

Master Course in English for Academic Purposes

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Contents:

1. Non-finites

(Gerund, Infinitive, Participles)

Task 1: Non-finites on p. 95 of the text *Scientific Process Skills*

2. Academic writing

Types of essays

- writing an essay
- stages

Task 2: compare introductions/conclusions

- Writing a draft

- Proofreading

Task 3: Write an essay

of 250 words on a chosen topic

1. Finites vs. Non-finites

Task 1: which of these verb forms are finite and which are non-finite?

- *I support small groups of children, including children with EAL during practical activities in order to work on their communication skills and develop their subject vocabulary.*
- *Statements relating to each topic may also be classified by children as scientific / non-scientific.*
- *I encourage children to use their home language to help them make sense of the activities.*

Subject, tense, number

- **which includes** (adjective clause)
- **in order to work ... and develop** (purpose)
- **which/that relate** (adjective clause)
- (in order) **to help** (purpose)

- **Gerund** – verbal noun (*reading/speaking/teaching/running/lying/living/writing ...*)
- **Infinitive** -
FULL INFINITIVE: *to read/to speak/to teach/to live/to write*
BARE/PLAIN INFINITIVE: *read/speak/teach/run/live/write*
- **Participles** – verbal adjectives
Present: *writing*
Past: *written*
Perfect: *having written*

THE GERUND - VERBAL NOUN: reading, speaking, teaching, running, lying, living, writing

I like helping people. I like being helped.

He left without having helped us. He left without having

Subject	<u>Reading</u> is very useful.
Predicative /complement	My hobby is <u>reading</u> books.
Object	I like <u>reading</u> novels.
Object of a preposition	I am fond of <u>reading</u> .

Functions

a) Noun

Painting is a hobby.

b) verb in noun clause

Being a good teacher means building a good classroom atmosphere.

1. I have no specific _____ (train) for this work.
2. The children I work with have difficulty in _____ (express) themselves clearly in English _____ (speak).
3. _____ (paint) is a hobby.
4. I need help with _____ (create) ways to help the children associate the subject language with their _____ (understand).

The Infinitive

Verb in general sense: to read, to speak, to teach, to run, to live, to write

Functions:

I As a noun:

Subject: *To have a philosophical discussion ... is important.*

Predicative/Complement: *What I like is to go for a walk.*

Object: *I want to know the answer.*

II As an adjective:

to qualify a noun: *ways to help the children*

to qualify an indefinite pronoun: *Would you like something to drink?*

to qualify an adjective: *difficult to learn; useful to look*

III As an adverb:

of purpose or result: *in order to work on their ...*

Subject/noun complement

Your task is to go ahead and acquire them.

Her job is to create conditions that enable students to learn for themselves.

In (reduced) adjective or adverb clause

... a set of strategies to be implemented (which should be implemented)

... the subject matter to be taught (which should be taught)

You set out to understand and respond to the author's message.

The Participles - verbal adjectives

He is writing a report.

An interesting report has been sent.

He has written the report.

The written report has been sent.

I The Present Participle

Functions:

1. to form all continuous tenses (6):

- The boy has been writing his homework all day.
- 2. as an adjective (attributively or predicatively): the coming year, running water, a good-looking man, an interesting book, an unpromising start ...
 - It was an exciting story. The story was exciting.
 - It is disappointing news. The news is disappointing

Verb in adjective or adverb clause:

Present Participle is used to shorten the sentence, instead of adjective or adverb clauses (formal use):

3a. Reduced adjective clause: instead of defining relative clause when the verb in it is in a continuous tense or present simple:

- *Statements **relating** to each topic ... ('which/that relate')*
- *If you are familiar with the topic **being discussed** .. ('which is being discussed')*
- *The children **being moved** to another school all have learning difficulties. ('who are being moved')*

II The Past Participle

Functions:

1. to form all perfect tenses (3): *I have read that book.*

2. to form the passive voice:

- *The book was written a century ago.*
- *Is English taught in that school?*

3. as an adjective (attributively or predicatively):

written symbols, tired workers, a pleased look, a retired teacher

Pairs of adjectives:

interesting (something that is) interested (someone that is)

- boring – bored, exciting – excited, pleasing – pleased,
- tiring – tired, surprising – surprised

Verb in adjective or adverb clause:

Past Participle is used to shorten the sentence, instead of adjective or adverb clauses (formal use):

Reduced adjective clause : instead of a relative clause when the verb in it is in the passive voice:

- *... look at definitions shown in Figure 7.1 ('which are shown')*
- *He held the letter written in English. ('which was written')*
- *He is a professor praised by all his students. ('who is praised')*
- I help voluntarily on a part-time basis _____ (support) language development.
- Look at definitions _____ (show) in Figure 7.1.
- Statements _____ (relate) to each topic may be _____ (classify) by children as scientific / non-scientific.

Types of essays

1. Narrative essay (telling a story, real or fictional, usually in chronological order)
2. Descriptive essay (describing the subject)
3. Literary essay (summaries of books)
4. Reflective essay
 - descriptive-reflective (describing the subject and expressing own views: introduction, development, conclusion)
 - abstract (own feelings and views on the subject)
5. Argumentative essay (arguing for and against an idea, interpreting the subject using evidence/knowledge on it: illustration & contrast)
 - Inductive approach – from statements to a general idea ('bottom up' approach)
 - Deductive approach – from a general idea to facts that support it ('top-down' approach)
6. Research essay (research paper/article) (presenting own research)

English in Europe: Opportunity or Threat?

- Opportunity:
 - for speakers of other languages to participate on the world stage
 - English - a lingua franca role in business, higher education, research and tourism
- Threat:
 - to the national languages of Europe
 - to national cultures and identities

Academic Writing

Academic writing is writing done by scholars for other scholars

Stages:

1. Planning/brainstorming
2. The draft stage
3. Drawing up bibliography and researching the theme
4. Data collection
5. Selecting
6. Organizing ideas/rewriting
7. Writing up
8. Editing
9. Rewriting
10. Proof-reading

- the thesis statement
- the body of the essay: paragraphs that develop the thesis by explaining ideas and backing them up with examples or evidence (what you think and why you think it)

For each reason or main aspect you have to support your thesis:

- state your point clearly and explain it
- read your thesis sentence over and ask yourself what questions a reader might ask about it; answer those questions, explaining and giving examples or evidence.

INTRODUCTIONS:

- establish why you are writing the paper; who your reader is
- subject area background information
- research area background information
- clear statement of objectives and hypotheses to be tested
- Task 2: compare introductions of 2 texts in your course material

Results:

- present results in a logical order
- show data
- make a prediction about the future
- give specific advice
- put your topic in a larger context

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