

## **MODULE 6. PSYCHOLOGICAL FORUM.**

### **ROUND TABLE DISCUSSION: RUSSIA – WEST, PERSPECTIVES FOR COOPERATION.**

In this module students are supposed to find a text in Russian that is dedicated to one of the problems within one of the trends in psychological field of study. Students should translate the text from Russian into English and use the ideas integrated into the text while they hold a round table discussion in the end of the third term.

In early November each student should decide about the topic to be presented at the round table discussion, report it to the English language instructor and in late December perform it in a PowerPoint format (Please, find the Assessment Criteria Chart in Supplement).

Within the November-December period of time students work on their presentations considering and applying such things from the previous Module 5 as

- perspectives in modern psychology
- research methods
- comparing and contrasting techniques
- description of sources
- methods of evaluation and emphasis

#### **SAMPLE TEXT (Cross-cultural perspective in psychology)**

##### **Translation from Russian into English.**

<http://artpsiholog.ru/pouchitsya-u-arabskix-semej/>

#### **Женский взгляд: Чему бы мы могли поучиться у арабских семей?**

21 мая, 2015,  
Автор: Богдана

Сложился определённый стереотип о злых и жестоких арабах, в семьях которых царит сплошная тирания, у женщины нет никаких прав и она только и может, что сидеть взаперти, рожать детей и обслуживать мужа.

Конечно, многое преувеличено. Времена давно изменились, а вместе с ними и уклад жизни в арабской семье. Сегодня в арабской культуре есть много хороших традиций, которые они бережно хранят, и традиции семейного уклада – не исключение.

Например, в арабской семье негласным главой считается мать. Мужчина – покровитель, защитник, добытчик. Его уважают и слушают, но все члены семьи, в том числе и муж, в сложных жизненных ситуациях обязательно спросят о мнении старшей женщины, никогда ничего не сделают без ее ведома. Матерей уважают и обожают. Мужчины всегда очень нежны, внимательны и заботливы по отношению к своим женщинам-родственницам и детям. Их очень любят и балуют, наряжают, дарят много подарков. На улице незнакомый человек может запросто угостить конфеткой ребенка – у арабов это в порядке вещей.

Но, тем не менее, детям не разрешают ‘сидеть на голову родителям’ – капризы детей в арабских семьях не поощряют. Из мальчишек начинают воспитывать мужчин уже в раннем детстве. В Ираке, например, существуют специальные военные школы для мальчиков, где наряду с обычными предметами по желанию родителей детей обучают боевым искусствам и владению оружием.

По поводу того, что в арабских семьях присутствует домашнее насилие – это правда, но не больше, чем в России или в любой другой стране. Везде есть плохие люди, независимо от нации или расы. В Коране четко прописано, что в рай попадает только хороший и благочестивый муж, который заботится о своей жене, и в странах с преобладающим числом арабского населения культивируется уважение к жене, матери.

Арабы очень дружны со своими родственниками, они всегда тесно общаются с братьями, сестрами, дядями и шуринами. Стоит нерадивому мужу хоть пальцем тронуть свою супругу, она тут же расскажет об этом своим многочисленным родственникам, а те не преминут прийти к нему и объяснить по-мужски, что они никому не позволят обижать их сестру.

А видели бы вы, как наряжаются замужние арабки! Замужнюю женщину в чёрной парандже до пяток уже редко встретишь на улице. Одевать и украшать свою жену, каждый месяц давать ей деньги на наряды является святой обязанностью мужа. Конечно же, все зависит от местности и финансового состояния самой семьи. Где-нибудь в глухом ауле женщины будут рады и скромным нарядам и украшениям. В некоторых регионах Ближнего Востока с богатой экономикой, например в Арабских Эмиратах, арабским женщинам позавидовала бы жена любого нашего олигарха. У каждой новая машина, множество ярких нарядов, горы украшений. И они не сидят дома – женщина может выходить в таком ярком наряде на улицу. Главное, чтобы одежда была не слишком открытой, и обязательно покрывала ноги по щиколотку. Хиджаб (платок) желателен, но не обязателен – многие молодые девушки его уже не носят. Арабки (и замужние, и незамужние молодые женщины) часто ходят с подругами в кафе, в солярии, на шоппинг.

В любом обществе есть свои достоинства и недостатки. Часто традиции различных народов мира приживаются в других культурах и привносят свой колорит в другой уклад жизни. В нашем глобализированном мире такой обмен культур имеет большое значение для того, чтобы понимать друг друга несколько лучше.

### Glossary

**определённый стереотип** – a certain stereotype  
**злые и жестокие арабы** – evil-minded and violent Arabs  
**сплошная тирания** – absolute / total tyranny  
**сидеть взаперти** – to be condemned to her home  
**рожать детей** – to give birth to children  
**обслуживать мужа** – to serve the husband  
**преувеличивать** – to exaggerate  
**уклад жизни** – a lifestyle  
**бережно хранить традиции** – to cherish traditions  
**негласный / неформальный глава** – an informal head (of the family)  
**покровитель** – a guardian  
**защитник** – a defender  
**добытчик** – the one who earns for living  
**слушать** – здесь: to follow smb's instructions  
**сложные жизненные ситуации** – life hardships  
**старшая женщина** – the senior woman  
**без чьего-либо ведома** – without smb's consent  
**нежный** – tender  
**внимательный** – considerate  
**заботливый** – caring

**женщины-родственницы** – female relatives  
**баловать** – to treat well; to pamper  
**наряжать** – to dress up  
**в порядке вещей** – (to be) a common thing  
**‘садиться на голову родителям’** – to ride smb’s parents  
**капризы детей в арабских семьях не поощряют** – здесь: demanding children are not encouraged  
**воспитывать мужчин с раннего детства** – to bring up smb the man from the early childhood  
**специальные военные школы для мальчиков** – special cadet schools for boys  
**обычные предметы** – regular subjects  
**по желанию родителей** – on the parents’ request  
**боевые искусства** – martial arts  
**владеть боевым оружием** – to be the master of combat weapons  
**домашнее насилие** – domestic violence  
**плохие люди** – здесь: a black sheep  
**Коран** – the Koran / the Book  
**рай** – paradise / the Heavens  
**хороший и благочестивый муж** – a good and faithful husband  
**заботиться о жене** – to attend to the wife  
**культивировать уважение к жене, матери** – to worship wife, mother  
**шурин** – brother-in-law  
**нерадивый муж** – careless husband  
**тронуть кого-либо пальцем** – здесь: to try to hurt  
**объяснить по-мужски** – здесь: to make it clear for someone as men usually do  
**обижать** – to offend; to insult  
**наряжаться** – to dress up  
**паранджа** – a yashmac  
**святая обязанность мужа** – the husband’s sacred duty  
**глухой аул** – a distant mountain village  
**Арабские Эмираты** – the Arab Emirates  
**олигарх** – oligarch  
**покрывать ноги по щиколотку** – to cover smb’s ankle  
**хиджаб (платок)** – a Muslim kerchief  
**достоинства и недостатки** – здесь: advantages and disadvantages  
**приживаются в других культурах** – здесь: to become a regular / common thing in other cultures  
**привносить колорит во что-либо** – здесь: to make smth more colourful  
**глобализированный мир** – the globalized world  
**обмен культур** – cultural exchange

## SAMPLE TRANSLATION

### **From the female point of view: What can we learn from the Arab families?**

*May 21, 2015*

*By Bogdana*

There is a certain stereotype about evil-minded and violent Arab men whose families suffer from absolute tyranny and women have no rights as the only thing they can do is to stay at home, give birth to children and serve their husbands.

Of course, many things may be exaggerated. The lifestyle in the Arab family has changed long ago along with the time. Nowadays, the Arab culture has many good and well-cherished traditions and the family traditions are not an exception.

For example, mother is the informal leader in the Arab family. And the man is the guardian, defender, the one who earns for living. He is respected and his instructions are followed, yet all members of the family are sure to ask for a piece of advice from the senior woman when the family faces life hardships; the family will never do anything without the senior woman's consent. Mothers in the Arab culture are very much respected and admired. The Arab men are always tender, considerate and caring about their female relatives and children. Women and children are very much loved, pampered, dressed up, treated with plenty of presents. A stranger may come over to a child in the street and give him a candy– it's a common thing in the Arab culture.

Never the less, children are not allowed 'to ride their parents'; demanding children are not encouraged in the Arab families. Parents begin bringing up boys into the men from the early childhood. In Iraq, for example, there are special cadet schools for boys where along with the regular subjects on the request of their parents the boys study the martial arts and become masters of combat weapons.

As for domestic violence in the Arab families, it is a reality though not more than in any other country. There are always black sheep among people regardless nation or race. The Koran runs that only a good, faithful and attending husband may pass onto the Heavens, so in the countries where most of the population are Muslims husbands worship their wives, their mothers and sisters.

The Arabs are on friendly terms with their relations, they always keep close bonds with brothers, sisters, uncles, brothers-in-law. Once a careless husband tries to hurt his wife, the next moment the offended wife may tell everything to her numerous relatives who are sure to come and in the manly manner make it clear for her spouse that there is no way for him to abuse their sister.

Oh, you should have seen the way the Arab married women dress up! Yashmacs are likely to be going out of fashion very soon. The husband's sacred duty is to give his wife enough money so she could dress up and afford new jewelry. Of course, everything depends on the residence location and the family financial status. Somewhere in a remote mountain village women might feel happy about rather modest clothing and accessories. In some wealthy regions of the Middle East, for example, in the Arab Emirates, an Arab woman might make a wife of a Russian oligarch extremely jealous with a new car, plenty of colourful garments and countless jewelry sets. The Arab women are not condemned to their homes, they very often show off in public. The strict rule is that their clothing should display very little of their bodies and cover their legs down to the ankle. They are not obliged to wear a kerchief any more – many Arab young ladies totally ignore it. The Arab women (both married one and young singles) are frequent visitors to cafes, beauty parlours and shopping malls

Any lifestyle all over the world has its advantages and disadvantages when family is concerned. Very often traditions of various nations may take root into other cultures and make other lifestyles more colourful. In our globalized society such cultural exchange is quite significant as it helps us understand each other a little bit better.

### **SAMPLE OUTLINE of the presentation based on the translated text**

1. The above text reflects the empirical method of study (known as well as 'field study').
2. The author of the text attempts to compare lifestyles of the Arab and Russian families, yet the chosen comparing techniques fail to disclose the advantages and disadvantages of the lifestyles in question.
3. The author doesn't refer to a range of sources she used to present her observation. This fact makes it possible for us to conclude that the survey and the findings are not well-grounded.
4. The text doesn't present any groundbreaking data regarding the cross-cultural trend in modern psychology, yet it deserves attention as a conclusion made by a person with a certain level of cross-cultural background.

### **SAMPLE PRESENTATION OF THE ARTICLE**

While preparing your presentation of the article, please, try and reflect the following:

- what perspective in modern psychology the main idea of the article may be referred to;
- what research method(s) is used to develop the main idea of the article;
- if comparing and contrasting techniques are used by the author;
- if description of the sources is available;
- if methods of evaluation and emphasis seem valid.

Hello, dear group mates / friends!

My name is Kristina Shmeleva and I'd like to present the article that I refer to the cross-cultural perspective in modern psychology. The article by Bogdana is titled 'From the female point of view: What can we learn from the Arab families?' The main idea of the article covers the fact that we, Russians, can learn a lot from the Arab culture when family relations are concerned. The text is actually an empirical observation that is not grounded with any valid references to a wide range of sources to make it a convincing statement regarding the existing differences between the Arab and Russian families.

#### **Summary of the text (from the cross-cultural point of view):**

In the first place the author tries and destroys the stereotype about Arab men. She brings the audience to the idea that the dark times in the history of the Middle East countries are no longer the reality. Everything is changing as well as the attitude to the Arab women who have always been the core of the family since mothers are very much respected and admired in the Arab family culture.

The author finds it very interesting and worth accepting to the Russian culture that there is no way for children 'to ride their parents' and demanding children should never be encouraged, and bringing up boys into the men should start from the early childhood.

The author finds it amazing how close relatives are in the Arab countries. Their readiness for immediate help to their relations in need is the fact to be admired.

The way the Arab women dress is another wonderful story! The Arab women very often wear colourful clothes and gorgeous breathtaking jewelry to enjoy their showing off in public so a Russian oligarch's wife may turn jealous when she sees it. Yet, despite of the fact that most of the Arab women are still rather conservative about their clothes and life styles, they are frequent visitors to cafes, beauty parlours and shopping malls as they have more free time and the subjects to less control from their husbands.

The author concludes with the idea that any lifestyle may take root into other cultures and make them richer and more colourful. In our globalized society such cultural exchange is quite significant as it helps us understand each other a little bit better.

As we see the author performs an attempt to compare lifestyles of the Arab and Russian families, yet the chosen comparing techniques fail to disclose the advantages and disadvantages of the lifestyles both in the Middle East and Russia as the author rests her judgments on her findings about the Arab families' lifestyle only. She never brought any evidence of the Russian families' lifestyle to be compared to that in the Middle East countries. As I understand, the field study she performed as a tourist can hardly be replicated since the realities in another location in the country may turn out quite different from those she observed.

The author doesn't refer to a range of sources she used to make her observation a well-grounded opinion. This fact makes it possible for us to conclude that the survey and the findings though rather interesting may be ignored since the author dismisses the idea of making them valid through a professional opinion or a paperwork.

The text doesn't present any groundbreaking data regarding the cross-cultural trend in modern psychology, yet it deserves attention as a conclusion made by a witness with a certain level of cross-cultural background.

**Final home assignment:** prepare a talk / a report on one of the perspectives in the modern psychology as a part of the round-table discussion. Make an emphasis on the point you find the most essential. Please, refer to SUPPLEMENTS when necessary.

Your talk as a constituent part of the ROUND TABLE DISCUSSION should be **given orally** in the format of a PowerPoint presentation (350 –500 words) and appropriately illustrated.

After you have found a text in Russian covering the topic they are interested in you have to translate the text into English. You should **strictly adhere to the following stages:**

- **observe the text, try and comprehend the ideas presented by the author and develop an outline;**
- **write out the unfamiliar lexical units into your glossary on the text;**
- **take your time and edit the text so that the structure of the sentences in Russian makes it possible for you to easily translate them into English;**
- **carry out your translation.**

You are supposed to refer to the text you have translated and pick one of the aspects of possible professional cooperation between the Russian and Western psychologists to determine and explain the difference / contrast / distinction / parallel between the described modes of behavior.

You should conclude with the statement about possible most appealing aspect of professional cooperation between the Western / Middle Eastern and Russian scholars and disclose both positive factors to enjoy and challenges to solve.

# Talking about ideas

## A Postmodernism

Look at the useful language for talking about ideas in the description of one idea below.

Postmodernism describes a **movement**<sup>1</sup> of intellectual **thought**<sup>2</sup> which has had a major impact on a number of academic **disciplines**<sup>3</sup> since the late 20th century. Perhaps the best way to understand postmodernism is as a **reaction**<sup>4</sup> to modernism. Modernism **emphasises** purity, honesty and total truth; for example, when an artist attempts to express the **essence**<sup>5</sup> of a whole subject with a single line. In contrast, postmodernism asserts that experience is personal and cannot be **generalised**<sup>6</sup> and that meaning is only for the individual to experience, not for someone else to dictate. Thus, postmodernists maintain that the person who, for example, admires a painting or reads a poem is free to **interpret** its meaning, and that different people will come to very different, but equally **valid**<sup>7</sup>, conclusions as to what that meaning is.

<sup>1</sup> group of people sharing aims or beliefs

<sup>2</sup> thinking in general <sup>3</sup> subjects <sup>4</sup> process of change stimulated by something else, often

moving in the opposite direction <sup>5</sup> the most important quality or characteristics <sup>6</sup> presented as something that is always true <sup>7</sup> appropriate

### TIP

A number of words that are useful for talking about ideas have irregular plurals – **criterion/criteria, phenomenon/phenomena, hypothesis/hypotheses, analysis/analyses, thesis/theses**. They all originate from Ancient Greek. Perhaps this sentence will help you remember them. *There are several different **hypotheses** which claim to explain these **phenomena** and in his doctoral **thesis** Kohl offers an **analysis** of each **hypothesis** in accordance with a rigorous set of **criteria**.*

## B Some useful nouns relating to ideas

word	meaning	example
concept	principle, idea	The <b>concept</b> of honesty is understood differently in different cultures.
framework	system of rules, beliefs or ideas used as the basis for something	Mary is working on an analytical <b>framework</b> to help people design and evaluate training courses.
model	simple description useful for discussing ideas	The writer uses a Marxist <b>model</b> as the basis for his discussion of the economy.
notion	belief, idea	She doesn't agree with the <b>notion</b> that boys and girls should be taught separately.
perception	belief, opinion, held by many people	The novel had a powerful impact on people's <b>perception</b> of the war.
stance	way of thinking, often publicly stated	The government has made their <b>stance</b> on the boycott issue clear.
viewpoint	opinion, way of looking at an issue	The article provides a different <b>viewpoint</b> on this difficult topic.



In academic writing it is best to avoid *In my opinion* and to use a less personal expression like **It can be argued that ...** or **Most (people) would agree that ...**  
You **discuss** an idea or talk/write about an idea but NOT ~~discuss about an idea~~.

## Exercises

### 31.1 Replace the words in bold with words from A with similar meanings.

- 1 Many educators believe that different learning styles are equally **acceptable**.
- 2 In the UK a university faculty is a unit where similar **subjects** are grouped together.
- 3 The French impressionists were a key group with shared **aims** in European art.
- 4 The **most important quality** of international law is the application of a single standard for strong and weak nations alike.
- 5 Researchers spend much of their time trying to **understand the meaning** of their data.
- 6 Some 19<sup>th</sup> century artistic styles were a **direct response** to the ugliness of industrialisation.
- 7 Harvey (2003) stresses that the findings of the study cannot be said to be **always true**, as only a small amount of data was used.
- 8 In the late 20<sup>th</sup> century, intellectual ways of **thinking** were greatly influenced by ideas of gender and race.

### 31.2 Change the words in bold from singular to plural or vice versa, as instructed. Make any other necessary changes to each sentence.

- 1 There's an **interesting PhD thesis** on water resources in the library. (make plural)
- 2 What were your main **criteria** in designing your survey? (make singular)
- 3 She was interested in strange **phenomena** connected with comets. (make singular)
- 4 The **hypothesis** was never proved, as the data were incomplete. (make plural)

### 31.3 Match the beginning of each sentence with the most appropriate ending.

- |  |  |
|--|--|
| 1 We must never accept the notion      | on the role of the United Nations in times of war. |
| 2 The task of choosing an analytical   | on gender and language use very clear.             |
| 3 The book expresses his viewpoint     | of dark matter to explain certain observations.    |
| 4 Tannen has always made her stance    | that intelligence is connected to race.            |
| 5 Consumers have different perceptions | of family healthcare which changed everything.     |
| 6 The report laid out a new model      | of what low price and high quality mean.           |
| 7 Physicists developed the concept     | framework is an important stage in any research.   |

### 31.4 Read the text and then answer the questions. Use a dictionary if necessary.



Autonomy and creativity are two key concepts in the humanities which are often thought to be not part of scientific thinking. However, recent projects in the sciences suggest this is not true. For example, the attempt to load the components of human consciousness into a computer is a fundamentally creative activity which has profound implications for our understanding of what a human being is. Such science may make us change our way of thinking about moral and philosophical questions and may make it possible for those in the humanities to find a new grounding for their own work.

- 1 Which noun means 'independence / the right to think in one's own way'?
- 2 Which noun means the opposite of 'the sciences'?
- 3 Which adjective means 'felt or experienced very strongly or in an extreme way'?
- 4 What are the noun forms of *think* and *understand* used in this text?
- 5 Which adjective in the text means 'relating to standards of good or bad behaviour, what is right and wrong, etc.'?
- 6 Which noun in the text means the same as 'foundation/basis'?

#### FOLLOW UP

Choose five words that you particularly want to learn from this unit and write sentences using them in relation to your own discipline.



# Reporting what others say

## A Reporting verbs

Reporting what others say is a key aspect of academic English and you need a range of verbs to do this in an appropriate and varied way. Note the structures used with each verb.

In her latest article Morton **explains** how information technology is changing society.

Schmidt **describes** the process of language change.

Kon **suggests** that all poets are strongly influenced by their childhood. [says indirectly or tentatively]

Lee **states** that problems arose earlier than was previously thought. [says directly]

Uvarov **claims/asserts/contends/maintains/declares** that the causes of the revolution can be traced back to the 18<sup>th</sup> century. [says something is true directly and firmly, often used when others disagree]

Van Ek **implies** that other historians have misinterpreted the period. [suggests indirectly]

Patel **argues** that governments should continue to fund space research. [use of this verb suggests he gives reasons for his view]

Greenberg **emphasises/highlights/stresses** the importance of taking a liberal approach. [gives particular importance to]

Levack **observes/notes/comments/points out** that there are contradictions in Day's interpretation of the poem. [states but does not develop at length]

Kim **demonstrates/shows** how Bach's music draws considerably on earlier composers' work.

Gray **proves** there is a link between obesity and genes. [shows that something must be true]

In the book Dean **mentions** some new research in the field. [refers to briefly]

McIntosh **pinpoints** the key features of the period in question. [focuses in on]

Vaz **advances/puts forward/proposes** a new theory. [used with idea, theory, hypothesis]

Davidson **casts doubt** on previous research in the field. [suggests it is inaccurate]

Gerhard **questions** previous interpretations of the play. [expresses doubts about]

## B Reporting nouns

Academic writing also frequently uses nouns rather than verbs to report others' ideas (see Unit 1). Notice the corresponding nouns for some verbs in A. Note how these nouns often head long phrases (underlined below) which can be either the subject or the object of the verb.

Morton provides an explanation as to how information technology is changing society.

Schmidt gives a description of the process of language change.

Kon's suggestion that poets are influenced by their childhood is uncontroversial.

Lee's statement that problems arose earlier than previously thought has been challenged.

Uvarov's claim/assertion/contention that the causes of the revolution can be traced back to the 18<sup>th</sup> century is worth considering in some depth.

Van Ek's implication that other historians have misinterpreted the period has caused some controversy. [suggests indirectly]

Patel's argument that governments should continue to fund space research is convincing.

Greenberg's emphasis/stress on the importance of taking a liberal approach is not new.

Levack's observation that there are contradictions in Day's interpretation of the poem has been supported by a number of other scholars.

Kim's demonstration of the way in which Bach's music draws on the work of earlier composers is fascinating.

Gray's proof of the link between obesity and genes is of considerable interest.



**According to** is used when reporting others' viewpoints rather than one's own. For example, **according to** Greene and Willis ... but **in my opinion** ... NOT **according to me**.

## Exercises

### 32.1 Fill in the missing verbs and nouns.

noun	verb	noun	verb
implication			describe
	observe	statement	
argument			emphasise
assertion			explain
	contend	demonstration	

### 32.2 Rewrite the sentences using nouns instead of the verbs in bold and beginning as shown.

- 1 Harkov **contends** that continued population growth will be a more serious problem than global warming, but this is not accepted by many scientists. (Harkov's ...)
- 2 'Global symmetry' states that the laws of physics take the same form when expressed in terms of distinct variables. ('Global symmetry' is ...)
- 3 The report **implies** that no individual government will ever be able to control the internet. (The report makes ...)
- 4 Dudas **demonstrates** how dangerous genetic modification might be. (Dudas provides ...)
- 5 Groot **emphasises** the role of schools in preventing teenage drug abuse. (Groot puts ...)
- 6 Lenard **observes** that women use expressions such as 'you know' in English more than men but this was later proved to be inaccurate. (Lenard's ...)
- 7 Plana explained the possible origins of the pyramids in Guelcoga but this has been disputed by Ruiz. (Plana's ...)
- 8 Wilson **describes** the ancient alphabet of the Guelcoga people. (Wilson gives ...)
- 9 Wu **argues** that daylight-saving time should be extended throughout the year. (Wu puts ...)
- 10 The President asserts that he cares about fighting poverty. (The President makes ...)

### 32.3 In each sentence two of the options in italics are possible and one is not. Which is not?

- 1 The author *notes / observes / pinpoints* that commodity prices change depending on the season.
- 2 Grey *puts forward / proves / advances* a controversial theory to explain climate change.
- 3 Philipson *claims / questions / challenges* the accuracy of Malwar's figures.
- 4 Trakov *stresses / emphasises / asserts* the importance of pilot testing before carrying out a survey.
- 5 Ripoll *advances / demonstrates / shows* how large-scale urban planning can go wrong.
- 6 Thompson's *assertion / contention / description* that no member of the committee was informed of the director's plan is incorrect.
- 7 Evans *declared / cast doubt / maintained* there was no causal link between the events.

### 32.4 There is one mistake in each of these sentences. Find and correct it.

- 1 According to me, courses in academic writing should be compulsory for all new students.
- 2 It has not yet been proof that the virus can jump from species to species.
- 3 Richardson emphasises on a number of weaknesses in the theory.
- 4 Taylor mentions to several studies which have looked at the problem in the past.
- 5 Pratt's suggest that the poet may have suffered from depression is an interesting one.
- 6 Our latest results cast doubt to our original hypothesis.

**FOLLOW UP**

Find some examples of reporting what others say in an academic article or textbook in your own field. Do they use language from this unit? Copy out any interesting examples.

# Analysis of results

## A Analysis in academic texts

Academic texts often include sections which deal with the analysis of data. In analysing a social or political issue, the writer may need to **come to / reach a conclusion** about the **advantages** and **disadvantages** of a particular **course of action**<sup>1</sup>. The writer may, for instance, conclude that the **benefits outweigh**<sup>2</sup> the **drawbacks**<sup>3</sup> or vice versa. An analysis may be a matter of **weighing up**<sup>4</sup> both sides of an **argument**, **taking into account** all the **relevant aspects**<sup>5</sup> of the issue and discussing all the **points**<sup>6</sup> raised by the research. When analysing the results of a scientific experiment, the writer is likely to need to **take account of** a range of **variables**<sup>7</sup>. In their analysis scientists try to **deduce**<sup>8</sup> as much as they can from their data, **drawing conclusions** that are **soundly**<sup>9</sup> based on their results.

<sup>1</sup> way of doing something <sup>2</sup> are of more importance than <sup>3</sup> disadvantages <sup>4</sup> think carefully about <sup>5</sup> (of a problem or situation) parts, features <sup>6</sup> idea, opinion or piece of information that has been presented in relation to the topic <sup>7</sup> number, amount or aspect of a situation which can change <sup>8</sup> reach an answer by thinking carefully about the known facts <sup>9</sup> completely, firmly

## B Weighing up results

In the text in A did you notice an interesting metaphorical use of language – the image of **weighing up** ideas and of considering whether advantages **outweigh** disadvantages? Arguments are, as it were, placed on each side of the scales and the judge or jury then have to **come down on one side** or the other. A particularly strong argument may **tip the scales** in favour of one side.



TIP

Noticing how language can be used metaphorically may help you to extend the use of the words you know. Make a note of any examples that you come across and try to find other examples of language based round the same metaphor.

## C Sentences relating to analyses

The survey provided some useful **insights into** the problem. [points that help us to understand more clearly]

The results **point to** an interesting trend. [show, indicate]

**On the basis of** our data we would **predict** continuing social unrest. [say something will happen in the future]

We found that women **constitute** 40% of the workforce. [account for]

We began with a **critical review** of the literature in the field. [giving opinions]

Most of our respondents were **critical of** the new law. [not pleased with, negative about]

We are reaching a **critical period** in terms of global climate change. [very important]

The patient is in a **critical condition**. [serious]

deeply critical = very negative    absolutely critical = extremely important

TIP

Remember how English words often have several distinct meanings. Note examples as you meet them.

## Exercises

**33.1** Complete the expressions with a word which can combine with the words given.

1	<div style="display: inline-block; vertical-align: middle;"> <div style="display: inline-block; vertical-align: middle;">moment</div> <div style="display: inline-block; vertical-align: middle;">review</div> <div style="display: inline-block; vertical-align: middle;">comments</div> </div>	}	a	.....	2	<div style="display: inline-block; vertical-align: middle;">come to</div> <div style="display: inline-block; vertical-align: middle;">draw</div> <div style="display: inline-block; vertical-align: middle;">reach</div>	}	a	.....	3	<div style="display: inline-block; vertical-align: middle;">come down on one</div> <div style="display: inline-block; vertical-align: middle;">be in favour of one</div> <div style="display: inline-block; vertical-align: middle;">see both</div>	}	.....(s) of	an argument
---	--	---	---	-------	---	--	---	---	-------	---	---	---	-------------	-------------

**33.2** Now complete the sentences with a word from 33.1.

- 1 You should write a ..... review of the literature at the start of your dissertation.
- 2 It is difficult to reach a ..... without a lot more data.
- 3 A good essay presents both ..... of an argument and evaluates them properly.

**33.3** Complete these extracts using words from the opposite page. You are given the first letters of the missing words to help you.

1 Which is better the night before an exam? To study longer and get less sleep or to study less and sleep longer? After w..... up the evidence scientists have come to the c..... that the advantages of getting more sleep o..... the d.....  
Research has provided i..... into the link between sleep and memory development, suggesting that sleep is essential for memory. But there are many v..... to t..... account of in sleep and memory research, such as dreaming, phases of sleep and types of memories. Dreams c..... about 25% of a typical eight-hour sleep, but research p..... to a connection between memory development and non-dreaming sleep time.

2 When considering energy conservation, we have to t..... i..... account various r..... factors. But how do we relate a particular c..... of action to its outcome? For example, flying from London to Paris instead of taking the train is quicker but causes more pollution. You opt to cycle to work instead of driving in order to avoid adding to pollution. What can we d..... from the evidence? Do our individual choices make a difference? On the b..... of global data we can p..... that climate change will increase, but how much do personal choices affect the big picture? Could my choice to buy a second car tip the s..... and cause a global catastrophe?

**33.4** What does *critical* – or one of its related forms – mean in each sentence?

- 1 The hospital announced that the President remains critically ill.
- 2 Dixon was asked to write a critical review (or critique) of contemporary Irish poetry.
- 3 The writer was imprisoned for his open criticism of the government.
- 4 It is absolutely critical all measurements are recorded every hour.

**33.5** Look at these sentences and underline any metaphorical uses of language. Explain them in your own words. Use a dictionary if necessary.



- 1 A recent survey has unearthed some interesting facts about commuting habits.
- 2 In predicting trends in inflation, economists often look at which direction the political winds are blowing.
- 3 Martins published a ground-breaking study of the formation of galaxies.
- 4 By digging into the archives, Professor Robinson was able to shed important new light on the history of the period.

# Talking about points of view

## A Commenting on others' views

No one can be completely objective<sup>1</sup> in their point of view. Inevitably, we all see things to some extent subjectively<sup>2</sup>. It is impossible to be truly impartial<sup>3</sup>. We tend to be biased in favour of<sup>4</sup> things we're familiar with and prejudiced against<sup>5</sup> things we have little experience of. Of course, everyone believes their own views are totally rational<sup>6</sup>.

<sup>1</sup> not influenced by personal beliefs or attitudes, based only on facts <sup>2</sup> influenced by personal beliefs or attitudes <sup>3</sup> uninfluenced by personal beliefs or attitudes <sup>4</sup> showing an unreasonable liking for something based on personal beliefs or opinions; opposite = biased against <sup>5</sup> showing an unreasonable dislike for, based on personal beliefs or opinions (stronger and more pejorative than *biased*); opposite = prejudiced in favour of <sup>6</sup> based only on reason; opposite = irrational

People's views tend to change as they grow older and begin looking at life from a different standpoint<sup>7</sup>. Young people are more likely to be radical<sup>8</sup> but then become more reactionary<sup>9</sup> or conservative<sup>10</sup> with age, considering their younger opinions immature<sup>11</sup>.

<sup>7</sup> set of principles or beliefs on the basis of which opinions are formed <sup>8</sup> believing that there should be extreme political or social change <sup>9</sup> (disapproving) opposed to political or social change or new ideas <sup>10</sup> not inclined to trust change, especially if it is sudden <sup>11</sup> (disapproving) lacking in experience; opposite = mature

An ideology is a theory or set of beliefs or principles, particularly one on which a political system or organisation is based. It often has slightly negative associations in English, implying something that is rigid and restricting. A philosophy, on the other hand, suggests a set of beliefs that is much more thoughtful and serious.

## B Word combinations relating to points of view

word combination	example	meaning
to hold views	My grandfather <b>holds</b> some surprisingly progressive <b>views</b> .	has opinions
to adopt/take a stance	It is important that the university should <b>adopt</b> a principled <b>stance</b> towards research.	take a position
to change/shift your position	Luisa was initially totally opposed to the idea but she has slightly <b>shifted her position</b> .	changed her point of view a little
have ethical objections to	Increasing numbers of people <b>have ethical objections</b> to the war.	dislike for reasons relating to morality
the principles underlying	'Treat others as you would like to be treated' is a <b>principle underlying</b> much religious teaching.	basic idea lying behind
to encounter prejudice	As one of the few female students of the 1920s, my grandmother <b>encountered</b> a certain amount of <b>prejudice</b> .	experienced unreasonable negative behaviour
deep-rooted prejudice	John does not share his father's <b>deep-rooted prejudices</b> against women.	strong, unreasonably negative views

**X** You can say **in my opinion** but NOT **in my point of view**. You can say **from (someone's) point of view** but it means *from that person's way of looking at something* rather than *in that person's opinion*. **From the language teacher's point of view**, it's good that all children have to learn a foreign language at school.

## Exercises

### 36.1 Change the words in bold to words which mean the *opposite*.

- 1 The views she expressed were totally **rational**.
- 2 The committee seemed to be biased **against** applications from younger people.
- 3 The book is an **objective** account of life in a small town in the 1920s.
- 4 The club rules were prejudiced **in favour** of children.
- 5 The President's daughter was quite **mature** for her age.
- 6 He has rather radical **views** about marriage.
- 7 Her views on education are rather **radical**. (use a different word from 6)
- 8 Supreme Court judges always act in a **biased** way.

### 36.2 Use the words in the box in an appropriate form to complete the sentences.

root   shift   adopt   encounter   underlie   philosophy   hold   ethical

- 1 The ..... principles of Asian and European ..... are very similar.
- 2 People tend ..... a more conservative stance as they get older.
- 3 She has always ..... the view that primary education should not start before the age of seven.
- 4 Many people have ..... objections to investing in companies which support corrupt regimes.
- 5 Some employers still have a deep-..... prejudice against employing older people, and many older people ..... such prejudice when they apply for jobs.
- 6 The government seems to have ..... its position recently.

### 36.3 Answer the questions.

- 1 What verb could be used instead of *shifted* in exercise 36.2?
- 2 What verb could be used instead of *adopt* in exercise 36.2?
- 3 Which is incorrect: (a) in my point of view, (b) in my opinion, (c) from my point of view?
- 4 In what way does calling something an ideology make it sound slightly more negative than calling it a philosophy?
- 5 What single noun is formed from the noun *point* and the verb *stand*?

### 36.4 Vary these sentences by rewriting them using the word in brackets.

- 1 The people of the area have some unusual views about nature. (HOLD)
- 2 Most young people seem not to like the proposals on student fees. (OBJECTIONS)
- 3 Examiners tend to prefer candidates with clear handwriting. (BIASED)
- 4 Girls look at their careers in a different way from their mothers. (STANDPOINT)
- 5 Let us now discuss the principles behind this approach. (UNDERLYING)

### 36.5 Read this short text and underline any words and phrases connected with points of view, opinions and ideas. Look them up in a dictionary if necessary and note them in your vocabulary book.



Academics have traditionally taken the view that their discipline is intellectually independent from all others. However, inter-disciplinary degrees are becoming more and more common, suggesting that preconceptions about what and how one should study may be somewhat misplaced. A more liberal view of education would advocate greater freedom to explore the links between different fields of learning, thus pushing the frontiers of knowledge in new and exciting directions. Many academics now feel that the future lies in this blending of ideas and the cross-fertilisation of thought which emerges from it.

# Organising your writing

## A Openings

Look at these openings from students' written work, and note the items in bold.

This assignment will address the problem of socio-economic data in health studies.

This dissertation is concerned with individual differences in the ability to connect thoughts and emotions.

The aim of this paper is to explore constant acceleration formulae, with a focus on motion along a slope.

The purpose of this essay is to investigate the use of focus group interviews.

This thesis consists of four parts. Each part describes a different set of experiments which contribute to the final results.

This assignment is divided into three sections, with each section devoted to a different aspect of world trade.

## B Organising the main points

useful when ...	items	examples
working through a list of different things	<ul style="list-style-type: none"> <li>• first(ly), secondly, thirdly</li> <li>• next</li> <li>• lastly/finally</li> </ul>	<p><b>First(ly)</b>, let us look at the history of the problem. [<i>firstly</i> is more formal than <i>first</i>]</p> <p><b>Next</b>, there is the issue of air resistance.</p> <p><b>Finally</b>, let us consider increased taxation as a possible solution.</p>
changing topics / bringing in new points	<ul style="list-style-type: none"> <li>• we now / let us turn to</li> <li>• at this point</li> </ul>	<p><b>We now turn to</b> the question of which model provides a better explanation of the phenomenon.</p> <p><b>At this point</b> it is important to look again at the data.</p>
referring forward in the text	<ul style="list-style-type: none"> <li>• below</li> <li>• in the next section</li> <li>• later</li> <li>• the following</li> </ul>	<p>We shall see <b>below</b> that depopulation has been a major factor. [lower on the page or later in the essay/article]</p> <p><b>Later</b>, I shall look at other possible reasons for this.</p> <p>The <b>following</b> example comes from Hillson (1998).</p>
referring back to something	<ul style="list-style-type: none"> <li>• above</li> <li>• in the preceding section</li> <li>• earlier</li> <li>• (as) we saw / have seen that/in</li> </ul>	<p>The <b>above</b> figures indicate a significant decrease.</p> <p>Three hypotheses were listed in the <b>preceding</b> section. [the section immediately before this one]</p> <p>I noted <b>earlier</b> that lack of fresh water was a serious problem.</p> <p><b>As we saw in</b> section 2, this is a complex topic.</p>
referring to examples, diagrams, pages, etc.	<ul style="list-style-type: none"> <li>• see</li> <li>• consider</li> <li>• take, for example,</li> <li>• as can be seen in</li> </ul>	<p>For the complete results, <b>see</b> Appendix A, page 94.</p> <p><b>Consider</b> Figure 1, which shows changes from 1976–8.</p> <p><b>Take, for example</b>, Sweden, where industrialisation was rapid, <b>as can be seen in</b> Figure 2.</p>
referring separately to different people or things	<ul style="list-style-type: none"> <li>• respectively</li> <li>• the former</li> <li>• the latter</li> </ul>	<p>Groups A and B consisted of 14-year-olds and 16-year-olds, <b>respectively</b>. [i.e. group A was 14-year-olds and group B was 16-year-olds]</p> <p>Rostov and Krow both studied the problem. The <b>former</b> wrote a book; the <b>latter</b> published two papers. [the first and then the second person or thing mentioned]</p>



Don't confuse *first(ly)* with *at first*. *At first* means 'at the beginning', and refers to situations which change: **At first** there was no increase in temperature, but later, the temperature rose by 0.5°C. See Unit 50 for the difference between *lastly* and *at last*.

Say **as can be seen in Figure 1**, NOT *as it can be seen in Figure 1*.

## Exercises

### 39.1 Choose a word from A to fill in the missing words in this introduction to a paper.

The (1) ..... of this paper is to consider the nature of moral education in Soviet children's literature. It is particularly (2) ..... with the moral values presented in books published with the (3) ..... of teaching reading at primary school. The thesis (4) ..... of four parts. The first part attempts to (5) ..... a number of general questions relating to children's literature from any historical period. Parts 2, 3 and 4 are (6) ..... specifically to the Soviet example. Part 2 is (7) ..... into three main sections, the first of which discusses the nature of the Soviet value system with a particular (8) ..... on the work ethic.

### 39.2 Read the sentences and answer the questions about them.

- 1 Tolstoy's most famous novels are *War and Peace* and *Anna Karenina*, the former being first published between 1865 and 1869 and the latter between 1875 and 1877.  
Which of Tolstoy's novels was published in the 1860s?
- 2 More precise data can be found in Table 3 below.  
Does Table 3 appear before or after this sentence?
- 3 Let us now turn to the question of the country's economic situation.  
Has the writer already begun discussing the country's economic situation or not?
- 4 The brothers, Olaf and Erik, would go on to become professors of archaeology and Greek, respectively.  
Which brother taught archaeology?
- 5 The preceding example is taken from Atakano (1991).  
Does the example come before or after this sentence?

### 39.3 Choose the correct word in italics to complete each sentence.

- 1 *Take / Put / Look*, for example, the case of Megginson which was described in Chapter 2.
- 2 *At first / Firstly* I would like to discuss the nature of 16<sup>th</sup> century English and then the impact that this had on the works of Shakespeare.
- 3 The article *concerns / devotes / addresses* the issue of the relationship between religion and politics in the modern world.
- 4 Look at Figure 3 *under / below / beneath* for more detailed information.
- 5 In the *following / preceding* section we shall deal with this issue in more detail.
- 6 For more detailed information *see / go / turn* Appendix B.
- 7 Let us now *deal / see / consider* Figure 2.1.
- 8 This aspect of the problem will be discussed *latter / later / lastly* in this article.

### 39.4 Rewrite the parts in bold using a phrase which includes the word in brackets.

- 1 **As Table V shows** there has been an increase in the numbers of students in higher education. (SEEN)
- 2 In Section 3 we take up again some of the arguments from **Section 2**. (PRECEDING)
- 3 **Now** let us turn our attention to developments in Constantinople. (POINT)
- 4 The country **consists of** six provinces. (DIVIDED)
- 5 Let us now consider the issue of the reunification of Germany. (TURN)



# Making connections

## A Connecting data and evidence

Read how a scientist used 14 cameras to study his baby son learning language.

In a child's life the progression from just making noises to using words meaningfully is still not completely understood. So an American scientist has collected 24,000 hours of video, complemented<sup>1</sup> by 33,000 hours of audio, of his baby son. The scientist hopes computers will reveal links<sup>2</sup> between the child's activities and his learning of language. He has divided each room into sections such as sink, table, fridge and stove. The computer picks out combinations of movements between these sections which are repeated. Researchers then piece together<sup>3</sup> how these fragments correlate with<sup>4</sup> specific activities, such as making coffee or doing the dishes. Eventually the computer will bring all the information together and provide statistics on how often the child observed an activity before finally producing a related word.

<sup>1</sup> which has made the video better or more useful <sup>2</sup> show connections not seen before <sup>3</sup> try to discover the truth about something by collecting different pieces of information and considering them at the same time <sup>4</sup> are connected with, often in a way in which one of them influences the other

## B Expressing links and connections between people and things

Nowadays, the term 'hacker' is synonymous with<sup>1</sup> a criminal who attacks computer systems. Originally, the word referred to<sup>2</sup> a skilled programmer, and only later did it become associated with<sup>3</sup> malicious attacks.

In humans and in chimpanzees, hand movements accompanied by speech or vocal sounds are made more often with the right hand than the left hand. Taken together, the data suggest<sup>4</sup> that this phenomenon may date back as far as 5 million years ago.

In the 1980s, the wages of less-skilled US workers fell relative to<sup>5</sup> those of more-skilled workers. The mutual<sup>6</sup> influence of the inflow of less-skilled immigrants and the growth in US imports is also important.

Scientists have found evidence of an animal that can shrink and then grow again. Galapagos marine iguanas seem to change size, growing smaller or larger, possibly reflecting changes in the food supply.

The book examines the development of the bond<sup>7</sup> between children and their parents. The relationship between individual development and the strength of the bond varies between sons and daughters.

In questionnaire A, zero corresponds to 'disagree strongly' and 5 indicates 'agree strongly'. In questionnaire B, the reverse<sup>8</sup> is true, in that<sup>9</sup> 5 is equivalent to 'disagree strongly'.

<sup>1</sup> the two are so closely connected that one suggests the other <sup>2</sup> related to <sup>3</sup> connected in people's minds <sup>4</sup> show an idea without stating it directly or giving proof <sup>5</sup> if something is relative to something else, it varies according to the speed or level of the other thing <sup>6</sup> influencing each other <sup>7</sup> close connection <sup>8</sup> opposite <sup>9</sup> used before giving an explanation for something

The prefix *inter-* indicates a link or relationship between things (see Reference 5).

**Interaction**<sup>10</sup> between learner and learning material is a defining characteristic of education. He studied the **interrelated**<sup>11</sup> effects of families and peers on African-American youths. The article is concerned with the **interplay**<sup>12</sup> between emotions and logical thinking.

<sup>10</sup> communication with or reaction to <sup>11</sup> connected in such a way that each thing has an effect on or depends on the other <sup>12</sup> the effect two or more things have on each other

## Exercises

**43.1** Match the beginning of each sentence with the most appropriate ending, and add the missing prepositions.

- |   |       |                                      |
|---|-------|--------------------------------------|
| 1 The study found links                   | ..... | gentle curves and sharp angles.      |
| 2 Jill's thoroughness is complemented     | ..... | scholars from all over the world.    |
| 3 Musical talent correlates               | ..... | information from a range of sources. |
| 4 The sculpture is an unusual combination | ..... | his previous research.               |
| 5 The conference has brought              | ..... | a computer programmer.               |
| 6 The researcher is trying to piece       | ..... | use of the drug and heart problems.  |
| 7 Peter's study is closely related        | ..... | her co-researcher's originality.     |
| 8 The term 'hacker' used to refer         | ..... | mathematical ability.                |

**43.2** Correct the errors in these sentences.

- There is usually a very strong bind between a mother and her child.
- Salaries have fallen over the last few years not in real terms but relating to inflation.
- In the UK black cats are associating with good luck.
- In the experiment, group A performed best on the manual dexterity test and least well on the memory test whereas for group B the reversal was the case.
- 'Malicious' is more or less synonym with 'nasty'.
- The problems discussed above are all closely interrelationship.
- Took together, the studies by Johnson and Mahesh provide very strong evidence that previous theories on the nature of this disease were flawed.
- The research is original in this it approaches the topic from a completely fresh angle.
- The painter loved to explore the interplaying between light and shade.

**43.3** Choose words from the box to fill in the missing words in this text.

associated	corresponds	equivalent	evidence	suggest
interaction	mutual	reflects	relationships	reveals

..... within a chimpanzee community is the theme of Gavros's fascinating new book. It describes the various different ..... between the animals, and ..... how an individual's behaviour ..... his or her position in the community, showing how the older females in particular offer each other ..... support. The book also provides ..... to ..... that chimpanzees use sounds in systematic ways to communicate with each other. One particular sound, for example, clearly ..... to the human cry of 'Watch out!' while another would seem to be the ..... of 'Help!' Certain gestures also seem to be ..... with specific meanings.

**43.4** Here are some more examples of words beginning with *inter-*. Use your knowledge of what this prefix means to help you explain what the words mean.

- Alf won a prize in an **inter-university** chess competition.
- Interstate** highways in the USA are usually wide and well-maintained.
- Our economic **interdependence** means that recession in the US also affects us.
- Intermarriage** throughout the centuries had meant that most European monarchs at the beginning of the twentieth century were quite closely related.
- The internet has enormously facilitated the **interchange** of information between scholars worldwide.
- The design was a complicated construction of **interconnecting** parts.

# Summary and conclusion

## A Conclusions and summaries: typical paragraph starters

**Summarising** is concerned with expressing the most important facts or ideas about something or someone in a short and clear form.

**Concluding** is concerned with (a) stating your position or opinion after considering all the information about something, or (b) stating that you have come to the end of something.

**Recapitulating** is concerned with briefly repeating your main points.

Read these openings of the final paragraphs of academic articles. Note the useful expressions.

As we have seen, the data are consistent across the three separate tests.

To conclude / In conclusion, it seems that women's greater risk of depression is a consequence of gender differences in social roles.

To recapitulate<sup>1</sup> the findings of the present experiments: mothers' speech to young children was simpler than their normal speech.

From these comparisons we may draw the following conclusions. As was expected, there are large differences between Russia and the two Nordic countries (Finland and Sweden).

To sum up / To summarise / In summary<sup>2</sup>, in the case of high achievers in all professions, emotional competence is twice as important as purely mental abilities. In short<sup>3</sup>, emotional competence is the key.

To bring the paper to a close<sup>4</sup>, I summarise the main points<sup>5</sup> here: siblings influence the development of behaviour, and problems among siblings are linked to other problems.

<sup>1</sup> a less formal alternative is the short form *to recap* <sup>2</sup> (more formal) can also be *in sum* <sup>3</sup> used before describing something in as few words and as directly as possible <sup>4</sup> or *bring to an end* <sup>5</sup> or *summarise the key points*

## B Other useful words and expressions for summarising and concluding

We may summarise the findings in a few words: conserving wetlands is an urgent priority.

The final point to stress is that pay is rarely the only factor in industrial disputes. To put it briefly / Stated briefly, complex motives contribute to strikes. [*final* is more formal than *last*] Praditsuk (1996) provides/gives a (brief) summary of Asian economic cooperation.

In the abstract of the article, the authors claim to have made a breakthrough in cancer research. [shortened form of an article, book, etc., giving only the most important facts or arguments, usually printed at the beginning of the book or article]

The government only published a précis of the report, not the full report. [*'preisi'* a short form of a text which briefly summarises the important parts]

In this essay, I have attempted to review concisely the arguments in favour of intellectual property rights in relation to the internet. [in academic style it is common to say that you have attempted/tried to argue or demonstrate something instead of directly saying you did it; *concisely* means in a short and clear way, without unnecessary words]

On balance, the overall picture seems to be that the political climate influences corporate strategy. [after thinking about the different facts or opinions; general rather than in particular]

In the final/last analysis, the only safe prediction is that the future is likely to be very different from the present. [said when talking about what is most important or true in a situation]



Don't confuse *lastly* and *at last*. *Lastly* refers to the final point or item in a list or a series of points being discussed, and is similar to *finally*. *At last* refers to something which happens after people have been waiting for it for a long time. Remember, *eventually* does NOT mean 'perhaps'. It means 'in the end, especially after a long time or a lot of effort, problems, etc.'

## Exercises

### 50.1 Look at A. Rewrite each sentence, using the word in brackets.

- 1 To conclude, the tests suggest the drug has no dangerous side effects. (CONCLUSION)
- 2 In short, losing the war was a humiliating defeat for the country on a number of different levels. (SUMMARISE)
- 3 To sum up, it is impossible to blame the disaster on one person alone. (SUMMARY)
- 4 From the survey we can conclude that advertising has a stronger effect on teenage girls than on other groups of the population. (DRAW / COME *give two answers*)
- 5 To recap, there were a number of different reasons why the experiment was less successful than had been hoped. (RECAPITULATE)

### 50.2 Choose a word from the box to complete each sentence.

abstract   analysis   balance   close   eventually   points   provide   put   words

- 1 On ..... it would seem that more people are against the proposed law than for it.
- 2 Authors submitting an article for the journal are requested to provide a brief ..... outlining the contents of their article.
- 3 To ..... it briefly, General Pachai's attempts to manipulate the situation to his own advantage ..... led to his own downfall.
- 4 Most theses ..... a summary of the literature in the field in their opening chapter.
- 5 In the final ..... no one can be completely certain as to what caused the crash.
- 6 To summarise the problem in a few ..... : manufacturing in the country has declined drastically in the last ten years.
- 7 Let us now recap the main ..... in the argument.
- 8 Before bringing this paper to a ..... , I should like to suggest some areas requiring further research.

### 50.3 Choose either *lastly* or *at last* to complete each of these sentences.

- 1 After several months of negotiations, the two sides have ..... reached agreement.
- 2 First, we shall consider the causes of the war, then we shall look at the events of the war and, ..... , we shall discuss the consequences of the war.
- 3 She decided not to apply to Melbourne University. First and foremost, her marks were not likely to be good enough but also her parents did not want her to apply there. .... , none of her friends were considering going there.
- 4 My brother was very relieved when, ..... , he finished writing his dissertation.
- 5 Many congratulations on having reached the final unit of this book .....

### 50.4 What can you learn about the difference between the expressions *in the end* and *at the end* from these two sentences? Use a dictionary if necessary.

- 1 In the end, the government realised that the tax law had been a mistake and abolished it.
- 2 At the end of the book, Tao states that privatisation of public services is the solution.

### 50.5 Correct the six errors in this paragraph.

This paragraph is a *précise* of *Academic Vocabulary in Use*. To sum, the book provides 50 units covering key aspects of academic vocabulary. Stated brief, each unit has tempted to present and practise the words that all students need. The overalls aim of the book is to help students not only to understand but also to use academic vocabulary. In bringing the book to a closure, we hope we have helped you and wish you success in your future academic studies.

## Using Older Research References

**Please read / listen to a part of a lecture. The professor is discussing the criteria for using older research references.**

Well, first of all you have to understand that there's no hard and fast rule for deciding when a research reference is too old. But that doesn't help you much. So, I'll try to give you a couple of guidelines, and then you'll just have to use good judgment. Okay, let's just say for our purposes, that the research is thirty years old. Then the next thing to think about is whether any changes have occurred in society to call the data into question. For example, in a study that looks at diet, we know logically that many changes have occurred in eating patterns over the past thirty years, so this study would probably be out of date. But a study of, say, uh, language development may be okay because the way that babies learn their native language hasn't changed much in the same period of time. So, what I'm saying is . . . the date is less important than the potential for change. Okay, then the second criteria to consider is whether the citation is a finding or an opinion. If you have a study that indicates, uh, for example, that college students are drinking more, that's a finding, but if you have a statement by the researcher that drinking is the most serious problem on campus, then you have an opinion. And opinions are accurate over the years as long as they're attributed to the person and the date is cited. But the finding for an older study may be too old. In that case, it's probably better to use a more recent study.

**Here is a shorter version of the part of the lecture.**

There are two major criteria for using an older research reference. First comes the "potential for change." For example, research on diet may be too old after thirty years because many changes have occurred in dietary practices during that time, but research on language development may be okay because fewer changes have taken place in language acquisition in the same number of years. The other criterion requires that the scholar should first identify the research as a conclusion or an opinion. In general, a conclusion may be outdated when a newer study is published, but an opinion credited to a person with the date of the opinion in the citation will be correct over time. In other words, there's no exact number of years to decide whether a reference is acceptable. So, the date isn't as significant as the criteria. In other words, an older study can be used if changes in the research haven't taken place or if the results are worded as opinions with the dates cited.

## Keys:

- 31.1**
- 1 Many educators believe that different learning styles are equally **valid**.
  - 2 In the UK a university faculty is a **unit** where similar **disciplines** are grouped together.
  - 3 The French impressionists were a **key movement** in European art.
  - 4 The **essence** of international law is the application of a **single standard** for strong and weak nations alike.
  - 5 Researchers spend **much** of their time trying to **interpret** their data.
  - 6 Some 19<sup>th</sup> century artistic styles were a **reaction** to the ugliness of industrialisation.
  - 7 Harvey (2003) **emphasises** that the findings of the study cannot be **generalised**, as only a small amount of data was used.
  - 8 In the late 20<sup>th</sup> century, intellectual **thought** was greatly influenced by ideas of gender and race.
- 31.2**
- 1 There are some **interesting PhD theses** on water resources in the library.
  - 2 What **was** your **main criterion** in designing your survey?
  - 3 She was interested in a strange **phenomenon** connected with comets.
  - 4 The **hypotheses** were never proved, as the data were incomplete.
- 31.3**
- 1 We must never accept the notion that intelligence is connected to **race**.
  - 2 The task of choosing an analytical framework is an **important stage** in any research.
  - 3 The book expresses his viewpoint on the role of the United Nations in times of war.
  - 4 Tannen has always made her stance on gender and language use very **clear**.
  - 5 Consumers have different perceptions of what low price and high quality mean.
  - 6 The report laid out a new model of family healthcare which **changed everything**.
  - 7 Physicists developed the concept of dark matter to **explain** certain observations.
- 31.4**
- |                  |                           |             |
|------------------|---------------------------|-------------|
| 1 autonomy       | 3 profound                | 5 moral     |
| 2 the humanities | 4 thinking, understanding | 6 grounding |

**32.1**

<i>noun</i>	<i>verb</i>	<i>noun</i>	<i>verb</i>
implication	imply	description	describe
observation	observe	statement	state
argument	argue	emphasis	emphasise
assertion	assert	explanation	explain
contention	contend	demonstration	demonstrate

- 32.2**
- 1 Harkov's **contention** that continued population growth will be a more serious problem than global warming is not accepted by many scientists.
  - 2 'Global symmetry' is a **statement** that the laws of physics take the same form when expressed in terms of distinct variables.
  - 3 The **report** makes the **implication** that no individual government will ever be able to control the internet.
  - 4 Dudas **provides a demonstration of / as to** how dangerous genetic modification might be.
  - 5 Groot **puts an emphasis on** the role of schools in preventing teenage drug abuse.
  - 6 Lenard's **observation** that women use expressions such as 'you know' in English more than men was later proved to be inaccurate.
  - 7 Plana's **explanation** of the possible origins of the pyramids in Guelcoga has been disputed by Ruiz.
  - 8 Wilson gives a **description** of the ancient alphabet of the Guelcoga people.
  - 9 Wu **puts (forward) the argument** that daylight-saving time should be extended throughout the year.
  - 10 The President makes the **assertion** that he cares about fighting poverty.

- 32.3** The words that do not fit are:
- 1 pinpoints – pinpoint would be used to focus on something much more unexpected and worthy of note, rather than on generally known background information
  - 2 proves (if it's highly controversial he/she can't have proved it)
  - 3 claims – the structure would need to be 'claims that Malwar's figures are inaccurate'
  - 4 asserts – the structure would need to be 'asserts that pilot testing is important'
  - 5 advances – the structure would need to be 'advances the theory that ...'
  - 6 description – this would be used about something that is far more detailed than the context suggested here
  - 7 cast doubt – the structure would need to be 'cast doubt on there being a causal link ...'
- 32.4**
- 1 **In my opinion/view**, courses in academic writing should be compulsory for all new students.
  - 2 It has not yet been **proved** that the virus can jump from species to species. / There is not yet any proof that the virus can jump from species to species.
  - 3 Richardson **emphasises** a number of weaknesses in the theory. (no preposition after *emphasise* – though we do say 'puts' or 'lays emphasis on something')
  - 4 Taylor **refers to / mentions** several studies which have looked at the problem in the past. (no preposition after *mention*)
  - 5 Pratt's **suggestion** that the poet may have suffered from depression is an interesting one.
  - 6 Our latest results **cast doubt on** our original hypothesis.
- 33.1** 1 critical 2 conclusion 3 side(s)
- 33.2** 1 critical 2 conclusion 3 sides
- 33.3**
- 1 weighing, conclusion, outweigh, disadvantages/drawbacks, insights, variables, take, constitute, points
  - 2 take into, relevant, course, deduce, basis, predict, scales
- 33.4**
- 1 The hospital announced that the President remains seriously ill.
  - 2 Dixon was asked to write a review giving his/her opinions on contemporary Irish poetry.
  - 3 The writer was imprisoned for his openly negative views on the government.
  - 4 It is extremely important that all measurements are recorded every hour.
- 33.5**
- 1 A recent survey has unearthed some interesting facts about commuting habits. (it is as if the researchers were digging into the earth like archaeologists)
  - 2 In predicting trends in inflation, economists often look at which direction the political winds are blowing. (this sees change as similar to changes in the weather)
  - 3 Martins published a ground-breaking study of the formation of galaxies. (as if one is digging a new piece of ground to construct a building)
  - 4 By digging into the archives, Professor Robinson was able to shed important new light on the history of the period. (again, as if one is digging into the ground like an archaeologist; new knowledge is seen as a light)
- 36.1**
- 1 The views she expressed were totally **irrational**.
  - 2 The committee seemed to be biased **in favour of** (*or towards*) applications from younger people.
  - 3 The book is a **subjective** account of life in a small town in the 1920s.
  - 4 The club rules were **prejudiced against** children.
  - 5 The President's daughter was quite **immature** for her age.
  - 6 He has rather **conservative/reactionary** views about marriage.
  - 7 Her views on education are rather **conservative/reactionary**.
  - 8 Supreme Court judges always act in an **impartial** way.

- 36.2** 1 underlying, philosophy/philosophies 4 ethical  
2 to adopt / to shift to 5 deep-rooted, encounter  
3 held 6 shifted
- 36.3** 1 change (changed) 4 An ideology suggests the beliefs are rigid and more restricting.  
2 take 5 standpoint  
3 (a) in my point of view
- 36.4** 1 The people of the area hold some unusual views about nature.  
2 Most young people seem to have objections to the proposals on student fees.  
3 Examiners tend to be biased in favour of candidates with clear handwriting.  
4 Girls look at their careers from a different standpoint than their mothers.  
5 Let us now discuss the principles underlying this approach.
- 36.5** *Suggested underlinings*  
Academics have traditionally taken the view that their discipline is intellectually independent from all others. However, inter-disciplinary degrees are becoming more and more common, suggesting that preconceptions about what and how one should study may be somewhat misplaced. A more liberal view of education would advocate greater freedom to explore the links between different fields of learning, thus pushing the frontiers of knowledge in new and exciting directions. Many academics now feel that the future lies in this blending of ideas and the cross-fertilisation of thought which emerges from it.
- 39.1** 1 purpose/aim 3 aim/purpose 5 address 7 divided  
2 concerned 4 consists 6 devoted 8 focus
- 39.2** 1 War and Peace 3 No 5 Before  
2 After 4 Olaf
- 39.3** 1 Take 3 addresses 5 following 7 consider  
2 Firstly 4 below 6 see 8 later
- 39.4** 1 As can be seen in Table V there has been an increase in the numbers of students in higher education.  
2 In Section 3 we take up again some of the arguments from the preceding section.  
3 At this point let us turn our attention to developments in Constantinople.  
4 The country is divided into six provinces.  
5 Let us now turn to the issue of the reunification of Germany.
- 43.1** 1 The study found links between use of the drug and heart problems.  
2 Jill's thoroughness is complemented by her co-researcher's originality.  
3 Musical talent correlates with mathematical ability.  
4 The sculpture is an unusual combination of gentle curves and sharp angles.  
5 The conference has brought together scholars from all over the world.  
6 The researcher is trying to piece together information from a range of sources.  
7 Peter's study is closely related to his previous research.  
8 The term 'hacker' used to refer to a computer programmer.
- 43.2** 1 There is usually a very strong bond between a mother and her child.  
2 Salaries have fallen over the last few years not in real terms but relative to inflation.  
3 In the UK black cats are associated with good luck.  
4 In the experiment, group A performed best on the manual dexterity test and least well on the memory test whereas for group B the reverse was the case.  
5 'Malicious' is more or less synonymous with 'nasty'.  
6 The problems discussed above are all closely interrelated.  
7 Taken together, the studies by Johnson and Mahesh provide very strong evidence that previous theories on the nature of this disease were flawed.  
8 The research is original in that it approaches the topic from a completely fresh angle.  
9 The painter loved to explore the interplay between light and shade.



**43.3** Interaction within a chimpanzee community is the theme of Gavros's fascinating new book. It describes the various different **relationships** between the animals, and **reveals** how an individual's behaviour **reflects** his or her position in the community, showing how the older females in particular offer each other **mutual** support. The book also provides evidence to **suggest** that chimpanzees use sounds in systematic ways to communicate with each other. One particular sound, for example, clearly **corresponds** to the human cry of 'Watch out!' while another would seem to be the **equivalent** of 'Help!' Certain gestures also seem to be **associated** with specific meanings.

**43.4** *Possible answers*

- 1 Different universities competed with one another in the chess competition which Alf won. (Note that a hyphen is used here. The rules for the use of hyphens are not very predictable in English – look out for examples and make a note of them.)
- 2 Highways linking different US states with each other are usually good, fast roads.
- 3 If two countries are economically interdependent, it means that they are dependent on each other, rather than, say, just one country being dependent on the other.
- 4 Intermarriage can refer either to marriage between people of different social groups or as in the example sentence to marriage between people of the same family or set of families.
- 5 Interchange of information conveys the idea that information is going in both directions and not just one. In other words, everyone is both giving and gaining new information.
- 6 Interconnecting parts connect with and relate to each other. In other words, they are not separate from each other.

- 50.1**
- 1 **In conclusion**, the tests suggest the drug has no dangerous side effects.
  - 2 **To summarise**, losing the war was a humiliating defeat for the country on a number of different levels.
  - 3 **In summary**, it is impossible to blame the disaster on one person alone.
  - 4 From the survey we can draw **the conclusion** / **come to the conclusion** that advertising has a stronger effect on teenage girls than on other groups of the population.
  - 5 **To recapitulate**, there were a number of different reasons why the experiment was less successful than had been hoped.

- 50.2**
- |            |                   |            |          |
|------------|-------------------|------------|----------|
| 1 balance  | 3 put, eventually | 5 analysis | 7 points |
| 2 abstract | 4 provide         | 6 words    | 8 close  |

- 50.3**
- |           |           |           |
|-----------|-----------|-----------|
| 1 at last | 3 Lastly  | 5 at last |
| 2 lastly  | 4 at last |           |

**50.4** *In the end* means 'finally, after something has been thought about or discussed a lot'. *At the end* is usually followed by 'of (something)', and refers to the final point of a thing or time or place, e.g. *at the end of the film*, *at the end of the month*, *at the end of the street*.

**50.5** This paragraph is a précis of *Academic Vocabulary in Use*. **In sum** / **To sum up**, the book provides 50 units covering key aspects of academic vocabulary. Stated **briefly**, each unit has **attempted** to present and practise the words that all students need. The overall aim of the book is to help students not only to understand but also to use academic vocabulary. In bringing the book to a close, we hope we have helped you and wish you success in your future academic studies.