<http://www.ofsted.gov.uk/reports.htm>>.
- Smith, Jake A. "Reflective Practice." *Education for Today* 3.9 (2010): 17–23. Print.

(MHRA)

- Cauldwell, Kate L., Claire Ramsay-Smith, Jeff Collings and Patrick Martin, *Integrating Core Skills in the Curriculum* (Manchester: Tiger Press, 2008)
- Foster, Carmen, ed., *Literacy in Adult Learning*, 3rd edn (London: Montfield, 2010)
- Ofsted, *Attendance in Year 10* (n.d.), <<http://www.ofsted.gov.uk/reports.htm>>[Accessed 13 August 2010]
- Smith, Jake A., 'Reflective Practice,' *Education for Today* 3.9 (2010), 17–23

NB Follow your department guide exactly, as bibliography list format often varies from college to college even within each style.

4

Referencing overview

This unit is about putting other people's work and words into your essay to support your points, or to show what evidence your analysis is based on. There are two parts: putting the actual information in, then saying where you found it. There are different names to describe this process, quoting, citing, paraphrasing, referencing, but they all just mean including information from your sources. For the second part (saying where you found your information) there are different styles just like with bibliographies; most use brackets, some use footnotes, as you can see below.

e.g.1 **APA**

The government's employment policies were highly successful, with the number of people out of work in 2012 dropping from 1.8 million to 1.1 million (Smith, 2012, p.12).

e.g.2 **MHRA**

The government's employment policies were highly successful, with the number of people out of work in 2012 dropping from 1.8 million to 1.1 million.¹

1. Liz Smith, *Issues in Banking* (London: Perseus Press, 2012), p.12.

The information in the brackets/footnotes tells the reader exactly which source this information came from, as listed in the bibliography.

This unit covers the two types of quote (direct and indirect/paraphrase), and how to fit them grammatically into sentences. Last, it shows you how to add the reference in the four main styles, Harvard, APA, MLA and MHRA. Some words of advice: always be clear when you are quoting particular, not generally well-known information that you took from a source. If you don't, you could be guilty of plagiarism, i.e. copying/cheating.



NOTES



referencing 1 notes



REFERENCING 1

Different names!

Quoting/citing = using someone else's work/ words

Add reference =

where from

Different reference styles!

Why?

Use other people's work to support your point (or, your point is result of other people's work!)

i.e. make your argument stronger

How? 1. Indirect (paraphrasing)

= rewrite in your own words

How? 2. Direct

= use the original words

" " APA/MLA

' ' Harvard/MHRA

:

indent (4 lines +)

[] to add words

.../[...] to show missing words

Language

Example

It is possible to argue that a good diet can lead to higher educational performance. In a recent study in Greenwich, the proportion of children reaching the required standard in English at the end of primary school rose by 4.5% when school meals were radically improved (Cousins, 2009, p.12).

It is possible to argue that a good diet can lead to higher educational performance. In a recent study in Greenwich, the proportion of children reaching the required standard in English at the end of primary school rose by 4.5% when school meals were radically improved.⁴

4. Jane P. Cousins, *Children's Development*, 2nd edn (Boston: Ariel, 2009), p.12.

Your point

Advertising is a feature of modern life, but opinion is divided over what impact, if any, it has on children. There is some evidence to suggest that it is not as influential as many people think.

Supporting evidence

(Original text on page 103 in book by Professor Rachel Robbins, *Advertising in the Spotlight*, published in 2003)

Television advertisements are not the problem as they are far less intrusive upon children's lives than is imagined. Research done by myself in 2001 in 38 local schools, shows most children between three and thirteen spend only 1.4% of their waking time watching television advertisements.

Advertising is a feature of modern life, but opinion is divided over what impact, if any, it has on children. There is some evidence that it is not as influential as many people think. Robbins (2003, p.103) argues that advertisements are unlikely to affect children, given that those between the ages of three and thirteen spend less than 2% of their day watching them.

Advertising is a feature of modern life, but opinion is divided over what impact, if any, it has on children. There is some evidence that it is not as influential as many people think. Robbins (2003, p.103) argues that 'they [advertisements] are far less intrusive upon children's lives than is imagined. Research ... shows most children between three and thirteen spend only 1.4% of their waking time watching television advertisements'.

Advertising is a feature of modern life, but opinion is divided over what impact, if any, it has on children. There is some evidence that it is not as influential as many people think. Robbins (2003) argues that:

they [advertisements] are far less intrusive upon children's lives than is imagined. Research ... shows most children between three and thirteen spend only 1.4% of their waking time watching television advertisements (p.103).

Introduce the quote/paraphrase

Robbins

states
suggests
considers
points out
argues
proves

(avoid says/writes about/talks about)

Make significance clear?/conclude?

This shows
This implies
This would seem to indicate
The evidence suggests
Given this research, it is arguable that
Thus it could be concluded

referencing 1 exercises

A Identify these four things in the paragraph below:

- 1 The supporting evidence, i.e. quote/paraphrase
- 2 Conclusion
- 3 The reference
- 4 The writer's point

The use of drugs such as Ritalin on children with behavioural problems is controversial. For many, they arguably cause more problems than they solve, and in the long term, could even cause organ damage. Researchers from the National Institute of Pharmacology in Hungary found one in every twenty children treated with the drug for more than five years, experienced genetic abnormalities in the liver or kidneys later on in life (Mathieson *et al.*, 2011, p.34). Whilst not conclusive, this does suggest parents and educationalists should consider other, non-medical approaches to addressing behaviour.

B Identify if these quotes are indirect (paraphrase), or direct.

- 1 According to Bevan, nearly a third of all primary school pupils have some form of learning difficulty.²
- 2 According to Nagel (2004, p.14), written feedback 'is only truly effective if given within 48 hours, and should be supported by a face-to-face meeting.'
- 3 Wilson (2010, p.67) writes "the use of the Internet as a research tool has had a negative impact on the ability of students to analyse sources"
- 4 "The Every Child Matters policy aims to promote the welfare of every child in the country" (direct.gov 948).
- 5 Amerson (2012) found that over 68% of the prison population were effectively illiterate.

C Rearrange these quotes/paraphrases in the correct order. Remember to make a general point, add supporting evidence and maybe conclude/make meaning clear, then put the reference in an appropriate place.

- 1
 - a) compared to only 28% ten years ago
 - b) (Wang, 2010)
 - c) as now more than 40% of people under 20 attend university or college
 - d) the aim of the government is to increase participation in Higher Education
 - e) there is some evidence
 - f) which suggests that this policy has been successful

referencing 1 exercises

2

- a) only 5% of learners could speak a foreign language
- b) according to
- c) it is clear therefore
- d) (Grieg, 2001)
- e) a recent survey on language skills
- f) UK graduates can face problems finding work in Europe
- g) that more teaching of languages is needed

3

- a) (Sharif and Coulson 361)
- b) a recent report
- c) teacher recruitment has changed
- d) last year, 37% of those on training courses had previously worked in another profession
- e) shows that
- f) whereas before, most trainees came straight from college

4

- a) that some aspects of the programme need changing
- b) this suggests
- c) they have been criticised, however
- d) they felt the skills were not relevant
- e) a survey of the 2009/10 intake found that over 15% dropped out because
- f) (Harding *et al.*, 2010)
- g) apprenticeships are the latest form of post-school education

5

- a) that a university education helps individuals improve themselves
- b) given this research, it is arguable
- c) graduates usually have good employment prospects
- d) a recent report
- e) detailed how graduates earned on average 25% more than non-graduates
- f) (Dept. of Education, n.d.)

referencing 1 exercises

D Correct the punctuation in these direct quotes.

- 1 Finnigan states “it (peer pressure) is far more influential on children’s lives than most people realise!”²
- 2 One study (Finnigan 12) notes “Research.....shows children spend up to 8 hours a day with friends, and often less than 2 hours with their parents.”
- 3 Finnigan (2003, p.12) writes in my survey of 534 children under 12 years old, I found that children were 10 times more likely to talk to friends about problems than parents.
- 4 As (Finnigan, 2003, p.12) argues, ‘most children between 3 and 12 years old spend too little time with their parents for them to be the main influence in their lives’.
- 5 As Finnigan [2003, p.12] suggests, other factors are more influential in children’s lives, specifically their friends, and social media such as Facebook.
- 6 (Finnigan) suggests other factors are more influential in children’s lives, specifically their friends, and social media such as Facebook (p.12).

E Choose a better verb from below to replace ‘show’/‘state’.

writes implies details proves argues

- 1 This climate evidence shows that global warming is fact not fiction.
- 2 He states that the most important factor in reducing obesity is diet not exercise.
- 3 The research shows that this was perhaps the government’s fault, not police negligence.
- 4 In his online journal, Kendrick (kenblog, 2010) states, “The NHS will need a complete transformation to meet the demands of the 21st century.”
- 5 In a series of articles, the writer states his 10 point action plan for change.

referencing 1 *answers*

A

- 1 The supporting evidence, i.e. quote/paraphrase
- 2 **Conclusion**
- 3 **The reference**
- 4 *The writer's point*

The use of drugs such as Ritalin on children with behavioural problems is controversial. For many, they arguably cause more problems than they solve, and in the long term, could even cause organ damage. Researchers from the National Institute of Pharmacology in Hungary found one in every twenty children treated with the drug for more than five years, experienced genetic abnormalities in the liver or kidneys later on in life (Mathieson et al., 2011, p.34). Whilst not conclusive, this does suggest parents and educationalists should consider other, non-medical approaches to addressing behaviour.

B *

- 1 Indirect/paraphrase
- 2 Direct
- 3 Direct
- 4 Direct
- 5 Indirect/paraphrase

C

1

- d) The aim of the government is to increase participation in Higher Education.
- e) There is some evidence
- f) which suggests that this policy has been successful
- c) as now more than 40% of people under 20 attend university or college
- a) compared to only 28% ten years ago
- b) (Wang, 2010).

NB this could go after e) instead.

2

- f) UK graduates can face problems finding work in Europe.
- b) According to
- e) a recent survey on language skills
- d) (Grieg, 2001)
- a) only 5% of learners could speak a foreign language.
- c) It is clear therefore
- g) that more teaching of languages is needed.

NB this could go a) d) instead.

referencing 1 *answers*

3

- c) Teacher recruitment has changed.
- b) A recent report
- a) (Sharif and Coulson 361) NB this could go at end instead.
- e) shows that
- d) last year, 37% of those on training courses had previously worked in another profession
- f) whereas before, most trainees came straight from college.

referencing 1 answers

4

- g) Apprenticeships are the latest form of post-school education.
- c) They have been criticised, however.
- e) A survey of the 2009/10 intake found that over 15% dropped out because
- d) they felt the skills were not relevant
- f) (Harding *et al.*, 2010).
- b) This suggests
- a) that some aspects of the programme need changing.

5

- c) Graduates usually have good employment prospects.
- d) A recent report
- e) detailed how graduates earned on average 25% more than non-graduates
- f) (Dept. of Education, n.d.). NB this could go f) e) instead.
- b) Given this research, it is arguable
- a) that a university education helps individuals improve themselves.

D *

- 1 Finnigan states “it [peer pressure] is far more influential on children’s lives than most people realise”²
- 2 One study (Finnigan 12) notes “Research...shows children spend up to 8 hours a day with friends, and often less than 2 hours with their parents”
- 3 Finnigan (2003, p.12) writes “in my survey of 534 children under 12 years old, I found that children were 10 times more likely to talk to friends about problems than parents”. *
- 4 As Finnigan (2003, p.12) argues, ‘most children between 3 and 12 years old spend too little time with their parents for them to be the main influence in their lives’.
- 5 As Finnigan (2003, p.12) suggests, other factors are more influential in children’s lives, specifically their friends, and social media such as Facebook.
- 6 Finnigan suggests other factors are more influential in children’s lives, specifically their friends, and social media such as Facebook (p.12).

E *

- 1 This climate evidence **proves** that global warming is fact not fiction.
- 2 He **argues** that the most important factor in reducing obesity is diet not exercise.
- 3 The research **implies** that this was perhaps the government’s fault, not police negligence.
- 4 In his online journal, Kendrick (kenblog, 2010) **writes**, “The NHS will need a complete transformation to meet the demands of the 21st century.”
- 5 In a series of articles, the writer **details** his 10 point action plan for change.

* NB In direct quotes, Harvard/MHRA styles normally use ‘single quote marks’; APA/MLA normally use “double”

NB Follow your department guide exactly, as reference format often varies from college to college even within each style.

referencing 2 *notes*

REFERENCING 2

Fit into sentence

1. According to +
name/noun, +
sentence

2. Name/noun +
verb (+ *that*) +
sentence

3. As + name/
noun + verb,
+ sentence
(=agree!)

4. Nothing!

Add **reference**
= where from

According to Robbins (2003, p.103) states that children watch too few advertisements to be influenced by them. **X**

1. According to Robbins (2003, p.103), children watch too few advertisements to be influenced by them.

According to Colby (2002), taxes should rise by 11%.

2. A recent study (Robbins, 2003, p.103) *found that* children watch too few advertisements to be influenced by them.

Colby (2002) *suggested* taxes should rise by 11%.

3. As Robbins (2003, p.103) states, children watch too few advertisements to be influenced by them.

As Colby (2002) stated, taxes should rise by 11%.

4. Children spend less than 2% of their waking time watching adverts (Robbins, 2003, p.103).

Taxes should rise by 11% (**Colby, 2002**).

Harvard/APA
(sur/name,
year,
p./pp.)

MLA
(sur/name
page number)

MHRA
superscript no.1
1. footnote
(use 'references'/
'insert footnote'
in Word, and just
number 1, 2, 3...
throughout essay)

1st refer to author
= full details, name
not reversed, p./pp.

2nd/3rd etc. =
surname, p./pp.

same as above =
Ibid., p./pp.

Harvard/APA

Work by Robbins (2003) has been useful in this area.

Recent research (Robbins, 2003) has been useful in this area.

As a recent study pointed out (Robbins, 2003, p.103), 'most children between three and thirteen spend only 1.4% of their waking time watching television advertisements'.

MLA

Work by Robbins has been useful in this area.

Recent research (Robbins) has been useful in this area.

As a recent study pointed out (Robbins 103), "most children between three and thirteen spend only 1.4% of their waking time watching television advertisements".

MHRA

As a recent study pointed out, children only in fact spend 1.4% of their time watching adverts.¹ That said, a third of all advertising is aimed at them,² and presumably businesses expect to increase sales as a result; hence despite the low percentage, there must be an impact. Robbins has suggested the main effect is emotional, with children associating happiness with material possessions.³ Traditionally, happiness is linked to security and fulfillment, so this might be problematic for society, and statistics do suggest that self-esteem in young children in consumer societies is dropping alarmingly.⁴

1. Rachel Robbins, *Advertising in the Spotlight* (Bristol: Yeovil Press, 2003), p.103.

2. Ben Shah and Sara McQueen, *Working the Night Shift* (Oxford: Parador, 2003), p.4.

3. Robbins, pp.90-1.

4. Ibid., p.94.

referencing 2 notes

Position of reference

As a recent study pointed out (Robbins 103), "most children between 3 and 13 spend only 1.4% of their time watching television advertisements".

As a recent study pointed out, "most children between 3 and 13 spend only 1.4% of their time watching television advertisements" (Robbins 103).

As Robbins pointed out, "most children between 3 and 13 spend only 1.4% of their time watching television advertisements" (103).

Match bibliography
e.g. names, year
NB no first names/
titles

A recent study found children watched approximately 22 000 ads a year (Lee, Gerald and Jessop, 2013, p.23). / (Lee, Gerald and Jessop 23). / ³

et al.

3. Lee, Gerald and Jessop, p.23.

A recent study found children watched approximately 22 000 ads a year (Lee *et al.*, 2013, p.23).

Reference =
where not who! **in/
as cited in**

Geffens argued that children under the age of three cannot distinguish between reality and advertising (*in/as cited in* Cox, 2012, p.234).

Quoting,
reference and
bibliography
relationship

in-text example

Harvard

According to a recent study (Shah and McQueen, 2003, p.4), 33% of advertising is aimed at children under 10 years old.

APA

According to a recent study (Shah & McQueen, 2003, p.4), 33% of advertising is aimed at children under 10 years old.

MLA

According to a recent study (Shah and McQueen 4), 33% of advertising is aimed at children under 10 years old.

MHRA

According to a recent study, 33% of advertising is aimed at children under 10 years old. ^{1/2}

1. Ben Shah and Sara McQueen, *Working the Night Shift* (Oxford: Parador, 2003), p.4.
2. Shah and McQueen, p.4.

bibliography entry

Harvard

Shah, B. and McQueen, S. (2003) *Working the night shift*. Oxford: Parador.

APA

Shah, B. & McQueen, S. (2003). *Working the night shift*. Oxford, UK: Parador.

MLA

Shah, Ben and Sara McQueen. *Working the Night Shift*. Oxford: Parador, 2003. Print.

MHRA

Shah, Ben and Sara McQueen, *Working the Night Shift* (Oxford: Parador, 2003)

No references can
be **plagiarism!**
= using someone
else's work/words
...but without
giving them credit!

(see 'referencing 1' for original text by R. Robbins)

Advertising is a feature of modern life, but opinion is divided over what impact, if any, it has on children. There is some evidence that it is not as influential as many people think as adverts are far less important in children's lives than is thought, given that those between the ages of three and thirteen spend less than 2% of their day watching them. X

Is it general
knowledge? = no
reference

Dublin is one of the wettest cities in Europe.

(no reference needed)

Dublin is one of the wettest cities in Europe, with 80mm of rainfall a year (Meteorological Office, 2012, p.67).

(reference needed)

referencing 2 exercises

A Fit the quotes into the following sentences by correcting the language mistakes. Often there is more than one way to correct them.

- 1 According to Mannering (1999), she argues that rates of exclusion can be linked to social background.
- 2 Jimenez (2002, p.24) has defined education as “education is the passing of knowledge, skills and values from one generation to the next”.
- 3 As Leblanc states that “all education policy of the last ten years can be explained by a fear of failure” (67).
- 4 According to The Institute for Lifelong Learning states that the main goal should be the raising of literacy rates in the adult population.⁶
- 5 As Fitzwilliam (2009) points out that 75% of teachers have an arts background.
- 6 A recent study by Patel (DOE, n.d.) he detailed where the £500 million had been spent in the South East.
- 7 Corbin found that the parental role “which is the greatest factor in educational achievement for those from low income families” (34).
- 8 As Bridges and Adams (2008) suggest that current policy places too much emphasis on coursework, often accounting for over 70% of the final mark.
- 9 According to the Jenkins Report (directgov, 2009), it considers that the crucial factor was not the economy but the environment.
- 10 Henson observes that ‘72% passing with an A grade in 2009’.⁹

B Correct the reference mistakes in the following quotes.

- 1 A study by Jeffreys (Jeffreys, 1998) details five main types of learner. (Harvard/APA)
- 2 A recent report suggests that 6 out of 10 people rate good teaching as the most important quality in a school (Canning and Wesley, *Teaching Today*, 2009). (Harvard/APA)
- 3 According to government statistics (Brown, 2009), fewer than half of schools have specialist equipment for disabled students.⁸ (MHRA)
- 4 The report proves that the university dropout rate has fallen by about 2% in the last five years (Cook Report, *Life in the Margins*, p.34). (MLA)
- 5 There are more than 150 000 non-EU students studying on undergraduate courses in the UK (Gates, J. 2009). (Harvard/APA)
- 6 Glendenning (2010) argues that gender rather than class determined the career choice of the graduates he studied.² (MHRA)
- 7 Funding for teacher training will rise by £1.2 million over the next ten years (DOE, 2013, p.3). (MLA)

referencing 2 exercises

- 8 As (Steward, 2012 p.28) reminds us, 'It cannot be said enough; teachers make a school good, not buildings.' (Harvard/APA)
- 9 According to Jennings, 2008 (pp.89–90), the business community has doubts about the new qualifications. (Harvard/APA)
- 10 A recent study considers that the examination boards will have to be reformed to allow for greater progress (7). (MHRA)

C Fill in the blanks to rewrite the following quotes in Harvard/APA style.

- 1 The web can be unsafe for young people. According to research on Internet surfing (Hogan, 2009, p.102), 68% of teenagers had experienced problems ranging from identity theft to cyber bullying.
The web can be unsafe for young people. _____ on Internet surfing by _____ (_____) revealed 68% of teenagers had experienced problems ranging from identity theft to cyber bullying.
- 2 Poor discipline in classrooms is one of the greatest challenges faced by teachers today. A recent report shows that one third of all teachers had experienced or witnessed a violent incident (Foreman & Bradley, 2008, pp.12–13).
Poor discipline in classrooms is one of the greatest challenges faced by teachers today. _____ to a recent report by _____ and _____ (_____), one third of all teachers had experienced or witnessed a violent incident.
- 3 The future growth in education funding is no longer certain. The sector faces a 25% cut in funding over the next five years (Department of Education, 2012, p.89).
Future growth in education funding is no longer certain. The _____ (_____) predicts that the sector faces a 25% cut in funding over the next five years.

D Rewrite the above quotes in MHRA or MLA style. For MHRA, use surnames and page numbers in footnotes, as there is no information for a full entry.

referencing 2 *answers*

A *

- 1 According to Mannering (1999), rates of exclusion can be linked to social background. / Mannering (1999) argues that rates of exclusion can be linked to social background.
- 2 Jimenez (2002, p. 24) has defined education as “the passing of knowledge, skills and values from one generation to the next.”
- 3 As Leblanc states, “all education policy of the last ten years can be explained by a fear of failure” (67). / Leblanc states that “all education policy of the last ten years can be explained by a fear of failure” (67).
- 4 According to The Institute for Lifelong Learning, the main goal should be the raising of literacy rates in the adult population.⁶ / The Institute for Lifelong Learning states that the main goal should be the raising of literacy rates in the adult population.⁶
- 5 As Fitzwilliam (2009) points out, 75% of teachers have an arts background. / Fitzwilliam (2009) points out that 75% of teachers have an arts background.
- 6 A recent study by Patel (DOE, n.d.) detailed where the £500 million had been spent in the South East. / Patel (DOE, n.d.) detailed where the £500 million had been spent in the South East.
- 7 Corbin found that the parental role “is the greatest factor in educational achievement for those from low income families” (34). / Corbin found that it is the parental role “which is the greatest factor in educational achievement for those from low income families” (34).
- 8 Bridges and Adams (2008) suggest that current policy places too much emphasis on coursework, often accounting for over 70% of the final mark. / As Bridges and Adams (2008) suggest, current policy places too much emphasis on coursework, often accounting for over 70% of the final mark.
- 9 According to the Jenkins Report (directgov, 2009), the crucial factor was not the economy but the environment. / The Jenkins Report (directgov, 2009) considers that the crucial factor was not the economy but the environment.
- 10 Henson observes that 72% passed with an A grade in 2009.⁹

B *

- 1 A study by Jeffreys (1998) details five main types of learner.
- 2 A recent report suggests that 6 out of 10 people rate good teaching as the most important quality in a school (Canning and Wesley, 2009).
- 3 According to government statistics, fewer than half of schools have specialist equipment for disabled students.⁸
- 4 The report proves that the university dropout rate has fallen by about 2% in the last five years (Cook Report 34).
- 5 There are more than 150 000 non-EU students studying on undergraduate courses in the UK (Gates, 2009).
- 6 Glendenning argues that gender rather than class determined the career choice of the graduates he studied.²
- 7 Funding for teacher training will rise by £1.2 million over the next ten years (DOE 3).
- 8 As Steward (2012 p.28) reminds us, ‘It cannot be said enough; teachers make a school good, not buildings.’
- 9 According to Jennings (2008, pp.89–90), the business community has doubts about the new qualifications.
- 10 A recent study considers that the examination boards will have to be reformed to allow for greater progress.⁷

referencing 2 answers

C

Harvard/APA

- 1 The web can be unsafe for young people. **Research** on Internet surfing by **Hogan (2009, p.102)** revealed 68% of teenagers had experienced problems ranging from identity theft to cyber bullying.
- 2 Poor discipline in classrooms is one of the greatest challenges faced by teachers today. **According to** a recent report by **Foreman and/& Bradley (2008, pp.12–13)**, one third of all teachers had experienced or witnessed a violent incident.
- 3 Future growth in education funding is no longer certain. The **Department of Education (2012, p.89)** predicts that the sector faces a 25% cut in funding over the next five years.

D

MLA

- 1 The web can be unsafe for young people. According to research on Internet surfing (Hogan 102), 68% of teenagers had experienced problems ranging from identity theft to cyber bullying.
The web can be unsafe for young people. Research on Internet surfing by Hogan revealed 68% of teenagers had experienced problems ranging from identity theft to cyber bullying (102).
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- 2 Poor discipline in classrooms is one of the greatest challenges faced by teachers today. A recent report shows that one third of all teachers had experienced or witnessed a violent incident (Foreman and Bradley 12–13).
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Poor discipline in classrooms is one of the greatest challenges faced by teachers today. According to a recent report by Foreman and Bradley (12–13), one third of all teachers had experienced or witnessed a violent incident.
- 3 The future growth in education funding is no longer certain. The sector faces a 25% cut in funding over the next five years (Department of Education 89).
Future growth in education funding is no longer certain. The Department of Education predicts that the sector faces a 25% cut in funding over the next five years (89).
Future growth in education funding is no longer certain. The Department of Education (89) predicts that the sector faces a 25% cut in funding over the next five years.

referencing 2 *answers*

MHRA

- 1 The web can be unsafe for young people. According to research on Internet surfing, 68% of teenagers had experienced problems ranging from identity theft to cyber bullying.¹
The web can be unsafe for young people. Research on Internet surfing by Hogan revealed 68% of teenagers had experienced problems ranging from identity theft to cyber bullying.¹

1. Hogan, p.102.

- 2 Poor discipline in classrooms is one of the greatest challenges faced by teachers today. A recent report shows that one third of all teachers had experienced or witnessed a violent incident.²
Poor discipline in classrooms is one of the greatest challenges faced by teachers today. According to a recent report by Foreman and Bradley, one third of all teachers had experienced or witnessed a violent incident.²

2. Foreman and Bradley, pp.12–13.

- 3 The future growth in education funding is no longer certain. The sector faces a 25% cut in funding over the next five years.³
Future growth in education funding is no longer certain. The Department of Education predicts that the sector faces a 25% cut in funding over the next five years.³

3. Department of Education, p.89.

- * 'single quote marks' more common in Harvard/MHRA styles,
"double quote marks" more common in APA/MLA styles

NB Follow your department guide exactly, as reference format often varies from college to college even within each style.

referencing *rewrite exercise*



REFERENCING
REWRITE

Watch the rewrite movie, then have a go yourself. Using the sources in the boxes, add supporting information to these paragraphs taken from an essay on gaming.

Quote or paraphrase this information, then add the reference in your preferred style with a bibliography at the end. Then check your version against a possible answer.

Discuss whether gaming can be responsible for antisocial behaviour

...While some believe that such violent games are harmless fun, others believe they damage society and consequently should be banned. *(end of introduction)*

Supporters of these games, such as the companies who produce them, claim that there is no need for concern. To support their opinion, they cite studies by psychologists which indicate that gamers are no more likely to commit violent crime than non-gamers.

(Add support here; conclude your point)

Supporting proof

(Original text below. Found on page 200, in book by Susan J McKenzie, *Modern Media and Mores* published by Blacksmith Press in London in 2009)

There has been extensive research on the effect of modern recreational technology, in particular, gaming, in terms of influencing the behaviour of teenagers. In a recent study carried out by Braxton University in the United States, 234 gamers chosen randomly were monitored over a one year period and their behaviour compared to a similar number of non-gamers. It was found that the gamers were 12% less likely to be involved with the police.

On the other hand, a growing number of people reject this view. They argue that studies such as the one above can only measure the short-term direct influence. They suggest that on certain vulnerable people, the watching and playing of violent scenarios for long periods of time, must have an effect.

(Add support here; conclude your point)

Supporting proof

(Original text below. Found on page 14 in book by Keith Mattock and Joseph N. Crichton, *Nemesis* published by Centaur in Dublin in 2008)

Research done by the charity, Childhood Matters, on 18 year old males came up with some worrying statistics. They found that on average, male teenagers spent approximately one year of their lives gaming, usually playing violent games rather than skills based ones. The charity also suggested that in the recent murder case in Adlington in Scotland, the defendant himself, Colin Summers, claimed that playing the game, 'Murder City' nonstop for 36 hours contributed to his actions.

referencing *rewrite exercise*

Possible answers

Harvard (references and paraphrase only in bold to stand out)

Discuss whether gaming can be responsible for antisocial behaviour

...While some believe that such violent games are harmless fun, others believe they damage society and consequently should be banned.

Supporters of these games, such as the companies who produce them, claim that there is no need for concern. To support their opinion, they cite studies by psychologists which indicate that gamers are no more likely to commit violent crime than non-gamers. **A report by Braxton University in the United States on the behaviour of gamers and non-gamers found that the former were in fact 12% less likely to be in trouble with the police (McKenzie, 2009, p.200). This would seem to suggest there is no definite link between crime and gaming.**

On the other hand, a growing number of people reject this view. They argue that studies such as the one above can only measure the short-term direct influence. They suggest that on certain vulnerable people, the watching and playing of violent scenarios for long periods of time, must have an effect. **According to research by the charity Childhood Matters (Mattock and Crichton, 2008, p.14), most male teenagers will have spent over a year of their lives playing mainly violent video games by the time they are 18. They also point to a recent murder case in Scotland where the defendant claimed that nonstop playing of the game, 'Murder City' influenced his actions. Thus it could be concluded that there is sometimes a link between gaming and behaviour, at least with certain individuals.**

Bibliography

Mattock, K. and Crichton, J.N. (2008) *Nemesis*. Dublin: Centaur.

McKenzie, S.J. (2009) *Modern media and mores*. London: Blacksmith Press.

APA (references and paraphrase only in bold to stand out)

Discuss whether gaming can be responsible for antisocial behaviour

...While some believe that such violent games are harmless fun, others believe they damage society and consequently should be banned.

Supporters of these games, such as the companies who produce them, claim that there is no need for concern. To support their opinion, they cite studies by psychologists which indicate that gamers are no more likely to commit violent crime than non-gamers. **A report by Braxton University in the United States on the behaviour of gamers and non-gamers found that the former were in fact 12% less likely to be in trouble with the police (McKenzie, 2009, p.200). This would seem to suggest there is no definite link between crime and gaming.**

referencing *rewrite exercise*

On the other hand, a growing number of people reject this view. They argue that studies such as the one above can only measure the short-term direct influence. They suggest that on certain vulnerable people, the watching and playing of violent scenarios for long periods of time, must have an effect. **According to research by the charity Childhood Matters (Mattock & Crichton, 2008, p.14), most male teenagers will have spent over a year of their lives playing mainly violent video games by the time they are 18. They also point to a recent murder case in Scotland where the defendant claimed that nonstop playing of the game, 'Murder City' influenced his actions. Thus it could be concluded that there is sometimes a link between gaming and behaviour, at least with certain individuals.**

Reference List

Mattock, K. & Crichton, J.N. (2008). *Nemesis*. Dublin, Ireland: Centaur.
McKenzie, S.J. (2009). *Modern media and mores*. London, UK: Blacksmith Press.

MLA (references and paraphrase only in bold to stand out)

Discuss whether gaming can be responsible for antisocial behaviour

...While some believe that such violent games are harmless fun, others believe they damage society and consequently should be banned.

Supporters of these games, such as the companies who produce them, claim that there is no need for concern. To support their opinion, they cite studies by psychologists which indicate that gamers are no more likely to commit violent crime than non-gamers. **A report by Braxton University in the United States on the behaviour of gamers and non-gamers found that the former were in fact 12% less likely to be in trouble with the police (McKenzie 200). This would seem to suggest there is no definite link between crime and gaming.**

On the other hand, a growing number of people reject this view. They argue that studies such as the one above can only measure the short-term direct influence. They suggest that on certain vulnerable people, the watching and playing of violent scenarios for long periods of time, must have an effect. **According to research by the charity Childhood Matters (Mattock and Crichton 14), most male teenagers will have spent over a year of their lives playing mainly violent video games by the time they are 18. They also point to a recent murder case in Scotland where the defendant claimed that nonstop playing of the game, 'Murder City' influenced his actions. Thus it could be concluded that there is sometimes a link between gaming and behaviour, at least with certain individuals.**

Works Cited

Mattock, Keith and Joseph N. Crichton. *Nemesis*. Dublin: Centaur, 2008. Print.
McKenzie, Susan J. *Modern Media and Mores*. London: Blacksmith Press, 2009. Print.

referencing *rewrite exercise*

MHRA (references and paraphrase only in bold to stand out)

Discuss whether gaming can be responsible for antisocial behaviour

...While some believe that such violent games are harmless fun, others believe they damage society and consequently should be banned.

Supporters of these games, such as the companies who produce them, claim that there is no need for concern. To support their opinion, they cite studies by psychologists which indicate that gamers are no more likely to commit violent crime than non-gamers. **A report by Braxton University in the United States on the behaviour of gamers and non-gamers found that the former were in fact 12% less likely to be in trouble with the police.¹ This would seem to suggest there is no definite link between crime and gaming.**

On the other hand, a growing number of people reject this view. They argue that studies such as the one above can only measure the short-term direct influence. They suggest that on certain vulnerable people, the watching and playing of violent scenarios for long periods of time, must have an effect. **According to research by the charity Childhood Matters, most male teenagers will have spent over a year of their lives playing mainly violent video games by the time they are 18. They also point to a recent murder case in Scotland where the defendant claimed that nonstop playing of the game, 'Murder City' influenced his actions.² Thus it could be concluded that there is sometimes a link between gaming and behaviour, at least with certain individuals.**

1. Susan J. McKenzie, *Modern Media and Mores* (London: Blacksmith Press, 2009) p.200.

2. Keith Mattock and Joseph N. Crichton, *Nemesis* (Dublin: Centaur, 2008) p.14.

Bibliography

Mattock, Keith and Joseph N. Crichton, *Nemesis* (Dublin: Centaur, 2008)

McKenzie, Susan J., *Modern Media and Mores* (London: Blacksmith Press, 2009)

NB Follow your department guide exactly, as reference format often varies from college to college even within each style.

5

Punctuation overview

This unit is about capital letters, full stops/periods, commas and apostrophes. Capital letters are used for three things: to start sentences; for the word 'I'; for individual (not general) names of people and places.

*e.g. compare **D**octor **S**pock and **d**octors.*

Full stops or periods are used to separate/end sentences whereas commas separate parts of sentences.

e.g.1 The college is brand new. It was designed by Norman Foster.

e.g.2 The college is brand new, designed by Norman Foster.

Apostrophes have two uses. One, they replace missing letters, for example in don't. Avoid this in academic writing, and write the full form, do not. Two, they show ownership, possession, belonging to someone, and this is the general rule: if there is only one owner (i.e. singular), add 's to show ownership; if there are several owners (i.e. plural/word already ends in s) just add '.

e.g.1 the student's books = the books belonging to one student

e.g.2 the students' books = the books belonging to several students

But be careful with weird i.e. irregular plurals; go back to 's, so the children's books, the people's books.

Some words of advice: it is incorrect (even though very common!) to use apostrophes for plain plurals i.e. many book's, some student's; only use for ownership! And finally, do not underestimate how important it is to get punctuation 100% right!



NOTES



punctuation 1 *notes*

PUNCTUATION 1

Use for names
(people/places etc)

Use for 'I'

Use at beginning of
sentences

Use at end of
sentences

Don't mix up with
commas

Don't use before
'and/but/so/or/
because'
i.e. short words

Do use before 'in
addition/however/
therefore
/otherwise'
i.e. longer words

Be careful with
complex sentences

Spot the mistakes

Capitals

The shooting of **P**resident **K**ennedy was a turning point.
She applied for a job in the **F**inance **D**epartment.
The course was a **L**evel **O**ne **N**VQ.

compare She wanted to be **p**resident one day.
He is interested in **f**inance.

In this essay, **I** will examine four main areas.

Education is a right. **H**owever, it is an expensive one.

Full stops/periods

It was a great course. It was also expensive.
The results were interesting. Only 45% of students passed first time.

The student went into the library, it was extremely busy, she queued up and read the leaflets at the counter, these were mainly for university clubs, she was served after waiting a while. ✗
The student went into the library. It was extremely busy. She queued up and read the leaflets at the counter. These were mainly for university clubs. She was served after waiting a while. ✓

It was a great course and it led to a qualification ✓
It was a great course. And it led to a qualification. ✗

The results were interesting but they caused concern. ✓
The results were interesting. But they caused concern. ✗

It was a great course. In addition it led to a qualification. ✓
It was a great course, in addition it led to a qualification. ✗

The results were interesting. However they caused concern. ✓
The results were interesting, however they caused concern ✗

They had a new teacher who was from New Zealand. ✓
They had a new teacher. Who was from New Zealand. ✗

There was a new curriculum, meaning the course would change. ✓
There was a new curriculum. Meaning the course would change. ✗

The college taught vocational subjects, for example woodwork and sport. ✓
The college taught vocational subjects. For example woodwork and sport. ✗

Tests are increasingly common, most students have some form of assessment every term. But some people question their value, assessment can be useful. For example, helping the teacher establish the level of the class, in addition tests can reinforce learning. Which helps the students make progress, they can, however, make learning boring, furthermore they take up learning time.

p u n c t u a t i o n 1 *exercises*

A Put capitals in the following sentences. The number in brackets tells you how many to add (first six only).

- 1 winston churchill was prime minister during the 1940s. (4)
- 2 anybody can be prime minister. (1)
- 3 i work in the payroll department. (3)
- 4 he is enrolled on an nvq course at hastings college. (6)
- 5 she wanted to go to university in the usa. (4)
- 6 she went to harvard university. (3)
- 7 he passed his gcse.
- 8 the river in london is the river thames. it is one of the longest in england.
- 9 after college, i worked at the bbc in bristol. however, it was a temporary job.
- 10 the board of governors organised the event. they had done it before.

B Choose the correct sentence, thinking about commas and full stops.

- 1 a) We need to buy more resources. They are needed for the Foundation classes.
b) We need to buy more resources, they are needed for the Foundation classes.
- 2 a) The course ran for three weeks. In that time, more people joined.
b) The course ran for three weeks, in that time, more people joined.
- 3 a) The buildings needed work, they were not safe, the college applied for a grant.
b) The buildings needed work. They were not safe. The college applied for a grant.
- 4 a) The books were ordered, after waiting 3 days for delivery. We contacted them.
b) The books were ordered. After waiting 3 days for delivery, we contacted them.
- 5 a) 85% of students passed the course the year before the pass rate was higher.
b) 85% of students passed the course. The year before, the pass rate was higher.

p u n c t u a t i o n 1 *exercises*

C Choose the correct sentence, thinking about short or longer words.

- 1 a) We need to buy more resources. So we need funding.
b) We need to buy more resources so we need funding.
- 2 a) The course ran for three weeks but many people thought that it was too short.
b) The course ran for three weeks. But many people thought that it was too short.
- 3 a) The buildings needed work. Otherwise, they would soon be unsafe.
b) The buildings needed work. Or they would soon be unsafe.
- 4 a) The books were ordered. All students, therefore, would soon have a copy.
b) The books were ordered, all students, therefore, would soon have a copy.
- 5 a) 85% of students passed the course, many found jobs as a result.
b) 85% of students passed the course. Many found jobs as a result.

D Rewrite the sentence and replace the underlined word with the one in brackets, taking care with punctuation.

- 1 They applied for extra funding and they recruited new staff. (in addition)
- 2 The class was extremely popular. Consequently, they opened another one. (so)
- 3 The college needs more students. Otherwise it will have to close. (or)
- 4 Support classes are useful although they are relatively expensive. (however)
- 5 Feedback on teaching has been positive while feedback on facilities has been negative. (but)

E Correct the punctuation in these complex sentences, using both commas and full stops.

- 1 It was a difficult choice. Which they had to make quickly.
- 2 He failed the practical exam. Meaning he would need extra lessons.
- 3 He liked the science subjects. For example physics and chemistry.
- 4 There are several explanations. Based on the research of many scientists and a range of theories.
- 5 Given the benefits. Many people wanted the job.
- 6 Teachers wanted more pay. While students wanted better facilities.
- 7 Although there were several solutions. None of them were perfect, therefore we started again.
- 8 They were worried about the future. Because there was very little money. Which meant the college might close.
- 9 He wrote very fast and worked all summer. Finishing the book in October, consequently, it was for sale in the New Year.
- 10 There were a number of ideas. For instance to raise prices, to lower costs and to sell abroad.

p u n c t u a t i o n 1 *exercises*

F Put in full stops and capitals, maybe commas, where necessary.

- 1 the course was very practical it lasted six months at the end students had a range of skills
- 2 afterwards students could use college resources to look for work most of them found the library was the most useful
- 3 they applied for jobs this meant completing a cv which often took a long time but they had support
- 4 one graduate was employed by an advertising company making radio ads it was not well-paid but the contacts were useful some months later the college asked her to come and discuss her experience
- 5 it was a valuable presentation for everyone the staff knew it could encourage others to join the job market
- 6 the vice chancellor, tom winters, was leaving this meant the post was vacant so they advertised in the guardian
- 7 the replies were not what i expected after looking through all the letters i chose the five best candidates and invited them for an interview in july
- 8 there were two stages to the selection process first candidates had an interview this was with the finance director jane coulson and lasted an hour after that there was a teaching exercise focusing on content
- 9 the education committee made the final decision deciding after much discussion that the best candidate was irene bertold though some members disagreed with this outcome
- 10 the candidate was informed by letter that she had until the end of august to accept the post or it would be offered to someone else knowing this was unlikely to happen the committee did not contact anyone else for the job

p u n c t u a t i o n 1 *exercises*

G Correct the punctuation in this memo.

to : all international department staff
from: professor corey baker

on 7th of january there will be an inspection of the facilities we offer it will be conducted by the welfare committee who will expect to interview staff therefore it is necessary for all staff to be on site from 8am onwards although we should definitely be finished before lunch i would be grateful if you could cooperate with the secretary, vera bradby, when she shows our guests round the college i would also appreciate it if you could finish at 4pm as it would be useful for the committee to speak to the entire staff this is the only inspection we expect this year so thank you for your cooperation

EP

punctuation 1 *answers*

A

- 1 Winston Churchill was Prime Minister during the 1940s.
- 2 Anybody can be prime minister.
- 3 I work in the Payroll Department.
- 4 He is enrolled on an NVQ course at Hastings College.
- 5 She wanted to go to university in the USA.
- 6 She went to Harvard University.
- 7 He passed his GCSE.
- 8 The river in London is the River Thames. It is one of the longest in England.
- 9 After college, I worked at the BBC in Bristol. However, it was a temporary job.
- 10 The Board of Governors organised the event. They had done it before.

B

- 1 a) We need to buy more resources. They are needed for the Foundation classes.
- 2 a) The course ran for three weeks. In that time, more people joined.
- 3 b) The buildings needed work. They were not safe. The college applied for a grant.
- 4 b) The books were ordered. After waiting 3 days for delivery, we contacted them.
- 5 b) 85% of students passed the course. The year before, the pass rate was higher.

C

- 1 b) We need to buy more resources so we need funding.
- 2 a) The course ran for three weeks but many people thought that it was too short.
- 3 a) The buildings needed work. Otherwise, they would soon be unsafe.
- 4 a) The books were ordered. All students, therefore, would soon have a copy.
- 5 b) 85% of students passed the course. Many found jobs as a result.

D

- 1 They applied for extra funding. In addition, they recruited new staff.
- 2 The class was extremely popular so they opened another one.
- 3 The college needs more students or it will have to close.
- 4 Support classes are useful. However, they are relatively expensive.
- 5 Feedback on teaching has been positive but feedback on facilities has been negative.

p u n c t u a t i o n 1 answers

E (Commas often optional)

- 1 It was a difficult choice, **which** they had to make quickly.
- 2 He failed the practical exam, **meaning** he would need extra lessons.
- 3 He liked the science subjects, **for** example physics and chemistry.
- 4 There are several explanations **based** on the research of many scientists and a range of theories.
- 5 Given the benefits, **many** people wanted the job.
- 6 Teachers wanted more pay **while** students wanted better facilities.
- 7 Although there were several solutions, **none** of them were perfect. **Therefore** we started again.
- 8 They were worried about the future **because** there was very little money **which** meant the college might close.
- 9 He wrote very fast and worked all summer, **finishing** the book in October. **Consequently**, it was for sale in the New Year.
- 10 There were a number of ideas, **for** instance to raise prices, to lower costs and to sell abroad.

F (Commas often optional)

- 1 The course was very practical. It lasted six months. **At** the end, students had a range of skills.
- 2 **Afterwards**, students could use college resources to look for work. **Most** of them found the library/Library was the most useful.
- 3 They applied for jobs. **This** meant completing a **CV** which often took a long time but they had support.
- 4 One graduate was employed by an advertising company making radio ads. It was not well-paid but the contacts were useful. **Some** months later, the college asked her to come and discuss her experience.
- 5 It was a valuable presentation for everyone. **The** staff knew it could encourage others to join the job market.
- 6 The **Vice Chancellor**, **Tom Winters**, was leaving. **This** meant the post was vacant so they advertised in **The Guardian**.
- 7 The replies were not what **I** expected. **After** looking through all the letters, **I** chose the five best candidates and invited them for an interview in **July**.
- 8 There were two stages to the selection process. **First**, candidates had an interview. **This** was with the **Finance Director**, **Jane Coulson**, and lasted an hour. **After** that, there was a teaching exercise focusing on content.
- 9 The **Education Committee** made the final decision, **deciding** after much discussion that the best candidate was **Irene Bertold**, though some members disagreed with this outcome.
- 10 The candidate was informed by letter that she had until the end of **August** to accept the post or it would be offered to someone else. **Knowing** this was unlikely to happen, the committee did not contact anyone else for the job.

punctuation 1 answers

G

to : all/**All** International **D**epartment staff
from: **P**rofessor **C**orey **B**aker

On 7th of **J**anuary, there will be an inspection of the facilities we offer. It will be conducted by the **W**elfare **C**ommittee who will expect to interview staff. **T**herefore, it is necessary for all staff to be on site from 8am onwards although we should definitely be finished before lunch. **I** would be grateful if you could cooperate with the secretary, **V**era **B**radby, when she shows our guests round the college. **I** would also appreciate it if you could finish at 4pm as it would be useful for the **C**ommittee to speak to the entire staff. **T**his is the only inspection we expect this year so thank you for your cooperation.

EP

NB With typing, it is usual to put a double space (rather than single space) after full stops.

e.g. *The course was very practical. It lasted six months.*
The course was very practical. It lasted six months. (better)

punctuation 2 *notes*

PUNCTUATION 2

Use in lists

Use to separate sentence parts

Maybe use after longer words

Use to group information differently, make it less important

Use to show missing letter/s (avoid!)

Don't use them with all **plurals!**

Use to mean 'of' (i.e. ownership)

's = of one (sing.)
' = of many (plural)

NB!
's = **different plurals!**

NB!
it's = it is/it has only (i.e. use for missing letters, never ownership)

Commas

The course covered language, computing, presentations and interviews.

Knowing it was expensive, she saved up for two years.
Although it would take four years, she felt it was worth it.
In the autumn term, there were no exams, meaning they could relax.

It was a great course. However, it was also expensive.
The results were impressive. Consequently, they received an 'A' rating.

The man who worked part-time was an American, hired through an agency.
The man, who worked part-time, was an American hired through an agency.

Apostrophes

<u>We're</u> satisfied with the result.	= We are
<u>They've</u> finished.	= They have
I <u>should've</u> passed.	= should have (not 'of!')

The students' were late. ✗	The students were late. ✓
They needed more teacher's. ✗	They needed more teachers. ✓

London's population	= the population of London
workers' rights	= the rights of workers
Mr Brown's book	= the book of Mr Brown

The student's class is in half an hour.	= class of one student
The department's funding was cut.	= funding of one department

The students' class is in half an hour.	= class of many students
The departments' funding was cut.	= funding of many departments

The men's team were the winners.
The children's teacher was very young.
They wanted people's opinion on the changes.

The essay is copied. **It's** going to need a rewrite. (needs apostrophe!)
The essay is copied so **it's** been returned without a grade. (needs apostrophe!)
The essay is copied. **Its** writer will need to redo it. (no apostrophe!)

p u n c t u a t i o n 2 *exercises*

A Choose the sentence with the correct use of commas.

- 1 a) The causes were, economic, political and social.
b) The causes were economic, political and social.
c) The causes were economic, political, and social.
- 2 a) Maths, physics, biology and chemistry were the hardest exams.
b) Maths, physics, biology and chemistry, were the hardest exams.
c) Maths, physics, biology, and chemistry were the hardest exams.
- 3 a) She needed to provide ID, proof of address, and also a reference.
b) She needed to provide ID proof of address and also a reference.
c) She needed to provide ID, proof of address and also a reference.

B Add a comma in the right place to these sentences, thinking about both sentence parts and longer words.

- 1 After leaving university she applied for a number of jobs.
- 2 If they gave in their essays late they would get a lower mark.
- 3 Even though it was the end of term there was still a great deal of work to do.
- 4 He taught four courses which was unusual.
- 5 Despite having great facilities the college had few sports teams.
- 6 When the government changed policy changed too.
- 7 As the college closed at 10pm some students had trouble finding buses to go home.
- 8 The college had an excellent reputation. Consequently many students applied.
- 9 The candidate had poor qualifications. On the other hand she had good references.
- 10 The training was useful for staff. Furthermore it was extremely popular.

C Highlight the extra, less important information in the sentence, using the commas to help.

- e.g. a) The teacher, who was French, worked in the Humanities Department.
- e.g. b) The lecturers who were based in town had to pay for parking, costing £3 a day.
- 1 The student, who was from India, graduated with a First.
 - 2 The teacher who taught me maths was given an award, which was fantastic.
 - 3 The letter, which arrived yesterday, was sent to the college where I worked.
 - 4 The college, where I worked part-time, was going to close.
 - 5 The college where I worked, teaching sport to young people, was going to close.

p u n c t u a t i o n 2 *exercises*

- 6 The student, writing on Facebook, said it was a great course.
- 7 The student writing a novel was on the same course as me, studying maths.
- 8 The teacher who knew First Aid was an ex-soldier, trained in Iraq.
- 9 The teacher, who knew First Aid, was an ex-soldier trained in Iraq.
- 10 Located in the countryside, the college had strong links to farming.

D Replace the apostrophes with the missing letters.

- 1 they're
- 2 he's left the college
- 3 he's English
- 4 it's
- 5 won't
- 6 who's this?
- 7 they would've succeeded
- 8 we'd seen the report
- 9 we'd like a coffee
- 10 he couldn't've known

E Correct 3 of these sentences, taking out the apostrophe because they are simple plurals.

- 1 The students' were early for class.
- 2 The library's books were useful.
- 3 He was fined for returning the book's late.
- 4 There were a number of course's on offer.
- 5 Students' results were impressive.

F Say how many for the underlined words – one (singular) or many (plural).

e.g. a) The college's gym = one (singular) college
e.g. b) The boys' changing room = many (plural) boys

- 1 The tutor's books
- 2 The tutors' books
- 3 The students' class
- 4 The student's class
- 5 The college's problems
- 6 The departments' budget
- 7 My sisters' friends
- 8 My brother's friend's house
- 9 My brother's friends' house
- 10 My brothers' friends' house

p u n c t u a t i o n 2 *exercises*

G Find the 3 apostrophe mistakes and correct them.

- 1 The teachers' name was Ed.
- 2 Ed's surname was Macmillan.
- 3 All our learner's needs are important.
- 4 Peoples' opinions vary.
- 5 The women's team won the competition.

H Rewrite these phrases using 's or ' to replace 'of'. Start with the underlined words.

e.g. needs of a learner = a learner's needs

e.g. hardware of the computers = the computers' hardware

- 1 books of the students
- 2 surname of the tutor
- 3 class of Professor Turing
- 4 essays of the student
- 5 decision of the departments
- 6 results of the students
- 7 the universities of the city
- 8 the universities of the cities
- 9 play area of the children
- 10 votes of people

I Choose it's or its to complete the sentence.

- 1 It's/Its useful to read as much as possible.
- 2 We don't know if it's/its going to be successful.
- 3 The college is modern. It's/Its website is impressive.
- 4 It's/Its going to be a tough course.
- 5 The cafe is new but it's/its problem is access.
- 6 It's/Its been four months since graduation.
- 7 The Internet is hugely important. It's/Its inventor was Tim Berners-Lee.
- 8 The Internet is hugely important. It's/Its developed rapidly.
- 9 The university is large so it's/its a long walk between it's/its buildings.
- 10 It's/Its a good book and it's/its writer is now famous.

p u n c t u a t i o n 2 answers

A

- 1 b) The causes were economic, political and social.
- 2 a) Maths, physics, biology and chemistry were the hardest exams.
- 3 c) She needed to provide ID, proof of address and also a reference.

B

- 1 After leaving university, she applied for a number of jobs.
- 2 If they gave in their essays late, they would get a lower mark.
- 3 Even though it was the end of term, there was still a great deal of work to do.
- 4 He taught four courses, which was unusual.
- 5 Despite having great facilities, the college had few sports teams.
- 6 When the government changed, policy changed too.
- 7 As the college closed at 10pm, some students had trouble finding buses to go home.
- 8 The college had an excellent reputation. Consequently, many students applied.
- 9 The candidate had poor qualifications. On the other hand, she had good references.
- 10 The training was useful for staff. Furthermore, it was extremely popular.

C

- 1 The student, who was from India, graduated with a First.
- 2 The teacher who taught me maths was given an award, which was fantastic.
- 3 The letter, which arrived yesterday, was sent to the college where I worked.
- 4 The college, where I worked part-time, was going to close.
- 5 The college where I worked, teaching sport to young people, was going to close.
- 6 The student, writing on Facebook, said it was a great course.
- 7 The student writing a novel was on the same course as me, studying maths.
- 8 The teacher who knew First Aid was an ex-soldier, trained in Iraq.
- 9 The teacher, who knew First Aid, was an ex-soldier trained in Iraq.
- 10 Located in the countryside, the college had strong links to farming.

D

- 1 they **are**
- 2 he **has** left the college
- 3 he **is** English
- 4 it **is**
- 5 **will not**
- 6 who **is** this?
- 7 they would **have** succeeded (not 'of'!)
- 8 we **had** seen the report
- 9 we **would** like a coffee
- 10 he could **not have** known (not 'of'!)

punctuation 2 *answers*

E

- 1 The **students** were early for class.
- 3 He was fined for returning the **books** late.
- 4 There were a number of **courses** on offer.

F

- 1 The tutor's books = one tutor
- 2 The tutors' books = many tutors
- 3 The students' class = many students
- 4 The student's class = one student
- 5 The college's problems = one college
- 6 The departments' budget = many departments
- 7 My sisters' friends = many sisters
- 8 My brother's friend's house = one brother; one friend
- 9 My brother's friends' house = one brother; many friends
- 10 My brothers' friends' house = many brothers; many friends

G

- 1 The teacher's name was Ed.
- 3 All our learners' needs are important.
- 4 People's opinions vary.

H

- 1 the students' books
- 2 the tutor's surname
- 3 Professor Turing's class
- 4 the student's essays
- 5 the departments' decision
- 6 the students' results
- 7 the city's universities
- 8 the cities' universities
- 9 the children's play area
- 10 people's votes

I

- 1 **It's** useful to read as much as possible.
- 2 We don't know if **it's** going to be successful.
- 3 The college is modern. **Its** website is impressive.
- 4 **It's** going to be a tough course.
- 5 The cafe is new but **its** problem is access.

- 6 **It's** been four months since graduation.
- 7 The Internet is hugely important. **Its** inventor was Tim Berners-Lee.
- 8 The Internet is hugely important. **It's** developed rapidly.
- 9 The university is large so **it's** a long walk between **its** buildings.
- 10 **It's** a good book and **its** writer is now famous.

p u n c t u a t i o n *rewrite exercise*

Watch the rewrite movie, then have a go yourself and correct the punctuation in this paragraph. Then check your version against the answer.



Creative Media

I teach in the creative media department delivering parts of the curriculum on level one and two courses to student's who are mostly under 18 however I am also involved with teaching on the btec course where the learner's are often older the level one course is designed to give student's the ability to carry out basic practical task's in a realistic studio environment such as recording sound or setting up equipment the course is fifty percent theory and fifty percent practical and student's must have a clear understanding of many different roles in the industry for example in production editing or directing students needs are various with some having very little schooling and others with disabilities which i therefore need to address its often a challenge in terms of creating materials

progression onto the higher courses is achievable only if the students fulfill the criteria set out in level one namely obtaining at least a pass mark in each test the courses are very popular over 100 people applied for the 35 places last year the btec course is quite different and aims to give the learner real work experience training them to industry standards and improving core skills this is what the curriculum states but the reality can be quite different although it can be challenging I enjoy the work very much knowing that I mightve helped a young persons future

p u n c t u a t i o n

rewrite exercise

Corrected version

Creative Media

I teach in the ~~creative~~ Creative ~~media~~ Media ~~department~~ Department, delivering parts of the curriculum on ~~level~~ Level ~~one~~ One and ~~two~~ Two courses to student's who are mostly under 18. ~~however~~ However, I am also involved with teaching on the ~~btee~~ BTEC course where the learner's are often older. ~~the~~ The ~~level~~ Level ~~one~~ One course is designed to give student's the ability to carry out basic practical task's in a realistic studio environment, such as recording sound or setting up equipment. ~~the~~ The course is fifty percent theory and fifty percent practical, and student's must have a clear understanding of many different roles in the industry, for example in production, editing or directing. ~~students~~ Students' needs are various with some having very little schooling and others with disabilities which i I therefore need to address. ~~its~~ It's often a challenge in terms of creating materials.

~~progression~~ Progression onto the higher courses is achievable only if the students fulfill the criteria set out in ~~level~~ Level ~~one~~ One, namely obtaining at least a pass mark in each test. ~~the~~ The courses are very popular. ~~over~~ Over 100 people applied for the 35 places last year. ~~the~~ The ~~btee~~ BTEC course is quite different and aims to give the learner real work experience, training them to industry standards and improving core skills. ~~this~~ This is what the curriculum states but the reality can be quite different. ~~although~~ Although it can be challenging, I enjoy the work very much knowing that I might've helped a young person's future.

Final version

Creative Media

I teach in the Creative Media Department, delivering parts of the curriculum on Level One and Two courses to students who are mostly under 18. However, I am also involved with teaching on the BTEC course where the learners are often older. The Level One course is designed to give students the ability to carry out basic practical tasks in a realistic studio environment, such as recording sound or setting up equipment. The course is fifty percent theory and fifty percent practical, and students must have a clear understanding of many different roles in the industry, for example in production, editing or directing. Students' needs are various with some having very little schooling and others with disabilities which I therefore need to address. It's often a challenge in terms of creating materials.

Progression onto the higher courses is achievable only if the students fulfill the criteria set out in Level One, namely obtaining at least a pass mark in each test. The courses are very popular. Over 100 people applied for the 35 places last year. The BTEC course is quite different and aims to give the learner real work experience, training them to industry standards and improving core skills. This is what the curriculum states but the reality can be quite different. Although it can be challenging, I enjoy the work very much knowing that I might've helped a young person's future.

6

Grammar overview

This unit explains all the key terms used in the other units, for example 3rd person, nouns, participles etc. If you are already a good writer, you probably don't need to know much about grammar as it won't make you a better one; only practice does that. However, if you have problems writing, knowing grammar is a quick way of pointing out an issue and fixing it. For example, compare the sentences below, the first incorrect, the second and third correct.

e.g.1 The UK banking system is arguably under-regulated. Partly as a result of weaknesses in the Financial Services Authority set up in 1997. X

e.g.2 The UK banking system is arguably under-regulated. This is partly as a result of weaknesses in the Financial Services Authority set up in 1997. ✓

e.g.3 The UK banking system is arguably under-regulated, partly as a result of weaknesses in the Financial Services Authority set up in 1997. ✓

The reason the first one is wrong is that everything between full stops in academic writing must be a sentence, i.e. something with a subject ('The UK banking system') and verb ('is'). Therefore putting a full stop/period before 'Partly' cuts the next part off and makes it a fragment, not a sentence as it has no subject or verb. To fix it, either start again with a new subject and verb ('This is'), or squash things together using a comma, not a full stop, making a complex sentence.

One word of advice: don't be frightened of grammar. It takes a little while to understand, but then it helps.



NOTES



grammar 1 *notes*



GRAMMAR 1

Nouns

person	place	thing	concept (abstract noun)
he	city	chair	health
teacher	Hastings	cat	education
Mrs Smith	lake	it	poverty

Verbs

doing/action word

write, study, drink, have, know, be

different forms

wrote, will write, will, can, would, must

different uses – with a subject noun to make a sentence

The student wrote essays.

– with to/-ing/-ed/which etc to add extra information

Based on her experience, and knowing the subject well, the student wrote essays to show her skill, which was a good idea.

Adjectives

describes a noun

The lazy student wrote short essays.
Writing is difficult.

Adverbs

describes a verb or adjective

The lazy student quickly wrote short essays.
Writing is quite/extremely difficult.

The lazy student probably wrote short essays.
Writing is sometimes/often difficult.

Compare!

Noun

He failed the exam because of his **laziness**.

Verb

He failed the exam because he **lazes** around too much.

Adjective

He failed the exam because he is a **lazy** student.

Adverb

He failed the exam because he acts **lazily**.

Subject

main noun/noun phrase that 'does' the verb

The course took three months.

The course in maths which I was accepted on, took three months.

Starting in September, the course in maths which I was accepted on, took three months.

grammar 1 notes

Sentences	<p>Subject + verb (+ other words possible) Makes sense as a group Starts with capital letter; ends with full stop</p> <p>He failed. The college recruited from many countries.</p> <p>Simple = one subject and verb</p> <p>The student passed the test.</p> <p>Compound = two simple sentences joined with and/but/or/so/because</p> <p>The student passed the test but he failed the coursework.</p> <p>Complex = simple or compound sentence/s + <i>dependent part/s</i> joined with range of linking words</p> <p><i>Having revised</i>, the student passed the test but he failed the coursework. The student passed the test <i>although he failed the coursework</i>. <i>Despite passing the test</i>, the student failed the coursework. The student passed the test <i>which was a relief</i>. <i>If the student passed the test</i>, he could continue the course. <i>Based on his answers</i>, the student passed the test.</p>																		
Punctuation	<p>Things like full stops, commas, capitals etc.</p>																		
Abbreviations	<p>Short form of words – don't use in academic writing!</p> <table> <tr> <td>e.g.</td> <td>.....</td> <td>for example</td> </tr> <tr> <td>l8r</td> <td>.....</td> <td>later</td> </tr> <tr> <td>u r</td> <td>.....</td> <td>you are</td> </tr> <tr> <td>etc</td> <td>.....</td> <td>and so on</td> </tr> <tr> <td>there's</td> <td>.....</td> <td>there is</td> </tr> <tr> <td>can't</td> <td>.....</td> <td>cannot</td> </tr> </table>	e.g.	for example	l8r	later	u r	you are	etc	and so on	there's	there is	can't	cannot
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Singular/ Plural	<table> <tr> <th>Singular</th><th>Plural</th></tr> <tr> <td>book</td><td>books</td></tr> <tr> <td>I/me</td><td>we/us</td></tr> </table>	Singular	Plural	book	books	I/me	we/us												
Singular	Plural																		
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I/me	we/us																		

grammar 1 exercises

A Highlight the word that is not a noun in these groups.

e.g. pen blue key beauty

- | | | | | |
|---|----------|----------|-------------|-----------|
| 1 | computer | building | health | extremely |
| 2 | car | door | window | warm |
| 3 | animal | write | mountain | bedroom |
| 4 | would | London | she | teacher |
| 5 | they | kindness | intelligent | river |

B Highlight the word that is an abstract noun in these groups.

e.g. book education teacher student

- | | | | | |
|---|-----------|----------|----------|------------|
| 1 | computer | keyboard | monitor | technology |
| 2 | coin | wealth | note | cheque |
| 3 | forest | lake | mountain | nature |
| 4 | chocolate | lunch | hunger | bread |
| 5 | training | course | exam | essay |

C Highlight the word that is not a verb in these groups.

e.g. write paper eat sleep

- | | | | | |
|---|--------|-----------|------|----------|
| 1 | go | do | know | Internet |
| 2 | water | swim | have | take |
| 3 | happen | beautiful | make | choose |
| 4 | is | will | must | happily |
| 5 | be | education | see | hear |

D Highlight the word that is not an adjective in these groups.

e.g. good shop bad ugly

- | | | | | |
|---|--------|-------------|----------|--------|
| 1 | clever | stupid | healthy | him |
| 2 | sad | feel | happy | angry |
| 3 | easily | interesting | nice | useful |
| 4 | bored | interesting | board | boring |
| 5 | caring | careful | careless | care |

grammar 1 exercises

E Highlight the word that is not an adverb in these groups.

e.g. easily helpful happily possibly

- | | | | | |
|---|-----------|----------|-------------|-----------|
| 1 | table | sadly | beautifully | carefully |
| 2 | nicely | cleverly | lazily | lazy |
| 3 | sometimes | although | never | always |
| 4 | whereas | probably | maybe | perhaps |
| 5 | often | possibly | well | good |

F Highlight the subject in these sentences (it might be more than one word).

- 1 She studied full time.
- 2 His degree was in marketing.
- 3 The test lasted four hours.
- 4 The test on biology lasted four hours.
- 5 The test which lasted four hours was the hardest of all of them.
- 6 Written by my tutor, the hardest test of all on biology started at 9am.
- 7 The college received extra funding.
- 8 The college just outside Sheffield has closed down.
- 9 The college where I studied after I left school has closed down.
- 10 Closed down because of a lack of students, the college reopened as a business centre.

G Which two of the following are not sentences?

- 1 For instance, recruiting staff from around the globe.
- 2 For instance, they recruited staff from around the globe.
- 3 He had a great idea which won the college the top prize.
- 4 He had a great idea, winning the college the top prize.
- 5 Having a great idea which won the college the top prize.

H Identify the sentence type: simple, compound or complex.

- 1 He passed.
- 2 He passed the exam and went to university.
- 3 Passing the exam, he went to university.
- 4 When he graduated, he decided to be a lawyer.

g r a m m a r 1 *exercises*

- 5 Working in law was always interesting.
- 6 Working in law was always interesting, though the hours could be long.
- 7 Working in law was always interesting but the hours could be long.
- 8 Knowing the law, he always had work.
- 9 Being good at his job, he was promoted.
- 10 He was good at his job so he was promoted.

I Name the punctuation.

- 1 don't
- 2 "Gibson"
- 3 as follows :
- 4 He was good ; she was better.
- 5 Although difficult , it was useful.

J Change the abbreviation to the full form.

- 1 e.g.
- 2 i.e.
- 3 no.
- 4 they're
- 5 I'll
- 6 won't
- 7 he's
- 8 he'd done
- 9 he'd go
- 10 it's a good idea

K Write the plural of these words.

- 1 student
- 2 company
- 3 woman
- 4 child
- 5 person

grammar 1 *answers*

A

- | | | | | |
|---|--------------|--------------|--------------------|------------------|
| 1 | computer | building | health | <u>extremely</u> |
| 2 | car | door | window | <u>warm</u> |
| 3 | animal | <u>write</u> | mountain | bedroom |
| 4 | <u>would</u> | London | she | teacher |
| 5 | they | kindness | <u>intelligent</u> | river |

B

- | | | | | |
|---|-----------------|---------------|---------------|-------------------|
| 1 | computer | keyboard | monitor | <u>technology</u> |
| 2 | coin | <u>wealth</u> | note | cheque |
| 3 | forest | lake | mountain | <u>nature</u> |
| 4 | chocolate | lunch | <u>hunger</u> | bread |
| 5 | <u>training</u> | course | exam | essay |

C

- | | | | | |
|---|--------------|------------------|------|-----------------|
| 1 | go | do | know | <u>Internet</u> |
| 2 | <u>water</u> | swim | have | take |
| 3 | happen | <u>beautiful</u> | make | choose |
| 4 | is | will | must | <u>happily</u> |
| 5 | be | <u>education</u> | see | hear |

D

- | | | | | |
|---|---------------|-------------|--------------|-------------|
| 1 | clever | stupid | healthy | <u>him</u> |
| 2 | sad | <u>feel</u> | happy | angry |
| 3 | <u>easily</u> | interesting | nice | useful |
| 4 | bored | interesting | <u>board</u> | boring |
| 5 | caring | careful | careless | <u>care</u> |

E

- | | | | | |
|---|----------------|-----------------|-------------|-------------|
| 1 | <u>table</u> | sadly | beautifully | carefully |
| 2 | nicely | cleverly | lazily | <u>lazy</u> |
| 3 | sometimes | <u>although</u> | never | always |
| 4 | <u>whereas</u> | probably | maybe | perhaps |
| 5 | often | possibly | well | <u>good</u> |

F

- 1 She studied full time.
- 2 His degree was in marketing.
- 3 The test lasted four hours.

- 4 The test on biology lasted four hours.
- 5 The test which lasted four hours was the hardest of all of them.
- 6 Written by my tutor, the hardest test of all on biology started at 9am.
- 7 The college received extra funding.
- 8 The college just outside Sheffield has closed down.
- 9 The college where I studied after I left school has closed down.
- 10 Closed down because of a lack of students, the college reopened as a business centre.

grammar 1 *answers*

G

- 1 For instance, recruiting staff from around the globe.
- 5 Having a great idea which won the college the top prize.

H

- 1 simple
- 2 compound
- 3 complex
- 4 complex
- 5 simple
- 6 complex
- 7 compound
- 8 complex
- 9 complex
- 10 compound

I

- 1 apostrophe
- 2 speech/quote marks
- 3 colon
- 4 semi colon
- 5 comma

J

- 1 for example
- 2 in other words/namely
- 3 number
- 4 they are
- 5 I will
- 6 will not
- 7 he is
- 8 he had done
- 9 he would go
- 10 it is a good idea

K

- 1 students
- 2 companies
- 3 women
- 4 children
- 5 persons/people

grammar 2 notes



GRAMMAR 2

'Person'
in general

= point of view

I think the presentation class will be useful as **I** will learn how to speak in public, which will help **my** confidence and give **me** valuable experience. (=1st person)

I think the presentation class will be useful as **you** will learn how to speak in public, which will help **your** confidence and give **you** valuable experience. (=2nd person)

The presentation class will be useful as **students** will learn how to speak in public, which will help **their** confidence and give **them** valuable experience. (=3rd person)

'Person'
in detail

1st I/my/we/our etc

I think this is true.

Use more for journals/evaluations.
Use less for graded/longer assignments.

2nd you/your

You could say this is true.

Never use in academic writing as informal.

**3rd he/his/she/her/it
they/their etc**

**This is true.
Many people feel this is true.**

Always use in academic writing.
Use equivalent words

e.g. research/evidence/a report (it)
Dr House (he/she)
supporters/studies (they)

Participles
= form of
verb

Use to squash in information

Knowing there was an exam, he studied every day.
= *He knew* there was an exam. He studied every day.

Known as a hard worker, he studied every day.
= *He was known* as a hard worker. He studied every day.

Two types:

NB! Use them with any tense

present (-ing)

working/starting/known/going

He had two jobs, *working* over 15 hours a day.
= He had two jobs and worked over 15 hours a day.

past (-ed etc)

worked/started/known/gone

She is a strict teacher, *known* to fail many students.
= She is a strict teacher. She is known to fail many students.

Be ambitious! Use 'having' version

He wanted a change, *having worked* for years.
= He wanted a change and/because he had worked for years.

Having been given money, he bought a car.
= He had been given money and then/so he bought a car.

grammar 2 *notes*

Passive

When you reverse a sentence

Useful to switch to third person and/or to switch focus

normal (active)

I will analyse three factors.

We must recruit more teachers.

Someone fired the Principal.

They gave the college £1 million.

passive

Three factors will be analysed.

More teachers must be recruited.

The Principal was fired.

The college was given £1 million.
£1 million was given to the college.

Indirect question

When you embed a question in the middle of a sentence

Useful to avoid direct questions

direct question

Why do colleges have fees?

Is this correct?

Will students accept this?

indirect question

We need to ask why colleges have fees.

We need to query if this is correct.
There is some debate over whether this is correct.

We need to decide if students will accept this.
There is some question over whether this is acceptable to students.
Many people doubt whether this will be accepted by students.
Students could reject this.

'wh' words

Who/which/when/where etc

Use in complex sentences (and obviously questions!)

The college where I learnt computing, was in Hastings.
= The college was in Hastings. I learnt computing there.

Tense

Time

Yesterday, we had an exam.
Today, we have/are having a timed essay.
Tomorrow, we will have the results.

Prepositions

Little words! Time/place

On/at/in/by/during/with/under

Verbs + '-ing'

By working nights, he had his days free to study.

grammar 2 exercises

A Identify the person (1st, 2nd or 3rd) in these sentences.

- 1 I teach full time.
- 2 You should apply for a place.
- 3 We have had problems with funding.
- 4 The staff completed the paperwork.
- 5 In my opinion, the main issue is resources.
- 6 It is arguable that the main issue is resources.
- 7 We need to improve access.
- 8 Access needs improving.
- 9 It is probable that students will find the course difficult.
- 10 It is probable that you will find the course difficult.

B Change these sentences, using a participle instead of the underlined phrase. For the first five, the brackets tell you to use either present or past participles.

e.g. I applied for a course. This course lasted two months. (present)
I applied for a course lasting two months.

e.g. I applied for a course. It was funded by a charity. (past)
I applied for a course funded by a charity.

- 1 He lived in town so he was close to the college. (present)
- 2 She passed the exam as she studied every day. (present)
- 3 She was trained as a doctor so she knew what to do. (past)
- 4 He was given an opportunity so he took it. (past)
- 5 Counsellors give advice because they are employed to help students. (past)
- 6 She studies maths so she likes working with statistics.
- 7 He applied early because he knew that the course would be popular.
- 8 She has two jobs so can only study at night.
- 9 The college is designed by Foster and is relatively famous.
- 10 After she joined the department, she was promoted quickly.

C Change these (active) sentences into a passive, starting with the underlined phrase.

- 1 I will discuss these issues.
- 2 We should look into funding.
- 3 Someone placed a job advert in the local paper.
- 4 The government awarded the college an 'A' rating.
- 5 We should ban smoking on campus.

grammar 2 exercises

- 6 We will look into the reasons for this problem.
- 7 I must improve my grades.
- 8 They will reopen the building in September.
- 9 Someone hacked into the Intranet.
- 10 They took the computers offline.

D Change these direct questions into indirect ones.

- 1 Is this the solution?
- 2 What are the causes of this problem?
- 3 Can we improve attendance?
- 4 Why does this situation continue?
- 5 Are we helping students enough?
- 6 Do we know what teachers need?
- 7 When should students apply for jobs?
- 8 Who is the best person to advise on health?
- 9 Are there any problems?
- 10 Does the department need more staff?

E Join these two sentences with a 'wh' word, 'who/which/when/where'. Plus you might need to change the sentences around slightly.

e.g. I applied for a course. This course lasted two months.
I applied for a course **which** lasted two months.

- 1 There are three modules on offer. This gives students a broad choice.
- 2 He will leave in the summer. His money runs out then.
- 3 They have elected a new Principal. She has experience in finance.
- 4 I live near the North Campus. I have classes there.
- 5 The class lasted all day. It was on marketing.
- 6 The mature student received a first. She only started studying at 32 years old.
- 7 The department had poor access. It was on the top floor.
- 8 The department had poor access. I studied there on Mondays.
- 9 Most students do not want fees. They typically have little money.
- 10 Most students do not want fees. They are seen as too expensive.

F Change the verb in this sentence into a past tense, then a future tense.

Most students write essays each term.

grammar 2 *answers*

A

- 1 1st person
- 2 2nd person
- 3 1st person
- 4 3rd person
- 5 1st person
- 6 3rd person
- 7 1st person
- 8 3rd person
- 9 3rd person
- 10 2nd person

B

- 1 **Living** in town, he was close to the college.
- 2 She passed the exam, **studying** every day.
- 3 **Trained** as a doctor, she knew what to do.
- 4 **Given** an opportunity, he took it.
- 5 Counsellors give advice, **employed** to help students. / Counsellors, **employed** to help students, give advice.
- 6 **Studying** maths, she likes working with statistics.
- 7 He applied early, **knowing** that the course would be popular.
- 8 **Having** two jobs, she can only study at night.
- 9 **Designed** by Foster, the college is relatively famous.
- 10 After **joining/Having joined** the department, she was promoted quickly.

C

- 1 These issues will be discussed.
- 2 Funding should be looked into.
- 3 A job advert was placed in the local paper.
- 4 The college was awarded an 'A' rating by the government.
- 5 Smoking should be banned on campus.
- 6 The reasons for this problem will be looked into.
- 7 My grades must be improved.
- 8 The building will be reopened in September.
- 9 The Intranet was hacked into.
- 10 The computers were taken offline.

D (Other answers possible)

- 1 We need to ask if this is the solution. / There is some debate over whether this is the solution.
- 2 We need to investigate the causes of this problem. / There is some uncertainty over the causes of this problem.
- 3 We need to decide if we can improve attendance. / Many question whether we can improve attendance. / Some question if attendance can be improved.

grammar 2 answers

- 4 We need to analyse why this situation continues. / There is much debate over why this situation continues. / The continuation of this situation has raised questions.
- 5 We need to ask if we are helping students enough. / Some query if we help students enough. / Many people query if students are helped enough. / Some doubt that students receive enough help.
- 6 We need to ask if we know what teachers need. / There is the question of what teachers need. / Some raise the issue of teachers' need.
- 7 We need to decide when students should apply for jobs. / Then there is the issue of when students should apply for jobs. / The timing of student job applications is another issue.
- 8 The question of who the best person is to advise on health is an important one. / The best person to advise on health is open to debate.
- 9 Many doubt if there are any problems. / Then there is the question of problems.
- 10 The department's need for staff is open to question. / We should look into the need for more departmental staff.

E

- 1 There are three modules on offer **which** gives students a broad choice.
- 2 He will leave in the summer **when** his money runs out.
- 3 They have elected a new Principal **who** has experience in finance.
- 4 I live near the North Campus **where** I have classes.
- 5 The class, **which** was on marketing, lasted all day.
- 6 The mature student, **who** only started studying at 32 years old, received a first.
- 7 The department, **which** was on the top floor, had poor access.
- 8 The department, **where** I studied on Mondays, had poor access.
- 9 Most students, **who** typically have little money, do not want fees.
- 10 Most students do not want fees **which** are seen as too expensive.

F

- | | |
|--------|---|
| Past | Most students wrote essays each term. |
| Future | Most students will write essays each term. |

g r a m m a r *rewrite exercises*



GRAMMAR
REWRITE

Watch the rewrite movie, then have a go yourself and identify the following grammar in this paragraph.

- nouns (find examples of abstract and subject nouns too)
- verbs (find examples of participles and passives too)
- adjectives
- adverbs
- joining words
- prepositions
- indirect question
- sentence type (find examples of simple/compound and complex)
- Which 'person' and which tense is this paragraph written in?

Learning Theories

There are many learning theories, the main ones being behaviourism, cognitivism and constructivism. Behaviourism is mostly associated with Skinner who believed in focusing on the role of the teacher and repetitive tasks, meaning that the student is perhaps less dynamic in the learning process. Some question if this approach is still relevant. In contrast, cognitivism is a more modern theory and is associated with the theorists, Dewey and Vygotsky. It largely emphasises the role of the mental process in education so the student is seen as a much more active participant in the classroom. Lastly, there is constructivism where students 'construct' their own model of learning based on their experiences and knowledge. All such theories can be extremely useful when teaching because the different approaches can appeal to different types of learners. Therefore, all students feel valued.

Answers

- nouns (abstract /subject nouns)
- verbs (participles/passives*)

Learning Theories

There *are* many learning **theories**, the main **ones** *being* **behaviourism**, **cognitivism** and **constructivism**. **Behaviourism** *is* mostly *associated** with **Skinner** who *believed* in *focusing* on the **role** of the **teacher** and repetitive **tasks**, *meaning* that the **student** *is* perhaps less dynamic in the learning **process**. **Some** *question* if this **approach** *is* still relevant. In contrast, **cognitivism** *is* a more modern **theory** and *is associated** with the **theorists**, **Dewey** and **Vygotsky**. **It** largely *emphasises* the **role** of the mental **process** in **education** so the **student** *is seen** as a much more active **participant** in the **classroom**. Lastly, there *is* **constructivism** where **students** ‘*construct*’ their own **model** of **learning** *based* on their **experiences** and **knowledge**. All such **theories** *can be* extremely useful when *teaching* because the different **approaches** *can appeal* to different **types** of **learners**. Therefore, all **students** *feel* valued.

- adjectives
- adverbs

Learning Theories

There are **many learning** theories, the **main** ones being behaviourism, cognitivism and constructivism. Behaviourism is *mostly* associated with Skinner who believed in focusing on the role of the teacher and **repetitive** tasks, meaning that the student is *perhaps less* **dynamic** in the **learning** process. Some question if this approach is *still* **relevant**. In contrast, cognitivism is a *more* **modern** theory and is associated with the theorists, Dewey and Vygotsky. **It** *largely* emphasises the role of the **mental** process in education so the student is seen as a *much more* **active** participant in the classroom. *Lastly*, there is constructivism where students ‘*construct*’ their **own** model of learning based on their experiences and knowledge. **All such** theories can be *extremely* **useful** when teaching because the **different** approaches can appeal to **different** types of learners. Therefore, **all** students feel **valued**.

- **joining words** (i.e. joining to make compound/complex sentences)
- *prepositions*
- *indirect question*

Learning Theories

There are many learning theories, the main ones **being** behaviourism, cognitivism and constructivism. Behaviourism is mostly associated *with* Skinner **who** believed *in* focusing *on* the role *of* the teacher and repetitive tasks, **meaning that** the student is perhaps less dynamic *in* the learning process. *Some question if this approach*

grammar *rewrite exercises*

is still relevant. *In contrast, cognitivism is a more modern theory and is associated with the theorists, Dewey and Vygotsky. It largely emphasises the role of the mental process in education so the student is seen as a much more active participant in the classroom. Lastly, there is constructivism where students 'construct' their own model of learning based on their experiences and knowledge. All such theories can be extremely useful when teaching because the different approaches can appeal to different types of learners. Therefore, all students feel valued.*

- **simple**/*compound*/complex
- written in third person and present tense

Learning Theories

There are many learning theories, the main ones being behaviourism, cognitivism and constructivism. Behaviourism is mostly associated with Skinner who believed in focusing on the role of the teacher and repetitive tasks, meaning that the student is perhaps less dynamic in the learning process. Some question if this approach is still relevant. *In contrast, cognitivism is a more modern theory and is associated with the theorists, Dewey and Vygotsky. It largely emphasises the role of the mental process in education so the student is seen as a much more active participant in the classroom.* Lastly, there is constructivism where students 'construct' their own model of learning based on their experiences and knowledge. All such theories can be extremely useful when teaching because the different approaches can appeal to different types of learners. **Therefore, all students feel valued.**

Structure





7

Introductions overview

This unit covers how to start your essay. Introductions are usually less than 10% of the essay, but they are a first impression, so make it a good one. There are two main sections, a general part and an organising part, sometimes called a thesis statement, though it has other names too.

The general part is just that, something general about the overall subject. There are various ways to build up this part, for example referring to key words in the title, using a quote or a statistic. You could also give some background or give a definition, though these might be better as your first body paragraphs, depending on the length of your essay.

Next, the organising part tells your reader what your particular approach will be, so describes the main parts of your essay. For example, imagine this essay title, 'Analyse the causes of the 2008 banking crisis.' It could be answered in many ways, so while the general part might be the same in each, the organising statement would change from essay to essay. Compare two very brief examples, introducing two very different essays.

e.g.1 I will compare the experience of three contrasting banking sectors, looking first at the UK, then at Germany and lastly at Greece.

e.g.2 This paper will confine itself to the US, and give two main reasons: the lack of regulation and weaknesses in the sub prime market.

This unit will look at the two parts, and then finally look at useful language to use in the organising part, specifically future tenses and listing words. One word of advice: as the introduction is almost like a 'mini-me' of your essay, it is common to write it last when you know the final structure.



General sentences

- be general!
- introduce your subject

What's in this part?

- key words
- general knowledge
- reword title
- contemporary background¹
- historical background²
- definition³
- quotation⁴
- statistic⁵

NB! Put in reference* if necessary

Should advertising to children be banned?

Advertising is a major part of everyday life, found whenever we turn on the television, surf the Internet, read a magazine or even step outside our front door. It is this pervasive quality which worries some people, especially when it comes to its effect on the most vulnerable in our society, children. There is therefore the question of whether children's advertising should be restricted or even banned...

Other possible general sentences

Adverts for the soft drink, Tango, have recently been banned for possibly encouraging playground bullying, as some parents and teachers feel children might copy the 'happy slapping' they see on screen.¹

Advertising as we know it, arguably started with the arrival of commercial television in the 1950s.²

As advertising is such a broad subject, this essay will confine itself to the medium of television, and take children to mean those under 12 years old.³

David Ogilvy, often seen as the father of advertising, once wrote, 'Advertising is only evil when it advertises evil things'.⁴

Over an average lifetime, most of us watch over 3 years worth of adverts on television (Whittaker, 2010)*, to say nothing of what we see on the Internet or in the street.⁵

Organising (thesis) statements

- be particular!
- introduce your essay

What's in this part?

- based on essay plan
- 'list' of main sections of your essay/argument
- neutral or opinionated

Tips

- write last?
- blend two parts i.e. 'triangle' shape
- balance parts
- match to length of essay
- be interesting!

Possible essay development

essay plan A by 'no' answer

- no research
- impractical
- uneconomic

essay plan B by those affected

- children
 - research/ban
- business
 - problems

essay plan C by type of advert

- food ads
- toy ads
- time/place of ads

Possible organising statements

A... I will argue that a ban is both unnecessary and damaging. First I will show that there is no definitive research proving that adverts can harm children. Then I will suggest that a ban, even if justified, could never work as modern technology means it would be impossible to enforce. Then I will demonstrate how a ban would adversely affect the economy, in particular the media sector.

B... This essay will first look at the problem in terms of children's welfare, examining research on advertising and suggesting possible areas for a ban. Then it will look at the issue from a business point of view, detailing economic drawbacks and practical difficulties.

C... In answering this question, it is useful to distinguish between types of adverts, namely those for food and those for toys. Beyond that, this essay will argue for certain restrictions on the timing and placements of adverts of any type in order to protect children.

introductions 1 *exercises*

A Match the type of general sentences with examples below from the essay, 'Should advertising to children be banned?'

- 1** Quotation
- 2** Statistic
- 3** General knowledge
- 4** Key words/reword title
- 5** Contemporary background
- 6** Definition
- 7** Historical background

- a)** In 1969, the television series 'Hot Wheels' was created specifically to sell a range of toys to children, and it is a marketing model that has been followed ever since.
- b)** Children in general are perfect consumers in that they act on impulsive desires, the need to have a new toy for example. Advertisers can and do exploit this.
- c)** "Give me a child until the age of seven and I will give you the man." If this well-known saying is true, then we need to examine what influences child development, and whether this includes advertising.
- d)** The debate over the banning of advertising to children is a heated one, with strong views on both sides.
- e)** Children's charities recently criticised Cadbury's and Nestlé for using online games and websites as a way of promoting their products in order to get round the strict guidelines for television advertising.
- f)** Advertising is such a huge topic these days that this essay will limit the meaning to online advertising only, because this is arguably where we now need new regulation.
- g)** On average, a child under the age of five watches 12 000 adverts a year (Prentiss and Hotchner, 2011), so it is no surprise that the impact of this advertising is the focus of much debate.

introductions 1 *exercises*

B Below are three introductions from three different essays. Rearrange the sentences to put them in the right order, going from general to particular.

1 Analyse possible problems with the Euro.

- a) it was a hugely ambitious project, and given the recent debt crisis, many feel it has been a failure
- b) then its impact on governments
- c) and confine itself to the key countries of Germany, France and Greece
- d) to decide if this is the case, this essay will first look at the Euro in terms of its impact on individuals
- e) in January 2002, the Euro was finally introduced across Europe as the common currency of 12 member states

2 Discuss the position of women in contemporary society in relation to employment.

- a) and it is only in recent years that they have been making significant inroads into the job market
- b) first describing the range of employment women now take
- c) but the situation has definitely improved
- d) there is still a long way to go before they achieve complete equality with men
- e) hence this essay will analyse this improvement
- f) then examining their status within this employment
- g) women have traditionally been seen as mothers and home makers

3 Should there be a law to protect privacy in the UK? Discuss and refer to a case study.

- a) one only needs to think of the case of Princess Diana to understand this, and until now, there has been no privacy law to protect such people, or indeed any private individual, from press intrusion
- b) to prove this, the essay will end with a case study, the Douglas v. Hello! magazine court case.
- c) however, with the recent incorporation of the Human Rights Act into English law with Article 8 clearly stating a right to privacy, there is a feeling that this is changing
- d) the media in the UK is notorious for its scrutiny, some would say harassment, of public figures in pursuit of a good story
- e) this essay will argue that though on the surface, a privacy law is appealing, it is in fact a deeply flawed concept
- f) but also it would clash with, and perhaps even damage, the whole concept of freedom of speech
- g) not only is it difficult to define key terms essential to making a law workable

introductions 1 exercises

- C** Match the four essays plans, A–D, with the four organising statements, 1–4, to finish the introduction of the following essay:

Analyse problems with the Euro

In 2011, in the middle of the debt crisis, the German president, Angela Merkel stated, “The Euro is our common fate, and Europe is our common future”. If this is the case, then problems with the Euro reflect problems with Europe itself, and so have huge significance for the future of the continent. Hence now is a good time to examine possible weaknesses in the common currency, and judge their seriousness...

essay plan A by country <ul style="list-style-type: none">• Germany• France• Greece	essay plan B by effect <ul style="list-style-type: none">• On economy• On politics	essay plan C by effect <ul style="list-style-type: none">• Banking• Retail• Manufacturing• Service	essay plan D by rejecting criticisms <ul style="list-style-type: none">• Short term• External factors• No alternatives
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Organising statement 1

One way to approach this subject is by looking at the effect of the Euro. The economic impact is obviously key, so it is useful to look at indicators such as growth, inflation and GDP to decide if the Euro has been beneficial. However, there have also been political consequences; hence the debate over whether the Euro has undermined the parliaments and legal systems of member states. By looking at both these areas, it is then possible to decide on how problematic the Euro is, if at all.

Organising statement 2

There have been many consequences resulting from the introduction of the Euro, so this essay will limit itself to an economic point of view, and look at its impact on key sectors, namely those of banking, retail, manufacturing and the service industries.

Organising statement 3

I would strongly argue that the problems with the Euro have been overstated. I will start by showing how apparent problems, for example with borrowing, are short term only. I will then demonstrate how various external factors, ranging from the sub prime crisis in America through to Chinese currency policies, are actually responsible for European economic problems, not the Euro. Finally, I will finish by showing that dropping the Euro is not feasible as there is no better alternative, meaning the problems of not having a common currency are worse than having one.

Organising statement 4

To do this, I will look at three countries, starting with Germany and arguing that here at least, there are no major problems. I will then turn to France and show how problems are limited to the banking sector and little else. Then I will end with the example of Greece and show how the Euro has actually made existing problems, political, social and economic, even worse.

introductions 1 *answers*

A

1	Quotation	c	5	Contemporary background	e
2	Statistic	g	6	Definition	f
3	General knowledge	b	7	Historical background	a
4	Key words/reword title	d			

B

1 Analyse possible problems with the Euro.

- e) In January 2002, the Euro was finally introduced across Europe as the common currency of 12 member states.
- a) It was a hugely ambitious project, and given the recent debt crisis, many feel it has been a failure.
- d) To decide if this is the case, this essay will first look at the Euro in terms of its impact on individuals,
- b) then its impact on governments
- c) and confine itself to the key countries of Germany, France and Greece.

2 Discuss the position of women in contemporary society in relation to employment.

- g) Women have traditionally been seen as mothers and home makers
- a) and it is only in recent years that they have been making significant inroads into the job market.
- d) There is still a long way to go before they achieve complete equality with men
- c) but the situation has definitely improved.
- e) Hence this essay will analyse this improvement,
- b) first describing the range of employment women now take,
- f) then examining their status within this employment.

3 Should there be a law to protect privacy in the UK? Discuss and refer to a case study.

- d) The media in the UK is notorious for its scrutiny, some would say harassment, of public figures in pursuit of a good story.
- a) One only needs to think of the case of Princess Diana to understand this, and until now, there has been no privacy law to protect such people, or indeed any private individual, from press intrusion.
- c) However, with the recent incorporation of the Human Rights Act into English law with Article 8 clearly stating a right to privacy, there is a feeling that this is changing.
- e) This essay will argue that though on the surface, a privacy law is appealing, it is in fact a deeply flawed concept.
- g) Not only is it difficult to define key terms essential to making a law workable,
- f) but also it would clash with, and perhaps even damage, the whole concept of freedom of speech.
- b) To prove this, the essay will end with a case study, the Douglas v. Hello! magazine court case.

C

Essay plan A	–	organising statement 4
Essay plan B	–	organising statement 1
Essay plan C	–	organising statement 2
Essay plan D	–	organising statement 3

introductions 2 notes



INTRODUCTIONS 2

Use future tenses

1 will

1 (future simple)

- I **will make** this judgment ... **I'll** make this judgment...X
- Hence this report **will examine** three sectors...
- To do this, this paper **will look at** the following...

2 will + be + -ing

2 (future continuous)

- I **will be making** this judgment...
- This report **will be examining** three sectors...
- To do this, this paper **will be looking** at the following...

3 will + be + pp

3 (future passive)

- Hence, three sectors **will be examined** in this report...
- To do this, the following **will be looked at** in this paper...

Don't use 'going to'

This essay ~~is going to~~ look at = too informal

Use listing language

1 listing words

1 This essay will make this judgment, looking **first/ly** at France, **then** at Germany and **finally** at Portugal.

First/ly, I will analyse the causes. **Next** I will suggest possible solutions, and **last/ly**, I will detail recent developments.

at = different meaning

2 -ing verbs

2 My essay will make this judgment, **looking** first at Italy, then at France.

This will be done as follows: by first **defining** the key terms, next by **examining** different sectors.

After **defining** terms, this essay will continue by **examining** four sectors.

3 phrases
NB! after main sentence; followed by nouns

3 This essay will look at three sectors, **namely/those of** retail, the service industry and manufacturing.

This essay will look at three sectors, namely/those of retail, the service industry and manufacturing are useful here. X

This essay will look at three sectors **in terms of/with reference to** their impact on individuals, and then **in terms of/with reference to** their impact on governments.

This essay will look at some of this debate, **from the original theory of currency union, through to recent criticisms of lending policies**.

define, examine, look at, suggest, continue, describe, detail etc.

say/talk about/write about = too informal

Use range of verbs

This essay will attempt to answer this question by first **giving** some background and then **it will detail** a case study. X

This essay will attempt to answer this question by first **giving** some background and then **detailing** a case study. ✓

This essay will attempt to answer this question; **it will first give** some background and **will then detail** a case study. ✓

First I **will give** some background, then a case study **will be detailed**. X

First I **will give** some background, then I **will detail** a case study. ✓

First some background **will be given**, then a case study **will be detailed**. ✓

Be parallel

introductions 2 *exercises*

A Choose the correct verbs to complete these short organising (thesis) statements.

- 1 Firstly, I _____ key terms.
a) will define
b) define
- 2 This essay _____ three sectors of the economy.
a) is examining
b) will examine
- 3 After looking at the problems, our report _____ some possible solutions.
a) will turn to
b) is going to turn to
- 4 This essay _____ this as follows: by first defining terms, then by discussing the people involved and finally by looking at a case study.
a) does
b) will do
- 5 This report _____ the whole debate, from the 1960s through to the present day.
a) is going to analyse
b) will be analysing
- 6 This report _____ the five main aspects of this process.
a) will be looked at
b) will be looking at
- 7 The five main aspects of this process _____ in this report.
a) will be looking at
b) will be looked at
- 8 This question _____ in two different ways.
a) will be answered
b) will be answering
- 9 This essay _____ this question in two different ways.
a) will be answered
b) will be answering
- 10 Finally, I _____ the steps that have been taken recently.
a) will detail
b) will be detailed

- 11 Finally, the steps that have been taken recently _____.
a) will be detailed
b) will detail
- 12 This issue _____ in terms of its impact on both businesses and consumers.
a) will be investigated
b) will be investigating
c) will investigate
- 13 After discussing the cost of these changes, this essay _____ the social impact.
a) will be discussed
b) will discuss
- 14 Three industries _____, those of mining, fishing and shipbuilding.
a) will be using
b) will be used

introductions 2 exercises

B Use 'will' and the correct form of the verb to complete these short organising statements. Sometimes, there are two possible answers.

e.g. The first section of this report _____ three main causes. (look at)

The first section of this report **will look at/will be looking at** three main causes.

- 1 In answering this question, I _____ a range of factors. (suggest)
- 2 After analysing costs, this report _____ by suggesting savings. (continue)
- 3 My essay _____ objections to this, first with reference to the problems in France, then to problems in Britain. (detail)
- 4 A range of institutions _____, namely banks, parliament and the press. (look at)
- 5 Two problems _____, those of staff costs and modernisation. (examine)
- 6 This essay _____ two problems, those of staff costs and modernisation. (examine)
- 7 Next, I _____ the social factors. (discuss)
- 8 Next, the social factors _____. (discuss)
- 9 Hence, criticisms of this policy _____. (consider)
- 10 Hence, I _____ criticisms of this policy. (consider)

C Choose the correct listing word from below to complete these short organising statements. Sometimes, there are two possible answers.

first/ly after before at first next then last/ly finally at last in terms of with reference to namely those of from through to that of

- 1 _____, this essay will examine the causes of the crisis. _____ it will turn to the consequences and _____ it will suggest possible solutions.
- 2 By focusing on education, I will deal with the two main issues, _____ facilities and teaching.
- 3 _____ defining terms, I will continue by describing the historical background.
- 4 My report will approach this problem as follows: by _____ giving a brief overview of research on the subject, _____ by concentrating on the theories of Rossi, and _____ by detailing the Montana case of 1997.
- 5 Hence only one theory will be discussed, _____ neo colonialism.
- 6 Hence only two theories will be discussed, _____ neo colonialism and Marxism.
- 7 This essay will look at the welfare state _____ its cost to the taxpayer.
- 8 It is useful to detail the historical background, _____ the union movement in the 19th century _____ the establishment of the Labour Party in 1900.
- 9 This report will _____ give a summary of the main statistical evidence, _____ moving on to an analysis of the main issue – _____ poor financial regulation.
- 10 There are many reasons for the decline, ranging _____ religious problems in the north _____ environmental disasters in the south.

introductions 2 exercises

D Find the listing language mistakes and correct them. Sometimes, there are two possible answers.

- 1 I will examine this question in terms of there have been changes in the law.
- 2 There is one major disadvantage, in terms of poverty.
- 3 We will look at NATO namely its role in Libya.
- 4 We will also show the successes, with reference to higher wages and shorter hours.
- 5 We will also look at the most significant decade, those of the 1960s.
- 6 This case study is useful in terms of it shows how people voted.

E Use ‘-ing’ verbs to make one sentence out of the following. You may need to add a word like ‘before’ or ‘after’. Sometimes, there are two possible answers.

e.g. This essay will first look at the Euro in terms of its impact on individuals. Then it will examine its impact on governments.

Looking first at the Euro in terms of its impact on individuals, this essay will then examine its impact on governments.

After looking at the Euro in terms of its impact on individuals, this essay will then examine its impact on governments.

This essay will look at the Euro in terms of its impact on individuals **before examining** its impact on governments.

- 1 This essay will firstly look at the types of employment women take. Then it will analyse their status within this employment and finish with a comparison to Swedish working practices.
- 2 I will look at some of this debate and start with Maslow’s original theory of needs. Then I will continue with an analysis of modern ideas on work design. I will end with two case studies.
- 3 First I will define certain key terms. Then I will describe my methodology. Then I will examine the latest research and make three recommendations.

F Change these organising statements so they are parallel. Sometimes, there are two or more possible answers.

- 1 My report will make this judgment by first examining the arguments for regulation and it will then analyse the possible disadvantages of a ban.
- 2 I will divide this report as follows, first giving the political reasons. Then I will look at the economic issues and finishing with a social perspective.
- 3 This paper has three sections, first looking at employment policies, then discussing the impact of inflation and finally I will end with criticisms of the banking system.
- 4 To start, it is useful to cover the historical background then looking at the situation in the emerging BRIC economies.
- 5 Customer service will be discussed first. Then I will examine staffing policies.
- 6 After demonstrating the weaknesses in this theory, this report will detail the damage it caused and a solution will be suggested.

introductions 2 *answers*

A

- 1 a) will define
- 2 b) will examine
- 3 a) will turn to
- 4 b) will do
- 5 b) will be analysing
- 6 b) will be looking at
- 7 b) will be looked at
- 8 a) will be answered
- 9 b) will be answering
- 10 a) will detail
- 11 a) will be detailed
- 12 a) will be investigated
- 13 b) will discuss
- 14 b) will be used

B

- 1 will suggest/will be suggesting
- 2 will continue ('will be continuing' sounds clumsy as already '-ing' verbs in sentence i.e. 'analysing'/'suggesting')
- 3 will detail/will be detailing
- 4 will be looked at
- 5 will be examined
- 6 will examine/will be examining
- 7 will discuss/will be discussing
- 8 will be discussed
- 9 will be considered
- 10 will consider/will be considering

C

- 1 first/ly then/next last/ly/finally
- 2 namely/those of
- 3 after
- 4 first/ly then/next last/ly/finally
- 5 namely/that of
- 6 namely/those of
- 7 in terms of/with reference to
- 8 from through to (could also use; namely/that of and)
- 9 first/ly before namely/that of
- 10 from through to

introductions 2 *answers*

D

- 1 I will examine this question **in terms of changes in the law**.
- 2 There is one major disadvantage, **namely/that of** poverty.
- 3 We will look at NATO **in terms of/with reference to** its role in Libya.
- 4 We will also show the successes, **namely/those of** higher wages and shorter hours.
- 5 We will also look at the most significant decade, **namely/that of** the 1960s.
- 6 This case study is useful in terms of **showing** how people voted/how people voted.

E

- 1 This essay will firstly look at the types of employment women take, **before analysing** their status within this employment and **finishing** with a comparison to Swedish working practices. / **After looking at** the types of employment women take, this essay will then analyse their status within this employment and finish with a comparison to Swedish working practices.
- 2 I will look at some of this debate, **starting** with Maslow's original theory of needs, **continuing** with an analysis of modern ideas on work design **before ending** with two case studies. / I will look at some of this debate and start with Maslow's original theory of needs, **before continuing** with an analysis of modern ideas on work design, and **ending** with two case studies.
- 3 **After defining** certain key terms, I will then describe my methodology, **before examining** the latest research and **making** three recommendations.

F

- 1 My report will make this judgment **by first examining** the arguments for regulation, then **by analysing** the possible disadvantages of a ban. / My report **will make** this judgment. First it **will examine** the arguments for regulation. Then it **will analyse** the possible disadvantages of a ban.
- 2 I will divide this report as follows, **first giving** the political reasons, **then looking at** the economic issues and **finishing** with a social perspective. / I **will divide** this report as follows. First I **will give** the political reasons. Then I **will look at** the economic issues and **(will) finish** with a social perspective.
- 3 This paper has three sections, **first looking** at employment policies, then **discussing** the impact of inflation and then **finally ending** with criticisms of the banking system. / This paper has three sections. I **will first look at** employment policies. Then I **will discuss** the impact of inflation and finally I **will end** with criticisms of the banking system. / This paper has three sections. It **will first look at** employment policies. Then it **will discuss** the impact of inflation and finally it **will end** with criticisms of the banking system.
- 4 To start, it **is useful to cover** the historical background, **then look at** the situation in the emerging BRIC economies.
- 5 Customer service **will be discussed** first. Then staffing policies **will be examined**. / I **will discuss** customer service first. Then I **will examine** staffing policies.
- 6 After demonstrating the weaknesses in this theory, this report **will detail** the damage it caused and **(will) suggest** a solution. / After demonstrating the weaknesses in this theory, the damage it caused **will be detailed** and a solution **(will be) suggested**.

introductions *rewrite exercise*



INTRODUCTIONS
REWRITE

Either before or after you watch the rewrite movie, have a go yourself at writing an introduction for the essay below. Use some/all of the following information in boxes and your own knowledge for the general sentences. Then read the body paragraphs on the next page for the organising (thesis) statement. Write between 100–150 words.

How can organisations motivate staff? Analyse various theories and refer to case studies

- Possible information for general sentences

Source 1 *Historical background*

In the 1920s, an American academic, Elton Mayo, researched the effects of the physical environment on the productivity of workers. The result, known as the Hawthorne Studies, named after the electrics company where it took place, showed that workers could be motivated to work harder by making small changes to the workplace, such as altering the lighting or the layout of a room. This was the beginning of motivational theory in business.

Source 3 *Quotation*

“The story of the human race is the story of men and women selling themselves short”

(Abraham Maslow, often seen as father of motivational theory)

Source 2 *Definition of ‘motivation’ from Macmillan Dictionary*

- A feeling of enthusiasm or interest that makes you determined to do something
- A reason to do something

Source 4 *Statistic*

78% of company directors feel motivation of staff is the key element in business success.

(Reid, 2011, p.56)

- **Body paragraphs for organising statements**

Maslow can perhaps be called the founding father of motivational theory, and much work since has built on and developed from his ideas. His theory of a 'hierarchy of needs' suggests that humans have five different levels of needs starting with basic ones such as food and shelter, and ending with 'self actualisation' in which an individual has the need to realise their full potential. Herzberg's theory of 'maintenance-motivation' factors shared this idea of types of needs, lower and higher, and both men seem to have a common view of all individuals having this range, which an employer should meet in order to motivate.

McGregor on the other hand did not believe in a common set of motivational factors. Instead with his 'X' and 'Y' theory, he believed that motivation depended on the type of person involved, type X needing close supervision and control because of an innate dislike of work, and type Y needing responsibility and autonomy because of a view of work almost as a form of play.

All three share an assumption that the key factor in motivation is the individual, either in terms of his level of need, or his type of character. Ouichi departed from this assumption slightly with his theory 'Z' in which the group is the key factor. It is this that needs motivating more than the individual, and to do this, the company takes an almost parental role.

Finally, coming to contemporary ideas, a key one seems to be that of job or work design. In this, the nature of the job itself is the key motivational factor. By strategies such as 'job enlargement' and 'job enrichment', jobs can be expanded and enhanced to make them more interesting and fulfilling for the employee. This would seem to suggest that in many modern jobs, at least in the developed world, the lower needs of Maslow and Herzberg have been met, and that the organisation should address the higher needs of greater fulfillment in order to motivate staff.

Such then, are the theories. The question is, whether these ideas can be seen in practice. Looking at two case studies, in the first, a family owned printing company, Johnson and Son, made a concerted effort to motivate its staff by involving them in social activities in particular, such as weekend picnics, and productivity rose by 6% (Jareau, 2011). This reflects both Maslow and Herzberg' belief in a need to belong and perhaps Ouichi too, with his idea of group behaviour. Reflexite, a retail firm, took a different approach. In 2008, the employees bought the failing company themselves, and took full responsibility for its performance. The result was a loss of £1.2 million turned into a profit of £900 000 in 2010 (Garcia, 2011). This approach arguably illustrates the higher needs of Maslow and Herzberg, those of self-actualisation and autonomy, but also the lower need for security as well. Both examples demonstrate different aspects of ideas on motivation as discussed above, and suggest that there is indeed a relationship between theory and practice.

introductions

rewrite exercise

Models

- Possible general sentences

Version 1

Motivation is the reason why we do something, or at least why we do it well. In business, it is seen as key to productivity, with 78% of company directors believing it a major element in their company's success (Reid, 2011, p.56). Given this, it is not surprising that it is the subject of much study, starting with the famous Hawthorne Studies of the 1920s in the US, where it was found that altering the environment of a workplace made workers more motivated and hence productive. Since then, there have been numerous theories, which this essay will briefly examine. (99 words)

Version 2

'The story of the human race is the story of men and women selling themselves short.' So wrote Abraham Maslow, seen by many as the father of motivational theory, and he obviously thought humans could achieve a great deal more, if only they had the determination and enthusiasm to do so. Most businesses recognise this, and believe motivation of staff is the key to success. Hence a great deal of time and money is spent on studying the subject, and it is an issue that this essay will look at. (90 words)

Version 3

In America in the 1920s, an American academic, Elton Mayo, conducted what came to be known as the Hawthorne Studies in an electrics factory, and found that by modifying the physical environment of the workplace, for example changing the lighting, workers became more productive. Motivational theory, meaning how organisations motivate staff, was born and will be the subject of this essay. (61 words)

- Possible organising statements

Version 1

I will look at a range of theories, from Maslow's original theory of need, through to modern ideas on work design, and finish with two case studies to see if such theories are actually put into practice in business. (39 words)

Version 2

First I will detail the ideas of the major theorists in this field, namely Maslow, Herzberg, McGregor and Ouichi, then look at more contemporary ideas on work design. I will finish by analysing two industry case studies, those of Johnson and Son then Reflexite, to see if any theories are reflected in practice. (53 words)

Version 3

After analysing the main theories on motivation from the past through to the present day, two case studies will be examined to see if there is any link between theory and practice. (32 words)

Combine these parts to make one complete introduction.

8

Body overview

This unit covers the body part of the essay, which is about 85% of the total. The content is a combination of your reading and your comments/analysis, so the quality depends on the quality of your reading and note taking. The body is made up of several paragraphs which have the following: a topic sentence, details and proof, sometimes a concluding sentence, and sometimes a linking sentence.

Starting with the last, a linking sentence can open a paragraph by referring back to previous paragraphs, and can make the essay flow better. A topic sentence is more important; it introduces the main theme of the whole paragraph, so should come early on and should be relevant to the essay title. It often uses something called an abstract noun. This describes a big idea rather than particular things, so can be a useful way to introduce the paragraph theme; think about the difference between 'banking' / 'banks', or 'education' / 'colleges'.

You will then develop this main theme with details and proof, so you will often include quotes and paraphrases, and references to say where you found this research. A concluding sentence can be added every few paragraphs to remind the reader why that section is directly relevant to the title. It often uses similar words to the title to make this link clear.

One word of advice: don't forget to include your own analysis throughout, as an essay is your opinion based on research, not just a description of other people's research.



NOTES





- main paragraphs
- expand on **organising (thesis) statement**

Topic sentence

Details and proof (think quoting/paraphrasing/combining/referencing)

Concluding sentence

Linking sentence¹

Should advertising to children be banned?

Advertising is a major part of everyday life, found whenever we turn on the television, surf the Internet, read a magazine or even step outside our front door. It is this pervasive quality which worries some people, especially when it comes to its effect on the most vulnerable in our society, children. There is therefore the question of whether advertising should be restricted or even banned. This essay will first look at the problem in terms of children's welfare, examining research on advertising and suggesting possible areas for a ban. Then it will look at the issue from a business point of view, detailing economic drawbacks and practical difficulties.

Opinion is divided over what impact, if any, advertising has on children. *What is beyond question is that many people, parents in particular, are worried about its effects. 88% of Swedes supported their government's ban on children's TV adverts in 1991 (Willows, 2009, p.23) while 36% of adults in the UK thought that advertising was damaging to their children (Sidle, 2011, p. 14).*

However, research on the subject does not seem to bear this out¹. *Psychology professor, Adrian Furnham, argues against any restrictions, noting "Peer influences and parenting styles are massively more influential in determining children's behaviour and achievements than advertising" (Stokes and Brown, 2011). Furthermore, a German study points out that, on average, children between three and thirteen years old spend only 1.4% of their waking time watching adverts. That said, in the UK, this translates into 18 000 adverts a year (Grissom, 2010).* However, until there has been definitive research linking behaviour to advertising, it would seem premature to argue for a ban, but perhaps some regulation is needed, especially given parents' concerns.

One restriction would arguably be on food advertising¹. 95% of these during children's television programmes were for products high in fat, salt or sugar (Grissom, 2010) and many, including the World Health Organisation, believe that there is a link between such foods and increasing levels of obesity and high blood pressure. Yet for every \$1 spent by the WHO to combat these effects of a poor diet, the global food industry spends \$500, part of an annual industry worth \$25 billion (WHO, 2009). It is obviously not a fair fight and as children's health is at stake, there is a strong case for a limitation on food advertising to the young.

This could well help children¹. However, the downside of any such regulation could be damage to business, such as to the above mentioned food industry who would obviously see profits fall. Another less direct casualty would be children's television. At present, this industry is heavily reliant on advertising revenues. Martin Bowley of the media organisation Carlton Sales, remarked "Without TV advertising in the UK, the ability of commercial TV stations to deliver high quality programmes to young people would be severely affected" (BBC, 2007). Of ITV's £39 million children's commissioning budget, £11 million came from advertising (BBC, 2007). The removal of this support could lead to job losses, and a flood of cheap American exports. There is also the wider implication of any ban, with many within the EU saying it would contravene the whole idea of free trade in goods and services that the EU is based on, and would in fact be illegal. Therefore, any restriction, let alone a ban is highly problematic from the point of view of business, and potentially impossible to enforce.

body exercises

- A** Below are the 3 body paragraphs from the essay, 'Would a ban on violent video games be useful?' Identify the following types of sentence.

topic sentence details and proof concluding sentence
reference linking sentence

Supporters of these games, such as the companies who produce them, claim that there is no need for concern. To support their opinion, they cite studies by psychologists which indicate that gamers are no more likely to commit violent crime than non-gamers. A report by Braxton University in the United States found that among 234 gamers, arrest and conviction levels for any form of crime were actually 8% lower than for non-gamers (Malone, 2011). Both those who produce, and those who play the games, claim they are being unfairly blamed for the problems of society, and point out that no one would ever demand that books with violent themes should be banned for their negative influence.

On the other hand, a growing number of people reject this view. They suggest that on certain vulnerable people, the watching and playing of violent scenarios for long periods of time, must have an effect. They cite the recent court case in Addington, Scotland where the defendant himself claimed to have been directly influenced by the game he had been playing continuously before attacking his best friend. Furthermore, they point out that many male teenagers will have spent over a year of their life playing video games by the time they are 18 (Delgado and Spade, 2009), so they are potentially a huge influence on behaviour.

Even if it were agreed that a ban on certain games was beneficial, there is the question of enforcement. If some countries banned video games, people would almost certainly be able to access them, either by buying and shipping them from countries where there was no ban, or by downloading from the Internet. In brief, national laws would not be able to police the global reach of modern technology, so any ban would be completely ineffective.

- B** Below are the 4 body paragraphs from the essay, 'Discuss the position of women in contemporary society in relation to employment.' Choose the correct topic sentence for each paragraph.

1

- a) To start, it is useful to give an overview of the progress in this matter.
- b) To start, it is useful to look at some statistics on female employment.
- c) To start, it is useful to define what we mean by female employment.

The Treaty of Rome of 1973 guaranteed a women's right to work Europe wide, and national legislation has added to their rights ever since. In Britain, as in most other European countries, it is illegal to recruit on the basis of gender, sexual harassment is unacceptable, maternity rights have been extended, higher education is open to women, and educationally women often outperform men. Therefore the old obstacles to female employment would seem to have been overcome, but as we shall see, this is not in fact the case.

body exercises

2

- a) Women have a right to equal wages to men, yet on average, are paid a third less than men (Johnson, 2004).
- b) Men are physically stronger than women, so dominate in certain types of work.
- c) Though women now make up 46% of the workforce (Johnson, 2004), they are not equally represented in all job types.

There is a tendency for women to work in particular areas, a process often known as 'horizontal differentiation'. This term was used by the eminent sociologists, LaPaglia and Sanchez, to describe the fact that women often confine themselves to specific professions in the service sector, namely teaching, retail and nursing (LaPaglia and Sanchez, 2001). The latest figures from the Department of Employment would seem to bear this out. In 2011, 72% of teachers, 67% of retail assistants and a huge 93% of nurses were women (DOE, 2011). Women, then, dominate in jobs that have some sort of service element.

3

- a) Outside the service sector, this difference continues.
- b) Women work in a variety of sectors.
- c) To improve this situation, a change in the law is needed.

If we look at heavy industry, taking the example of shipbuilding, it is not surprising that women only account for 2% of the workforce as it is a very physical field. In manufacturing, women account for 72%, and in the financial sector, it is a mere 11% (DOE, 2011), and in neither of these would physical strength be an issue. The only sector where there are equal numbers of women and men is the IT industry, and this might be because it is relatively new. The reasons for the differentiation are controversial; some believe it is the inevitable consequence of biological differences while others believe it is simply prejudice. Whatever the truth, we can say that the position of women in employment very much depends on the nature of that employment.

4

- a) The next question is whether women can change the situation themselves.
- b) The next question is whether this inequality has deep historical roots.
- c) The next question is whether women have power and status in the jobs they choose, whatever the sector.

The answer is overwhelmingly no. Women on average earn 15% less than men in equivalent jobs, and only one out of twelve managerial positions, whatever the industry, are held by women (Johnson, 2010). Hence, for example, in a hospital, most of the nurses will be women, but the doctors and managers will be men. Marsh and Noble (2009) have termed this phenomenon 'vertical differentiation', when gender inequalities exist even within the same economic sector. Furthermore, women are more likely to be in part time work, and on short contracts of less than a year, both of which means they have fewer rights than permanent, full time employees. In brief, women are under-represented in management, and are on vulnerable contracts, putting them in a weak position overall.

body exercises

- C** Below are the 3 body paragraphs from the essay, 'Analyse problems with the Euro'. Each paragraph is mixed up, so put the sentences in the correct order.

Body paragraph 1

- 1 Various surveys back this point up, with public support in the Netherlands for example put at 72% in the early months of the year (Peterson, 2003).
- 2 In terms of logistics, therefore, the Euro has to be judged a success.
- 3 It was a massive operation to switch from various currencies to a single one, and most commentators, and also the public, believe that the operation went smoothly.
- 4 The actual introduction of the Euro was an undoubted success.

Body paragraph 2

- 1 However, this early optimism has not been maintained.
- 2 Taking Germany, restaurant prices have risen by as much as 33%, and supermarket goods by 21% (Peterson, 2003).
- 3 For many people across Europe, the introduction of the Euro has led to price rises in many everyday goods.
- 4 Even though inflation, a much more reliable indicator of price rises, has actually remained stable, people, rightly or wrongly, feel the Euro has failed them, at least when it comes to their daily shopping.
- 5 This has been repeated across Europe, and in the Netherlands for example, consumers feel so strongly on the issue that now, 98% of the population would prefer to return to the Gilder (Eads, 2005).

Body paragraph 3

- 1 Under this pact, no country can have a deficit of more than 3% of its GDP.
- 2 To harmonise the various economies, the 'Stability Pact' was introduced, largely at the insistence of Germany.
- 3 Finally, there is the impact of the Euro on governments.
- 4 Similarly, Portugal, France and Italy are also having problems abiding by the agreement.
- 5 However, this particular rule has caused problems for many countries, ironically for Germany especially.
- 6 All of this suggests that perhaps the Euro and all that it entails, is fundamentally flawed as presently established, and needs radical reform to be successful.
- 7 For a variety of reasons, Germany wants to commit to large scale spending, but the terms of the pact prevent it from doing so.

body answers

A

Supporters of these games, such as the companies who produce them, claim that there is no need for concern.

* To support their opinion, *they cite studies by psychologists which indicate that gamers are no more likely to commit violent crime than non-gamers. A report by Braxton University in the United States found that among 234 gamers, arrest and conviction levels for any form of crime were actually 8% lower than for non-gamers (Malone, 2011). Both those who produce, and those who play the games, claim they are being unfairly blamed for the problems of society, and point out that no one would ever demand that books with violent themes should be banned for their negative influence.*

*On the other hand, a growing number of people reject this view. They suggest that on certain vulnerable people, the watching and playing of violent scenarios for long periods of time, must have an effect. * They cite the recent court case in Addington, Scotland where the defendant himself claimed to have been directly influenced by the game he had been playing continuously before attacking his best friend. Furthermore, they point out that many male teenagers will have spent over a year of their life playing video games by the time they are 18 (Delgado and Spade, 2009), so they are potentially a huge influence on behaviour.*

*Even if it were agreed that a ban on certain games was beneficial, there is the question of enforcement. * If some countries banned video games, people would almost certainly be able to access them, either by buying and shipping them from countries where there was no ban, or by downloading from the Internet. In brief, national laws would not be able to police the global reach of modern technology, so any ban would be completely ineffective.*

* Topic sentence

Details and proof

Reference (Harvard/APA style; no year in MLA; superscript/footnote in MHRA)

Linking sentence

Concluding sentence

body answers

B

- 1 a) To start, it is useful to give an overview of the progress in this matter.
- 2 c) Though women now make up 46% of the workforce (Johnson, 2004), they are not equally represented in all job types.
- 3 a) Outside the service sector, this difference continues.
- 4 c) The next question is whether women have power and status in the jobs they choose, whatever the sector.

C

Body paragraph 1

- 4 The actual introduction of the Euro was an undoubted success.
- 3 It was a massive operation to switch from various currencies to a single one, and most commentators, and also the public, believe that the operation went smoothly.
- 1 Various surveys back this point up, with public support in the Netherlands for example put at 72% in the early months of the year (Peterson, 2003).
- 2 In terms of logistics, therefore, the Euro has to be judged a success.

Body paragraph 2

- 1 However, this early optimism has not been maintained.
- 3 For many people across Europe, the introduction of the Euro has led to price rises in many everyday goods.
- 2 Taking Germany, restaurant prices have risen by as much as 33%, and supermarket goods by 21% (Peterson, 2003).
- 5 This has been repeated across Europe, and in the Netherlands for example, consumers feel so strongly on the issue that now, 98% of the population would prefer to return to the Guilder (Eads, 2005).
- 4 Even though inflation, a much more reliable indicator of price rises, has actually remained stable, people, rightly or wrongly, feel the Euro has failed them, at least when it comes to their daily shopping.

Body paragraph 3

- 3 Finally, there is the impact of the Euro on governments.
- 2 To harmonise the various economies, the 'Stability Pact' was introduced, largely at the insistence of Germany.
- 1 Under this pact, no country can have a deficit of more than 3% of its GDP.
- 5 However, this particular rule has caused problems for many countries, ironically for Germany especially.
- 7 For a variety of reasons, Germany wants to commit to large scale spending, but the terms of the pact prevent it from doing so.
- 4 Similarly, Portugal, France and Italy are also having problems abiding by the agreement.
- 6 All of this suggests that perhaps the Euro and all that it entails, is fundamentally flawed as presently established, and needs radical reform to be successful.

body *rewrite exercise*



BODY REWRITE

Either before or after you watch the rewrite movie, have a go at finishing these 3 body paragraphs for the essay below with structural sentences.

Should there be a law to protect privacy in the UK? Discuss and refer to a case study.

Introduction

The media in the UK is notorious for its scrutiny, some would say harassment, of public figures in pursuit of a good story. One only needs to think of the case of Princess Diana to understand this, and until now, there has been no privacy law to protect such people, or indeed any private individual, from press intrusion. However, with the recent incorporation of the Human Rights Act into English law with Article 8 clearly stating a right to privacy, there is a feeling that this is changing. This essay will argue that though on the surface, a privacy law is appealing, it is in fact a deeply flawed concept. Not only is it difficult to define key terms essential to making a law workable, but also it would clash with, and perhaps even damage, the whole concept of freedom of speech. To prove this, the essay will end with a case study, the Douglas v. Hello! magazine court case.

Body paragraph 1

- Add a topic sentence - Add a concluding sentence

For most people, it means the right to control access to information about their personal lives by other people. However, in law, this becomes very difficult to define, and for this reason, there was no law protecting privacy in England until it incorporated the 1998 Human Rights Act. Article 8 of this established the right to respect for one's private and family life, his home and correspondence (EUlegal, 2002). Under this, there have been numerous cases of both private individuals and celebrities taking newspapers to court for attacking their privacy, but still no clear principles have been established.

Body paragraph 2

- Add a topic sentence

Firstly, it would allow those in power, for example in government and business to hide activities that the public should know about. For example, if there were a simple law protecting an individual's privacy, then the recent expenses scandal of British MPs would not have been uncovered, and many argue that it was important for citizens to know how their representatives spent their time and money. In brief, sometimes national interest is more important than a right to privacy. Secondly, many argue that any privacy law would only protect celebrities as going to court is such an expensive business, so ordinary citizens would be unlikely to benefit.

Body paragraph 3

- Add a linking/topic sentence - Add a concluding sentence

The Press Complaints Commission (the PCC), a self-regulating body set up and run by newspaper editors, has a code of practice that specifically deals with privacy, stating, 'Everyone is entitled to respect for his or her private life, home, health and correspondence. A publication will be expected to justify intrusions into any individual's private life without consent' (Montgomery, 2002). The general public far prefer to use the PCC, probably because it is free, less risky and consequently less traumatic than going to court.

b o d y *rewrite exercise*

Answers

Body paragraph 1

- *Possible topic sentences*

- 1 First, it is useful to establish what privacy actually is.
- 2 Before deciding if privacy should be protected, we need to define what it is.
- 3 One problem is the precise meaning of privacy.

- *Possible concluding sentences*

- 1 This lack of clarity over the meaning of privacy makes any law difficult to enforce.
- 2 Therefore a law already exists to protect privacy, so the question is not whether we need more laws, but how to make the existing ones work.

Body paragraph 2

- *Possible topic sentences*

- 1 Next is the issue of the unwanted consequences of a privacy law.
- 2 Two problems could arise with privacy legislation.
- 3 Even if we could agree on a definition of privacy, some think that there should not be a new law to protect it anyway.

Body paragraph 3

- *Possible linking/topic sentences*

- 1 In fact, the general public does not need to go to court, as there is already an organisation to help.
- 2 Given these legal costs, perhaps there is another way for individuals to protect themselves.

- *Possible concluding sentences*

- 1 Therefore, new laws are unnecessary.
- 2 Because of this, and also because of the previously mentioned concerns, a new law would not be useful or wise.

9

Paraphrasing overview

This unit is on how to include other people's work in your essay, but by using your own words, rather than directly quoting them, so it overlaps a little with the referencing unit. You use paraphrasing (indirect quoting) more than (direct) quoting for the following reasons: firstly, changing the original often means it fits into your paragraph better; secondly, it shows you actually understand the information.

To paraphrase someone else's research, change the words, the grammar and the order, but keep the meaning. If you make the original much shorter as well, this is summarising, and look for links between things to squash them together even more, often by using phrases that aren't in the original text. For example, the phrase 'advances in technology' could summarise several points about improvements in the Internet, phones, solar power etc.

However, an essay is more than just paraphrasing and summarising research, one text after another. It is also about combining (= synthesising) a whole range of research from various sources, so mixing them up according to your own structure and analysis, but in an easy-to-follow way. This can seem a little difficult at first. However, the technique just needs practice; it is about thinking, and looking for links across sources. So for example, you might be writing an essay on the impact of the Internet, and have notes on a whole range of things: YouTube, social media, hacking, advertising, research, e-commerce, Google, identity theft, censorship, Facebook, pornography etc. These things need putting in groups or it's a mess, and three possible groups could be: one, practical uses; two, problems; and three, major players. Then all the individual examples can be slotted into the relevant group/paragraph. Think about colour coding or numbering your notes to help with this grouping.

Therefore finding a common theme across texts is the key to combining, and it usually comes from you, not from words in the original texts. Then you often express this theme in your topic sentences. So don't be a slave to what you read; choose, use and manipulate the information.

Some words of advice: always use references when paraphrasing particular information as otherwise you are actually plagiarising; take your time on this unit as it is probably the one that needs the most practice.



NOTES



paraphrasing 1 *notes*



PARAPHRASING 1

Paraphrasing
= putting
information into
your own words.
Used for quoting/
citing

Original text – from book by Robbins, 2003, p.103

Television advertisements are far less intrusive upon children's lives than is imagined. Research shows most children between three and thirteen spend only 1.4% of their waking time watching television advertisements.

Paraphrase

A study has shown that young children under thirteen spend less than 2% of their day watching adverts, which would suggest that therefore, advertising is unlikely to be much of an influence on their lives (Robbins, 2003, p.103).

1 Change word
type/grammar

2 Use different
words (careful –
see below!)

3 Use different
word order/
words/word
type/grammar

1 development (*noun*) – to develop (*verb*) – developed (*adj.*) – underdeveloped (*opp. adj.*) – to overdevelop (*opp. verb*)

Transport has not been developed. = Transport is underdeveloped.

At first, they had difficulties collecting proof. The result was a retrial.

= At first, it was difficult for them to collect proof, resulting in a retrial.

2 At first, they had difficulties collecting proof.
= Initially, they had problems gathering evidence.

3 At first, they had difficulties collecting proof.
= Finding evidence was initially problematic.

Be careful of
plagiarism!

Think language

Original text – from book by Malone, 2003

One possible drawback would be the effect on children who, until the age of eight, cannot distinguish advertising from reality.

Examples of plagiarism;

1 *Substitute language, so same structure; no reference*

A potential disadvantage would be the impact on the young who, until eight years old, are not able to separate advertising and reality. **x**

2 *Paraphrased language; no reference*

Then there is the potential harmful effect on children under the age of eight, who can have difficulty distinguishing between advertising and the real world. **x**

Example of bad writing!

Substitute language, but with a reference

A potential disadvantage would be the impact on the young who, until eight years old, are not able to separate advertising and reality (Malone, 2003). **x**

Example of paraphrasing with reference

Malone (2003) points out the potential harmful effect on children under the age of eight, who can have difficulty distinguishing between advertising and the real world. **✓**

Think reference

paraphrasing 1 notes

PARAPHRASING 1

Summarising

= putting information into your own words, but shorter

Use **main** points (often nouns/verbs)

Take notes?

'Crush' sentences into fewer words (use more complex sentences)

Make your own groups^{1/2} (use **abstract nouns** and/or **plurals**)

Original paragraph

The last thirty years have seen immense changes in society, and **banking** has not been immune. Traditionally it had a **reputation** as being a **conservative** industry, but this has **changed** dramatically since the 'Big Bang' of the **1980s**. Banking is **now** one of the **most dynamic sectors** in the economy, and has embraced change, **transforming** itself for **two** main **reasons**. Firstly, there has been the impact of **technology**, which has meant individuals have greater power over their accounts, businesses have faster access to funding and investors have better information on markets. Secondly there is the effect of government **deregulation**, giving banks much greater independence. This has **led to** an **explosion** in their **profits**, but **arguably also** led to the **credit crisis**.
(121 words)

Notes

- banking = conservative reputation
- 1980s changed, now v. dynamic

2 reasons 1 technology
 2 deregulation

2 results 1 greater profits
 2 credit crisis?

Summary

Banking has changed since the 1980s when it was a conservative industry. Now it is a highly dynamic one. This is because of both technology and deregulation. This has led to greater profits but perhaps also the credit crisis.
(39 words)

=

Banking has changed since the 1980s from being a conservative to a highly dynamic industry as a result of both technology and deregulation, leading to greater profits but also perhaps the credit crisis.
(33 words)

(extract)

...the impact of technology, which has meant individuals² have greater power over their accounts¹, businesses² have faster access to funding¹ and investors² have better information on markets¹...
(27 words)

=

Technology has led to improved **service**¹ for a broad range of **customers**².
(12 words)

paraphrasing 1 exercises

A Make a different word, using the prompt in brackets.

e.g. development (change to verb) – to develop

e.g. economise (change to noun) – economy

- 1 To analyse (change to noun)
- 2 To analyse (change to adjective)
- 3 Evaluation (change to verb)
- 4 Theoretical (change to verb)
- 5 Problem (change to adjective)
- 6 To expect (change to noun)
- 7 To agree (change to opposite verb)
- 8 Organised (change to opposite adjective)
- 9 To prove (change to noun)
- 10 To prove (change to opposite verb)

B Finish these paraphrased sentences by changing the word/word type and grammar.

e.g. We studied the statistics then applied for funding.

- After _____ the statistics, we made an _____ for funding.
 - After **studying** the statistics, we made an **application** for funding.
- 1 We were concerned about her health. We had some _____ about her health.
 - 2 The council cut funding so we could not provide free parking. Because of council funding _____, there was no _____ for free parking.
 - 3 His proposal was a failure as it was too theoretical. His proposal _____ because it relied too much on _____.
 - 4 As the emphasis was only on the UK, there were weaknesses in the evidence. By _____ the UK only, the evidence was _____.
 - 5 As the emphasis was only on the UK, there were weaknesses in the evidence. As the emphasis was only on the UK, the evidence was not _____.

C Decide which paraphrase is better. (NB! Remember, your essay should not just be one long paraphrase, even a good paraphrase!)

- 1 Adverts are a major part of everyday life.

Paraphrase 1

Advertising is an important feature of daily life.

Paraphrase 2

The influence of adverts can be felt in all aspects of our lives.

paraphrasing 1 exercises

- 2 Adverts for the soft drink, Tango, have recently been banned for possibly encouraging playground bullying.

Paraphrase 1

Advertising for the fizzy drink, Tango, have been disallowed recently for potentially leading to school bullying.

Paraphrase 2

A ban on Tango adverts has been implemented recently, as some felt the content could encourage school bullies.

- 3 Opinion is divided over what impact, if any, advertising has on children. What is beyond question is that many people, parents in particular, are worried about its effects. 88% of Swedes supported their government's ban on children's TV adverts in 1991 (Willows, 2009) while 36% of adults in the UK thought that advertising was damaging to their children (Sidle, 2011).

Paraphrase 1

There is little agreement on the effect of advertising on children, though it is undoubtedly a concern, especially for parents. When Sweden banned children's TV adverts in 1991, 88% of the population supported the decision (Willows, 2009), while in the UK, over a third of adults thought advertising could damage their children (Sidle, 2011).

Paraphrase 2

Views vary on what possible effect advertising can have on the young. What is without doubt is that most people, especially parents, are concerned about the impact. 88% of Swedish people were in favour of their government's ban on advertising on children's television (Willows, 2009), and in the UK, 36% of adults believed adverts were harmful to their offspring (Sidle, 2011).

D Paraphrase the following.

- 1 For many people across Europe, the introduction of the Euro has led to price rises in many everyday goods.
- 2 Women have traditionally been seen as mothers and home makers and it is only in recent years that they have been making significant inroads into the job market. There is still a long way to go before they achieve complete equality with men but the situation has definitely improved.
- 3 In the 1920s, an American academic, Elton Mayo, researched the effects of the physical environment on the productivity of workers. The result, known as the Hawthorne Studies, named after the electrics company where it took place, showed that workers could be motivated to work harder by making small changes to the workplace, such as altering the lighting or the layout of a room.

paraphrasing 1 exercises

E Summarise the following paragraphs in the number of words in brackets.

- 1 Research on children's advertising would not seem to support a ban. Psychology professor, Adrian Furnham, argues against any restrictions, noting "Peer influences and parenting styles are massively more influential in determining children's behaviour and achievements than advertising" (Stokes and Brown, 2011). Furthermore, a German study points out that, on average, children between three and thirteen years old spend only 1.4% of their waking time watching adverts. That said, in the UK, this translates into 18 000 adverts a year (Grissom, 2010). However, until there has been definitive research linking behaviour to advertising, it would seem premature to argue for a ban, but perhaps some regulation is needed, especially given parents' concerns. (60 words)
- 2 One restriction would arguably be on food advertising. 95% of these during children's television programmes were for products high in fat, salt or sugar (Grissom, 2010) and many, including the World Health Organisation, believe that there is a link between such foods and increasing levels of obesity and high blood pressure. Yet for every \$1 spent by the WHO to combat these effects of a poor diet, the global food industry spends \$500, part of an annual industry worth \$25 billion (WHO, 2009). It is obviously not a fair fight and as children's health is at stake, there is a strong case for a limitation on food advertising to the young. (30 words)
- 3 This could well help children. However, the downside of any such regulation could be damage to business, such as to the above mentioned food industry who would obviously see profits fall. Another less direct casualty would be children's television. At present, this industry is heavily reliant on advertising revenues. Martin Bowley of the media organisation Carlton Sales, remarked "Without TV advertising in the UK, the ability of commercial TV stations to deliver high quality programmes to young people would be severely affected" (BBC, 2007). Of ITV's £39 million children's commissioning budget, £11 million came from advertising (BBC, 2007). The removal of this support could lead to jobs losses, and a flood of cheap American exports. There is also the wider implication of any ban, with many within the EU saying it would contravene the whole idea of free trade in goods and services that the EU is based on, and would in fact be illegal. (20 words)

paraphrasing 1 *answers*

A

- 1 analysis
- 2 analytical
- 3 to evaluate
- 4 to theorise
- 5 problematic
- 6 expectation
- 7 to disagree
- 8 disorganised
- 9 proof
- 10 to disprove

B

- 1 We had some **concerns** about her health.
- 2 Because of council funding **cuts**, there was no **provision** for free parking.
- 3 His proposal **failed** because it relied too much on **theory**.
- 4 By **emphasising** the UK only, the evidence was **weak**.
- 5 As the emphasis was only on the UK, the evidence was **not strong**.

C

- 1 Paraphrase 2 (paraphrase 1 just word substitution, not changed enough)
- 2 Paraphrase 2 (paraphrase 1 just word substitution, not changed enough)
- 3 Paraphrase 1 (paraphrase 2 just word substitution, not changed enough, even though there are references)

D

- 1 For the majority of the European population, the Euro resulted in higher prices for many daily items.
With the Euro came an increase in prices on a range of common goods for most people.
- 2 As women have moved into the job market, they have left behind their traditional roles as housewives and mothers, and seen their situation generally improve, though equality with men is still some way off.
Though not yet equal to men in the job market, women are generally in a stronger position now than in the past when they were more restricted to traditional roles in the home.
- 3 Almost a hundred years ago, Elton Mayo, a US academic studied how workers could be influenced by their environment, and in his report, the Hawthorne Studies, he proved that by changing minor aspects of the workplace, such as lighting, workers could be encouraged to work harder.
The Hawthorne Studies, undertaken by an American academic in the early 20th century, investigated links between environment and productivity, and demonstrated that the latter could be increased by making small physical changes to the workplace, for example altering a room's layout.

paraphrasing 1 *answers*

E

- 1 There is little research to support a ban on children's advertising as it does not seem to be that influential. One expert, Professor Furnham, argues parenting style and peer pressure are more important (Stokes and Brown, 2011), while a German study (Grissom, 2010) points out that children actually spend very little of their time, only 1.4%, watching adverts. (58 words)
- 2 Given growing health problems in children, there is an argument for banning adverts for unhealthy food, especially as the food industry far outspends those trying to promote a more balanced diet. (31 words)
- 3 Any advertising ban could harm the food and children's TV industries, plus could be impossible to enforce and potentially illegal. (20 words)

paraphrasing 2 notes

PARAPHRASING 2

Combining
(synthesising)
= paraphrasing/
summarising
across sources
i.e. mixing them
together

Identify information
needed for your
essay

Take notes?

Here are five mini essay titles, and below are three original sources/texts to help you write a short 'essay' (one paragraph, 200 words max.) on each of them;

- Give an analysis of multicultural London.
- What difficulties do immigrant communities have?
- Why do immigrants come to London?
- What is the cultural impact of different communities?
- Detail the history of multicultural London.

Bangladeshi London

There are approximately 160 000 Bangladeshis living in England, in particular in the East End of the capital. Most are Muslim and have roots in the fertile Sylhet region. The country was founded after the end of British India, firstly becoming part of Pakistan, then winning independence in 1971. In the 1950s, many came to England for work, but in the 1970s, the conflict with Pakistan meant many also left because of political instability, plus were encouraged by changes in immigration laws. Initially, they worked in mostly poorly paid, unskilled jobs, for example in the textile industry, but slowly expanded into the service sector, in particular the restaurant business. The heart of their community is Brick Lane, which has become an extremely popular place for Londoners to go for a curry, plus the Baishaki Mela festival pulls in thousands of tourists each May.

Irish London

In 2002, London held the first St Patrick's Day parade, an important Irish celebration, and 50 000 people turned up. Many Irish celebrities, such as Bono and Graham Norton, are as well-known in England as they are in their own country. The Irish are one of the oldest immigrant communities in London. Largely Catholic, they arrived in the city looking for employment throughout the 18th and 19th centuries and mostly worked in low paid, heavy manual jobs, building railways and canals. In the economic boom of the 1950s, more came to work in construction and nursing, but since then, numbers have dropped dramatically. One of the problems of the community is the welfare of those who came in the 1950s working in construction, as they were on casual contracts and now have no pensions in their old age and are beginning to suffer the effects of the heavy work that they did.

Arabic London

The Arab community is a very diverse one, with roots in many countries, though most share a religion, Islam, and language, Arabic. Egyptians started arriving in the late 1940s, then Moroccans in the 1950s mostly to look for work, and they found it in the hotel and catering industry, so mostly low paid and unskilled work. However, in the 1970s, the oil boom brought wealthier Gulf State Arabs to the UK, often to set up their own businesses. Hence, there are large Arab populations in some of the wealthiest parts of London, like Westminster and Knightsbridge, and London's most famous shop, Harrods, is owned by the Egyptian Mohammed al Fayed. The 1980s saw another change when wars in places like Lebanon and Iraq saw many political refugees coming to London. Edgware Road is now the focus of much Arab cultural life with a strong street cafe culture.

(Total 449 words)

paraphrasing 2 notes

Sample notes

Shorter

Language cut out,
so plagiarism less
likely

Makes you think
about content/
meaning, not just
language

Easier to see links
i.e. groups/themes

Notes Bangladeshis

- 160 000, most in East End of London, Muslim, and from Sylhet area
- Country founded after end of Brit. India, and 1st part of Pakistan, then independent 1971
- 1950s came to work; 1970 – came as war with Pakistan + changes to immigration laws
- Typical work – low pay and unskilled, esp. in textiles; later, more in service industry e.g. restaurants
- Brick Lane = centre of community, popular for curries, + Baishaki Mela festival in May – attracts 1000s

Notes Irish

- 2002, 1st St Pat's Day parade – 50 000 came; well-known celebs e.g. Bono and Graham Norton
- Oldest immigrant community
- Mostly Catholic, came for work through 18th/19th centuries, in low paid, heavy manual work, e.g. railways/canals
- 1950 = economic boom, work in nursing/construction; numbers then fell
- Problem now health of 1950s workers = no pensions/effects of hard work

Notes Arabs

- Diverse community, but share religion, Islam, and language, Arabic
- Egyptians 1940s
- Moroccans 1950s
- Gulf State Arabs 1970s – came as result oil boom; set up own businesses
- Therefore many Arabs in wealthy parts London, e.g. Knightsbridge; famous Harrods shop owned by Egyptian, Mohammed al Fayed
- 1980s Lebanese/Iraqis – political refugees escaping wars
- Edgware Road = strong street cafe culture

(Total 223 words)

Identify **groups/**
themes

- Group by dates i.e. chronology – start 18th century to 1980s
 Group by reason they came – work, escape war, immigration laws
 Group by types of jobs – unskilled/skilled; textiles, service, construction, nursing, own business
 Group by cultural influence – restaurants, festivals/parades, cafes, shops, celebrities
 Group by similarities/differences –
- similarities = reasons came; difficulties; cultural influence
 - differences = religion; from one country or many; rich or poor

Use
- abstract nouns
- plurals
- phrases
+ colour coding/
numbering?

Plan/regroup

• Give an analysis of multicultural London.

- | | | | |
|---|-----------------------------|---|---|
| 1 | <u>Reasons came</u> – | 1 | 18th century onwards, Irish, 20th century – work; |
| | | 2 | political upheavals, Bangls., some Arabs from 1970s |
| | | 3 | immigration law changes – Bangls. |
| 2 | <u>Types of jobs</u> – | 1 | Low paid/unskilled e.g. Irish construction/nursing Bangls. – textiles; Bangls./Arab – service e.g. cafes/hotels |
| | | 2 | Gulf Arabs, after oil boom, own businesses, wealthy |
| 3 | <u>Similarities</u> – | 1 | Came to work |
| | | 2 | Religious – Irish = Catholic, Arabs/Bangls = Muslim |
| 4 | <u>Cultural influence</u> – | | festivals, cafes, famous people e.g. Mohammed al Fayed, owner of Harrods |

paraphrasing 2 *notes*

Write
(then rewrite!)

5 examples of
combining

- **Give an analysis of multicultural London.**

London is home to a range of communities for example Bangladeshi, Arabs and Irish. Most came to seek work, with the Irish coming first from the 18th century onwards and other communities throughout the 20th century. Political upheaval has been another factor bringing immigrants to London, especially for the Bangladeshi and certain Arab nationalities from the 1970s onwards, though a change in immigration laws was also a factor for Bangladeshi. These immigrants have taken a range of jobs, often low paid and unskilled, the Irish mainly in construction and later nursing, and the Bangladeshi in textiles then the service sector where many Arabs also worked. However, the Gulf Arabs coming after the oil boom in the 1970s often set up their own businesses and were noticeably wealthier. All communities have in common then, a desire to work here, but also share a religious background, Catholic for the Irish, Muslim for the Arabs and Bangladeshi, plus are embedded in our culture. Hence, their festivals, restaurants and cafes are part of our streets, and figures such as the Harrods owner, Mohammed al Fayed, part of our national life. (186 words)

- **What difficulties do immigrant communities have?**

The main difficulty immigrants have faced is poverty, as the jobs they fill are often low paid and unskilled. The ageing Irish community who came in the 1950s also face health problems as a result of the heavy labour they did and given the casual nature of the work, often do not have pensions to help. One exception has been the Gulf State Arabs who came after the oil boom of the 1970s who were and remain a wealthy community. (80 words)

- **Why do immigrants come to London?**

Immigration has been driven by both 'pull' and 'push' factors. The main 'pull' factor has been employment, and this has often been connected to circumstances in England itself. The infrastructure projects of the 18th century onwards brought the Irish, then the boom years of the 1950s brought in more, and other communities too, such as Bangladeshi and Arabs. In brief, when England needed workers, immigration supplied them. A further 'pull' factor has been changes to immigration laws, bringing in more Bangladeshi in the 1970s for example. A final reason, this time a 'push' factor, has been war, with many fleeing conflict in their homelands, such as Lebanese Arabs in the 1980s. (111 words)

- **What is the cultural impact of different communities?**

The cultural impact of various immigrant communities can be seen in British recreational life above all. Festivals such as the Bangladeshi Baishaki Mela and the Irish St Patrick's Day parade bring thousands onto the streets, while Arab cafes and Bangladeshi restaurants are very much part of the London experience. Lastly, people such as Irishman Bono and Egyptian Mohammed al Fayed, owner of Harrods, are now seen as part of UK cultural life. (72 words)

- **Detail the history of multicultural London.**

London has a long history of immigration. Starting in the 18th century with the Irish working on infrastructure projects, it continued throughout the 19th century, then saw a boom from the mid-twentieth century onwards. North Africans started arriving from the 1940s, then Bangladeshi and Irish a decade later, all seeking work, then Bangladeshi again in the 1970s, fleeing war and also encouraged by changes in immigration rules. They were joined by wealthy Gulf State Arabs looking for business opportunities, then later by Lebanese and Iraqi Arabs, also fleeing wars. (90 words)

paraphrasing 2 *notes*

Example of
weaker paragraph

Writer paraphrases
one source after
other i.e. no
combining

Hence sounds
more repetitive/
fragmented

- **Give an analysis of multicultural London.**

London is home to a range of communities for example Bangladeshis, Arabs and Irish. The Bangladeshis, usually Muslims, mostly live in east London and came from the 1950s onwards, first looking for work, then in the 1970s, fleeing war with Pakistan and encouraged by changes to immigration laws. They worked mainly in low paid jobs, such as textiles, then later in the restaurant trade. Well established in Britain through events such as the St Patrick's Day parade, Catholic Irish immigrants started arriving from the 18th century onwards, working in poorly paid, manual jobs in construction, and much later in nursing. The Arab community comes from a variety of countries but shares a religion, Islam and a language, Arabic. Arriving from the 1940s onwards, they also came looking for work, and found it in similarly low paid, unskilled work such as in the hotel and catering industry. Gulf State Arabs however, coming after the oil boom of the 1970s, were often wealthy and set up their own businesses, while the last wave came in the 1980s, fleeing wars in Lebanon and Iraq. The Arab community is now firmly established, with well-known figures such as the Harrods owner, Mohammed al Fayed. (199 words)

paraphrasing 2 exercises

Using these original three paragraphs below on Bangladeshi/Irish/Arabic London, combine the sources to write a 100 word paragraph on 'Differences between immigrant communities'.

Bangladeshi London

There are approximately 160 000 Bangladeshis living in England, in particular in the East End of the capital. Most are Muslim and have roots in the fertile Sylhet region. The country was founded after the end of British India, firstly becoming part of Pakistan, then winning independence in 1971. In the 1950s, many came to England for work, but in the 1970s, the conflict with Pakistan meant many also left because of political instability, plus were encouraged by changes in immigration laws. Initially, they worked in mostly poorly paid, unskilled jobs, for example in the textile industry, but slowly expanded into the service sector, in particular the restaurant business. The heart of their community is Brick Lane, which has become an extremely popular place for Londoners to go for a curry, plus the Baishaki Mela festival pulls in thousands of tourists each May.

Irish London

In 2002, London held the first St Patrick's Day parade, an important Irish celebration, and 50 000 people turned up. Many Irish celebrities, such as Bono and Graham Norton, are as well-known in England as they are in their own country. The Irish are one of the oldest immigrant communities in London. Largely Catholic, they arrived in the city looking for employment throughout the 18th and 19th centuries and mostly worked in low paid, heavy manual jobs, building railways and canals. In the economic boom of the 1950s, more came to work in construction and nursing, but since then, numbers have dropped dramatically. One of the problems of the community is the welfare of those who came in the 1950s working in construction, as they were on casual contracts and now have no pensions in their old age and are beginning to suffer the effects of the heavy work that they did.

Arabic London

The Arab community is a very diverse one, with roots in many countries, though most share a religion, Islam, and language, Arabic. Egyptians started arriving in the late 1940s, then Moroccans in the 1950s mostly to look for work, and they found it in the hotel and catering industry, so mostly low paid and unskilled work. However, in the 1970s, the oil boom brought wealthier Gulf State Arabs to the UK, often to set up their own businesses. Hence, there are large Arab populations in some of the wealthiest parts of London, like Westminster and Knightsbridge, and London's most famous shop, Harrods, is owned by the Egyptian Mohammed al Fayed. The 1980s saw another change when wars in places like Lebanon and Iraq saw many political refugees coming to London. Edgware Road is now the focus of much Arab cultural life with a strong street cafe culture.

paraphrasing 2 *answers*

Possible answer

There are a number of differences between these three communities. Firstly, there is religion. The Irish are mostly Catholic, while the Bangladeshis and Arabs are Muslim. These last two communities also arrived in the twentieth century and worked in the service sector, but in contrast, the Irish started coming much earlier, from the 18th century onwards and initially at least, worked in heavy industry. The Irish too, came only to find work while sections of the other two communities were also fleeing conflict. All groups often did low paid jobs except the Gulf Arabs, who unlike the others, could be quite wealthy. (102 words)



Either before or after you watch the rewrite movie, read this essay on privacy, then follow the instructions on the next page to finish the final body paragraph.

PARAPHRASING
REWRITE

Should there be a law to protect privacy in the UK? Discuss and refer to a case study

The media in the UK is notorious for its scrutiny, some would say harassment, of public figures in pursuit of a good story. One only needs to think of the case of Princess Diana to understand this, and until now, there has been no privacy law to protect such people, or indeed any private individual, from press intrusion. However, with the recent incorporation of the Human Rights Act into English law with Article 8 clearly stating a right to privacy, there is a feeling that this is changing. This essay will argue that though on the surface a privacy law is appealing, it is in fact a deeply flawed concept. Not only is it difficult to define key terms essential to making a law workable, but also it would clash with, and perhaps even damage, the whole concept of freedom of speech. To prove this, the essay will end with a case study, the Douglas v. Hello! magazine court case.

One problem is the precise meaning of privacy. For most people, it means the right to control access to information about their personal lives by other people. However, in law, this becomes very difficult to define, and for this reason, there was no law protecting privacy in England until it incorporated the 1998 Human Rights Act. Article 8 of this established the right to respect for one's private and family life, his home and correspondence (EUlegal, 2002). Under this, there have been numerous cases of both private individuals and celebrities taking newspapers to court for attacking their privacy, but still no clear principles have been established. This lack of clarity over the meaning of privacy makes any law difficult to enforce.

Two problems could arise with privacy legislation. Firstly, it would allow those in power, for example in government and business, to hide activities that the public should know about. For example, if there were a simple law protecting an individual's privacy, then the recent expenses scandal of British MPs would not have been uncovered, and many argue that it was important for citizens to know how their representatives spent their time and money. In brief, sometimes national interest is more important than a right to privacy. Secondly, many argue that any privacy law would only protect celebrities as going to court is such an expensive business, so ordinary citizens would be unlikely to benefit.

In fact, the general public does not need to go to court, as there is already an organisation to help. The Press Complaints Commission (the PCC), a self-regulating body set up and run by newspaper editors, has a code of practice that specifically deals with privacy, stating, 'Everyone is entitled to respect for his or her private life, home, health and correspondence. A publication will be expected to justify intrusions into any individual's private life without consent' (Montgomery, 2002). The general public far prefer to use the PCC, probably because it is free, less risky and consequently less traumatic than going to court. Because of this, and also because of the previously mentioned concerns, a new law would not be useful or wise.

paraphrasing *rewrite exercise*

Use the 2 sources below to write a final body paragraph for this essay, which will be on the case study. You will need to combine these sources, summarising and paraphrasing, and use notes on next page for guidance. Use references in your preferred style.

Source 1

BBC News. (2003) *Privacy and celebrities* [online]. Available at: <http://news.bbc.co.uk/entertainment/3820411.stm> (Accessed: 2 August 2007).

Catherine Zeta Jones and Michael Douglas have won their court case against Hello! magazine. The two actors had sued the publication for £500 000 after it published photographs of their wedding without permission. Jones stated that she felt 'devastated, violated and upset' by the photos, whilst Douglas remarked that their special day had been ruined by the paparazzi trying to get pictures of the couple. Their lawyers argued that under Article 8 of the Human Rights Act, their right to privacy had been denied.

Lawyers for Hello! magazine argued that as the pair had sold the rights to OK! magazine for £1million and had in fact encouraged a bidding war between the two magazines to get the best possible deal, then the celebrities were not trying to protect their privacy but their profits. The editor of Hello!, Eduardo Sanchez Jones commented on the case, 'For those who wish to protect their privacy, a feature in that magazine does not achieve it'. Because the story and pictures would be syndicated around the world, Hello! had every right to pursue a story which would be public anyway. Hence, to prevent Hello! from publishing the same story would be an attack on freedom of speech and prevent the media from doing its job. However, the judge did not agree and awarded the couple costs and £14 600 in damages.

Source 2

Northam, A. (ed.) (2004) *Ethical issues in the media*. London: Rutley.

The 2003 court case between Zeta Jones, Douglas and Hello! did not establish a right to privacy as the judge, Justice Lindsay, ruled that Hello! had damaged a valuable trade asset of the couple, namely their right to control and sell their images as they liked. Hence it was a commercial issue not a human rights one, and for this reason, no precedent about privacy had been established. However, he also remarked that existing laws were not adequate, and that if Parliament did not address the problem, then the courts would. Despite the judge's reassurances, many in the industry believe that the case did establish a right to privacy as any celebrity could now stop any photos of them that they did not agree to, using this commercial principle. A larger concern was how this would affect freedom of the press when they wanted to investigate individuals or companies, for example to uncover fraud, but did not have the permission of those involved.

p a r a p h r a s i n g *rewrite exercise*

Write between 170–200 words; possible guidance/groupings below.

Content

- Describe facts of court case – who, when, result etc
- Describe comments/issues of court case e.g. by actors, by judge, by Hello! magazine, by yourself?
- Describe consequences/bigger issues raised by court case e.g. relating to privacy laws

Structure

- Start with a linking or topic sentence, or combination of both
- Use a concluding sentence to relate back to title
- Use references where necessary

paraphrasing

rewrite exercise

Possible notes

Notes source 1

CZJ + MD won case v. Hello!

Sued for £500 000 for wedding photos taken without permission

CZJ – ‘devastated, violated and upset’ by photos; MD – ruined special day

Lawyers used Art. 8 of Human Rights Act = right to privacy

Hello! argued couple sold photos to OK! for £1 million, + encouraged bidding war i.e, didn’t want to protect privacy but make money

ESJ editor of Hello! – ‘For those who wish to protect their privacy, a feature in that magazine does not achieve it.’
Argued that pictures sold round world, so in public anyway, so to stop Hello! publishing = attack on freedom of speech/media’s job

Judge – disagreed, gave costs + £14 600 damages

Notes source 2

2003 court case btw. CZJ/MD + Hello! didn’t create right to privacy

Instead, Justice Lindsay said Hello! damaged trade asset

i.e. right to control/sell images

i.e. commercial issue not Human Rights; therefore no right to privacy established

Also said laws poor, and Parliament must change them or courts would

Others in media believe did establish right to privacy and result, any celeb. could stop photos, saying commercial issue

Also concern about freedom of press e.g what if wanted to investigate people/companies for fraud, but no permission from them

Plan/regroup of notes

Details of case

- 2003, MD/CZJ took Hello! to court for £500 000 wedding photos taken without permission
- started bidding war + sold photos to OK! instead for £1 million
- won case – got costs + £14 600 damages

Comments/issues around case

- CZJ 'devastated, violated and upset'
- lawyers argued case under Article 8 Human Rights Act = right to privacy; actually won under commercial law
- Hello!, editor ESJ 'For those who wish to protect their privacy, a feature in that magazine does not achieve it'
Said as sold round world, photos public anyway
- judge, Justice Lindsay celebrities had rights to control/sell image; case really about trade assets, i.e. commercial not human rights issue

Consequences/bigger issues

- Judge privacy laws poor, Parliament should change them or courts would
- Media – did establish right to privacy, especially for celebs who could stop photos of themselves, saying commercial issue
- possible effect = attack on freedom of press/their job i.e investigating fraud by individual or companies

p a r a p h r a s i n g *rewrite exercise*

Possible final paragraph

Some of these issues can be seen in a recent test case. In 2003, Michael Douglas and Catherine Zeta Jones took Hello! magazine to court for publishing unauthorised photos of their wedding, which instead they sold to OK! magazine. Although they won, they did not win under the Article 8 of the Human Rights Act on privacy, which their lawyers referred to, but under commercial law. As the editor of Hello!, Eduardo Sanchez Jones argued, 'For those who wish to protect their privacy, a feature in [OK] magazine does not achieve it' (BBC News, 2003). The judge agreed, remarking that the case was ultimately about trade assets, but also noting that existing laws on privacy were inadequate. Despite this, some feel the case did in fact establish a right to privacy, at least for celebrities. It also raised the issue of press freedom, with many in the media feeling the judgment could stop them from doing their job, for example investigating possible illegal activities by individuals or companies. Such cases demonstrate the difficulty the law has in protecting privacy, and given the complex issues involved, any new legislation would face the same problems. (193 words)

10

Conclusions overview

This unit covers how to end your essay. Like introductions, conclusions are only about 10% of your essay, and like them, they have a particular structure. You often, but not always, start with a very brief response to the title. Then you summarise your whole essay, and this in fact is most of the conclusion. In terms of content, this part is quite similar to the organising part of the introduction, but often more opinionated. It should really show your reader how all the sections of your essay are relevant to the title. The last, very brief, part of the conclusion is a future reference or suggestion, something to slowly wind down, and give your reader something to think about.

Some words of advice: don't start putting in new information, or introducing new arguments into the conclusion; don't think this is the only place where you put your opinion. Your opinion should be throughout the essay; it is reflected in the information you choose to include; it is in your analysis of this information, for example if it is useful, accurate, out-of-date etc; it is in the conclusions you draw from this information, for example what the consequences might be, the problems etc. In short, it is the last time you give your opinion, not the first.



NOTES





Should advertising to children be banned?

Advertising is a major part of everyday life, found whenever we turn on the television, surf the Internet, read a magazine or even step outside our front door. It is this pervasive quality which worries some people, especially when it comes to its effect on the most vulnerable in our society, children. There is therefore the question of whether advertising should be restricted or even banned. This essay will first look at the problem in terms of children's welfare, examining research on advertising, then suggesting possible areas for a ban. Then it will look at the issue from a business point of view, detailing economic drawbacks and practical difficulties.

Opinion is divided over what impact, if any, advertising has on children. What is beyond question is that many people, parents in particular, are worried about its effects. 88% of Swedes supported their government's ban on children's TV adverts in 1991 (Willows, 2009, p.23) while 36% of adults in the UK thought that advertising was damaging to their children (Sidle, 2011, p.14).

However, research on the subject does not seem to bear this out. Psychology professor, Adrian Furnham, argues against any restrictions, noting "Peer influences and parenting styles are massively more influential in determining children's behaviour and achievements than advertising" (Stokes and Brown, 2011). Furthermore, a German study points out that, on average, children between three and thirteen years old spend only 1.4% of their waking time watching adverts. That said, in the UK, this translates into 18 000 adverts a year (Grissom, 2010). However, until there has been definitive research linking behaviour to advertising, it would seem premature to argue for a ban, but perhaps some regulation is needed, especially given parents' concerns.

One restriction would arguably be on food advertising. 95% of these during children's television programmes were for products high in fat, salt or sugar (Grissom, 2010) and many, including the World Health Organisation, believe that there is a link between such foods and increasing levels of obesity and high blood pressure. Yet for every \$1 spent by the WHO to combat these effects of a poor diet, the global food industry spends \$500, part of an annual industry worth \$25 billion (WHO, 2009). It is obviously not a fair fight and as children's health is at stake, there is a strong case for a limitation on food advertising to the young.

This could well help children. However, the downside of any such regulation could be damage to business, such as to the above mentioned food industry who would obviously see profits fall. Another less direct casualty would be children's television. At present, this industry is heavily reliant on advertising revenues. Martin Bowley of the media organisation Carlton Sales, remarked "Without TV advertising in the UK, the ability of commercial TV stations to deliver high quality programmes to young people would be severely affected" (BBC, 2007). Of ITV's £39 million children's commissioning budget, £11 million came from advertising (BBC, 2007). The removal of this support could lead to job losses, and a flood of cheap American exports. There is also the wider implication of any ban, with many within the EU saying it would contravene the whole idea of free trade in goods and services that the EU is based on, and would in fact be illegal. Therefore, any restriction, let alone a ban is highly problematic from the point of view of business, and potentially impossible to enforce.

In conclusion then, the answer is both yes and no, depending on whose interests we have at heart. Children are possibly at risk from advertising though this is a matter of much debate. The only undisputed fact is that it worries many, including both parents and governments. A restriction, particularly on food products, could help ease those fears and perhaps protect children's health. However, business would be threatened by any greater controls, and this might in turn rebound on children by lowering the quality of television programmes available to them. Perhaps what is needed most is more research on this subject so that any public debate and any demands made to industry would have the benefit of a greater foundation on which to act.

Give short answer

Summarise main points

Content similar to organising statement

Mention future

conclusions *exercises*

A Read this essay on the Euro, then reorder the conclusion.

Analyse problems with the Euro

In 2011, in the middle of the debt crisis, the German president, Angela Merkel stated, 'The Euro is our common fate, and Europe is our common future'. If this is the case, then problems with the Euro reflect problems with Europe itself, and so have huge significance for the future of the continent. Hence now is a good time to examine possible weaknesses in terms of the impact on both individuals and governments, and judge their seriousness.

The actual introduction of the Euro was an undoubted success. It was a massive operation to switch from various currencies to a single one, and most commentators, and also the public, believe that the operation went smoothly. Various surveys back this point up, with public support in the Netherlands for example put at 72% in the early months of the year (Peterson, 2005). In terms of logistics, therefore, the Euro has to be judged a success.

However, this early optimism has not been maintained. For many people across Europe, the introduction of the Euro has led to price rises in many everyday goods. Taking Germany, restaurant prices have risen by as much as 33%, and supermarket goods by 21% (Peterson, 2005). This has been repeated across Europe, and in the Netherlands for example, consumers feel so strongly on the issue that now, 98% of the population would prefer to return to the Guilder (Eads, 2005). Even though inflation, a much more reliable indicator of price rises, has actually remained stable, people, rightly or wrongly, feel the Euro has failed them, at least when it comes to their daily shopping.

Finally, there is the impact of the Euro on governments. To harmonise the various economies, the 'Stability Pact' was introduced, largely at the insistence of Germany. Under this pact, no country can have a deficit of more than 3% of its GDP. However, this particular rule has caused problems for many countries, ironically for Germany especially. For a variety of reasons, Germany wants to commit to large scale spending, but the terms of the pact prevent it from doing so. Similarly, Portugal, France and Italy are also having problems abiding by the agreement. All of this suggests that perhaps the Euro and all that it entails, is fundamentally flawed as presently established, and needs radical reform to be successful.

Conclusion

- a) price rises in common goods have alienated the man in the street
- b) To sum up, even though it is arguably too early to pass judgment, the Euro does seem to have serious problems
- c) but on the basis of its performance so far, there is still much work to be done
- d) it seems clear that the early goodwill that greeted the Euro has been dissipated
- e) the Euro may indeed be the basis of future European prosperity, and the above mere teething problems
- f) and inflexible rules have hamstrung governments who find themselves in difficult circumstances

conclusions *exercises*

B Read this essay on motivation, then choose the best conclusion, A or B, on next page.

How can organisations motivate staff? Analyse various theories and refer to case studies.

In America in the 1920s, an American academic, Elton Mayo, conducted what came to be known as the Hawthorne Studies in an electrics factory, and found that by modifying the physical environment of the workplace, for example changing the lighting, workers became more productive. Motivational theory, meaning how organisations motivate staff, was born, and will be the subject of this essay. I will look at a range of theories, from Maslow's original theory of need, through to modern ideas on work design, and finish with two case studies to see if such theories are actually put into practice in business.

Maslow can perhaps be called the founding father of motivational theory, and much work since has built on and developed from his ideas. His theory of a 'hierarchy of needs' suggests that humans have five different levels of needs starting with basic ones such as food and shelter, and ending with 'self actualisation' in which an individual has the need to realise their full potential. Herzberg's theory of 'maintenance-motivation' factors shared this idea of types of needs, lower and higher, and both men seem to have a common view of all individuals having this range, which an employer should meet in order to motivate.

McGregor on the other hand did not believe in a common set of motivational factors. Instead with his 'X' and 'Y' theory, he believed that motivation depended on the type of person involved, type X needing close supervision and control because of an innate dislike of work, and type Y needing responsibility and autonomy because of a view of work almost as a form of play.

All three share an assumption that the key factor in motivation is the individual, either in terms of his level of need, or his type of character. Ouichi departed from this assumption slightly with his theory 'Z' in which the group is the key factor. It is this that needs motivating more than the individual, and to do this, the company takes an almost parental role.

Finally, coming to contemporary ideas, a key one seems to be that of job or work design. In this, the nature of the job itself is the key motivational factor. By strategies such as 'job enlargement' and 'job enrichment', jobs can be expanded and enhanced to make them more interesting and fulfilling for the employee. This would seem to suggest that in many modern jobs, at least in the developed world, the lower needs of Maslow and Herzberg have been met, and that the organisation should address the higher needs of greater fulfillment in order to motivate staff.

Such then, are the theories. The question is, whether these ideas can be seen in practice. Looking at two case studies, in the first, a family-owned printing company, Johnson and Son, made a concerted effort to motivate its staff by involving them in social activities in particular, such as weekend picnics, and productivity rose by 6% (Jareau, 2011). This reflects both Maslow and Herzberg belief in a need to belong and perhaps Ouichi too, with his idea of group behaviour. Reflexite, a retail firm, took a different approach. In 2008, the employees bought the failing company themselves, and took full responsibility for its performance. The result was a loss of £1.2 million turned into a profit of £900 000 in 2010 (Garcia, 2011). This approach arguably illustrates the higher needs of Maslow and Herzberg, those of self actualisation and autonomy, but also the lower need for security as well. Both examples demonstrate different aspects of ideas on motivation as discussed above, and suggest that there is indeed a relationship between theory and practice.

Conclusion A

In conclusion, motivation, what it is and how it can be achieved, is an important issue for all organisations. Theorists such as Maslow, Herzberg, McGregor, Ouichi and many others have contributed to the debate with their ideas on needs and human nature, and such ideas have undoubtedly influenced the modern workplace. Certain companies have put these theories into practice to increase their productivity, so they are obviously highly relevant. Therefore this combination of theory and practice could be a model for many other businesses to follow.

Conclusion B

To sum up, companies motivate their staff in a range of ways, and draw on the ideas of theorists such as Maslow and McGregor with their ideas on human nature. By analysing examples of actual companies, we find that these theories can have a measurable benefit in terms of profit. However, perhaps the role of external factors has been overlooked. Hence for many people, the simple issues of pay and conditions of work are the main motivating factors, meaning working for more money by doing fewer hours is the ideal job, yet this is something that few theorists look at in detail. If companies grasped this basic truth, they would probably be a great deal more successful.

conclusions *exercises*

C Read this essay on women, then write your own conclusion of 100–150 words.

Discuss the position of women in contemporary society in relation to employment.

Women have traditionally been seen as mothers and home makers, and it is only in recent years that they have been making significant inroads into the job market. The rate of change has been slow, however, and for women who want to work, there is still a long way to go before they achieve complete equality with men. This essay will firstly give some historical context, then look at the types of employment women take, followed by their status within this employment, and confine itself to Britain in the last forty years.

To start, it is useful to give an overview of the progress in this matter. The Treaty of Rome of 1973 guaranteed a women's right to work Europe wide, and national legislation has added to their rights ever since. In Britain, as in most other European countries, it is illegal to recruit on the basis of gender, sexual harassment is unacceptable, maternity rights have been extended, higher education is open to women, and educationally women often out-perform men. Therefore the old obstacles to female employment would seem to have been overcome, but as we shall see, this is not in fact the case.

Though women now make up 46% of the workforce (Johnson, 2004), they are not equally represented in all job types. There is a tendency for women to work in particular areas, a process often known as 'horizontal differentiation'. This term was used by the eminent sociologists, LaPaglia and Sanchez, to describe the fact that women often confine themselves to specific professions in the service sector, namely teaching, retail and nursing. (LaPaglia and Sanchez, 2001). The latest figures from the Department of Employment would seem to bear this out. In 2011, 72% of teachers, 67% of retail assistants and a huge 93% of nurses were women (DOE, 2011). Women, then, dominate in jobs that have some sort of service element.

Outside the service sector, this difference continues. If we look at heavy industry, taking the example of shipbuilding, it is not surprising that women only account for 2% of the workforce as it is a very physical field. In manufacturing, women account for 72%, and in the financial sector, it is a mere 11% (DOE, 2011), and in neither of these would physical strength be an issue. The only sector where there are equal numbers of women and men is the IT industry, and this might be because it is relatively new. The reasons for the differentiation are controversial; some believe it is the inevitable consequence of biological differences while others believe it is simply prejudice. Whatever the truth, we can say that the position of women in employment very much depends on the nature of that employment.

The next question is whether women have power and status in the jobs they choose, whatever the sector. The answer is overwhelmingly no. Women on average earn 15% less than men in equivalent jobs, and only one out of twelve managerial positions, whatever the industry, are held by women (Johnson, 2010). Hence, for example, in a hospital, most of the nurses will be women, but the doctors and managers will be men. Marsh and Noble (2009) have termed this phenomenon 'vertical differentiation', when gender inequalities exist even within the same economic sector. Furthermore, women are more likely to be in part time work, and on short contracts of less than a year, both of which means they have fewer rights than permanent, full time employees. In brief, women are under-represented in management, and are on vulnerable contracts, putting them in a weak position overall.

conclusions

answers

A

- b) To sum up, even though it is arguably too early to pass judgment, the Euro does seem to have serious problems.
- d) It seems clear that the early goodwill that greeted the Euro has been dissipated.
- a) Price rises in common goods have alienated the man in the street,
- f) and inflexible rules have hamstrung governments who find themselves in difficult circumstances.
- e) The Euro may indeed be the basis of future European prosperity, and the above mere teething problems,
- c) but on the basis of its performance so far, there is still much work to be done.

B

Conclusion A – better. Summarises main sections

Conclusion B – poor. Underlined part was not section of essay, and most of conclusion should be a summary of the body i.e. don't put in new information

To sum up, companies motivate their staff in a range of ways, and draw on the ideas of theorists such as Maslow and McGregor with their ideas on human nature. By analysing examples of actual companies, we find that these theories can have a measurable benefit in terms of profit. However, perhaps the role of external factors has been overlooked. Hence for many people, the simple issues of pay and conditions of work are the main motivating factors, meaning working for more money by doing fewer hours is the ideal job, yet this is something that few theorists look at in detail. If companies grasped this basic truth, they would probably be a great deal more successful.

C Possible answer

Questions undoubtedly remain about women's position in terms of employment. However, one thing seems clear: women match men in numbers only. They might represent nearly half of the workforce, but they are usually confined to the service sector, though the emergence of new technologies seems to be changing this. Also, despite legal protection, women are still significantly inferior to men in terms of pay and status; they earn less and hold far fewer positions of power and have less job security. It is not all negative, however. The situation has genuinely improved and is improving still, but there is still a long way to go before women's position in employment reflects that of men, and more importantly, their own abilities. (120 words)



Either before or after you watch the rewrite movie, have a go at writing a conclusion for this essay in about 150 words.

Should there be a law to protect privacy in the UK? Discuss and refer to a case study

The media in the UK is notorious for its scrutiny, some would say harassment, of public figures in pursuit of a good story. One only needs to think of the case of Princess Diana to understand this, and until now, there has been no privacy law to protect such people, or indeed any private individual, from press intrusion. However, many people now feel new legislation is needed. This essay will argue that though on the surface a privacy law is appealing, it is in fact a deeply flawed concept. Not only is it difficult to define key terms essential to making a law workable, but also it would clash with, and perhaps even damage, the whole concept of freedom of speech. To prove this, the essay will end with a case study, the Douglas v. Hello! magazine court case.

First, it is useful to establish what privacy actually is. For most people, it means the right to control access to information about their personal lives by other people. However, in law, this becomes very difficult to define, and for this reason, there was no law protecting privacy in England until it incorporated the 1998 Human Rights Act. Article 8 of this established the right to respect for one's private and family life, his home and correspondence (EUlegal, 2002). Under this, there have been numerous cases of both private individuals and celebrities taking newspapers to court for attacking their privacy, but still no clear principles have been established. Therefore a law already exists to protect privacy, so the question is not whether we need more laws, but how to make the existing ones work.

Even if we could agree on a definition of privacy, some think that there should not be a new law to protect it anyway. Firstly, it would allow those in power, for example in government and business, to hide activities that the public should know about. For example, if there were a simple law protecting an individual's privacy, then the recent expenses scandal of British MPs would not have been uncovered, and many argue that it was important for citizens to know how their representatives spent their time and money. In brief, sometimes national interest is more important than a right to privacy. Secondly, many argue that any privacy law would only protect celebrities as going to court is such an expensive business, so ordinary citizens would be unlikely to benefit. Given these legal costs, perhaps there is another way for individuals to protect themselves. The Press Complaints Commission (the PCC), a self-regulating body set up and run by newspaper editors has a code of practice that specifically deals with privacy, stating, 'Everyone is entitled to respect for his or her private life, home, health and correspondence. A publication will be expected to justify intrusions into any individual's private life without consent' (Montgomery, 2002). The general public far prefer to use the PCC, probably because it is free, less risky and consequently less traumatic than going to court. Because of this, and also because of the previously mentioned concerns, a new law would not be useful or wise.

Some of these issues can be seen in a recent test case. In 2003, Michael Douglas and Catherine Zeta Jones took Hello! magazine to court for publishing unauthorised photos of their wedding, which instead they sold to OK! magazine. Although they won, they did not win under the Article 8 of the Human Rights Act on privacy, which their lawyers referred to, but under commercial law. As the editor of Hello!, Eduardo Sanchez Jones argued, 'For those who wish to protect their privacy, a feature in [OK] magazine does not achieve it' (BBC News, 2003). The judge

c o n c l u s i o n s *rewrite exercise*

agreed, remarking that the case was ultimately about trade assets, but also noting that existing laws on privacy were inadequate. Despite this, some feel the case did in fact establish a right to privacy, at least for celebrities. It also raised the issue of press freedom, with many in the media feeling the judgment could stop them from doing their job, for example investigating possible illegal activities by individuals or companies. Such cases demonstrate the difficulty the law has in protecting privacy, and given the complex issues involved, any new legislation would face the same problems.

c o n c l u s i o n s

rewrite exercise

Possible answer

In conclusion, a UK law to protect privacy is not advisable. There is already some form of legal protection, plus privacy is a notoriously difficult concept to define. Beyond that, any new law could be damaging to a key component of our civil structure, namely freedom of speech. Such a law could also be largely irrelevant to the very people it is supposed to help, the general public, who can turn to the PCC instead, a less risky alternative to the courts. In fact, the main people at present who use the law to protect their privacy are celebrities who can afford to do so, and who actually see privacy as a commodity to be sold, as we saw with the Douglas court case. Intrusion into people's lives by the press does remain a problem, but perhaps it would be better to address it by reforming the media rather than changing the law. (153 words)



Revision





11

Revision overview

Any writing consists of three things: what you say (content), where you say it (structure) and how you say it (style). To improve the first, work on your reading and note taking, and use this course to improve the other two. This unit goes over all the key skills you have learnt, using the example of a mini essay where you can see them all in one place. It covers style, so how to make your language formal and complex, how to use correct punctuation, explains key grammar terms, how to include quotes and references and, finally, how to write a bibliography. Then it covers structure, so how to write an introduction, a body paragraph and a conclusion, and most importantly, how to paraphrase, summarise and combine information from your sources, making them your own.

Ideally, you should probably wait a few weeks, then look at everything again, as this is a very intensive course. It will not automatically make you a better writer, but it will give you the tools to improve, if you combine them with practice. As Winston Churchill, the British Prime Minister, said early in World War Two when Britain finally had a victory after months of difficulties, 'This is not the end. It is not even the beginning of the end. But it is, perhaps, the end of the beginning.' Good luck and happy writing!



NOTES





Grammar

3rd person¹

passive²

range of sentences³

adverbs⁴

nouns v. sentences⁵

indirect questions⁶

Language

one word verbs^a

formal words^b

no emotive/visual words or phrases^c

abstract words^d

less definite verbs^e

no abbreviations^f

Punctuation^g

Quoting/citing referencing^{*}

Bibliographies^{**}

Would a ban on violent video games be useful?

Video gaming is becoming an increasingly important form of recreation for many young people, especially young men. However, people are now beginning to question^a the influence of particular games, especially those involving warfare and killing. While some believe that such games are harmless fun, others believe they potentially damage society, citing recent court cases, and consequently should be banned.

Supporters¹ of these games, such as the companies who produce them, claim that there is no need for concern. To support their opinion, they cite studies by psychologists which indicate that gamers are no more likely to commit violent crime than non-gamers. A report by Braxton University in the United States found that among 234 gamers, involvement with the police was actually 8% lower than for non-gamers (Malone, 2011)^{*}. Both those who produce, and those who play the games, claim they are being unfairly blamed for the problems of society, and point out that no one would ever demand that books with violent themes should be banned² for their negative influence.

On the other hand, a growing number of people reject this view³. They suggest that on certain vulnerable people, the watching and playing of violent scenarios for long periods of time, must have an effect³. They cite the recent court case in Addington^g, Scotland where the defendant himself claimed to have been directly influenced by the game he had been playing continuously before attacking his best friend. Furthermore, they point out that many male teenagers will have spent over a year of their life playing video games by the time they are 18 (Delgado and Spade, 2009, p.56),^{*} so they are potentially⁴ a huge influence on behaviour⁵.
(v. *how we behave*)

Even if it were agreed that a ban on certain games was beneficial^b, there is the question⁶ of enforcement. If some countries banned video games, people would almost certainly be able to access^{b/c} them, either by buying and shipping them from countries where there was no ban, or by downloading from the Internet. In brief, national laws would not be able to police the global reach of modern technology^d, so any ban would be completely ineffective.

Hence I^g do not think a ban on certain video games would be of any benefit. The evidence on their influence seems inconclusive, and unlikely to change the mind of those who already have a strong opinion on the subject. Plus, even if a ban was seen as desirable, circumstances indicate it would not work. It would seem^e that the problems we have with violence cannot^f be solved by banning possible culprits, but by looking at our country's^g culture in general.

Bibliography/Reference List^{**}

Delgado, P. and Spade, S. (2009) *Law cases of Scotland*. Available at: <http://www.scotlaw.gov.uk/1032/.htm> (Accessed: 13 July 2010).
Malone, J. (ed.) (2011) *Game culture and adolescence*. 2nd edn. London: Acorn Publishing.

revision style exercises

Use your notes and exercises from the style units (formality, complexity, punctuation, grammar, referencing and bibliographies) to practise all you have learnt. For many of the exercises, there is often more than one possible answer.



PRINT-OUT

Formality (& grammar)



FORMALITY
(& GRAMMAR)

1 Which 'person' are the following, 1st, 2nd or 3rd?

- 1 We
- 2 You
- 3 Opponents
- 4 Criticism
- 5 Me
- 6 Issues

2 Change these sentences into the 3rd person.

- 1 I think this is a possible solution.
- 2 You could say there are two sides to this argument.
- 3 We will investigate these issues.
- 4 I will detail four areas in my essay.
- 5 If you do not put references in your essays, you could be guilty of plagiarism.
- 6 When we write an essay, we also need to add a bibliography.

3 Three of these sentences are passive. Highlight which ones.

- 1 This essay was written in two hours.
- 2 I wrote this essay in two hours.
- 3 The government will change the law next year.
- 4 The law will be changed next year.
- 5 She was given an 'A' for the presentation.
- 6 She gave an 'A' for the presentation.

4 Change these sentences into a passive.

- 1 The college introduced a new parking policy.
- 2 We do not allow drinking in public.
- 3 I will finish this report in two hours.
- 4 You could argue that inflation is beneficial.

5 Identify the sentence type: simple, compound or complex.

- 1 I am not good at exams but I still went to university.
- 2 Although I am not good at exams, I still went to university.
- 3 I am not good at exams. However, I still went to university.

revision style exercises

Formality (& grammar)

- 6 Make these sentences sound 'louder'/stronger (+) or the opposite 'softer'/weaker (-), by adding an adverb i.e. be more precise.**

e.g. The inflation rate rose. (-)

= The inflation rate rose gradually/slowly/slightly.

- 1 Reading is the most difficult skill. (+)
- 2 The course improved his skills. (-)
- 3 Employment figures fell. (+)
- 4 Plagiarism is a problem at university. (-)
- 5 Students should do fewer exams. (+)
- 6 Students should do fewer exams. (-)

- 7 Replace the underlined words with a noun/noun phrase, making any other changes that are necessary.**

- 1 How people behave is the subject of this essay.
- 2 We will analyse what 'democracy' means.
- 3 One problem is how large the debt is.
- 4 He explained it well.
- 5 If you fail the exams, you will not be offered a place at university.
- 6 We need to solve the housing crisis.

- 8 Change these direct questions into indirect ones.**

- 1 Why do we pay for higher education?
- 2 Is climate change a problem?
- 3 Can politicians influence behaviour?
- 4 Does this prove his theory?
- 5 How much tax should we pay?
- 6 Did a food shortage cause the unrest?

- 9 Replace the following verbs with a more formal one word equivalent.**

- 1 Go out
- 2 Go back
- 3 Tell off
- 4 Look into
- 5 Get better
- 6 Cut out

revision style exercises

Formality (& grammar)

10 Replace the following words with a more formal equivalent.

- 1 Kids
- 2 In the end
- 3 Inflation was a little bit high.
- 4 Chilled out
- 5 Stupid
- 6 To stamp out plagiarism

11 Find the six abstract nouns in this list.

laws book dollars wealth ideas friend prison belief newspaper justice prisoner fiction essay friendship imprisonment

12 Add less definite verbs to make these sentences sound less dogmatic.

- 1 Religion is in decline.
- 2 League tables for schools improve results.
- 3 Poverty causes crime.
- 4 Lack of exercise leads to obesity.
- 5 Communism has failed.
- 6 This theory is incorrect.

revision style exercises

Complexity (& grammar)



13 Highlight the subject in these sentences.

- 1 Research has confirmed this theory.
- 2 Because of the crisis, many people no longer trusted banks.
- 3 In this essay, I will examine four possible explanations.
- 4 Over the last ten years, businesses have grown.
- 5 Studying hard is a good way to succeed.
- 6 Studying hard, they spent a great deal of time in the library.

14 Highlight the main sentence in the following:

- 1 In this essay, I will examine four possible explanations.
- 2 Studying hard, they spent a great deal of time in the library.
- 3 She applied for the job which she saw advertised in the paper.
- 4 They requested various skills meaning many people did not qualify.
- 5 Although the evidence was comprehensive, it did not convince them.
- 6 Despite her lack of qualifications, she was a skilful writer.

15 Correct these sentence fragments.

- 1 There were several opportunities. Such as travelling abroad and learning a language.
- 2 It was a popular course. Because few places taught the subject.
- 3 I applied early. Which was fortunate.
- 4 The process was complicated. Download a form, complete it, collect three references and provide proof of funding.
- 5 The essay explored a number of theories. Perhaps too many.
- 6 Many people opposed the plan. While others thought it was a good idea.

16 Rewrite these simple sentences using the word/prompt in brackets to make one compound or complex alternative.

- 1 She studied in France. However, she did not speak French. (but)
- 2 She studied in France. However, she did not speak French. (despite)
- 3 I wrote an essay. It examined four sectors. (which)
- 4 I wrote an essay. It examined four sectors. (-ing)
- 5 The building was developed into a college. It won an architectural prize. (-ed)
- 6 The building was developed into a college. It won an architectural prize. (-ing)

17 Rewrite this short paragraph to make it more formal and complex.

I think zoos are fantastic things. They are good for telling people about animals and for making sure rare animals don't die out. But some people don't think this. They think that that there are other things which would be better. For example, you could watch television to find out about animals. Or you could look after the places where animals live in the wild, which works out better in the long-term. Plus, are animals unhappy about living in cages?

Punctuation



PUNCTUATION

18 Write out the full form of these abbreviations.

- 1 e.g.
- 2 She's passed.
- 3 It's true.
- 4 She's right.
- 5 They could've done it.
- 6 I don't know.

19 Put in full stops, commas and capitals in this paragraph.

the london tube system i believe suffers from a number of problems firstly it is old parts of the track were built in the mid 19th century with many of the trains dating back to the second world war in addition it is underfunded most european governments give a great deal of money to their city transport systems knowing it helps the local economy however this does not happen in england as the population is growing it is increasingly becoming an issue although few politicians have an answer

20 Put in an apostrophe in these sentences.

Hint – if singular = 's
if plural = s'
be careful with strange plurals, and 'it is'

- 1 Davids class
- 2 A girls best friend
- 3 A persons problem
- 4 The two girls teacher was absent.
- 5 Their tutors name was John.
- 6 Their tutors names were written on the door.
- 7 All the countries flags
- 8 Our country's flag
- 9 Womens issues
- 10 Peoples parliament
- 11 Its solution needed Johns help.
- 12 Its difficult.

revision style exercises

Grammar



GRAMMAR

21 Match the sets of words below with the following grammar terms:

singular nouns plural nouns abstract nouns adjectives adverbs
verbs present participles past participles passives prepositions

- 1 go write look at analyse
- 2 at from by on
- 3 given discussed taken examined
- 4 intelligence love hate nature
- 5 books libraries factors solutions
- 6 possibly perhaps sometimes rarely
- 7 book library factor solution
- 8 has been given was discussed is taken will be examined
- 9 giving discussing taking examining
- 10 intelligent loving hateful natural

22 Read these sentences and see if you can find any examples of the above grammar.

However, many people now feel new legislation is needed. This essay will argue that though on the surface, a privacy law is appealing, it is in fact a deeply flawed concept. Not only is it difficult to define key terms essential to making a law workable, but also it would clash with and perhaps even damage the whole concept of freedom of speech.

23 Change the noun below into the following grammar terms:

economy

- 1 change to adjective
- 2 change to adverb
- 3 change to verb
- 4 change verb into past tense

Referencing



REFERENCING

24 Correct the punctuation mistakes in these direct quotes.

- 1 Bardini [2008] remarks, 'collapsing currencies will spell the end of the EU within three years'.
- 2 As the report pointed out, "They (the United Nations) provide 22% of cultural funding in southern Europe" (Jarrod and Ng, 2009).
- 3 "It will be many years of rebuilding.....before employment reaches pre 2000 levels again" (DTI, 2012).

25 Correct the language mistakes in these quotes.

- 1 According to Draper, he suggests that the greatest benefit is to pensioners.⁴
- 2 As Karlsson argues that early intervention in June 2010 would have prevented the escalation of the crisis (Canning and Johnson 4).
- 3 Research by Blucher (2011), he found that previous statistics were faked.
- 4 According to Leno's theory states that the rate will double every ten years (Taki, 2012).
- 5 Schevin (2009) believed that 'unexpected changes to sea levels which caused the flooding'.
- 6 As Slater and Jarvis remarked, the Higgs experiment "it was a defining moment in the field of physics" (New Science, 2011).

26 Use this bibliography entry to complete the references below in APA style.

Pershing, E. & Sheldon, C. (Eds.). (2011). *America: a guide to the continent's films*. Houston, TX: Cobald Press.

- 1 Independent companies are increasingly important; in fact, only a third of the films produced in 2010 came from the five main studios (_____)
- 2 _____ and _____ (_____) point out that independent companies are increasingly important; in fact, only a third of the films produced in 2010 came from the five main studios.

27 Correct the reference mistakes in these quotes, and put them in your preferred style. (For MHRA, use exercise number as listing number)

- 1 Sea levels could increase by 1 metre in the next 50 years (Pinchon, W. 2010 p.3).
- 2 78% of forests are privately owned (Owens, 2010, *Land Ownership in the UK*, p.4).
- 3 According to the latest statistics (CROWNE, 2009, p.28), about 1 in 3 marriages ends in divorce.
- 4 A 2007 report by Coulson (Coulson, 2007, p.12) proved that diet was more effective than exercise in combating obesity.
- 5 Out of 213 people, 198 reported that they would change job if required (Cameron, 2010, pp.23)
- 6 "Peer pressure rather than genetics or parenting, explains most adolescent crime" (Stanton (et al.) 2006, p.12).

Bibliographies



BIBLIOGRAPHIES

28 Make a bibliography from the following 3 sources in your preferred style.

Book

**SOCIAL POLICY IN THE
SPOTLIGHT**

Edited by
**Dr Susan Warwick
Marshall D. Franton**

Rostrum Press
New York London

Rostrum Press
12 All Saints Road
London NW1, UK
13 08, 119th Street, New York,
29087, USA

First published 2008
2nd edition 2010
3rd edition 2012

ISBN 2-34-1748-35

Rostrum Press

Journal

Journal of Applied
Nanotechnology

Volume 10, 2012,

Contents – issue 7

	Page
The Bionic Era?	
By Tatsuya Tajima	2–12

Website

<http://www.dti.gov.uk/htm123>

Department of Trade and Industry

Non taxable benefits
XXXXX XXXX XXXX XXXX XX XX XX X
XXXXX XXXX XXXX XXXX XX XX XX X

21.03.12

(NB often there are more possibilities than given here)



PRINT-OUT

Formality (& grammar)

1

- 1 We – 1st
- 2 You – 2nd
- 3 Opponents – 3rd
- 4 Criticism – 3rd
- 5 Me – 1st
- 6 Issues – 3rd

2

- 1 This is a possible solution.
- 2 There are two sides to this argument.
- 3 These issues will be investigated. / There will be an investigation into these issues.
- 4 This essay details four areas. / Four areas will be detailed in this essay.
- 5 If a student does not put references in their essays, they could be guilty of plagiarism. / Without references in an essay, plagiarism could be a problem.
- 6 When a student writes an essay, they also need to add a bibliography. / Essays need bibliographies.

3

- 1 This essay was written in two hours.
- 4 The law will be changed next year.
- 5 She was given an 'A' for the presentation.

4

- 1 A new parking policy **was introduced** by the college.
- 2 Drinking in public **is not allowed**.
- 3 This report **will be finished** in two hours.
- 4 It **could be argued** that inflation is beneficial.

5

- 1 I am not good at exams but I still went to university. **compound**
- 2 Although I am not good at exams, I still went to university. **complex**
- 3 I am not good at exams. However, I still went to university. **2 x simple**

revision style answers

6

- 1 Reading is **probably/absolutely/arguably/definitely/usually/often/always** the most difficult skill.
- 2 The course **perhaps/possibly** improved his skills.
- 3 Employment figures fell **sharply/dramatically/rapidly**.
- 4 Plagiarism is **perhaps/possibly/rarely** a problem at university.
- 5 Students should **probably/arguably/definitely** do fewer exams.
- 6 Students should **perhaps/possibly** do fewer exams.

7

- 1 **People's behaviour/Behaviour** is the subject of this essay.
- 2 We will analyse **the meaning of** democracy.
- 3 One problem is **the size of the debt**.
- 4 **His explanation was clear/good**.
- 5 **Failure in exams means no offer of** a place at university.
- 6 **There needs to be a solution to** the housing crisis. / The housing crisis **needs a solution**.

8

- 1 We need to examine why we pay for higher education. / We could look at the reasons we pay for higher education.
- 2 We need to decide if climate change is a problem. / Some have raised the issue of climate change, and how problematic this is.
- 3 There is some debate over whether politicians can influence behaviour. / The influence of politicians on behaviour is worth examining.
- 4 We need to ask if this proves his theory. / Some people have queried whether this proves his theory or not.
- 5 We need to decide how much tax we should pay. / Levels of taxation need to be established.
- 6 Some have implied that a food shortage caused the unrest. / One possibility is that a food shortage caused the unrest.

9

- 1 Go out – **leave/exit**
- 2 Go back – **return/reverse**
- 3 Tell off – **reprimand/rebuke/criticise**
- 4 Look into – **investigate/explore/examine**
- 5 Get better – **improve/enhance**
- 6 Cut out – **reduce/condense**

10

- 1 Kids – **children/offspring/youth**
- 2 In the end – **eventually/finally**
- 3 Inflation was a little bit high – **slightly/somewhat**
- 4 Chilled out – **relaxed/calm**
- 5 Stupid – **unintelligent/lacking in intelligence**
- 6 To stamp out plagiarism – **stop/prevent**

revision style answers

11

wealth belief justice fiction friendship imprisonment

12

- 1 Religion **would seem to/appears to/could/may/might** be in decline.
- 2 League tables for schools **would seem to/appear to/could/may/might** improve results.
- 3 Poverty **would seem to/appears to/could/may/might** cause crime.
- 4 Lack of exercise **would seem to/appears to/could/may/might** lead to obesity.
- 5 Communism **would seem to have/appears to have/could have/may have/might have** failed.
- 6 This theory **would seem to/appears to/could/may/might** be incorrect.

Complexity (& grammar)

13

- 1 Research has confirmed this theory.
- 2 Because of the crisis, many people no longer trusted banks.
- 3 In this essay, I will examine four possible explanations.
- 4 Over the last ten years, businesses have grown.
- 5 Studying hard is a good way to succeed.
- 6 Studying hard, they spent a great deal of time in the library.

14

- 1 In this essay, I will examine four possible explanations.
- 2 Studying hard, they spent a great deal of time in the library.
- 3 She applied for the job which she saw advertised in the paper.
- 4 They requested various skills meaning many people did not qualify.
- 5 Although the evidence was comprehensive, it did not convince them.
- 6 Despite her lack of qualifications, she was a skilful writer.

15

- 1 There were several opportunities, **such** as travelling abroad and learning a language.
- 2 It was a popular course **because** few places taught the subject.
- 3 I applied early, **which** was fortunate.
- 4 The process was complicated. **It required** downloading a form, completing it, collecting three references and providing proof of funding. / The process was complicated: download a form, complete it, collect three references and provide proof of funding.
- 5 The essay explored a number of theories, **perhaps** too many.
- 6 Many people opposed the plan **while** others thought it was a good idea.

16

- 1 She studied in France **but** she did not speak French.
- 2 She studied in France **despite not speaking** French. / **Despite studying** in France, she did not speak French.
- 3 I wrote an essay **which** examined four sectors.
- 4 I wrote an essay, **examining** four sectors.
- 5 **Developed** into a college, **the building** won an architectural prize.
- 6 The building was developed into a college, **winning** an architectural prize.

17

Zoos are arguably beneficial, ideal for both educating people about wildlife and for preventing extinction of threatened species. However, not all people agree, believing there are better alternatives. For example, television is potentially a more effective way of teaching people about nature, and protecting the animals' habitat is a better long term approach. Then there is the issue of the suitability of confining animals to cages.

Punctuation

18

- 1 For example
- 2 She **has** passed.
- 3 It **is** true.
- 4 She **is** right.
- 5 They could **have** done it.
- 6 I do **not** know.

19

The **L**ondon **T**ube system, I believe, suffers from a number of problems.¹ **F**irstly,² it is old. **P**arts of the track were built in the mid 19th century, with many of the trains dating back to the **S**econd **W**orld **W**ar. **I**n addition, it is underfunded. **M**ost **E**uropean governments give a great deal of money to their city transport systems, knowing it helps the local economy. **H**owever, this does not happen in **E**ngland. **A**s the population is growing, it is increasingly becoming an issue, although few politicians have an answer.

Notes

¹ remember to use double space after full stops in typed documents

² commas after these longer opening words are optional

20

- 1 David's class
- 2 A girl's best friend
- 3 A person's problem
- 4 The two girls' teacher was absent.
- 5 Their tutor's name was John.
- 6 Their tutors' names were written on the door.
- 7 All the countries' flags
- 8 Our country's flag
- 9 Women's issues
- 10 People's parliament
- 11 Its solution needed John's help.
- 12 It's difficult.

Grammar

21

- 1 go write look at analyse – **verbs**
- 2 at from by on – **prepositions**
- 3 given discussed taken examined – **past participles**
- 4 intelligence love hate nature – **abstract nouns**
- 5 books libraries factors solutions – **plural nouns**
- 6 possibly perhaps sometimes rarely – **adverbs**
- 7 book library factor solution – **singular nouns**
- 8 has been given was discussed is taken will be examined – **passives**
- 9 giving discussing taking examining – **present participles**
- 10 intelligent loving hateful natural – **adjectives**

22

However, many¹ people² now feel⁶ new¹ legislation³ is⁶ needed^{4/6/8}. This¹ essay⁵ will⁶ argue⁶ that though on⁹ the surface⁵, a privacy³ law⁵ is⁶ appealing^{6/7}, it⁵ is⁶ in fact a deeply¹⁰ flawed^{1/8} concept⁵. Not only is⁶ it⁵ difficult¹ to define⁶ key¹ terms² essential¹ to making^{6/7} a law⁵ workable¹, but also it⁵ would⁶ clash⁶ with⁹ and perhaps¹⁰ even damage⁶ the whole¹ concept⁵ of⁹ freedom³ of⁹ speech³.

- ¹ – adjectives
- ² – plural nouns
- ³ – abstract nouns
- ⁴ – passives
- ⁵ – singular nouns
- ⁶ – verbs
- ⁷ – present participles
- ⁸ – past participles
- ⁹ – prepositions
- ¹⁰ – adverbs

23

- 1 economic/economical
- 2 economically
- 3 to economise
- 4 economised/was economising/has economised/had economised

Referencing*

24

- 1 Bardini (2008) remarks, 'collapsing currencies will spell the end of the EU within three years'.
- 2 As the report pointed out, "They [the United Nations] provide 22% of cultural funding in southern Europe" (Jarrod and Ng, 2009).
- 3 "It will be many years of rebuilding.../[...]before employment reaches pre 2000 levels again" (DTI, 2012).

25

- 1 According to Draper, the greatest benefit is to pensioners.⁴ / Draper suggests that the greatest benefit is to pensioners.⁴
- 2 As Karlsson argues, early intervention in June 2010 would have prevented the escalation of the crisis (Canning and Johnson 4). / Karlsson argues that early intervention in June 2010 would have prevented the escalation of the crisis (Canning and Johnson 4).
- 3 Research by Blucher (2011) found that previous statistics were faked. / Blucher (2011) found that previous statistics were faked.
- 4 According to Leno's theory, the rate will double every ten years (Taki, 2012). / Leno's theory states that the rate will double every ten years (Taki, 2012).
- 5 Schevin (2009) believed that 'unexpected changes to sea levels...caused the flooding'. / Schevin (2009) believed it was 'unexpected changes to sea levels which caused the flooding'.
- 6 As Slater and Jarvis remarked, "it [the Higgs experiment] was a defining moment in the field of physics" (New Science, 2011). / As Slater and Jarvis remarked, the Higgs experiment "was a defining moment in the field of physics" (New Science, 2011).

26

- 1 Independent companies are increasingly important; in fact, only a third of the films produced in 2010 came from the five main studios (**Pershing & Sheldon, 2011**).
- 2 **Pershing** and **Sheldon (2011)** point out that independent companies are increasingly important; in fact, only a third of the films produced in 2010 came from the five main studios.

27

- 1 Sea levels could increase by 1 metre in the next 50 years (Pinchon, 2010 p.3). (Harvard/APA)
Sea levels could increase by 1 metre in the next 50 years (Pinchon 3). (MLA)
Sea levels could increase by 1 metre in the next 50 years.¹

1. Pinchon, p.3. (MHRA)

- 2 78% of forests are privately owned (Owens, 2010, p.4). (Harvard/APA)
78% of forests are privately owned (Owens 4). (MLA)
78% of forests are privately owned.²

2. Owens, p.4. (MHRA)

Referencing*

- 3 According to the latest statistics (Crowne, 2009, p.28), about 1 in 3 marriages ends in divorce. (Harvard/APA)

According to the latest statistics, about 1 in 3 marriages ends in divorce (Crowne 28). (MLA)

According to the latest statistics, about 1 in 3 marriages ends in divorce.³

3. Crowne, p.28. (MHRA)

- 4 A 2007 report by Coulson (2007, p.12) proved that diet was more effective than exercise in combating obesity. (Harvard/APA)

A 2007 report by Coulson (12) proved that diet was more effective than exercise in combating obesity. (MLA)

A 2007 report by Coulson proved that diet was more effective than exercise in combating obesity.⁴

4. Coulson, p.12. (MHRA)

- 5 Out of 213 people, 198 reported that they would change job if required (Cameron, 2010, p.23). (Harvard/APA)

Out of 213 people, 198 reported that they would change job if required (Cameron 23). (MLA)

Out of 213 people, 198 reported that they would change job if required.⁵

5. Cameron, p.23. (MHRA)

- 6 "Peer pressure rather than genetics or parenting, explains most adolescent crime" (Stanton *et al.*, 2006, p.12). (Harvard/APA)

"Peer pressure rather than genetics or parenting, explains most adolescent crime" (Stanton *et al.* 12). (MLA)

'Peer pressure rather than genetics or parenting, explains most adolescent crime.'⁶

6. Stanton *et al*, p.12. (MHRA)

Bibliographies*

28

Harvard

Department of Trade and Industry. (n.d.) *Non taxable benefits*. [online]. Available at: <http://www.dti.gov.uk/htm123> (Accessed: 21 March 2012).

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*Remember colleges follow different systems for the format of references and bibliographies, often with their own variations. Follow your department guide exactly, and/or use software like Zotero or EndNote.



Introduction

general sentences¹

organising (thesis)
statements²

language! will/
listing/parallel

Body

topic sentence³

concluding
sentence⁴

linking sentence⁵

Paraphrasing
+ summarising/
combining
sources⁶

Conclusions

short answer⁷

summary⁸

future⁹

Would a ban on violent video games be useful?

Video gaming is becoming an increasingly important form of recreation for many young people, especially young men. However, people are now beginning to question the influence of particular games, especially those involving warfare and killing¹. While some believe that such games are harmless fun, others believe they potentially damage society, citing recent court cases, and consequently should be banned².

Supporters of these games, such as the companies who produce them, claim that there is no need for concern³. To support their opinion, they cite studies by psychologists which indicate that gamers are no more likely to commit violent crime than non-gamers. A report by Braxton University in the United States found that among 234 gamers, involvement with the police was actually 8% lower than for non-gamers (Malone, 2011). Both those who produce, and those who play the games, claim they are being unfairly blamed for the problems of society, and point out that no one would ever demand that books with violent themes should be banned for their negative influence⁴.

On the other hand, a growing number of people reject this view⁵. They suggest that on certain vulnerable people, the watching and playing of violent scenarios for long periods of time, must have an effect³. They cite the recent court case in Addington, Scotland where the defendant himself claimed to have been directly influenced by the game he had been playing continuously before attacking his best friend. Furthermore, they point out that many male teenagers will have spent over a year of their life playing video games by the time they are 18, (Delgado and Spade, 2009, p.56) so they are potentially a huge influence on behaviour⁶.

Even if it were agreed that a ban on certain games was beneficial, there is the question of enforcement^{3/5}. If some countries banned video games, people would almost certainly be able to access them, either by buying and shipping them from countries where there was no ban, or by downloading from the Internet. In brief, national laws would not be able to police the global reach of modern technology, so any ban would be completely ineffective⁴.

Hence I do not think a ban on certain video games would be of any benefit⁷. The evidence on their influence seems inconclusive, and unlikely to change the mind of those who already have a strong opinion on the subject. Plus, even if a ban was seen as desirable, circumstances indicate it would not work⁸. It would seem that the problems we have with violence cannot be solved by banning possible culprits, but by looking at our country's culture in general⁹.

Bibliography/Reference List

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Malone, J. (ed.) (2011) *Game culture and adolescence*. 2nd edn. London: Acorn Publishing.

revision structure exercises

Use your notes and exercises from the structure units (introductions, body, paraphrasing and conclusions) to practise all you have learnt. For many of the exercises, there is often more than one possible answer.



PRINT-OUT

1 Complete these organising (thesis) statements with the correct verb.

- 1 This paper will examine/is going to examine three areas.
- 2 Three areas will be examining/will be examined in this paper.
- 3 My report investigates/will investigate this problem in depth.
- 4 Finally, I will be detailing/will be detailed a case study.



STRUCTURE
(INTRODUCTION 1)

2 Choose the correct listing word from below to complete these short organising statements. Sometimes, there are two possible answers, plus there are some words you don't need.

first/ly after before at first then last/ly finally
at last in terms of with reference to namely those of from through to

- 1 My paper will confine itself to just two aspects, _____ prevention and education.
- 2 There are a whole range of factors, _____ social breakdown _____ the economic crisis.
- 3 This essay will examine capitalism _____ its origins in the 19th century.
- 4 This report will address the problem in the following way; by _____ defining key terms, _____ by giving the historical background, and _____ by discussing the groups involved.
- 5 _____ detailing the main theories, this report will _____ apply each to a case study and _____ end with a recommendation for action.

3 Correct these organising statements to make them parallel.

- 1 I will analyse this problem as follows, first detailing the constructivist approach, then the behaviourist approach and then I will compare the advantages of both.
- 2 This paper will answer this question by first defining terms and then it will detail the problems in three separate sections.
- 3 After describing the Church's point of view, the Army's position will be looked at, and then I will detail a case study.
- 4 First, the weakness of this theory will be exposed. Then I will suggest an alternative.
- 5 It is helpful to look at the causes of inflation. Then I will examine possible solutions.



STRUCTURE
(INTRODUCTION 2)

revision structure exercises

- 4 Rearrange this introduction for the essay below, starting general, narrowing down, and ending with the organising (thesis) statements.

Analyse the impact of continuous assessment in improving educational standards in schools



STRUCTURE
(PARAPHRASING)

- 1 it is now a good time to decide if this change has had a positive impact on educational standards
- 2 firstly, it will briefly detail the relevant educational theories
- 3 over the last forty years in the UK, there has been a marked shift from testing students by means of timed exams at the end of their course, towards formative assessment of work throughout their course
- 4 finally, it will demonstrate how two practical considerations have fatally undermined key assumptions behind continuous assessment
- 5 this change has been driven by developments in teaching methods, in particular the growth of reflective practice
- 6 before moving on to an analysis of literacy levels in secondary level students.
- 7 this essay will argue that this has not been the case

- 5 Write a topic sentence for this paragraph from the same essay.

..... The first and most important of these is reflective practice. Donald Schön formalised the approach in the 1980s, defining it as 'the capacity to reflect on action so as to engage in a process of continuous learning' (Schön, 1983). The emphasis is on a cycle of analysing and reflecting on experience to improve educational achievement. Other relevant theories are cognitivism which focuses on developing mental processes above all, and then constructivism, in which learning is built on existing knowledge and experience. All such ideas lend themselves to an ongoing analysis of learning which is at the heart of all continuous assessment.

- 6 Write a linking and/or topic sentence and also a concluding sentence for this next paragraph from the same essay.

..... One way to decide if these have/this has improved is to examine literacy levels, which we will do at secondary level, and there are a number of revealing statistics. In the early 1980s, changes to education policy meant continuous assessment replaced end of year exams in most schools as the main means of awarding grades. Before then, between 1945 and 1980, the percentage of school leavers defined as functionally literate rose steadily from 58% to 82%, but since, this has fallen and now stands at 69% (Draper, 2011). Similarly, our literacy world ranking has dropped from 3rd place in 1985 to 11th place in 2012 (DOE, 2012).....

revision structure exercises

7 Rearrange this next paragraph from the same essay to put it in the correct order.

- 1 Hence, for boys at least, continuous assessment is having a negative effect on standards.
- 2 Many people believe boys in particular are disadvantaged by an assessment system, and it is true that a significant gap is opening up between boys and girls in reading and writing.
- 3 In contrast, under the pre 1980s exam system, boys' grades were on average 12% higher than girls.
- 4 At secondary school, this gap in reading proficiency is 5 percentage points to 10 percentage points, and in writing, it is 10 percentage points to 15 percentage points (Olson, 2011).
- 5 Furthermore, on average, boys are leaving with two fewer GCSEs, and with grades on average 8% lower (Stirling and Cooper, 2010).

revision structure exercises



STRUCTURE
(CONCLUSIONS)

- 8** Paraphrase and combine the 3 sources in the boxes below to write the final body paragraph of this essay on assessment, plus use the bibliography details to add references in your preferred style. Write approximately 200 words.

Source 1

Parents are not above 'cheating' to help improve their children's grades. In fact, one in three of them admitted to doing coursework for their children, saying that as it was so common, it would be a disadvantage if they didn't.

From:

BBNEducation. *Kids in Crisis?* n.d. Web. 13 July. 2010. <<http://www.bbn/learning/7906/index.htm>>.

Source 2

The government is hoping to produce guidelines for assessments across England in light of the recent scandal where a school was found to be outsourcing Year 12 assessment marking to university undergraduates and paying them per script, even though they did not have any teaching qualifications. Another issue has been huge variation in the number and length of assessments. For the Matriculated Exam Board, three essays of 1000 words per term and the study of five texts were required for the English GCSE, but for the OCP Board, it was two essays of 1500 words per year and just three texts. Many people believe that there should be far greater standardisation.

From:

Gaffyn, Peter. Ed. *Learning Strategies*. London: Corpus, 2010. Print.

Source 3

The main complaint we found from teachers was the amount of time they now have to spend on non-teaching duties. While many would like to work on their subject knowledge, teaching techniques and improving IT skills, they in fact spent most of their time outside the classroom on marking the many assessments that are now required at each Key Stage. Not only that but they had to complete all the paperwork for the validation of these assessments, which for a typical one, was three forms. Multiply this across year groups and the result on average was 30 minutes a day on form filling, and 90 minutes on marking, time which could have been better spent on lesson planning. Further, as one teacher remarked, "I am often marking work that I know has been copied off the Internet in large part, but even if I can prove it and the student admits it, they can just do the assessment again, so cheating then, is a risk worth taking."

From [page 43](#) in:

Carlton, Naomi and Elias Tobin. *Change and Continuity, 1975–2010*. 2nd ed. London: Medley Press, 2010. Print.

revision structure exercises

9 Rearrange this conclusion from the same essay to put it in the correct order. One of the sentences is not needed as it is new information and therefore irrelevant.

- 1** Finally and most worryingly, the integrity of the coursework itself has been undermined by overzealous parents and access to the Internet.
- 2** It is undoubtedly underpinned by worthwhile theories, but since this system has been introduced, literacy at least has declined and boys in particular have been struggling.
- 3** Given all this, it is perhaps time to re-examine how we test and teach our children, as there is considerable room for improvement.
- 4** In other countries such as Malaysia and China, final testing is the norm, and they have overtaken us in literacy and numeracy.
- 5** To conclude, continuous assessment does not seem to have improved standards, and has perhaps even damaged them.
- 6** Teachers too have had problems, finding the bureaucracy overwhelming, yet even so, there are no common standards across the country.

revision structure answers



PRINT-OUT

(NB often there are more possibilities than given here)

1

- 1 will examine
- 2 will be examined
- 3 will investigate
- 4 will be detailing

2

- 1 namely/those of
- 2 from... through to
- 3 in terms of/with reference to
- 4 first/ly...then... finally/last/ly
- 5 After...then...finally/last/ly

3

- 1 I will analyse this problem as follows;¹ first **I will detail** the constructivist approach, then the behaviourist approach and then (I will)² compare the advantages of both.
I will analyse this problem as follows, first detailing the constructivist approach, then the behaviourist approach **and then compare/comparing** the advantages of both.
- 2 This paper will answer this question by first defining terms and then **detailing** the problems in three separate sections.
This paper will answer this question: first **it will define** terms and then (it will) detail the problems in three separate sections.
- 3 After describing the Church's point of view, the Army's position will be looked at, and then a case study **will be detailed**.
After describing the Church's point of view, **I will look at** the Army's position and then (I will) detail a case study.
- 4 First, **I will expose** the weakness of this theory. Then I will suggest an alternative.
First, the weakness of this theory will be exposed. Then an alternative **will be suggested**.
- 5 It is helpful to look at the causes of inflation, **then** possible solutions.
I will look at the causes, then (I will) examine possible solutions.

Notes

¹As a new full sentence is coming, you need to separate it, either with full stop/period or semi colon (used when next sentence is an explanation of the one before)

²You can leave out 'I will' here as it is understood, and sounds repetitive to repeat it.

revision structure answers

4

Analyse the impact of continuous assessment in improving educational standards in schools

- 3 Over the last forty years in the UK, there has been a marked shift from testing students by means of timed exams at the end of their course, towards formative assessment of work throughout their course.
- 5 This change has been driven by developments in teaching methods, in particular the growth of reflective practice.
- 1 It is now a good time to decide if this change has had a positive impact on educational standards.
- 7 This essay will argue that this has not been the case.
- 2 Firstly, it will briefly detail the relevant educational theories,
- 6 before moving on to an analysis of literacy levels in secondary level students.
- 4 Finally, it will demonstrate how two practical considerations have fatally undermined key assumptions behind continuous assessment.

5

Topic

There are a number of theories behind assessment. / To start, we can briefly examine a range of theories.

6

Topic/linking

Then there is the issue of the impact on standards. / The key question is how this has affected educational achievement.

Concluding

It would seem that the system of continuous assessment has contributed to a decline in standards, or at least not helped them improve. / Such evidence strongly suggests continuous assessment is damaging education.

7

- 2 Many people believe boys in particular are disadvantaged by an assessment system, and it is true that a significant gap is opening up between boys and girls in reading and writing.
- 4 At secondary school, this gap in reading proficiency is 5 percentage points to 10 percentage points, and in writing, it is 10 percentage points to 15 percentage points (Olson, 2011).
- 5 Furthermore, on average, boys are leaving with two fewer GCSEs, and with grades on average 8% lower (Stirling and Cooper, 2010).
- 3 In contrast, under the pre 1980s exam system, boys' grades were on average 12% higher than girls.
- 1 Hence, for boys at least, continuous assessment is having a negative effect on standards.

8 (Harvard/APA style for references)

Finally, continuous assessment has been weakened by two practical issues.* Firstly, there are problems with authenticity, meaning if students always do the work that they are assessed on. One in three parents admits to completing their children's coursework to help with their grades (BBNEducation, n.d.)¹ while some students seem to be copying off the Internet; as one teacher noted, 'I am often marking work that I know has been copied...but even if I can prove it and the student admits it, they can just do the assessment again, so cheating then, is a risk worth taking' (Carlton and/ Tobin, 2010, p.43).³ The second issue is bureaucracy. Teachers spend on average two hours a day on the marking and form filling required for assessment (Carlton and/ Tobin, 2010, p.43),³ and in fact, one school was found to be outsourcing marking to non qualified undergraduates (Gaffyn, 2010).² It seems undeniable that teachers' time would be better spent planning more effective lessons. Beyond this, there are serious concerns about the validity of some assessments in the first place, given variations across the exam boards. In GCSE English for example, one might ask for three essays per term, another just two per year (Gaffyn, 2010).² All these issues arguably impact on the quality of our education system*. (209 words)

Notes

¹ Taken from source 1; ² Taken from source 2; ³ Taken from source 3; underlined abstract nouns loop big idea around the specific examples from the sources; these words are not found in text but are writer's own group.

* structural sentences, i.e. topic and concluding

8 (MLA style for references)

Finally, continuous assessment has been weakened by two practical issues. Firstly, there are problems with authenticity, meaning if students always do the work that they are assessed on. One in three parents admits to completing their children's coursework to help with their grades (**BBNEducation**) while some students seem to be copying off the Internet; as one teacher noted, "I am often marking work that I know has been copied...but even if I can prove it and the student admits it, they can just do the assessment again, so cheating then, is a risk worth taking" (**Carlton and Tobin 43**). The second issue is bureaucracy. Teachers spend on average two hours a day on the marking and form filling required for assessment (**Carlton and Tobin 43**), and in fact, one school was found to be outsourcing marking to non qualified undergraduates (**Gaffyn**). It seems undeniable that teachers' time would be better spent planning more effective lessons. Beyond this, there are serious concerns about the validity of some assessments in the first place, given variations across the exam boards. In GCSE English for example, one might ask for three essays per term, another just two per year (**Gaffyn**). All these issues arguably impact on the quality of our education system.

8 (MHRA style for references)

Finally, continuous assessment has been weakened by two practical issues. Firstly, there are problems with authenticity, meaning if students always do the work that they are assessed on. One in three parents admits to completing their children's coursework to help with their grades¹ while some students seem to be copying off the Internet; as one teacher noted, 'I am often marking work that I know has been copied...but even if I can prove it and the student admits it, they can just do the assessment again, so cheating then, is a risk worth taking.'² The second issue is bureaucracy. Teachers spend on average two hours a day on the marking and form filling required for assessment, and in fact, one school was found to be outsourcing marking to non qualified undergraduates. It seems undeniable that teachers' time would be better spent planning more effective lessons. Beyond this, there are serious concerns about the validity of some assessments in the first place, given variations across the exam boards. In GCSE English for example, one might ask for three essays per term, another just two per year.³ All these issues arguably impact on the quality of our education system.

¹BBNEducation, *Kids in Crisis?* (n.d.), <<http://www.bbn/learning/7906/index.htm>> [Accessed 13 July 2010].

²Naomi Carlton and Elias Tobin, *Change and Continuity*, 1975-2010, 2nd edn (London: Medley Press, 2010), p.43.

³Carlton and Tobin, p.43.

⁴Peter Gaffyn, ed., *Learning Strategies* (London: Corpus, 2010).

⁵Ibid.

revision structure *answers*

9

- 5 To conclude, continuous assessment does not seem to have improved standards, and has perhaps even damaged them.
- 2 It is undoubtedly underpinned by worthwhile theories, but since this system has been introduced, literacy at least has declined and boys in particular have been struggling.
- 6 Teachers too have had problems, finding the bureaucracy overwhelming, yet even so, there are no common standards across the country.
- 1 Finally and most worryingly, the integrity of the coursework itself has been undermined by overzealous parents and access to the Internet.
- 3 Given all this, it is perhaps time to re-examine how we test and teach our children, as there is considerable room for improvement.