



MASARYK UNIVERSITY  
LANGUAGE CENTRE

**ACADEMIC WRITING for international students (English programme)**  
**aVLAWo61 Academic Writing (SESSION 7, 13 May 2016)**



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**LESSON PLAN FOR SESSION 7:**

1. MEZZO LEVEL - PARAPHRASING
2. WRITING METHODS AND RESULTS SECTIONS OF RAs
3. WRITING DISCUSSION SECTIONS OF RAs
4. TROUBLEMAKERS – PRONUNCIATION POINTS
5. ERROR CORRECTION
6. FINAL COURSE EVALUATION

**DEADLINE FOR SUBMITTING THE FINAL DRAFTS OF ABSTRACTS AND INTRODUCTIONS:**

**15 JUNE 2016**

**E-learning:**

<https://is.muni.cz/auth/el/1411/jaro2016/aVLAWo61/index.qwarp>

## **I. PARAPHRASING**

### **1. Consider the following questions.**

- a. What is paraphrasing?
  
  
  
  
  
  
  
  
  
  
- b. Why is paraphrasing vital in academic writing?
  
  
  
  
  
  
  
  
  
  
- c. Do you find paraphrasing easy or difficult to do and why?
  
  
  
  
  
  
  
  
  
  
- d. What are some of the techniques that can be used for paraphrasing?

### **2. Read the original text and the two paraphrases of it. Select the sentence that describes the most appropriate paraphrase.**

#### **ORIGINAL TEXT**

The United States, Germany and Japan and other industrial nations are being transformed from industrial economies to knowledge and information based service economies, whilst manufacturing has been moving to low wage countries. In a knowledge and information based economy, knowledge and information are the key ingredients in creating wealth (Laudon & Laudon, 2000).

#### **PARAPHRASE 1**

The United States, Germany, Japan and other economies are being dramatically changed from industrial economies to knowledge and information based service economies as manufacturing shifts to countries where the wages are low cost. In knowledge and information economies, knowledge and information are the focus in economic growth (Laudon & Laudon, 2000).

#### **PARAPHRASE 2**

There has been a dramatic change in economies like the United States, Japan and Germany from industrial to service economies involved in knowledge and information. As manufacturing shifts to countries where wages are low, economic growth and information economies must focus on knowledge and information production (Laudon & Laudon, 2000).

- a) *Paraphrase 1 is acceptable because it closely follows the sentence structure of the original.*
- b) *Both paraphrases are acceptable because some of the keywords have been changed.*
- c) *Paraphrase 2 is not acceptable because the sentence structure has been changed.*
- d) *Paraphrase 2 is acceptable because both the sentence structure and the keywords have been changed.*
- e) *Paraphrase 2 is unacceptable because the subject of the first sentence is different from the original, i.e. 'dramatic change' rather than 'the United States, Germany and Japan'.*

**3. Useful techniques for paraphrasing (changing vocabulary – synonyms or near synonyms/antonyms): match the words on the right to the synonyms on the left.**

- |                |                |
|----------------|----------------|
| 1. adequate    | a. preliminary |
| 2. initial     | b. relevant    |
| 3. distinct    | c. broad       |
| 4. objective   | d. sufficient  |
| 5. fundamental | e. native      |
| 6. indigenous  | f. crucial     |
| 7. wide        | g. basic       |
| 8. rewarding   | h. unbiased    |
| 9. appropriate | i. fruitful    |
| 10. essential  | j. clear       |
| 11. principal  | k. main        |

**4. Find synonyms for the words in italics.**

1. The *growth* of the car industry *parallels* the *development* of *modern* capitalism.

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2. Henry Ford *adapted* the moving *production* line from Chicago meat industry to *motor* manufacturing, *thus* inventing mass production.

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3. The *responsibility* for standards and quality in the UK *rests* with *individual*, *autonomous* universities.

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**5. Useful techniques for paraphrasing (changing word class: India {n} › Indian {adj.}, mountainous regions {adj. + n.} › in the mountains {prep. + n.}): change to word class of the words in italics and rewrite the sentences:**

eg. Some *management* theories *helped* the company to become the world's *predominant* car company. =  
With the *help* of some *managerial* theories, the company *dominated* the world's car companies.

1. They carried out a thorough analysis of the results.

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2. The map shows the distribution of this species across the world.

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3. The research focuses on developing scientific methods.

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4. The two theories contradict each other.

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6. Useful techniques for paraphrasing (changing the word order or structure), find the words and phrases in the paraphrase that replace the key words in bold type in the original text. Write your answers in the table below.

ORIGINAL TEXT

The United States, Germany and Japan and **other industrial nations** are being **transformed** from industrial economies to knowledge and information based service economies, **whilst** manufacturing **has been moving** to **low wage countries**. In a knowledge and information based economy, knowledge and information are the **key ingredients** in creating wealth.

*From: Laudon & Laudon (2000), Management Information Systems: Managing the Digital Firm, p. 31.*

PARAPHRASE

There has been a dramatic change in economies like the United States, Japan and Germany from industrial to service economies involved in knowledge and information. As manufacturing shifts to countries where wages are low, economic growth and information economies must focus on knowledge and information production (Laudon & Laudon, 2000).

<b>other industrial nations</b>	
<b>transformed</b>	
<b>whilst</b>	
<b>has been moving</b>	
<b>low wage countries</b>	
<b>key ingredients</b>	

7. Summary writing as part of paraphrasing is an important skill in academic work. Complete the list of stages in a successful summary by using phrases from the box.

<i>use your own words</i>	<i>key points</i>
<i>make sure no crucial ideas</i>	<i>order of ideas where necessary</i>

- Read the text carefully and check key vocabulary.
- Underline or highlight the .....
- Make notes of these, taking care to .....
- Write the summary using the notes, re-organising the.....
- Check the summary to .....have been omitted.

## **II. METHODS AND RESULTS SECTIONS OF RESEARCH ARTICLES**

*Drawing on the videos you watched for homework, discuss and answer the following questions (in groups):*

1. What is the purpose of the method/results section of a RA?
2. How is the method/results section organized?
3. What language is typically used in the method/results section?
4. What should be avoided when writing the method/results sections?

*Prepare to report and share the information (in pairs).*

## **III. DISCUSSION SECTIONS OF RESEARCH ARTICLES**

*In your experience, would you rather agree or disagree with the following? Discuss.*

- a. Discussion sections should be short and to the point. It is better to let Results sections speak largely for themselves.
- b. A long Discussion section shows that the author or authors are able to reflect intelligently on what was found.
- c. A long Discussion section is just an opportunity for authors to promote their own research and thus themselves.
- d. Conclusions are rarely necessary. Readers can draw their own conclusions. If readers want a summary, they can always read the abstract.
- e. In these days of rapidly increasing numbers of published research papers, Conclusions are valuable because they can highlight the “take home message” of the study.
- f. There is no point in trying to decide whether short or long Discussion sections in a particular field are better. It all depends on the piece of research being reported. Some research projects will need an extensive Discussion section; others will not.

#### **IV. PRONUNCIATION: TROUBLEMAKERS**

**Work in pairs. Pronounce the following words. Pay attention to stress.**

HEIGHT	INFAMOUS
GENE – GENETIC	EPITOME
SUBTLE	AWRY
QUEUE	NICHE
CHAOS	PLAGIARISM – PLAGIARIZE
ALBEIT	DETERMINE
MISHAP	EXAMINE
DEFICIENCY	ANALYSIS – ANALYZE
INSUFFICIENCY	HYPOTHESIS – HYPOTHESIZE – HYPOTHETICAL
WOMB	PHENOMENON
CAVEAT	PRIORITIZE
GYNECOLOGY	VISUALIZE
HYPOGLYCEMIA	THEORY – THEORIZE – THEORETICAL
SEQUENCE	BREATH - BREATHE
ELITE	EMPHASIS – EMPHASIZE
DEBRIS	PARADIGM – PARADIGMATIC

#### **V. ERROR CORRECTION**

**Read carefully the following sentences and edit them so that they are error-free.**

1. The amount of people who were surveyed was significant.
2. Evidences suggest that diabetes and cardiovascular disease (CVD) may share an underlying cause(s), a theory known as the 'common soil' hypothesis.
3. These programs often discuss about the risks of smoking, factors affecting smoking (peer and familial influences, stress), and strategies to quit.
4. Within each country the objective was to obtain informations from a minimum of 400 living patients...
5. We recommend the medical community to address unanswered questions concerning the effectiveness of many common therapeutic interventions.
6. Recent researches revealed that interactions between cerebral ischemia and the immune system are exceptionally relevant ...
7. According to my opinion the study is of more interest for its evaluation of family relationships than from its utility in diagnosis.