*Academic Writing for International Students of Business and Economics*, 3rd Edition Teaching notes

The book is designed to avoid lengthy theoretical instructions. Instead, the emphasis is on involving students as much as possible in writing activities, both individually or in pairs or groups, as teachers choose. In the first unit, for example, each of the first three sections ask students to complete short exercises.

## Using the answer key

Teachers will appreciate that some writing exercises have one definite answer, while others are ‘open’ exercises with many possible responses. In these cases, a model answer is usually provided to give students an accurate example. However, teachers should emphasise that these models are only a guide and that other answers may be equally valid.

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# Part 1: The Writing Process

This is organised as a comprehensive introduction to the process of academic writing. Depending on the level of the students, each unit should take two to three hours of classroom time. Extra practice material can be found on the website for some units. The cross references (e.g. ***See Unit 2.4 Definitions***) are provided for students who require extra detail but are not necessary for completing the exercises.

##  1.1 Basics of Writing

This unit introduces students to the basic vocabulary associated with academic writing. The level may be rather elementary for some students, in which case it can be studied briefly as revision material.

1 & 2 explain what makes academic writing distinctive from other forms of writing.

3 & 4 These introduce the names of the various tasks that students may have to write as part of their business school studies, and the format of common assignments.

Note that academic journals will usually be used by students at master’s level and above.

5 & 6 Most students know the names of these components, but they are worth revising.

7 & 8 Balancing short and longer sentences is dealt with in more detail in Unit 3.7. Writing paragraphs is practised in Unit 1.10. At this stage students just need to be aware of paragraph’s function and importance.

## 1.2 Reading: Finding Suitable Sources

This unit deals with the need to be selective when searching for reliable sources, in order not to waste time reading unsuitable material.

1 This contrasts three texts on the topic of water scarcity. Students could be asked to work in groups of three, each student reading one text and sharing their opinions with the others in the group.

2 This could also be completed in pairs or small groups, and ideally the teacher would show students examples of some of these sources.

4 & 5 Students need to practise using search engines by themselves after studying these sections.

7 & 8 Learning effective reading methods is vital for students at this level. The practice exercise (8) will reinforce this approach.

9 Reading abstracts should be linked to the introduction to journals in the previous unit. Remind students that abstracts allow them to choose which articles are worth reading.

## 1.3 Reading: Developing Critical Approaches

Adopting a critical approach to sources involves questioning and evaluating what they read, rather than just accepting it. In order to do that, students must achieve a good level of understanding of the texts.

1 asks students to assess texts in terms of objectivity: whether texts mix opinion with fact, and whether the facts are true.

2 provides a comparison examples of two internet sources, one of which is plainly unreliable.

3 & 4 offer further practice in the critical reading of texts. (3) could usefully be tackled in pairs, while if (4) is answered individually it will provide teachers with an insight into how well students have developed their critical reading skills.

## 1.4 Avoiding Plagiarism

This unit introduces students to the concept of plagiarism. It illustrates acceptable ways of acknowledging sources through citation and introduces the vital skills of summarising and paraphrasing. Note that these skills, and referencing, are the subject of later units (Units 1.7 and 1.8).

1 defines plagiarism and explains why students need to understand its dangers.

2 provides examples of the correct use of citation with both summaries and quotations.

3 explains that plagiarism can take many forms, some less obvious than others. It should be answered by students working in groups or pairs to promote discussion.

4 gives examples of summarising and paraphrasing a short text, in both acceptable and unacceptable ways. This illustrates some of the situations in (3).

6 practises providing citations for both summaries and quotations.

7 revises some of the key vocabulary used in this unit.

## 1.5 From Understanding Titles to Planning

This unit provides practice for both exam and coursework planning, although in the latter case there is time to modify the outline. The planning process should help students to write better answers by carefully analysing the titles of essays.

1 & 2 emphasise the importance of planning and introduces some of the most important instruction words. 2) demonstrates that many essay titles have two parts.

3 practises instruction words and could be completed in pairs to promote discussion. Note that some of the meanings are quite similar.

4 provides an example of fairly typical evaluation criteria used on one course. It is worth emphasising the breakdown of marks for each section. Students should be encouraged to find out if similar criteria exist on their course.

5 explains brainstorming in the context of exam essays.

6 discusses the issue of essay length. It is important to decide how much space to give to each part of the answer, so that time is not wasted. However, the answers to the exercise can only be approximate.

7 provides models of outlines in alternative formats.

8 practises using the skills developed in this unit. It might be useful to set this as homework to assess the progress made by individual students.

## 1.6 Finding Key Points and Note-making

Good note-making depends on students identifying the key sections of a text which are relevant to their area of interest. Students should avoid copying sections of text or writing notes in their own language. Although initially note-making may be a slow process, once these skills are developed it becomes an essential technique.

1 demonstrates that key ideas are often found in the first sentence of a paragraph.

2 explains that students need to focus only on the points relevant to their research.

3 & 4 stress the value of note-making and provide an example of the process.

5 gives guidelines for good practice in note-making.

6 links back to the text in (2) to practice the techniques given in (5)

7 offers further practice in these skills. Again, the notes need to relate to the title of the essay.

## 1.7 Summarising and Paraphrasing

Although it is simpler to teach these two activities separately, in practice they tend to be employed together, and this should be explained to students. This unit deals with summarising first and then moves on to paraphrasing.

1 introduces the subject by demonstrating that summarising is an activity that everyone uses in normal life.

2 establishes the order in which a summary is carried out. It would be useful to do this exercise in pairs.

3 compares three summaries of a text and asks students to rank them. Again, this could be completed in pairs or small groups.

4 revises finding key points and then goes on to use these to build the summary, emphasising the flexible nature of summaries, which can be shortened or lengthened according to the writer’s needs.

5 provides additional practice and could be set for homework.

6 introduces paraphrasing, with an example.

7 asks students to evaluate three paraphrases of a short text. As with (3) this is suitable for pair work.

8 demonstrates three techniques that are widely used in paraphrasing. Although these can be taught separately and are practised distinctly in the following exercise (9), students should be told that it is common to use them together.

9 & 10 practise paraphrasing techniques separately and jointly.

## 1.8 References and Quotations

Referencing is an essential skill at any level of higher education. This unit revises some material from Unit 1.4 Avoiding Plagiarism and goes on to provide examples of accurate referencing. However, as this is such a complex subject students need to use a more detailed source for full details of the referencing system used by their school or department - see website for links.

1 reminds students of the reasons for referencing.

2 revises the methods of giving citations for summaries and quotations.

3 introduces verbs of reference, which are dealt with more fully in Unit 4.4.

4 explains that although there is a range of reference systems, schools of Business are likely to use the Harvard system.

5 explains how quotations can be employed in students’ work.

6 provides practice with introducing summaries and quotations with correct citation.

7, 8 & 9 deal with three further issues in this area: the special abbreviations used in citations, giving secondary references and internet references.

10 focuses on writing a list of references for the end of a paper. The example is of the Harvard system, which may not apply to all students of Business, but most aspects of this model are relevant to the other systems.

Note that although this exercise introduces most basic features of referencing, many more types of sources (e.g. oral testimony) may need to be referenced, which is why students need to use a comprehensive website for full details.

## 1.9 Contrasting Sources

This unit explains that in the introductory section of a paper it is usual to refer to the work of other writers on a topic. These writers may deal with different aspects of the same subject. Students are expected to follow this pattern in their own writing.

1 gives an example of this format, on the subject of student expectations of higher education, which students are asked to analyse. As an introductory section this could be completed in pairs.

2 presents a series of contrasting short texts on the gender pay gap. The exercise looks at the way the differing views are summarised in the third text.

3 involves reading three texts on the subject of globalisation and then writing a paragraph which contrasts the different viewpoints. Before the writing task is attempted students must fully understand texts 3.1 - 3.3, so it might be worth setting up groups of three to discuss each text in turn. The writing can then be done individually.

## 1.10 Organising Paragraphs

Paragraphs were briefly introduced in Unit 1.1, and here the focus is on their organisation. Students write more coherently if they think in terms of building an argument in a series of well-linked paragraphs.

1 analyses an example paragraph on the topic of decentralisation, but it should be explained that paragraphs can consist of many different sentence types - as shown in (2) and (3).

2 & 3 both use paragraphs on the same subject of government decentralisation (it may be necessary to explain this concept to some students). In (2) students have to organise the structure of the paragraph by thinking about the function of each sentence. In (3) they have to find the functions and also identify the cohesion of the paragraph.

4 revises this work by presenting the full text and asking students to suggest suitable titles and subtitles.

5 gives phrases for starting paragraphs.

6 asks students to write two paragraphs on trams, using the notes, to practice organising their structure using conjunctions and other phrases.

## 1.11 Introductions and Conclusions

Unit 1.5 discussed the space needed for introductions and conclusions. Here the aim is to clarify the components generally found in these sections of an essay, along with the standard order in which they are presented. However, it should be explained that there is no ‘normal’ format, and much will depend on the length and purpose of the paper. It is worth reminding students that for coursework introductions are normally written after the main body is completed.

1 a) is best completed in pairs, to give opportunity for discussion. Part (b) may be better studied individually at first, and then discussed by the whole class.

2 gives an example introduction, containing seven components generally found in introductions. Again, it should be stressed that not every essay introduction will contain all of these.

3 deals with a common issue - getting started on writing. By practising with some of these titles (or others selected by the teacher) this difficulty may be overcome. Get students to compare their sentences and criticise each others’ suggestions.

4 practises these guidelines by asking students to write a short introduction. Note that it may be necessary to introduce the topic of state control in class for a short time.

5 & 6 follow the same pattern as (1) with conclusions. There is perhaps more variation with the structure of conclusions than with introductions and much depends on the topic.

7 links back to the essay introduced in (2). Here, the components of the conclusion must be re-organised in a logical way.

## 1.12 Editing and Proofreading

This unit explains the final stages of the writing process. Editing is clearly not possible in exams, but proofreading should be attempted both in exams and for coursework.

1 & 2 suggest guidelines for editing and provide an example of a flawed introduction which students are asked to comment on. This is followed by an improved version which contains some of the suggestions made above. It might be helpful to ask students to complete (2) in pairs or groups.

3 continues the same introduction and requires students to repeat the process of criticism and rewriting. It may be helpful for some students to look at Unit 3.7 Style.

4 introduces proofreading. The difficulty that students face here is identifying relatively minor errors which can, nevertheless, confuse the reader.

5 is designed to raise student awareness of the most common areas of error.

6 & 7 practise proofreading at both sentence and paragraph level.

## Progress Check 1

These exercises can be used in various ways. They can be set as homework or completed individually in class. Students could then check their own answers, or the answers could be compared in pairs.

1 is a gap-fill exercise which revises knowledge of the writing process.

2 is a true/false exercise also designed to revise the material in Part 1.

3 is a more demanding exercise involving note-making, summarising and referencing skills. Completion of this should give teachers an indication of how well students have progressed and provide a guide to remedial work needed with other parts of this book e.g. a student may need to study Unit 3.5 Punctuation.

# Part 2 Elements of Writing

This section presents and practises some of the sub-skills needed in the writing process. Most papers, for instance, require writers to define, generalise and discuss. Teachers can decide whether to integrate these units into Part 1, The Writing Process (e.g. 2.4 Definitions could be taught with 1.11 Introductions) or to use them on a remedial basis: much will depend on the level of the students.

Note that the units in Parts 2, 3, 4 and 5 are organised alphabetically and can be taught in any order. They can also be used by individual students on a self-study basis.

## 2.1 Argument and Discussion

‘Discuss’ is a common instruction in essay titles. This unit presents two ways of organising a discussion-type essay, and practises some of the relevant vocabulary.

1 presents discussion language. Note that ‘pros’ and ‘cons’ are rather informal and best avoided in written work. Students could be asked to write further sentences about environmental issues before tackling the paragraph about studying abroad.

2 Many students will be familiar with the ‘vertical’ essay pattern, but it is useful

to learn the alternative ‘horizontal’ version which allows a more complex approach.

3 The brainstorming element could be usefully completed in pairs or groups and then the outlines written individually.

4 gives examples of impersonal phrases to present a viewpoint. The issue of style is dealt with more fully in Unit 3.7.

5 In this section the topics of sustainability and homeworking are used for practice, both having been introduced in previous sections.

6 examines the use of sources to support an argument. These skills were also practised in Unit 1.9 Contrasting Sources. It may be worth discussing the subject of ‘digital natives’ before answering the questions, so that all students are familiar with the idea.

7 The topic of the economic benefits or drawbacks of inflation should be familiar to most students, but again it could be useful to hold a brief discussion on the topic first.

## 2.2 Cause and Effect

To introduce this unit, it may be worth eliciting examples of cause and effect from the world of business.

1 presents a series of structures using verbs or conjunctions which emphasise either the cause or the effect. Students could be asked to write similar sentences relevant to their studies.

2 This exercise has two parts. The matching exercise (which can be done in pairs) needs to be completed and checked before moving on to the writing.

3 Here the students must imagine possible effects and causes. Weaker students may benefit from working with a classmate.

4 The topic of workplace dissatisfaction could be introduced as a question that is as yet unanswered, and students can be asked for their views.

5 presents a series of causes and effects in a flow chart. Talk these through with the class before completing the paragraph to ensure that all the students are familiar with the scenario.

## 2.3 Comparison

As a warmer for this subject ask students to compare weather/ prices/ food in two different places e.g. ‘the weather here is wetter and warmer than in my country’. This will be echoed in the final exercise in the unit comparing Barcelona with a city known to the students.

1 offers revision of the basic structures of comparison. Note that Unit 3.3 offers more practice with quantitative comparison.

2 reminds students of the use of superlatives.

3 revises the structures presented in the first section.

4 deal with several areas of difficulty such as using ‘more’ and ‘less’.

5 provides further revision by asking students to identify errors. This could be usefully completed in pairs.

6 is a gap-fill exercise best completed individually, to practice writing a paragraph analysing data from a table. Note that Unit 2.8 Visual Information gives similar practice.

7 provides extra practice; a strong group may not need to complete this.

8 asks students to write a comparison of Barcelona with a city they know, perhaps the capital of their country. Clearly, they do not need to know all the details of their city: these can be invented if necessary.

## 2.4 Definitions

It is worth pointing out that students will only have to define concepts within their own subject, and that this definition is important to establish exactly what is being discussed. If necessary, give an example such as ‘globalisation’, which is a term widely used but not always clearly understood.

1 gives the structure of simple definitions.

2 The first part focuses on finding the correct category word to complete each sentence, and then students are required to complete definitions with both category words and applications.

3 shows examples of more complex definitions taken from journal articles. They illustrate various ways of providing definitions in academic work.

4 asks students to choose several topics from essay titles and to define them. Note that although students are told to choose three topics, this can of course be varied, so strong students could attempt all four while weaker students just do one or two.

## 2.5 Examples

Including appropriate examples is a vital part of most academic writing, and this unit practises the language for introducing these.

1 explains the common pattern of generalisation followed by example. Students could be asked to suggest similar sentences from their own studies. The exercise on dress code in companies could be introduced by asking students what they considered appropriate clothing at work.

2 lists the main phrases used, most of which will be familiar to students. In the exercise students need to find suitable examples, and these could first be suggested in whole class discussion if necessary.

3 offers practice in including examples at paragraph level. With weaker students read through the text first to check for comprehension, before asking students to insert the examples.

4 is a similar exercise, but here students must provide their own examples. Again, read through the text first if necessary to check that phrases such as ‘host country’ are understood.

5 deals with restatement, which is usually used to check complete understanding. Students will certainly meet these phrases in their reading.

## 2.6 Generalisations

Basic generalising is quite simple, but in an academic context it is important to avoid over-generalising, thus creating simplification.

1 introduces the need for caution in generalisations. The exercise could be completed in pairs, to encourage discussion.

2 Note that the first structure, using the plural, is both more normal and probably easier for students to use.

3 offers practice in writing quite simple generalisations.

4 presents an example of the use of generalisation in a text. It shows how a concluding generalisation is arrived at; in this case based on research.

5 shows how an introductory generalisation is developed. In the writing exercise students should be able to find a topic related to their experience or studies.

## 2.7 Problems and Solutions

Clearly this unit links to the material presented in 2.1 Argument and Discussion, but in this case the focus is on paragraph organisation. Teachers may choose to teach these two units successively.

1 provides some relevant vocabulary.

2 & 3 demonstrate alternative methods of responding to the same problem, depending on viewpoint. Students could be asked to write their own solution to the problem of traffic congestion.

4 introduces a new problem (housing) and asks students to rewrite the paragraph with an alternative conclusion. It may be worth reading the text through with the class to check that it is fully understood and breaking it down into component sentences as with (2) and (3) above.

5, 6 & 7 provide further practice. In the case of (7) students need to provide their own problem from their field.

## 2.8 Visual Information

In most fields of study students are expected to include statistical evidence to support their ideas, in the form of graphs, tables and other devices. These are particularly important in many areas of Business and Economics. This unit illustrates the more common types, but students may meet more complex examples in textbooks and journals.

1 asks students to match nine basic types of visuals with their uses.

2 presents the language of line graphs. Weaker students may have problems with some of the irregular past tenses e.g. grow/ grew.

3 provides some guidelines for describing charts. For further practice students could be asked to describe some of the charts in (1).

4 practises describing a simple line graph.

5 explains that correct labelling is important, especially in longer papers with many visuals.

6, 7 & 8 provide further practice with describing tables and charts. Students can be reminded that they should only mention the most significant features of the chart. Stronger students may not need to complete all three exercises.

## Progress Check 2

As in Part 1, these questions can be handled in various ways. They can be given as homework or completed in class. Teachers may wish to assess students’ understanding of all sections of Part 2, or to find out which units need to be revised by certain students. Stronger students might enjoy completing the exercises in pairs or groups.

# Part 3: Language Issues

The units in Part 3 deal with areas of written language that tend to be problematic for international students, such as punctuation or the use of the passive voice. As with Part 2, teachers have a choice of teaching units on a remedial basis or linking certain units to Part 1 The Writing Process (e.g. 3.7 Style with 1.12 Editing and Proofreading) or referring individual students to appropriate units for revision on a self-study basis.

## 3.1 Cohesion

1 illustrates the use of reference words to achieve cohesion.

2 requires students to find the reference words in a similar text.

3 highlights a common problem when the overuse of reference words causes a lack of clarity.

4 asks students to insert reference words in a text.

5 explains why certain words may be omitted; something that often confuses non-native speakers.

6 demonstrates another situation where reference words are needed: to avoid clumsy repetition.

7 revises reference words with a gap-fill exercise.

8 practises writing a full paragraph, focusing on the cohesion provided by reference words.

## 3.2 Definite Articles

1 clarifies the use of both definite and indefinite articles.

2 could be usefully tackled in pairs or small groups as the task is quite hard. The guidelines that follow cover most situations students are likely to meet in academic work.

3 The focus here is on specific noun phrases such as ‘The Russian climate’. Identifying these seems the best approach to deciding whether to use ‘the’.

4 asks students to insert articles (if necessary) into a paragraph. Note that in some cases e.g. a) both ‘a’ and ‘the’ can be used; ‘the global leader’ meaning there is only one leader, but ‘a global leader’ is quite acceptable, suggesting several leaders.

## 3.3 Numbers

This unit can be linked with Unit 2.8 Visual Information.

1 deals with the basic vocabulary of numbers. Non-native speakers often find numbers a challenging topic, so it may be worth providing more examples for weaker students, or practising with simple questions: ‘what’s the population of your country?’

2 many students find percentages a confusing subject, but as they are critical in many areas they may need further revision.

3 introduces words and phrases which may be used, in certain circumstances, as alternatives to numbers. Students will certainly meet these in their reading.

4 provides a range of expressions which can be used to simplify numerical information. Students should be clear that these are effective in some, but not all situations, but familiarity with them will improve reading comprehension.

5 gives practice in writing about statistical data.

## 3.4 Passive and Active

1 demonstrates the main situations in which the active and passive voices are used.

2 gives the structure for forming the passive and asks students to use it to make statements more impersonal.

3 illustrates further academic situations in which the passive is often used, with additional practice.

4 deals with the use of adverbs with passives. With weaker groups it may be helpful to complete this in pairs.

5 shows that the passive can be overused and asks students to create a more balanced text by changing some to the active. Clearly this can be completed in many ways; the important thing is for students to avoid an over-formal style.

## 3.5 Punctuation

This unit provides a lot of detailed information which weaker students may find hard to process at first; they can be encouraged to use it as a reference source as their writing develops.

1-8 Although some areas of punctuation are in a state of flux, notably the use of capitals, commas and hyphens, it is still useful to know the rules which apply to most areas. Correct punctuation is important to help the reader understand the writer’s ideas, and is especially critical with lists of references, to demonstrate an awareness of academic conventions.

9 This exercise is suitable for completion in pairs.

10 is a demanding task. It may be helpful to tell students to first break it up into sentences and then to add other punctuation marks.

## 3.6 Singular or Plural?

1 highlights the main difficulties international students have in this area. In the exercise explain that in ii) it is the workers who are under 30, not the majority! (See note in 2)

2 All these issues tend to confuse students (including native speakers at times).

3 Another difficult area. Note that there is a tendency in American English to use some of these nouns as countable e.g. behaviours, accommodations. This is not so common in British English but students can be told that they may encounter exceptions.

4 revises some of the nouns discussed in (3).

5 may be usefully completed in pairs, especially if students are finding the topic difficult.

## 3.7 Style

This is one of the most critical areas students encounter, and one of the hardest to teach. This is partly because different disciplines may employ somewhat different styles. The guidelines in this unit should provide an indication of what is acceptable, but in the end, students have to develop their own version.

1 asks students to identify examples of poor style in a range of sentences. Most of the errors highlighted are explained in (2).

2 In academic articles it is quite easy to find examples of these guidelines being broken! However, if students attempt to follow these guidelines they should avoid major pitfalls.

3 contrasts the poor style in the first paragraph with the more acceptable version following.

4 Repetition and redundancy are often caused by carelessness and failure to re-read work critically. Good writing balances concision with providing sufficient detail. Note that the exercise contains some material which is irrelevant to the subject and hence redundant.

5 On balance it is better for weaker students to write shorter sentences rather than attempt to link too many ideas together. This exercise suggests a balanced approach.

6 Caution was previously discussed in Unit 2.6 Generalisations. Although there are situations where it is inappropriate, in general a cautious style is worth developing.

7 practises the common modifiers.

8 These sentences can be made more cautious by using the language explained in (6) and (7).

## 3.8 Time Markers

1 This section should be revision for most students. However, accurate use of time markers is critical in many writing contexts. If students appear doubtful about any of these it could be worth asking them to write further example sentences.

2 revises the material in (1).

3 The difference between phrases such as ‘last year’ and ‘in the last year’ is explained.

4 provides more practise with a text presenting a time sequence.

5 First study the biographical details to ensure clarity. The gap fill should be completed individually as a check on understanding.

## Progress Check 3

As for Progress Check 2.

# Part 4: Vocabulary for Writing

As an introduction to methods of developing vocabulary, Unit 4.1 Approaches to Vocabulary could be usefully taught in class. But if time is limited it may be better to set other units as homework or use them on a remedial basis, or for self-study as needed.

## 4.1 Approaches to Vocabulary

1 The text highlights some frequent issues in vocabulary learning, such as idiomatic language. It is designed to alert students to the variety of language they will encounter.

2 encourages students to be selective in which words they try to learn and focus their efforts on the most important items.

3 presents some useful vocabulary for discussing language features and provides examples: not all of these need to be learned, but students will meet many of them in their studies. Ideally their meanings should be discussed in pairs.

4 presents some of the commonest sources of confusion. It is also important to practise the pronunciation of these pairs: ‘site’ and ‘sight’ are homophones, but ‘lose’ and ‘loose’ are quite distinct.

5 These words and phrases are commonly found in journal articles. Although it is not necessary to learn them, it is useful to be aware of them.

## 4.2 Abbreviations

1 & 2 Although abbreviations can be found in a dictionary, most students will find it helpful to be familiar with the commonest ones. This list offers a brief selection of common business abbreviations.

3-6 These further lists provide common abbreviations from the academic area, plus some of those used in academic writing.

7 The exercise could be supplemented by examining a newspaper to show the diversity and frequency of abbreviations in everyday use.

## 4.3 Academic Vocabulary: Nouns and Adjectives

1 & 2 The list of nouns is not exhaustive but offers a useful starting point. Students should discuss each with a partner, so they feel confident in using them in their work.

3 These related adjectives should be easy to understand given the previous

exercise on nouns. But writing example sentences is a demanding task and could be attempted in pairs or groups.

4 & 5 The adjectives in the table are quite common, but can still cause problems, so are worth revising. Students should be able to tackle this individually.

6 Many native speakers find these distinctions difficult.

7 Learning adjectives in pairs of opposites is an efficient method. Students can be asked to write further examples to practice any adjectives they are unsure of.

8 & 9 provide additional practice with nouns and adjectives.

## 4.4 Academic Vocabulary: Verbs and Adverbs

1 Students need to learn to identify main verbs as the key to understanding sentences. This unit introduces the rather formal kind of verbs often used in academic work.

2 The exercise should be attempted in pairs. Note that as with the nouns, not all the synonyms provided in the Answer Key are exact.

3 & 4 Verbs of reference have been introduced in Unit 1.8, and more examples are given here. Weaker students may benefit from completing (4) in pairs.

5 & 6 It is worth noting that students are not expected to learn all these verbs, but it is useful to be aware of these patterns. (6) provides practice with these structures.

7 Adverbs have been mentioned in Unit 3.4 in passive forms, but this is a more comprehensive guide. Students do not need to memorise all the examples, just to understand their main uses in written work.

8 & 9 provide practice in using the adverbs from the table in (7) at sentence and paragraph level.

## 4.5 Conjunctions

1 Most students will be familiar with conjunctions, but this section illustrates the use of conjunctions to link chunks of text together.

2 & 3 Six types of conjunctions are illustrated here. Working in pairs, students should be able to complete the table in (3) with plenty of examples.

4 & 5 Students will find it easier to complete these exercises if they can identify the type of conjunction needed e.g. (4a) needs a conjunction of time.

7 & 8 Conjunctions of opposition often cause difficulty in written work: word order can be especially confusing. If students need extra practice, they could be asked to write further sentences of the pattern in (8).

## 4.6 Prefixes and Suffixes

1 Explain to the class that a knowledge of prefixes and suffixes can help expand their vocabulary. Ask them to suggest further examples of words containing both.

The use of hyphens in words with prefixes can be problematic: see Unit 3.5.8.

2 Students may find the exercise difficult, so the task could be done in pairs.

3 These words are both recent and quite uncommon, so using the prefix to aid understanding is critical.

4 While suffixes play a smaller role in establishing meaning they are very helpful for identifying word class. Students can be asked for further examples of words with meaning suffixes.

5 & 6 Note that these exercises test comprehension of both prefixes and suffixes.

## 4.7 Prepositions

1 & 2 International students often find the use of prepositions in English illogical. This unit presents six uses of prepositions, so that students can identify a pattern in the usage.

3-6 present further practice with common prepositional use. Much of this material is likely to be revision in an academic context.

7 & 8 The list of verbs and prepositions is not exhaustive but covers some frequently used examples. Encourage students to record other similar verbs with their prepositions when encountered.

## 4.8 Synonyms

1 Synonyms have been introduced in Unit 1.7. Explain to the class that exact synonyms are rare (e.g. in the exercise ‘largest’ has a somewhat different meaning to ‘giant’). However, for practical purposes one can be a synonym for the other.

2 The matching exercise is quite demanding. This could usefully be done in small groups to encourage discussion.

3 practises words from the table in (2).

4 provides further examples of the use of synonyms in a short text.

5 requires students to provide suitable synonyms in a paragraph.

## Progress Check 4

As for Progress Check 2

# Part 5 Writing Models

The aim of this part is to provide examples of some of the work that students may have to do. Case studies are frequently produced by students of Business, and although undergraduates are unlikely to have to write book reviews, graduate students may. Reports are another common assignment in the business school, as increasingly is some kind of reflective writing. Both reports and case studies may be the result of a group project, and so Unit 6 Writing in Groups is included to provide guidance in an area that some international students may have little experience of.

## 5.1 Case Studies

1 The matching exercise provides examples of the possible scope of case studies. Asking students about the disadvantages or limitations of these could be done after reading section 2.

2 Many students will be familiar with IKEA, which should provide some context for this example. The final questions could be discussed in pairs or small groups.

## 5.2 Literature Reviews and Book Reviews

1 The topic has been introduced in Unit 1.9 Combining Sources, but this section provides a longer example.

2 Some students may need an introduction to the subject of motivation: ask questions such as what motivates them to study at university? Emphasise that this is just a section from a longer paper and would probably be found after the introduction.

3 & 4 Only postgraduate students are likely to need to write book reviews for journal publication. These sections provide a guide, but it is also worth reading examples in the relevant journals.

## 5.3 Writing Longer Papers

1 Organisation is the key to successfully completing longer papers, which typically have a time frame of eight weeks or so. It is worth emphasising the importance of starting to write a draft fairly early in the process.

2 Note that not all the features included in the table will be needed in every paper.

## 5.4 Reports and Executive Summaries

1 provides a model format for report writing. At this stage it may be worth eliciting ideas of the usual purposes of report writing.

2 The exercise provides examples which should make the distinction between essays and reports clear.

3 The example report on student accommodation is short but includes the basic features as illustrated in section (1). However, there are many ways it could be improved, and students could be asked to work in pairs to answer the questions at the end of this section.

4 This task is quite demanding and could be postponed with weaker students.

## 5.5 Reflective Writing

Before starting this unit, it may be worth finding out what experience students have of this kind of task. This will influence how much time is spent on explaining purpose.

1. If students are new to the concept, find a diagram to illustrate the cycle on the internet, and show it to the students.

2. After reading the text students could discuss the two questions in pairs or groups. It may be useful to compare the style here with the style of the report in the previous unit.

4. It is important to complete the task with a partner since this should be more productive. It might also prepare the group for the next unit, Writing in Groups.

## 5.6 Writing in Groups

1 The text explains the rationale for this unit. In keeping with the theme of this unit, this exercise should be completed in pairs or groups.

2 & 3 Although quite basic, the tasks are more usefully discussed in groups. If time permits, a good follow-up to this unit would be to form groups of four or five and ask them to complete a short research project involving a written report of about 500 words.