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بسمه تعالي

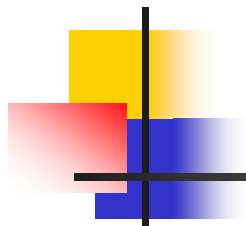
درس: مقاله‌نویسی

تعداد واحد درسی: ۲

منبع درس: **Academic Writing Course**

مؤلف: **R.R.Jordan**

تهیه‌کننده: دکتر محمدرضا احمدخانی

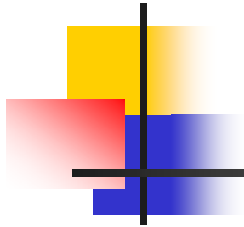


■ هدف این درس آموزش نگارش و مقاله‌نویسی به صورت منسجم برای دانشجویان زبان انگلیسی به عنوان درسی پایه در سطح متوسط است. در این کتاب نمونه‌هایی از مقاله‌های علمی و مطالب علمی مورد نیاز برای دانشجویان آورده شده است تا دانشجویان بتوانند در نوشتن مقاله و گزارش به زبان انگلیسی در سطح متوسط و پیشرفته از این الگوها استفاده کنند.



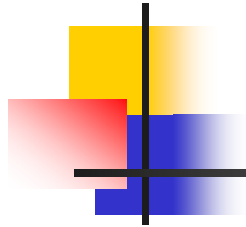
Unit 1: Structure and cohesion

This unit is concerned with the general organization of a piece of academic writing, its structure and particularly the way in which the different parts

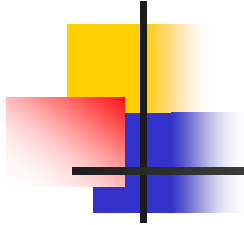


are linked together. Any formal writing consists of different parts:

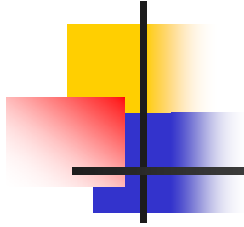
- a) Introduction which includes the subject or topic, statement of the problem. Comment on the way of treating it



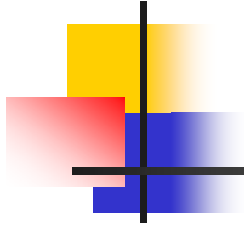
- b) development which includes presentation, analysis and discussion involving comments on advantages and disadvantages, examples, details, etc.
- c) conclusion: a summary of main points, own views, opinions and discussions.



Connectives: 1. the discussion, argument, or comment in the development of the topic may be very straightforward, in which case ideas will be added together one after other.



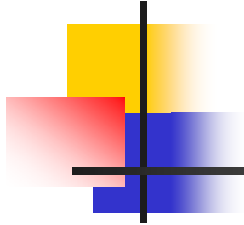
2. These connectives are next, then, lastly, also, further, too, as well, again, moreover, equailly, etc. Sometimes the comments may be expressed in another way, or an alternative proposal



may be made.

This is represented by better, rather, in that case, again, on the other hand, etc.

3. There are also occasions in arguments, etc. when the opposite is considered

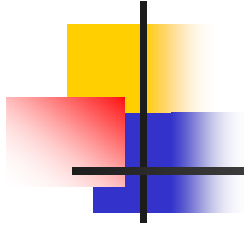


or referred to. This is represented by but, besides, then, in comparison, only, yet, while, after all etc. After the opposite or opposing view has been considered, the main argument is continued.

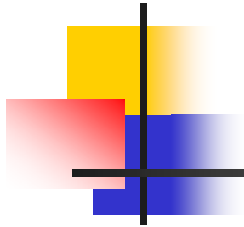


Unit 2. Description: process and procedure

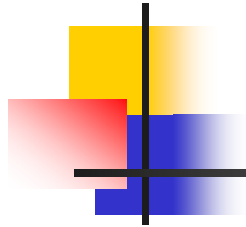
When we describe a process or procedure, we often use the present passive tense (is/are+verb seem+ed e.g it is manufactured)



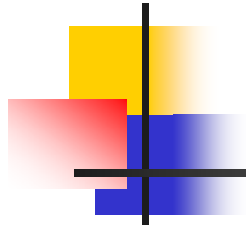
to give a general description. When we report a particular procedure we are concerned with only one particular occasion in the past, then we often use the past passive tense



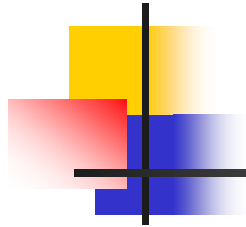
(we/were+verb stem+ed e.g.it was heated). A description that does not involve a process or procedure is often written in the present simple active tense



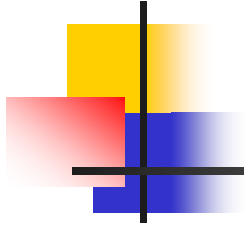
-
- (verb stem+s e.g. it comprises).
Sequence, or order, is important in both describing a process or reporting a procedure. There are important pieces of advice to academic writing:



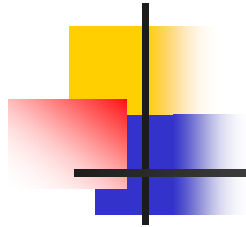
1. write precisely: clearly, accurately and explicitly
2. use correct language: grammar, vocabulary, spelling etc
3. organize the writing carefully, introduction, main body, and conclusion.



4. write legibly: hand writing should be easy to read.
5. write in an academic style, impersonally, with out using colloquial language.
6. write concisely, and avoid very long sentences.



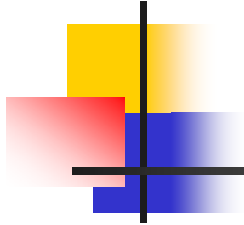
7. Adopt appropriate attitudes: be rational critical, honest and objective.
8. carefully paragraph the writing.
9. include variety in the writing: avoid too much repetition.
10. Check details carefully



both of content and of language.

11. Ensure that the opening paragraph is not too long and that it creates a good impression.

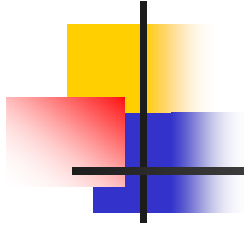
12. Pay as much attention to the



conclusion as to the introduction.

13. Avoid the use of clichés, jargons, propaganda, exaggeration, and emotive language.

14. Ensure that ideas and items are arranged in a logical sequence

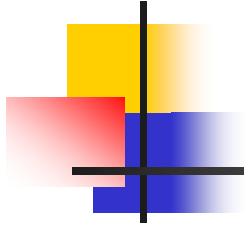


and are logically connected.

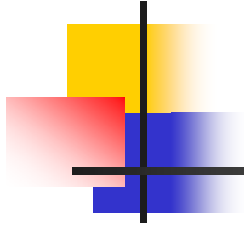
15. Always acknowledge the source of quotations and paraphrases.

Structure and vocabulary:

A. Commonly used verb tenses, with examples: Present simple (Active): it carries/ they carry,



present simple (Passive): it is carried/
they are carried, past simple (Active): it
carried/ they carried, past simple
(passive): it was carried, they were
carried, passive simple conditional:



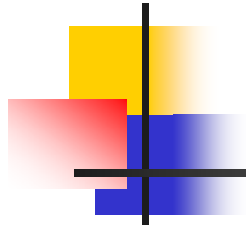
it should be given/ they should be given

Imperative/ instruction: give

B. Relative pronouns and relative clauses

1. Who (and that) refers to persons

2. Which/ that refer to things.

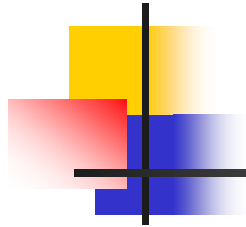


3. whose refers to the possessive of persons.

4. whom refers to persons and is often used with a preposition.

■ Examples:

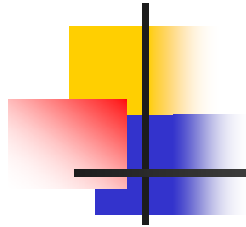
1. My supervisor who seems very young has just



been promoted to head of department

2. The article which (or that) I have just finished reading is very clearly written

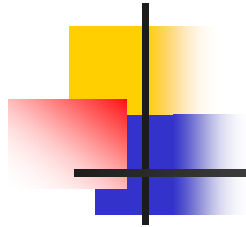
3. The research that (or which) I finished last



year has just been published

4. The lecturer whose name I always forget was as boring as usual this morning.

5. the student with whom I share

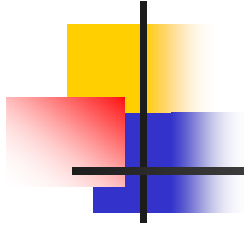


a room is very noisy (formal).
(informal= The student I share a room
with is very noisy).

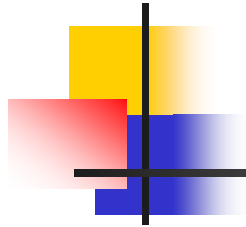


Unit 3. Description: Physical

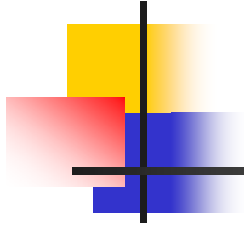
- In academic writing, physical description may occur in a number of disciplines or subjects. A description of people, family relationships, occupations, and institutions might



- occur in social or physical anthropology or sociology. A description of apparatus and equipment might occur in the various sciences. For nearly all these descriptions the present simple active tense

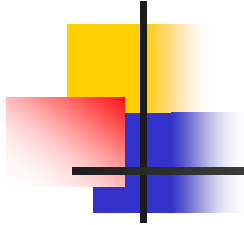


- (e.g. she wears/ they wear) and present simple passive tense (e.g. it is described/ they are described) are commonly used. The following stages concentrate on describing countries.

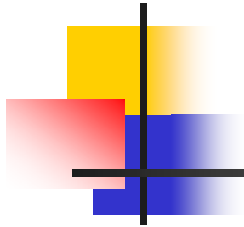


Structure and vocabulary:

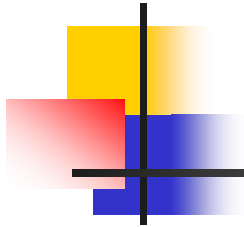
A. compass points: North (northern, North-East (north-eastern), East (eastern), south-East, (south-eastern), South (southern), south-West (south-western), West (western), North-West (north-western).



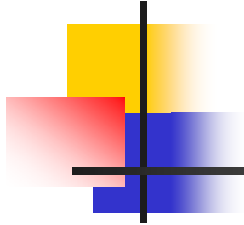
B. Location, X is situated [-in ..., -to ..., -on...]. e.g. X is in the south of the country, Y is to the north of the country. The north of the country is cold.



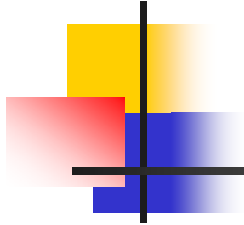
The north of the country is [on/near the coast/ sea, in/ and, on/near the equator. Z is a neighboring adjacent country. Lies (to lie) is used for islands.



For mainland (joined to a continent) we would use is situated. is referring to location. Verbs to describe the composition of a country: X [comprise(s) ..., consist(s) of ... , constitute(s) ..., is composed of ...].

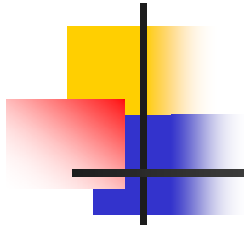


Approximation: X has [just, a little, about
approximately, over ..., under ...]
[+figure, measurement]. Qualification:
X is [predominantly, generally]. Y is ... X
is [the majority of, most of the] ...

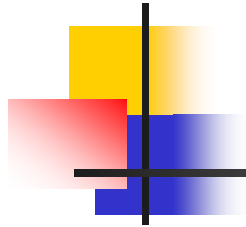


C. 'The' with names of countries, rivers and seas

1. The is not used with names of continents (e.g. Europe, not the Europe) though it is used with some other



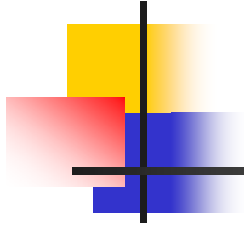
- geographical areas (e.g. the middle East, the Far East).
- 2. The + Republic of ... (e.g. the Republic of France).
- 3. The + country names in the plural (e.g. the United States



■ of America, the U.S.S.R., the west Indies).

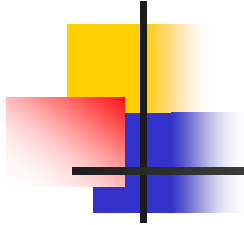
4. Other country names are not used with (e.g. Denmark).

5. The + names of oceans, seas, rivers (e.g. the Atlantic ocean,

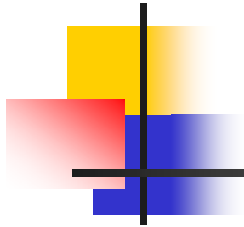


- the Mediterranean, the Tigris) but not with names of lakes (e.g. lake Baikal)
6. The + names of mountain ranges (e.g. the Alps, the Himalayas).

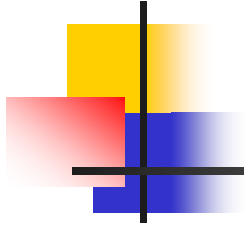
B. Countries: Administrative Areas:



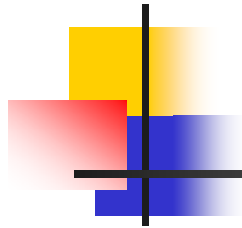
■ districts, boroughs, territories,
prefectures, provinces, states, regions,
counties, zones weather conditions:
Nouns: ice, sunshine, rain, sleet, storm,
monsoon, flood, mist/ fog, clouds,
wind, cyclone, hurricane, typhoon,
drought, snow



- Adjectives: snowy, freezing, cold, rainy, stormy, wet, foggy, misty, cloudy, windy, sunny, dry, mild, warm, humid, hot, icy
- Climate: polar, oceanic, maritime, continental, temperate, Mediterranean, arid, desert, tropical, equatorial

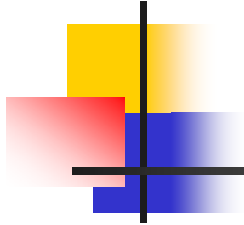


- Terrain: Nouns: Valleys, hills, moor land, plateaus, forests, jungles, plains, deserts, grasslands, mountains
- Adjectives: flat, wooded, grassy, rocky, sandy, dusty, mountainous, hilly



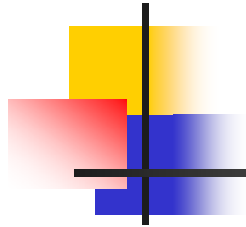
Unit 4. Narrative

- The introduction to many pieces of academic writing contains some kind of historical background or development this is usually in the form of narrative: an account or



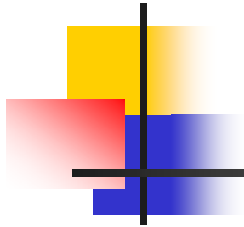
description of events in the past which entails following a time sequence or chronological order (i.e. earliest first).

Verb forms commonly used are the simple past active (e.g. it organized),



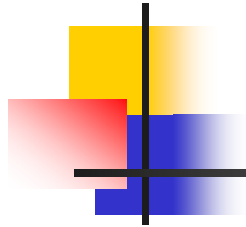
simple past passive (e.g. it was created),
and structure and vocabulary:

A. commonly used verb tenses, with
examples: past simple (Active): it
created,



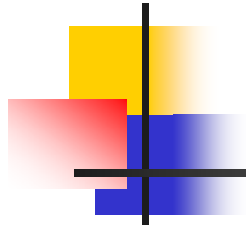
past simple (passive): it was established,
past perfect (Active) It had developed.

B. Useful verbs/ nouns: verbs: to
establish to create, to found, nouns:
establishment, creation, foundation



C. Useful vocabulary for describing post-school education.

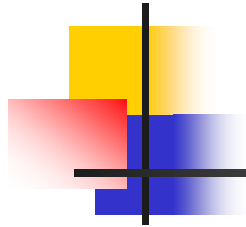
1. Institutions of Higher and Further Education [polytechnics, Universities, institutions of higher education, Scottish central institutions.
2. colleges: adult education, further education,



tertiary, technology, horticultural,
agricultural, art and design, other
specialist colleges,

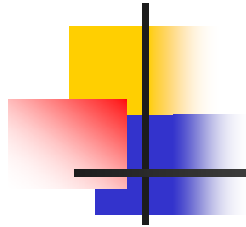
3. University Government AND
Organization: Council, senate, court,
Boards, committees and sub-
committees, convocation.

4. Faculties: Departments, schools,
Centers

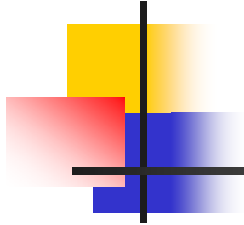


and Units

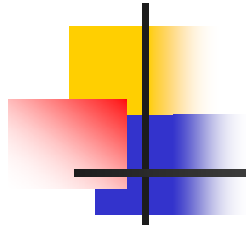
5. University Officers: chancellor, Vice-chancellor, Registrar, Librarian, Bursar/ Director of finance
6. Academic Year: Vacations/ holidays, terms: Autumn Michaelmas, Spring/ Lent/ Hilary, Summer/ Trinity



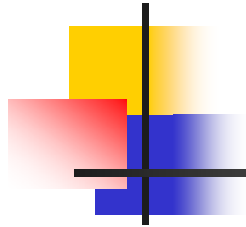
-
7. Finance: loan, award, scholarship, bursary, sponsorship, fee, grant
 8. Staff: Principal, director, reader, senior lecturer, lecturer, supervisor, tutor, counselor, research assistant, demonstrator, technician, dean, professor.



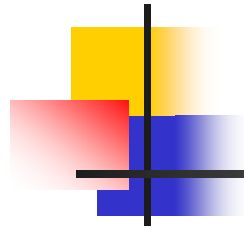
9. Students: visiting, fulltime, part time, under graduated, post graduate
10. Teaching: lectures, practicals, tutorials, seminars discussion groups.
11. Research: library, laboratory, computers, observation, surbeys, questionnaires, interviews case study, experiments



-
12. Academic writing: report, paper, article, dissertation, thesis, exam answers, essay
 13. Faculties: Refectory, library, Health and welfare sports, common Room, post graduate society, student's union, societies and clubs,

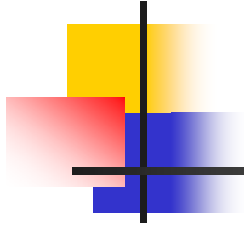


- accommodation: flats, hostels, colleges, halls of residence, lodgings: digs, bed-sitter.

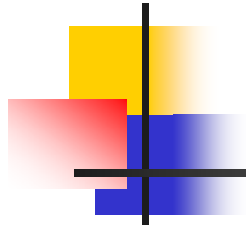


Unit 5. Definitions

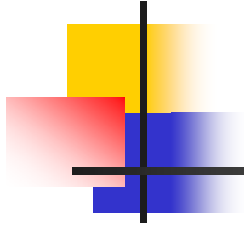
- The previous units were concerned with describing things. When we describe things we sometimes need to define them as well, especially in academic writing



- So that it is perfectly clear what we mean. We may also need to give example of what we define, and to classify. Definition construction: Thing to be

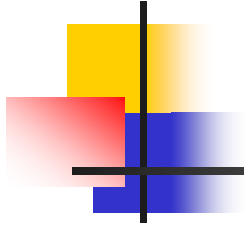


- defined+verb+general class word+
'wh'-word+ particular characteristics
.e.g. A botanist is a person who studies
plants. Three types of mistakes may
occur when a short definition is



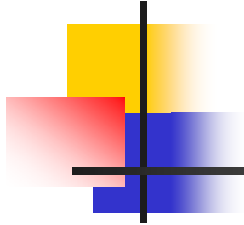
being written:

1. An example may be given rather than a definition. An example may, of course, follow a definition but it should not take its place, like



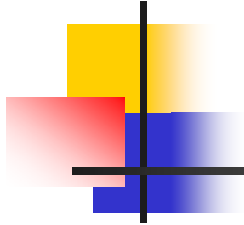
A dictionary is a book like Collins co-build English Dictionary.

2. The general class, or the particular characteristics, may be omitted from definition. It will then be incomplete, like

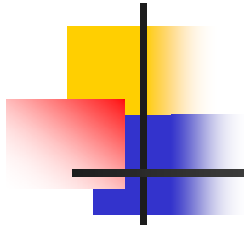


An ammeter is used to measure electric current.

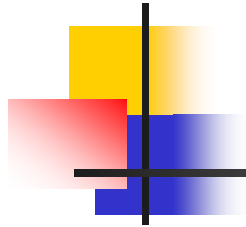
3. The word to be defined, or another form of it, may be used in the definition it self, like "A lecturer is



- a person who lectures". Extended definition with more information about subject: Sociology may be defined as the branch of science which studies the development and principles of social organization.



- It is concerned with group behavior as distinct from the behavior of individuals in the group. Econometrics may be defined as the branch of economics which applies mathematical

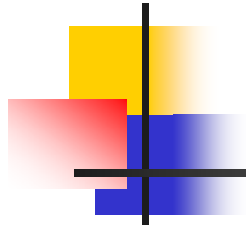


- and statistical techniques to economic problems. It is concerned with the validity of economic theories and providing the means of making quantitative predictions.

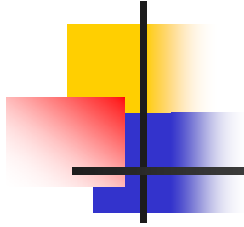


Unit 6. Exemplification

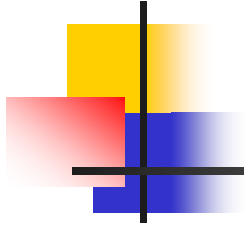
- The last unit was concerned with definition. It is often useful definitions to give examples: this action is known as exemplification (or exemplifying).



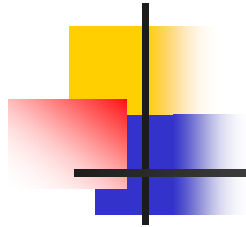
- E.g. (=this is an abbreviation meaning for example): Linguistics may be defined as the science of language, for example, its structure, sound systems, acquisition.



- There are different ways of exemplifying, e.g. Geology may be defined as the science of the earth's history as shown by its crust, rocks, etc.



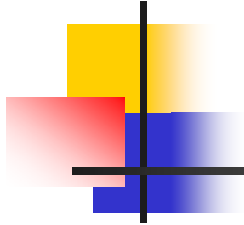
- Geography may be defined as the science of the earth's surface. It is concerned with a number of the earth's surface. It is concerned with a number of features, particularly



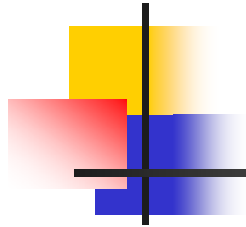
- Physical, climate and products. Exemplification is commonly used throughout academic writing.

Structure and vocabulary:

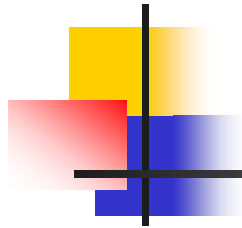
- A. Alternatives to the word examples are: cases, instances.
- B. other commonly used verbs forms



- and methods of expression are:
[shown, exemplified, illustrated] by ...,
X [shows, exemplifies, illustrates] this,
[the following examples, the following
are examples of X:] a and b, a and b
are

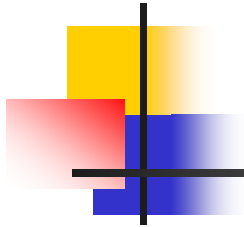


- examples of X , [writers such, such writers] as Dickens and Hardy

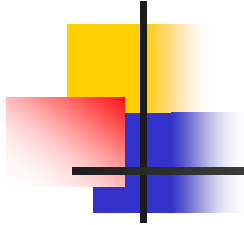


Unit 7. Classification

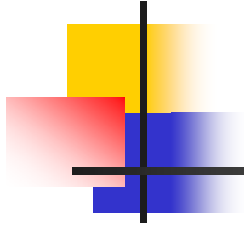
- When we divide something into groups, classes, categories, etc. we are classifying those items. The classification is normally made according to a criterion or several criteria



- (standards or principles on which judgments are based).
- Structure and vocabulary:
 - A. a. criterion/ criteria, basis/ bases, features, characteristics
 - b. to classify, to categories, to group, to divide into,



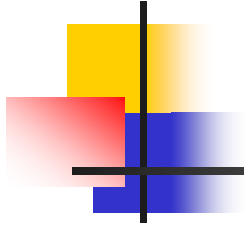
- to arrange(in), to put in to, to fall in to, to place in, to distinguish (between), to differentiate (between/ form).
- c. to sub-classify, to sub-categories, to sub-group,



- to sub-divide.

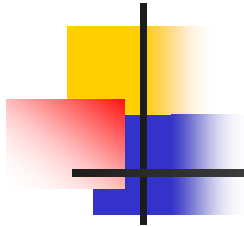
- d. two, several, a number of, various, the following, main, general, broad, orders

- e. categories, classes, groups, types, groups, kinds, sorts, species, breeds, orders, divisions, families, members, sub-category,

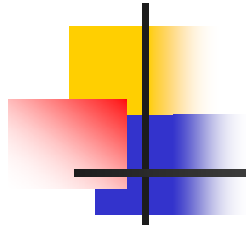


- sub-class, sub-group, sub-order, sub-division.

f. X [consists of ..., comprises ...]
according to [whether or not ... there is
X ..., whether there is X or not



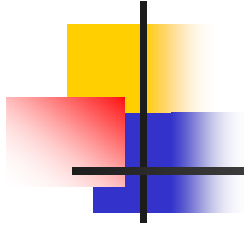
- X may be classified [according to ..., on the basis of ..., depending (up) on ..., the classification is based (up) on ..., Note the possible sequence: ... may be divided ..., ... may be sub-divided ...]



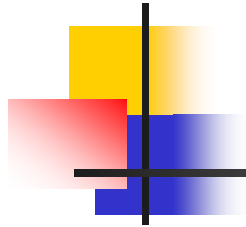
- ... may be further sub-divided ...

B. Vocabulary: schools in England and Wales:

1. State: non-free-paying, Pre-primary: play group, kindergarten/ nursery school, Primary: pupil: age 45-11,



- infant (45-7), junior (7-11), secondary:
single sex, co-educational, pupils: ages
(11-16 or 18), no selection, examination
National curriculum: religious education,
teaching, foundation subjects:

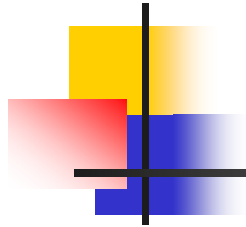


- art, music, physical education, history, geography, modern foreign language, core subjects: mathematics, English, science

2. Independent: private: fee-paying

- preparatory: kindergarten, preparatory:

- pupils: age 7-11/12/13,

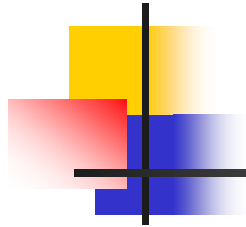


- secondary: pupils: age 11/12/13-18/19,
day school, public school, boarding
school

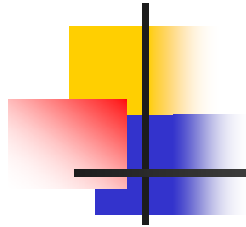


Unit 8. Comparison and Contrast

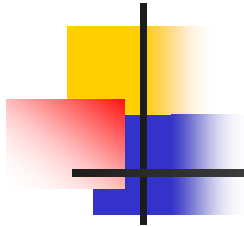
- In most academic subjects, and in life generally we often need to compare and contrast things. Similarities and differences are often noted when classifying.



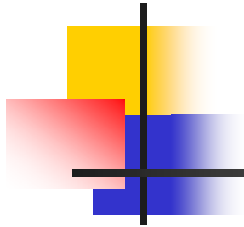
- The language of comparison and contrast is frequently needed when studying tables and other statistical information. Structure and vocabulary:
 - A. Qualification of comparison. It is [considerably, a great deal, very much,



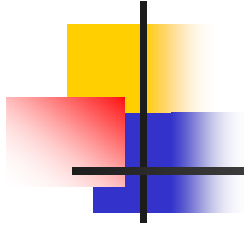
- quite a lot, rather, some what, a little, slightly, scarcely, hardly, only just] [smaller, bigger, cheaper] than X is [exactly, precisely, just, virtually, practically, more or less, almost, rarely, approximately, about]



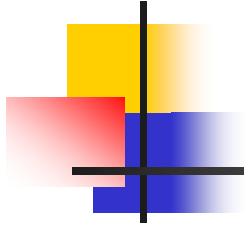
- the same as ... X is not [exactly, entirely, quite] the same as ... X is [totally, completely, entirely, quite] different from Y. X is not quite as/ so [big, expensive, dear].



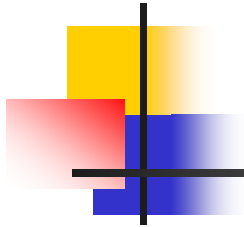
- as ... X and Y are [different, dissimilar] in every [way, respect]. X and Y are [totally, completely, entirely, quite] different. More examples:
 1. Both Denmark and Norway have constitutional monarchy.



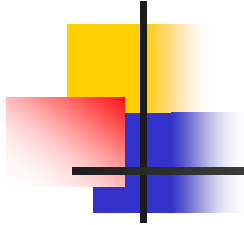
2. Denmark and Norway are similar (or: alike) in that they both have a constitutional monarchy.
3. Sweden is similar to Norway in that it has a small agricultural area.



4. Sweden is similar to Norway in its constitution.
5. Denmark and Sweden both have the same kind of constitution.
6. Denmark, like Finland, has a population of about 5 million.

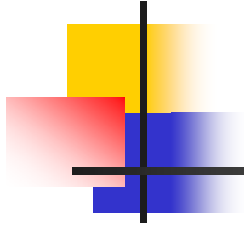


7. Norway and Sweden are dissimilar in that Norway has a much smaller population than Sweden.
2. Denmark is different from (or: unlike) Finland in that it has a constitutional monarchy (... where as

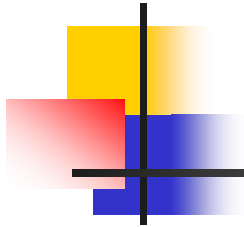


Finland is a republic).

3. With regard to population, Sweden is bigger than Norway
4. Denmark has a constitutional monarchy, where as (or: while) Finland is republic
5. Where as Finland is a republic

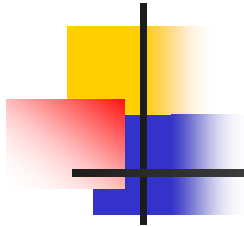


-
- Norway has a constitutional monarchy.
6. Denmark has the smallest land area; however, it has the largest percentage agricultural area.
 7. Although Denmark has the smallest land area,



- it has the largest percentage agricultural area

8. (on the other land) Denmark has the smallest land area; on the other hand, it has the largest percent agricultural area.

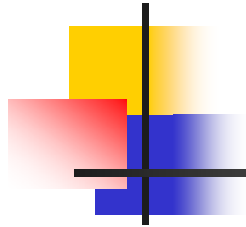


9. The main difference/ one of the differences between Finland and Sweden is that Finland is a republic, where as Sweden has a constitutional monarchy.

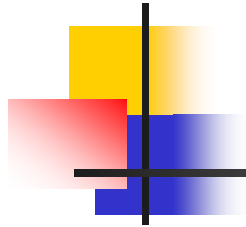


Unit 9. Cause and Effect

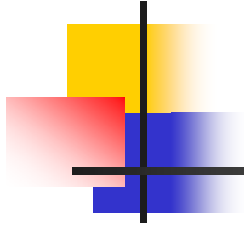
- In academic writing, events or actions are frequently linked with their cause and effect. Structure and vocabulary:
- A. The [cause of, reason for] higher prices



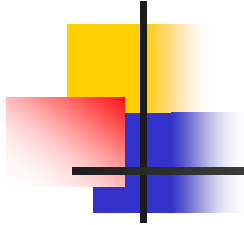
- was an increase in demand.
- B. [The, one] [effect, consequence, result] of an increase in demand is [higher, to rise, to increase] prices
- C. [The, one] [effect, consequence, result]



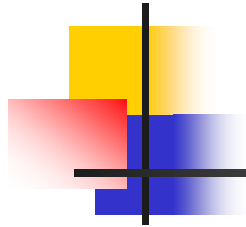
- of an increase in demand is [higher prices, to raise prices, to increase prices]
- D. The demand has increased. (;)
[Therefore, So, Accordingly, Thus, Hence, Now, Because of this] the prices are higher



-
- D. [Because, As, since, Now (that)] the demand has increased, the prices are higher.
 - E. An increase in demand often [causes, results in, leads to, produces] higher prices.



- F. Higher prices are often [caused by, due to, because of] an increase in demand.
- G. The prices are higher [because of, as a result of, owing to, through, on



account of]

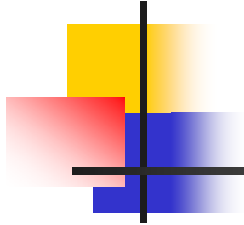
an increase in demand.

H. [when, if] there is an increase in demand, then, prices rise.

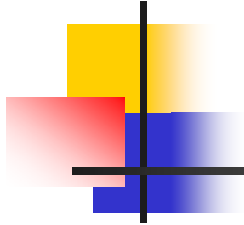


Unit 10. Generalization, Qualification and certainty

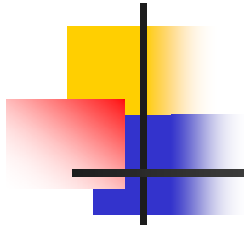
- In some academic writing, it will be necessary simply to give and describe factual information. Often, however, it is necessary to make general comments



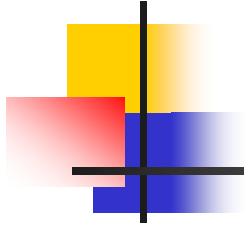
- or to generalize about the information.
The generalizations can be made more precise by qualifying them. When we make a qualification we may be giving our own opinion or interpreting



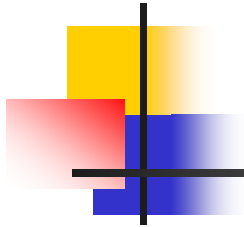
- the information: this will be examined in more detail in the next unit. Additionally, in academic writing, we often need to be careful about any claims that we make.



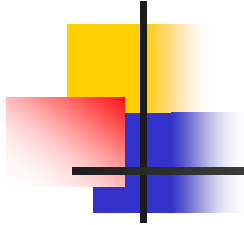
- Vocabulary and structure: percentage guide from 0% and 100% for Quantity: no/none/not any, few/ little, a few/ a little, a minority, several a number of, some, enough, a lot of, many/ much,



- a majority of, most, all/ every/ each.
Percentage guide from 0% to 100% for
frequency: never; scarcely, ever, hardly
ever, seldom, rarely, occasionally,
sometimes, frequently, often, regularly,
on the whole

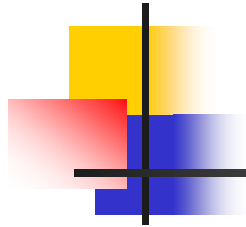


- generally, normally, usually, always.
Percentage guide from 0% to 100% for probability at adjectives and adverbs:
unlikely, uncertain, may be, perhaps,
possibly/ possible, conceivably, likely,
probably/ probable, presumably, clearly



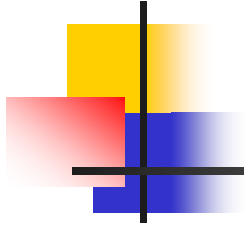
- undoubtedly, definitely, certainly

b) verbs: could not, can not, is/ are not,
will not, could not, can not, might not,
may not, ought to, would, should,
must/ have too,

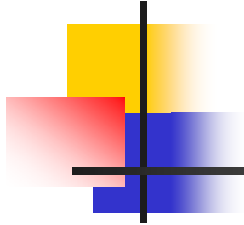


■ is/ are, will. Structure (probability):

1. It is [fairly, very, quite, rather, almost,]
[certain, likely, probable, possible,
likely, certain] that ...
2. In [the (vast) majority, a(large)
number] of cases.



- Impersonal verbs: It appears that/to, It would appear to/that, It seems to/that, It would seem to/that, It tends to be, there is a tendency for/to,



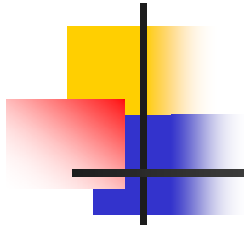
- It is said that, It has been suggested that, It is generally agreed that, It is widely agreed that, It is widely accepted that, It is generally recognized that, It is doubtful that,



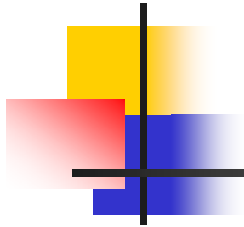
Unit 11. Interpretation of Data

- This unit looks at ways in which we can comment on significant features in diagrammatic information.

A. 1. As can be seen [from, in]

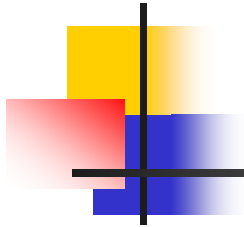


- The [chart, table, graph, diagram]
2. [According to, As (is) shown in [table, figure 2, chart 3]
 3. It can be seen from the [chart, diagram, table, graph, figures, statistics] that



B. There was a(n) (very) [minimal, slight, small, slow, gradual, steady, marked, large, dramatic, steep, sharp, rapid, sudden] [rise, increase, fluctuation, decrease, decline, reduction, fall, drop] ...

C. [in relation to ...,



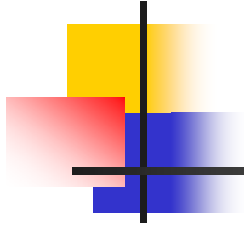
compared with ...] [double, treble, half]
the [percentage, number] of

D. A trend involves a direction, and a
curve involves a shape and position.

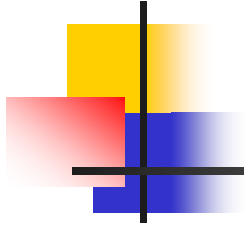


Unit 12. Discussion

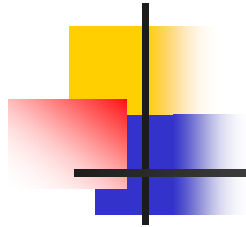
- In developing an argument or discussion we need to express our opinion or views and then we need to conclude when we discuss or argue in academic writing,



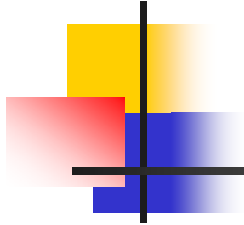
- We normally need to present a balanced view. We often look at what other people have already said on the same subject or we look at other ideas.



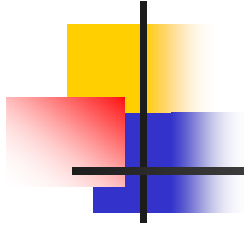
- We probably look at the advantages and disadvantages of a particular idea or proposal or action: we look at arguments for and against: then try to evaluate the different opinions,



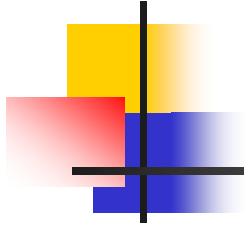
- comparing and contrasting, and eventually give our own opinion of views. One important step in the process of discussion is the introduction. The introduction especially the introductory paragraph, is important



- for a number of reasons. If it is clearly constructed, it will create a good impression on the reader.
- A good introduction will not be too long.



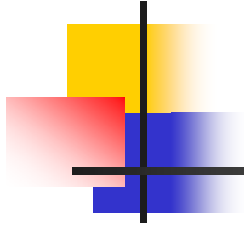
- It will indicate the structure of the answer or essay by giving an overview of the content in sentence. It may introduce the subject perhaps with a definition or some



- historical background etc: Structure and vocabulary:

1. Introducing your own point of view:

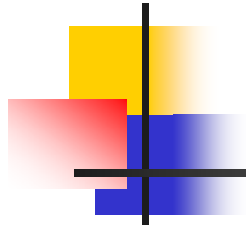
- a. [The first thing, first of all] [we have, I should like] [to consider ...]



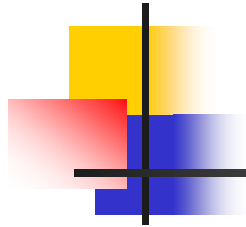
b. The first thing to be considered is ...

c. [It is a fact, There is no doubt, I believe] that ...

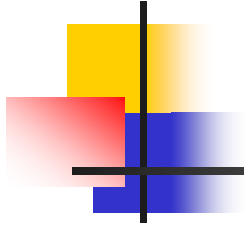
d. One of the main arguments [in favour of against]



-
- X is that ...
 - 2. Agreement I agree with X when he [writes, says] that ...
 - 3. Partial disagreement: ... but ..., ... however, ..., ... on the other hand, ...
 - 4. Emphatic agreement: [X is certainly correct,

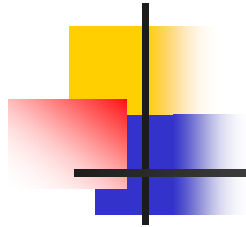


- I completely agree with X] when he
[says, writes] that ...,
- 5. cautious agreement: X may be correct
[when he says that ..., in saying that ...]
- 6. Disagreement: I disagree with X

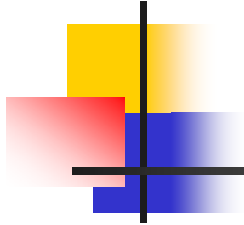


- when he says that ...

7. one way of giving emphasis to what is written is by using a grammatical construction sometimes known as negative inversion



- some of the introductory words are listed below. If they are used, the word order after the introductory words should be inverted as in the example:



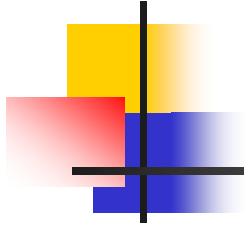
- rarely, never, hardly ... when, not only ... but also ..., under no circumstances ..., on no account ..., seldom ..., Neither ..., Few ..., Little ...



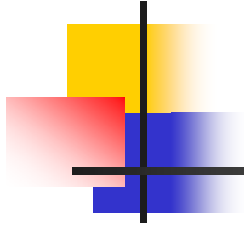
Unit 13. Drawing

Conclusions

- Drowning a conclusion often involves making a summary of the main points already made. In addition, one's own opinion or view point may be added,

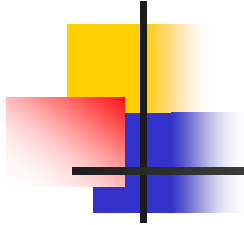


- if it is appropriate. A mistake that is sometimes made is to add a conclusion that does not follow logically from what has been written before. (this is called

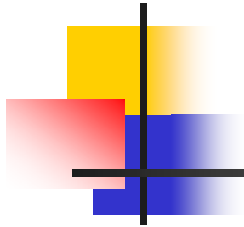


- a non-sequitur.) Avoid doing this. In this unit we practice making concluding remarks. Before writing any of the exercises look at the structure and vocabulary:

A. Summarizing: In short ...,

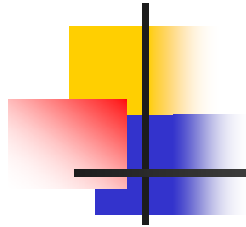


- In a word ..., In brief ..., to sum up
- Concluding: In conclusion ..., on the whole ..., Altogether ..., In all ..., It is [generally, widely] [accepted, argued, held, believed] that ...



B. [There fore, Thus, on this basis, Given this] it [can, may] be [concluded, inferred, deduced] that ...

C. From [table 1, the table, the figures, the data, the results, the information

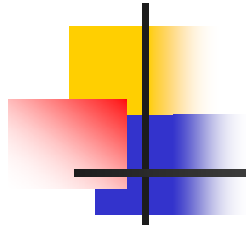


- it [can, may] be [seen, concluded, shown, estimated, calculated, inferred] that ... [In conclusion, finally] [we can/ may say, it can/ may be said] that ...



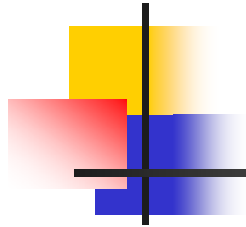
Unit 14. Reports: Studies and Research

- Students sometimes need to write reports on their studies or research, often for their sponsors who need to know what progress they are making.



- Practice is given below in preparing short, straight forward reports. Report structure: Basic framework for a research report:

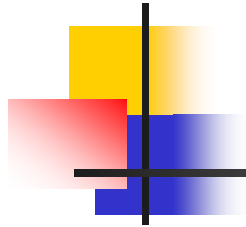
A. Preliminaries: 1. The title,
2. Acknowledgements, 3. List of contents



4. List of figures/ tables

B. Introduction: 5. The abstract,
6. Statement of the problem

C. Main body: 7. Review of literature
8. Design of the literature



9. Measurement techniques used

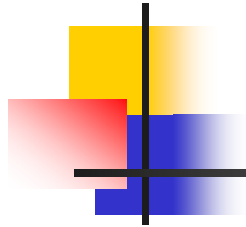
10. Results

D. Conclusion: 11. Discussion and Conclusion

12. Summary of conclusions

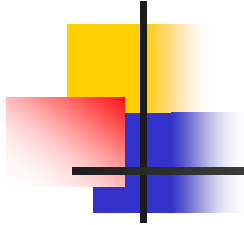
E. Extras: 13. Bibliography, 14. Appendices

1. Title: the fewest words possible that



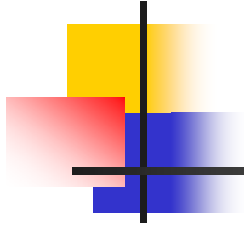
adequately describes the paper

2. Acknowledgements: thanking colleagues, supervisors, sponsors, etc for their assistance
3. List of contents: the sections, in sequence, included in the report
4. List of figures,



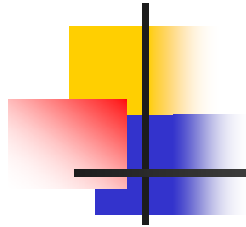
tables: the sequence of charts or diagrams that appear in the text

5. The abstract: an extremely concise summary of the contents of the report, including the conclusion.



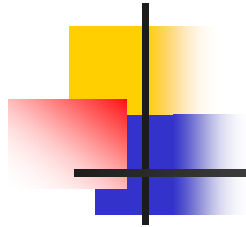
- It provides an overview of the whole report for the reader.

6. statement of the problem: brief discussion of the nature of the research and the reasons for undertaking it.



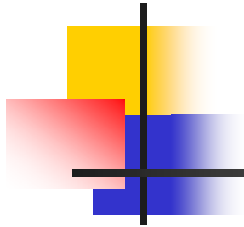
- A clear declaration of proposals and hypothesis.

7. Review of literature: a survey of selective, relevant and appropriate reading both of primary and secondary source materials. Evidence of original and

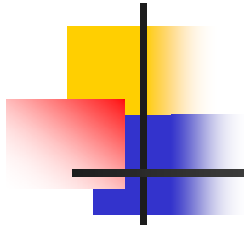


- critical thought applied to books and journals.

8. Design of the investigation: a statement and discussion of the hypotheses, and the theoretical structure in which they will be tested and

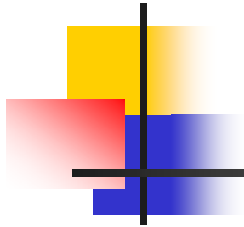


- examined, together with the methods used measurements techniques used: detailed descriptions and discussion of testing devices used. Presentation of data supporting validity and reliability.



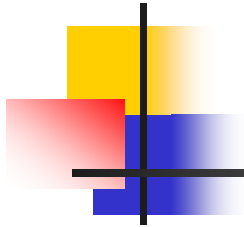
- A discussion of the analysis to be applied to the results to test the hypotheses.

10. Results: the presentation in a logical order of information and data upon

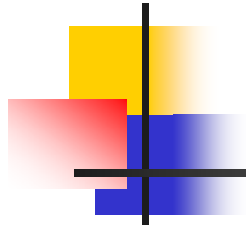


- which a decision can be made to accept or reject the hypotheses.

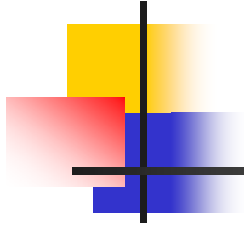
11. Discussion and conclusion: the presentation of principles, relationships, correlations and generalizations shown by the results.



The interpretation of the results and their relationship to the research problem and hypotheses. The making of deductions and inferences the implications for the research. The making of recommendations.

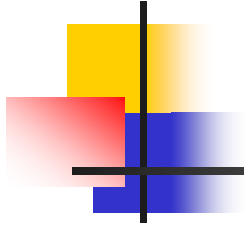


12. summary of conclusion: a concise account of the main findings, and the inferences drawn from them
13. Bibliography: an accurate listing in strict alphabetic order of all the sources



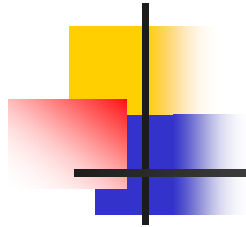
cited in the text.

14. Appendices: a compilation of important data and explanatory and illustrative material, placed outside the main body of text. structure and vocabulary:



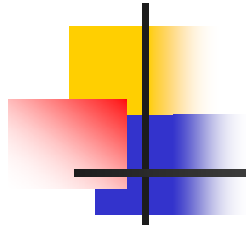
A. Introduction:

1. I am studying [X (subject), on an in the Department of Z]. I am studying for a(n) [M.SC., Ph.D]

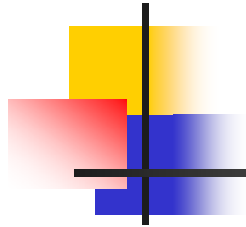


■ in X [at the university of Y, at Y university, in the Department of Z.]

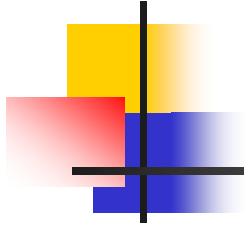
2. I am attending (some) [lectures, seminars] [relating to, which are related to] industrial waste.



3. I am [doing, conducting, carrying out] research [in economic welfare, in to the problems of industrial waste].
4. My [subject, course, research, investigation] is [in, divided in to] X parts ...



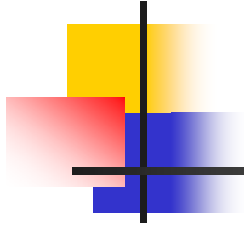
5. I started my [course, studies, research]
[in the first week of, at the beginning
of] [month, this term, this year]
6. [It, they] will continue [until, for]



[next September, two more years,
another two years].

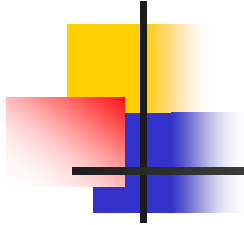
B. Development:

7. since(last) October [I have worked, I
have been working] on some of the
problems which are



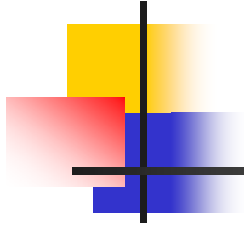
[concerned with, associated with, related to] stress.

8. [To start with, from X untily] I was studying theoretical aspects of soil mechanics; now I am doing some Practical experiments.



9. The aim of my [work, studies, search] is to [show the role of X in, suggest ways in which X might be done].

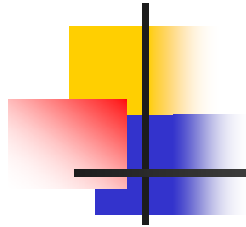
10. I have made



[considerable, some, only a little]
progress (so far).

11. The most [interesting, difficult] part
of my work (so far) has been

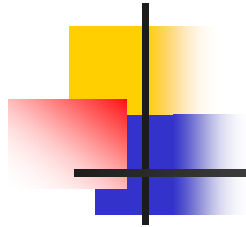
12. The result of my research (so far) is
that



evidence exists to show ...

13. My research so far [shows, proves, suggests] that ...

14. I have been helped by my [tutor, supervisor] Mr/Ms/Dr./Prof.X.



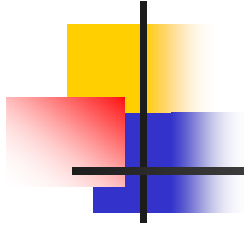
15. I have [written, completed] the first
[draft, chapter] of my [thesis,
dissertation].

16. [Now that a when] [I have finished X]
I shall ...



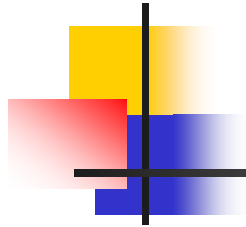
Unit 15. Surveys and Questionnaires

- Student in humanities and social sciences at times need to undertake surveys as part of their studies. Questionnaires may be part of the surveys



■ and results may be incorporated in a report. A survey of personal views:

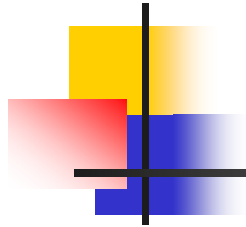
1. Tick the color you like best from those listed below. red _____,
brown _____, orange _____,
yellow _____, white _____,
blue _____,



■ grey _____, green _____, purple
_____, black_____.

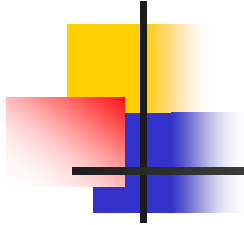
2. Which is your lucky or favourite
number? _____

3. What do you consider to be the ideal
age to get married? Tick one of the age



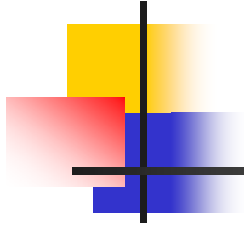
groups below.

16. 20 years _____, 21-25 years
_____, 26-30 years _____, 31-35
years _____, 36-40 years _____,
41-45 years _____, If none of these,
state what you think here _____.

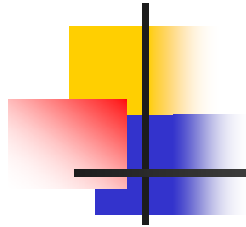


4. Tick below the 3 most important qualities you would look for in your ideal partner.

■ Lively _____, cheerful _____, attractive _____,
intelligent _____, honest _____,
kind _____, passionate _____,
loving _____, romantic _____, confident _____,
generous _____, humorous _____,
serious _____, reliable, faithful _____.



5. what do you consider to be the ideal number of children in a marriage? Tick one of the following 0 _____, 1 _____, 2 _____, 3 _____, 4 _____, 5 _____ more than 5 _____.



Survey of student's use of time

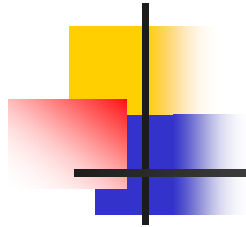
1. studying: subject level, type: (tick one box in each group)

A. arts/ humanities ☐

science, technology, medicine ☐

Social sciences ☐

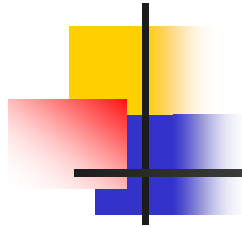
interdisciplinary ☐



B. undergraduate ☐ postgraduate ☐
other ☐ sex and age:

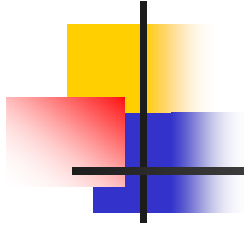
a. circle appropriately: male/ female

b. tick appropriate age band: 15-20 ☐,
21-25 ☐, 26-30 ☐, 31-35 ☐, 36-40 ☐,
41+ ☐



Optional questionnaire:

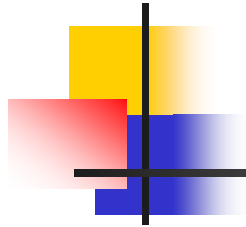
- 1 a. Do you think your writing in English has improved at all during this course?
YES/No
- b. If the answer is Yes, briefly describe what



- improvements you think you have made.

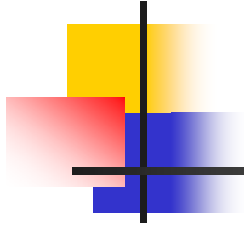
c. If the answer is No, what do you think are the reasons?

2. Ho relevant and useful, in helping you to improve



- your writing have you found this book?
(please tick one): very ☐ reasonably ☐
only just ☐ not very ☐ not at all ☐

3. Briefly describe any difficulties that



- you think you still have with academic writing.

4. Have you any final comments to make?

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