

Exercise 1:

- A) Look at the two following texts about survey sampling. Read them and determine which one is more formal or academic (highlight any words or phrases that help you in analyzing the texts). What are the language features of both texts?**
- B) How many words are there in each text and in each sentence? Count the words and the number of sentences.**

Text 1

I used survey sampling when I did my first research project. It was about how many people lived in my neighborhood and who those people were. I needed statistics in order to discover the demographics around where I lived. You can use survey sampling in a lot of disciplines and I used it because I knew it was an accepted method.

Text 2

Survey sampling is a quantitative method of research which is a 20th century phenomenon with most of its growth since the 1930s. Today, it is a widely accepted method for providing statistical data on an extensive range of subjects. Disciplines such as sociology, social psychology, demography, political science, economics, education and public health all rely on sample surveys.

Exercise 2: Helen Sword – Beware of Nominalizations (AKA Zombie Nouns)

Watch the clip on nominalizations in language:

- A) What are some of the main points you identified in the presentation**
- B) What are your reactions or comments to the video? Do you agree or disagree?**
- C) Look at the two texts from the video and compare them. Which one do you like more?**

I returned and saw under the sun, that the race is not to the swift, nor the battle to the strong, neither yet bread to the wise, nor yet riches to men of understanding, nor yet favour to men of skill; but time and chance happeneth to them all.

Objective considerations of contemporary phenomena compel the conclusion that success or failure in competitive activities exhibits no tendency to be commensurate with innate capacity, but that a considerable element of the unpredictable must invariably be taken into account.

D) Change the following verbs into nouns.

- | | | |
|-------------|---------------|-----------|
| a) increase | d) categorise | g) define |
| b) occur | e) exclude | h) assume |
| c) develop | f) assess | i) delete |

Exercise 3: Passives

- A) What do you know about the passive voice? Why is it used and when is it used? Discuss with a partner.**
- B) Look at the sentences below. Change the verbs in bold into the passive and change the sentences correspondingly. Has the meaning of the sentences changed? If so, how?**

a) We **should reject** this conclusion for two reasons.

b) We **would never have published** this book without additional financial support from the Nansen Institute.

c) A new satellite, which we **will launch** next month, **will detect** global pollution.

d) To preserve originality of thinking, we **have kept** editing of all chapters to a minimum.

e) Experts **presented** and **discussed** a total of ten innovative papers during the two-day workshop sessions.

Exercise 4: Reporting Verbs

- A) What do you know about reporting verbs?**
- B) Look at the following sentences and complete them with the words below.**

Told, said, advised, warned, suggested, asked, offered, ordered.

1. "I'd go and see a doctor if I were you," Bořek said to me.

Bořek _____ me to go and see a doctor.

2. "Can you come and help me with this box?"

John _____ me to help him with this box.

3. "Květa, this is an exam!! Shut up now!!!"

The headmaster _____ Květa to shut up.

4. "That road is very dangerous so just be very careful!"

His mother _____ him that the road was very dangerous and to be careful.

5. "Liverpool won the match last night."

The journalist _____ that Liverpool had won the match the previous night.

6. "Why don't we go and see that new film at the cinema."

Bill _____ going to see the new film at the cinema.

7. "I can come and look after the children tomorrow night."

Jane _____ to come and look after the children the following day.

8. "The lesson starts at six o'clock in the evening."

The teacher _____ us that the lesson started at six in the evening.

C) Complete the following sentences from academic texts with appropriate words or phrases.

Boynton (1982, p. 79) _____ the reader that ordinary chocolate is "too frail to withstand heat, moisture and proximity to baked beans".

Hanks (2004, p. 257) _____ an idiom as an expression whose "meaning . . . is distinct from the sum of its parts".

Smith (2005) _____ with Fry (2003) when she maintains that many students have trouble with reporting verbs.

Some people subscribe to the idea that chocolate is unhealthy, but Boynton's (1982) book _____ this claim.

This paper _____ the effects of alcohol on memory and _____ that further research be done as a matter of urgency.

Exercise 5:

Exercise: Identify the informal expressions in the following sentences (if they contain them) and replace them with a more formal (academic) equivalent.

a) There are various reasons why she is considered a bit conservative.

b) Theorists have paid little attention to that stuff.

c) In this paper, we wanna focus on flow-based detection of online brute force and dictionary attacks.

d) The comments she received after her presentation were pretty good.

e) The law against cell phone use in cars is terribly difficult to enforce.

f) This kind of network represents an interesting environment.

g) Speaking freely is recommended, 'cause unscripted presentations are easier to follow.

h) The analysis did not yield any new results.

i) There do not seem to be many viable solutions to this problem.