

MANUAL RESEARCH WRITING

Sodiqova Baxtigul



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DENOV TADBIRKORLIK VA PEDAGOGIKA INSTITUTI

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MANUAL RESEARCH WRITING

O'quv qo'llanma

For the 4th year students
In major of Foreign Languages and literature

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Sodiqova Baxtigul Ibodullayevna

60111800 – Xorijiy til va adabiyoti (tillar bo'yicha) yo'nalishi
4- bosqich talabalari uchun

This module is designed to develop fourth-year students' skills in writing graduation theses. Throughout the course, students are introduced to the key stages of scientific research, as well as the principles of academic writing and text editing. Thesis topics are selected based on the students' interests and academic направления, in consultation with their supervisors.

The module equips students with essential competencies such as clearly formulating research objectives, reviewing and analyzing relevant literature, and understanding both individual and collaborative approaches to thesis writing. It also develops skills in presenting information through tables and graphical formats, writing annotations, and recognizing and preventing plagiarism along with understanding its negative consequences. In addition, the module addresses preparation for state certification in the foreign language studied by the students.

The manual consists of 15 units, each outlining its structure and the expected learning outcomes. A variety of tasks—from reading to speaking activities—are included to enhance communicative, research, critical thinking, and collaborative skills. Furthermore, these tasks contribute to strengthening students' teamwork abilities.

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Acknowledge.

Dear Learners,

if this course book is helpful and serves to improve your skills,

our aim will be achieved.

We are grateful to work with you, dear colleagues.

We feel endless happiness having a family who always support us



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INTRODUCTION

The main purpose of the module is to teach fourth-year students the skills of writing graduation theses, initiating the stages of scientific work, using proper writing styles, and editing scientific texts. The topics for graduation theses are determined based on the student's interest and direction by the academic supervisor.



Formulating the research objective of the thesis clearly;
Familiarizing oneself with literature related to the thesis topic and analyzing it;
Understanding how to work on the thesis topic and writing style, both individually and in collaboration with groupmates;
Presenting information in various graphic and tabular formats;
Writing an annotation for the scientific work;
Understanding and preventing plagiarism, along with knowledge of its negative consequences;
Addressing issues such as preparation for the state certification in a foreign language that the student is studying.
This module aims to equip students with the necessary skills to independently undertake and complete their graduation theses, fostering a comprehensive understanding of the scientific research process. The following manual includes ten Units and every Unit shows the its plan, would-be skills are also provided. Communicative, research, critical thinking, collaborative skills are expected to be improved through different types of tasks, ranging from Reading to speaking tasks. Except this, the given tasks hopefully create team building skill.

UNIT 1. BACKGROUND TO WRITING



Writing is one of those skills in language learning. By writing, people can put their ideas in the mind in the form of stories and in other writing form. Writing is a skill that requires students' ability to produce language to communicate in written form. By writing, students can distribute their capabilities to write all the ideas, thoughts or opinion in their mind than talk or communicate directly. Learning writing has been done at universities that can help students improve their writing skill.

Someone will have good writing skills if they get used to write. From the habits of writing it can help them to increase their writing potential writing fluency, and encourage them to be more confident in expressing themselves in writing. Also from the habit of writing it can be made as a career if they have the good competence in writing and interested in the world of authorship.

In addition to adult learners with the ability to write, it can make easier for them to produce variations of writing, either for themselves or for publication. One of the things that can facilitate them if they have the ability to write that is easy for them in completing the thesis. As we know one of the factors that causes many final semester students are delaying to complete their thesis is due to their poor writing skills.

Writing is a complex productive skill that requires more than the ability to form sentences. Successful writing depends on a wide range of

background knowledge systems that work together cognitively, linguistically, and socially.

What is writing?

- A means of communication
- A cognitive activity
- A linguistic performance
- A social and cultural practice

Major Types of Background knowledge are following in turn:

Major Types of Background Knowledge (Vocabulary)

- Word meanings
- Word forms (happy - happiness)
- Collocations (make a decision, not do a decision)
- Academic vocabulary

Weak vocabulary cause to some limitations: repetition, simple expressions, inability to express complex ideas.

Grammatical knowledge students should know how to write correct form sentences while they are writing their opinions. Grammar allows ideas to be expressed accurately and logically. It combines:

- Tenses
- Sentence structure
- Agreement
- Word order
- Clause combination

Orthographic knowledge is the main thing in writing. It includes: spelling, capitalization, punctuation. These make writing readable and meaningful.

Content knowledge is the another most important thing, because if students know the subject, content includes following: facts about topic, concepts, examples related to theme, personal and academic writing experience.

Without topic knowledge, students write very little, use general ideas, avoid details.

Text organization, purpose of the text, typical expressions are the vital elements of writing style.

Discourse knowledge consists of paragraph structure, topic sentences, cohesion (and, however, therefore), logical sequencing of ideas.

Pragmatic knowledge of writing includes following elements:

Formal and informal style, politeness strategies, indirect and direct expressions, academic writing norms. For example, English academic writing values: clear thesis, logical structure, evidence-based arguments.

Structure of Essays

Introduction paragraph

- Write a general statement about the topic one or two sentences
- Focus on the question in your own words
- Give your opinion and tell the reader your essay plan

Two Discussion paragraphs

- Begin with a topic sentence
- Explain the idea of the topic sentence in detail
- Personal experience/ facts/data/ examples...etc..

Conclusion paragraph

- A general, one-sentence summary
- A focused summary of the main points-avoiding repetition of vocabulary
- Personal comment

Longer essays and reports' structure

Introduction	
Main body	
Literature review	
Case study	
Discussion	
Conclusion	
References	
Appendices	

Dissertations and journal articles

Abstract	
List of contents	
List of tables	
Introduction	
Main body	
Literature review	
Case study	
Findings	
Discussion	
Conclusion	
Acknowledgements	
References	
Appendices	

Exercises 1. Find the words in the lists above that match the following definitions:

- (a) A short summary that explains the paper's purpose and main findings.

- (b) A list of all the sources the writer has mentioned in the text.

- (c) A section, at the end, where additional information is included.

- (d) A short section where people who have helped the writer are thanked.

- (e) Part of the main body in which the views of other writers on the topic are discussed.

- (f) A section where one particular example is described in detail.

Exercises 2. Common types of academic writing. Match the terms on the left to the definitions on the right.

Notes	A piece of research, either individual or group work, with the topic chosen by the student(s).
Report	The longest piece of writing normally done by a student (20,000+ words), often for a higher degree, on a topic chosen by the student.
Project	A written record of the main points of a text or lecture, for a student's personal use.

Essay	A general term for any academic essay, report, presentation or article.
Dissertation/thesis	A description of something a student has done.
Paper	The most common type of formal written work which with the title given by the teacher or researcher consists of around 1,000–5,000 words.

Exercises 3. Read the text below and find the definitions of the words in paragraphs, use the words in bold letters.

sentence – heading – sub-title – paragraph – title – phrase

(a) The Hidden Power of Sleep.

(b) How sleep affects to memory, learning and health.

(c) Introduction.

(d) Sleep is one of the most important biological needs for human beings. Researchers have researched that adequate sleep improves concentration, strengthens the immune system, and supports emotional stability. Lack of sleep can lead to serious physical and mental health problems.

(e) During deep sleeping, the brain works information collected during the day and stores it as long-term memory.

(f) However, modern lifestyles often reduce sleep time. Many people stay awake late using digital devices, which affects the body's natural sleep rhythm.

Answers:

- (a) _____
- (b) _____

(c) _____

(d) _____

(e) _____

(f) _____

Exercises 4. Read the titles and match the features given with letters

sentence – heading – sub-title – paragraph – title – phrase

(a) The Impact of Social Media on Teenagers.

(b) Positive and negative effects on communication and mental health.

(c) Background.

(d) Social media has become an vital part of teenagers' daily lives. It allows young people to communicate, share information, and build relationships across distances. However, excessive use may reduce face-to-face interaction and affect real-life social communicative skills.

(e) In many cases, teenagers compare themselves to unrealistic online images.

(f) As a result, some adolescents experience lower self-esteem and increased anxiety.

Answers:

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

(f) _____

Exercises 5. Write simple and compound sentences according to the table below.

BrightTech – smartphone sales 2018–2022

Year	2018	2019	2020	2021	2022
Units sold	82,000	95,500	110,300	104,200	88,600

All sentences structure and they contained verbs:

In 2018, the company **sold** over 80,000 smartphones.

Between 2018 and 2019, sales **increased** significantly.

Simple sentences are clear and easy to understand for students but academic writing also requires longer and compound sentences. Long sentences combine ideas using conjunctions, relative pronouns or punctuations.

Join the ideas using the word in brackets.

1. In 2019, BrightTech sold 95,500 smartphones. Sales grew compared to 2018. (**because**)

2. In 2020, the company sold 110,300 smartphones. This was the highest number in the period. (**which**)

3. Sales fell in 2021. The company still remained profitable. (**although**)

4. In 2022, sales dropped to 88,600. This was lower than in 2021. (;)

5. The company introduced new features. Customers responded positively. (**so**)

Exercises 6. Make simple and compound sentences according to the table.

GreenFarm – milk production 2017–2021

Year	2017	2018	2019	2020	2021
Litres produced	45,000	52,300	60,800	58,200	63,500

All sentences contain following verbs:

In 2017, the farm **produced** 45,000 litres of milk.

Between 2017 and 2018, **production increased**.

Simple sentences are easy to make and express ideas, but compound sentences help learners to connect ideas in academic writing. In compound sentences you can use conjunctions, relative pronouns, or punctuation for linking ideas.

Join the ideas in one sentence using with the conjunctions in brackets.

1. In 2018, milk production reached 52,300 litres. This was higher than in 2017. (**which**)

2. Production rose in 2019. Weather conditions were favourable. (**because**)

3. Output fell slightly in 2020. The farm improved its technology. (**although**)

4. In 2021, production increased to 63,500 litres. This was the highest level. (;

5. The farm expanded its market. Profits grew. (**so**)

Glossary:

1. **Sentence** is a group of words that expresses a complete idea and usually ends with a full stop, question mark, or exclamation mark.
2. **Heading** is a short line of text that shows what a section is about.
3. **Sub-title** is a smaller title that gives more information about the main title.
4. **Paragraph** is a group of sentences that talk about one main idea.
5. **Title** is the name of a book, story, text, or article.
6. **Phrase** is a group of words that has meaning but does not make a complete sentence.
7. **Introduction** is the first part of a text that explains the topic and purpose.
8. **Main body** is the central part of a text where ideas, arguments, and details are explained.
9. **Literature review** is a section that summarizes and analyzes previous studies on the topic.
10. **Case study** is a detailed study of one person, group, event, or situation.
11. **Discussion** is the part where results are explained, interpreted, and connected to other studies.
12. **Conclusion** is the final part of a text that summarizes the main points and gives final thoughts.
13. **References** are a list of books, articles, or sources used in the work.
14. **Appendices** are extra materials added at the end of a text for more information.

Homework: write 10 sentences using linking words.

UNIT 2. THE STRENGTH TO SURVIVE

Read the text and translate it into Uzbek.

Life is full of different

challenges. Every person faces difficulties during life time, whether it is illness, loss of something or someone, failure in

developing, or disappointment from situations. The ability to survive and continue despite these problems is called resilience. Resilience is not something we are born with; it is a skill that can be developed over time.

People show strength in different ways. Some rely on their family and friends for support, while others find comfort in their hobbies, work or faith. Even small actions, like taking a walk, writing in a journal, or talking to someone, can help a person feel stronger. Surviving is not only about enduring problems, but also learning from them. Every challenge



teaches a lesson. It can make a person wiser, more patient, and more compassionate. Those who survive difficult situations often discover abilities and strengths they did not know they had.

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Every challenge teaches a lesson. It can make a person wiser, more patient, and more compassionate. Those who survive difficult situations often discover abilities and strengths they did not know they had.



Sometimes, survival requires courage. It is not easy to face fear, pain, or uncertainty. However, every step forward, no matter how small, is proof of strength.

People who survive difficult times often inspire others to keep going. In conclusion, the strength to survive comes from resilience, courage, and the ability to learn from difficulties. Life will always have challenges, but with determination and support, people can overcome almost anything.

Answer following questions and write your own opinion.

1. What is resilience, and why is it important for surviving difficulties?
2. Give two examples of how people can find strength during hard times.
3. How can challenges help people grow or become stronger?
4. Why is courage necessary for survival?
5. Write about a personal experience or story where you or someone you know showed strength to survive a difficult situation.

What is a Compound Sentence?

A compound sentence is a sentence that joins two or more independent clauses (complete sentences) using a coordinating conjunction (for, and, but, nor, or) or a semicolon.

Independent clause: a clause that can stand alone as a sentence because it expresses a complete thought.

Compound sentence: at least two independent clauses connected to form a single sentence.

Example: **I** was hungry, **so** I made a sandwich.

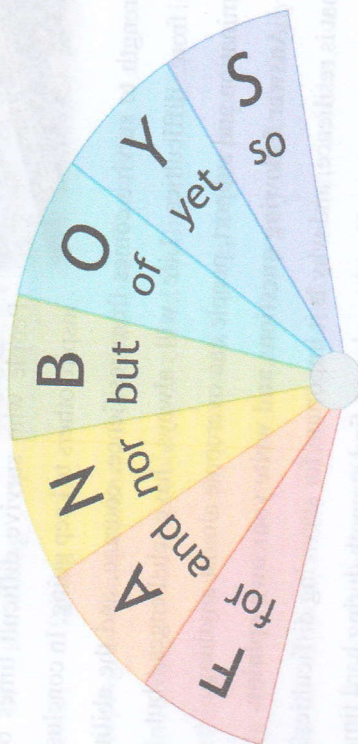
“I was hungry” – independent clause

“I made a sandwich” – independent clause

“so” – coordinating conjunction

Ways to Form Compound Sentences

Using Coordinating Conjunctions



The most common coordinating conjunctions are called **FANBOYS**. They are followings ones:

Letters	Conjunctions	Usage and meaning
F	For – sababli	reason/cause
A	And – va	addition
N	Nor – na, na	negative addition
B	But – ammo, lekin, biroq	contrast
O	Or – yoki	choice/alternative
Y	Yet – hali	contrast/surprise
S	So – shuning uchun	result/consequence

Structural form:

Independent clause +, + coordinating conjunction + Independent clause

Examples:

I like tea, **and** she likes coffee.

He was tired, **but** he continued working.

You can stay here, **or** you can come with us.

I forgot my keys, **so** I couldn't enter the house.

Using a Semicolon (;)

You can join **two independent clauses** without a conjunction using a semicolon.

Structural form:

Independent clause; + Independent clause

Examples: I went to the store; I bought some milk.

She likes reading; he prefers playing football.

Rule: Use a semicolon when the clauses are closely related in meaning.

Using a Semicolon + Conjunctive Adverb

Sometimes you can use a transition word (conjunctive adverb) such as however, therefore, moreover with a semicolon.

Structural form:

Independent clause; + conjunctive adverb, + Independent clause

Examples:

I wanted to go out; **however**, it started raining.

She studied hard; **therefore**, she passed the exam.

Rules for Writing Compound Sentences

1. Each clause must be independent (can stand alone).
2. Use a comma before the coordinating conjunction.
3. If using a semicolon alone, no comma is needed.

4. Avoid comma splices (joining two independent clauses with just a comma).

Incorrect: I went to the store, I bought milk.

Correct: I went to the store, **and** I bought milk.

Correct: I went to the store; I bought milk.

Exercise 1: Combine the two sentences into one compound sentence using **and, but, or, so, for, nor, yet**.

1. I wanted to go for a walk. It started raining.
2. She didn't study for the exam. She still passed.
3. We can go to the beach. We can stay at home.
4. He is very tired. He continues working.
5. I don't like coffee. I don't like tea.

Exercise 2: Combine the following independent clauses using with a semicolon. No conjunction is needed.

1. I enjoy reading books. My brother enjoys playing football.
2. She woke up early. She missed the bus.
3. The sun is shining. The weather is warm.
4. I tried to call you. You didn't answer.
5. He wanted to help. He couldn't find his keys.

Exercise 3: Use a semicolon + conjunctive adverb. Rewrite these sentences using a semicolon and a suitable conjunctive adverbs in brackets (however, therefore, moreover, consequently, nevertheless).

1. I was late. I missed the meeting.
2. The movie was interesting. I fell asleep.
3. She studied hard. She failed the test.
4. The restaurant was crowded. We had a great time.
5. He didn't feel well. He went to work.

Exercise 4: Find the compound sentence. Decide which of the following sentences are compound sentences.

1. I went to the store, and I bought some milk.
2. Although I was tired, I finished my homework.
3. She likes tea, but she doesn't like coffee.
4. When the sun set, the sky turned red.
5. He studied hard; therefore, he passed the exam.

Exercise 5: Correct the mistakes in these compound sentences. Add commas, conjunctions, or semicolons as needed.

1. I wanted to go for a walk, it was raining.
2. She likes chocolate, he prefers vanilla.
3. He was tired, he continued working.
4. We can go to the park, we can stay home.
5. I forgot my keys, I couldn't open the door.

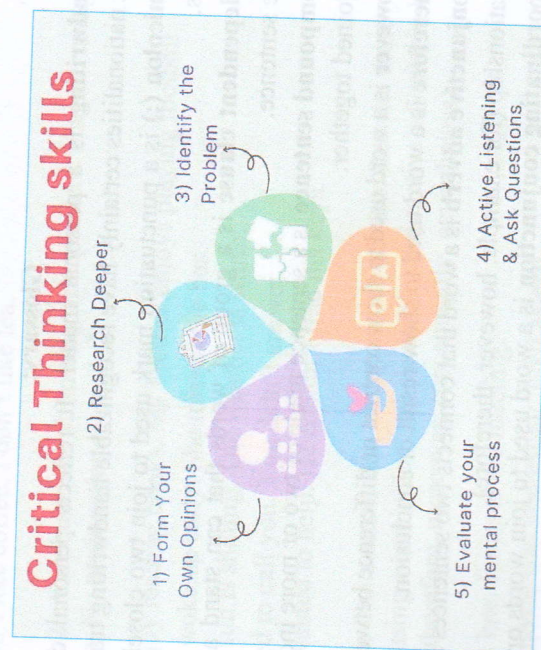
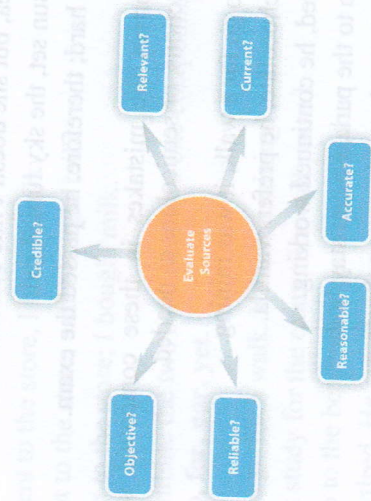
Glossary:

1. **Handwriting** is a personal matter. It reflects personal character. Different nationalities certainly have recognizable handwriting traits¹.
 2. **Semicolon (;)** is a punctuation mark used to join two closely related sentences.
 3. **Independent clause** is a group of words that can stand alone as a complete sentence.
 4. **Compound sentence** is a sentence made of two or more independent clauses joined together.
 5. **However** is a word used to show contrast or difference between ideas².
 6. **Therefore** is a word used to show result or conclusion.
 7. **Conjunctive adverb** is a word that connects two sentences and shows their relationship (for example: however, therefore).
 8. **Coordinating conjunction** is a word used to join words or sentences of equal importance (for example: and, but, or).
- Homework: write your own essay about Role of selfmotivation in person's life.**

¹ Harmer, J. (2007). *How to Teach English*. Longman. England. — P. — 84.

² Usmonov A. K O'zbek tili bog'lovchilarining funktsional-stilistik va pragmatic xususiyatlari: Filol fanlari falsafa d-r'i (PhD)...diss. — Jizzax, 2023. — 62 b.

UNIT 3. READING: FINDING SUITABLE SOURCES/DEVELOPING CRITICAL APPROACHES



Why Reading Skills Are Important for Students

Reading is one of the most necessary skills for students. It helps students and learners to learn, understand new ideas and succeed in school or university. Good reading skill make studying process easier and it improves performance of them in all subjects. Firstly, reading helps students

develop knowledge. Textbooks, articles, and online materials can be resources of information about many topics, such as science, history and literature. Students who read regularly can understand lessons faster and remember information better than before.

Furthermore, reading improves language and communication skills. Students can learn new words, improve grammar, and understand how sentences and ideas are connected. These skills help them write essays, participate in class discussions and sessions and communicate clearly with teachers and classmates.

Finally, reading strengthens critical thinking skills. Students learn how to focus, analyze information and solve problems immediately. Reading encourages imagination and creativity, which are important for projects, presentations, and exams of students. Overall, reading can also reduce stress. A good story or article can help students relax, feel inspired, and enjoy learning. Reading is not only useful but also enjoyable. Reading skills are very vital for students. They help all students learn faster, improve language, develop thinking skills and enjoy their studies. Students should read regularly to succeed in school and in life.

Reading techniques

Reading techniques help students or readers engage with texts effectively and purposefully.

Skimming is a technique used to quickly get the general idea of a text. In this method, readers focus on titles, headings, and subheadings, as well as the first and last sentences of paragraphs, while paying attention to key words or numbers. Skimming is especially useful for newspapers, textbooks, or exam materials when time is limited³.

Scanning is aimed at quickly finding specific information within a text. In this technique, the reader identifies the key words they are looking for and moves their eyes rapidly across the text to locate the information while ignoring unnecessary details. Scanning is often used to search for dates, names, figures, or definitions.

³ <https://www.butte.edu/departments/cas/tipsheets/readingstrategies/textbook.html>

Intensive reading is intended to understand a text in detail. Readers go through the text slowly and carefully, focusing on grammar, vocabulary, and meaning. They may highlight key points, take notes, or summarize important ideas. Intensive reading is mainly used for academic texts, literature, and study materials.

Extensive reading focuses on improving reading fluency and overall understanding. In this approach, readers read longer texts for general comprehension without stopping for every unknown word, trying instead to understand meaning from the context. Extensive reading is suitable for novels, magazines, blogs, or any materials that readers enjoy⁴.

The **SQ3R** method is a structured approach to studying texts effectively. The name SQ3R comes from the initials of its five steps: Survey, Question, Read, Recite, Review. It consists of five steps: Survey – quickly examine the text's headings and structure; Question – turn headings into questions; Read – read carefully to find answers to these questions; Recite – summarize what has been read in your own words; Review – go over main ideas and notes to reinforce understanding⁵.

Active reading encourages the reader to interact with the text critically. This method involves asking questions while reading, annotating or underlining key points, and connecting new information with prior knowledge. Active reading is often used in academic research, essay writing, and critical analysis.

Speed reading is a technique aimed at increasing reading speed without losing comprehension. It involves avoiding subvocalization, using a finger or pointer to guide the eyes, and reading groups of words rather than each word individually. Speed reading is particularly helpful when large volumes of material need to be read quickly⁶.

Overall, reading techniques should be chosen according to the purpose and type of text, and they significantly improve the efficiency and effectiveness of a reader's comprehension.

⁴ Kambarova S. I. Umumiy o'qitish tizimida o'quvchilarning mustaqil mutolaa madaniyatini shakllantirish texnologiyasi: Filol fanlar falsafa doktori (PhD) ... dis avtoref. – Samarqand, 2019. – 18 b.

⁵ <https://www.uopeople.edu/blog/reading-techniques/>

⁶ https://en.wikipedia.org/wiki/Speed_reading

Exercise 1. Read the following short passage quickly — don't read every word. Just try to get the general idea of the text using skimming.

«Electric cars have become increasingly popular in recent years. Many countries are encouraging drivers to switch from petrol and diesel vehicles to electric models in order to reduce environmental pollution. Governments are offering tax incentives and building more charging stations to support this transition. Although electric cars have higher upfront costs, their lower operating costs and long-term benefits make them attractive to many drivers».

Skimming Questions

1. What is the main topic of the passage?
2. Which aspect of electric cars is emphasized as positive?
3. What is one challenge of electric car adoption mentioned in the passage?

Exercise 2. Here is the beginning of a short story by Roald Dahl (The Way Up to Heaven). Skim through it and underline the sentence or the words that best sum up the main idea of each paragraph (the key words or sentences).

The way up to Heaven all her life.

Mrs Foster had had an almost pathological fear of missing a train, a plane, a boat, or even a theatre curtain. In other respects, she was not a particularly nervous woman, but the mere thought of being late on occasions like these would throw her into such a state of nerves that she would begin to twitch. It was nothing much—just a tiny vellicating muscle in the corner of the left eye, like a secret wink – but the annoying thing was that it refused to disappear until an hour or so after the train or plane or whatever it was had been safely caught. It was really extraordinary how in certain people a simple apprehension about a thing like catching a train can grow into a serious obsession. At least half an hour before it was time to leave the house for the

station, Mrs Foster would step out of the elevator all ready to go, with hat and coat and gloves, and then, being quite unable to sit down, she would flutter and fidget about from room to room until her husband, who must have been well aware of her state, finally emerged from his privacy and suggested in a cool dry voice that perhaps they had better get going now, had they not?

Mr Foster may possibly have had a right to be irritated by this foolishness of his wife's, but he could have had no excuse for increasing her misery by keeping her waiting unnecessarily.

Mind you, it is by no means certain that this is what he did, yet whenever they were to go somewhere, his timing was so accurate - just a minute or two late, you understand and his manner so bland that it was hard to believe he wasn't purposely inflicting a nasty private little torture of his own on the unhappy lady. And 68 one thing he must have known - that she would never dare to call out and tell him to hurry. He had disciplined her too well for that. He must also have known that if he was prepared to wait even beyond the last moment of safety, he could drive her nearly into hysterics. On one or two special occasions in the later years of their married life, it seemed almost as though he had wanted to miss the train simply in order to intensify the poor woman's suffering.

Assuming (though one cannot be sure) that the husband was guilty what made his attitude doubly unreasonable was the fact that, with the exception of this one small irrepressible foible, Mrs Foster was and always had been a good and loving wife. For over thirty years, she had served him loyally and well. There was no doubt about this. Even she, a very modest woman, was aware of it, and although she had for years refused to let herself

believe that Mr Foster would ever consciously torment her, there had been times recently when she had caught herself beginning to wonder⁷.

Exercise 3. Choose the best title.

Rules

1. **Skimming:** Read each article quickly to get the **general idea**.
2. **Scanning:** Look for keywords to decide which title fits best.
3. Write the correct title next to each article.

Article 1

AN UNEXPECTED HERO

Sarah Thompson never imagined that her small act of courage would make headlines. While walking home from work, she noticed smoke coming from a nearby apartment building. Without hesitation, Sarah ran inside and helped an elderly man escape. Firefighters arrived minutes later and praised her bravery. Sarah said she was just doing what anyone would do.

Choose the best title:

- A daring firefighter
- A lucky meeting
- An unexpected hero

⁷ P. Grellet, *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*, Cambridge University Press, 1981. - P. 34.

- A clever rescue
- Article 2

HELPING HAND

A local charity is raising funds to help families affected by the recent floods. Volunteers are collecting clothing, food, and household items to distribute to those in need. Organizers hope that the campaign will provide relief and support for hundreds of families in the city.

Choose the best title:

- Charity campaign aids flood victims
- Volunteer firefighters in action
- City hosts food festival
- Businessman donates millions

Article 3

A TALENTED STUDENT

Emma Li, a 15-year-old pianist from Chicago, won first place in the national music competition. She has been playing the piano since the age of four and has performed in several international concerts. Her teachers say that her dedication and talent are truly exceptional.

Choose the best title:

- A talented student
- Music festival highlights
- Piano lessons for beginners
- A gifted teacher

Exercise 4. Scan the text.

Last Saturday, the Green City Marathon took place in Central Park. More than **3,000 runners** participated in the event. The race began at **9:00 a.m.** and the weather was sunny but cool. The winner of the marathon was **Daniel Brooks**, a 27-year-old athlete from Canada, who finished the race in **2 hours and 11 minutes**. The event raised **\$45,000** for local environmental projects. Organizers said next year's marathon will be held on **March 12**.

Questions for Scanning:

1. How many runners took part in the marathon?
2. What time did the race start?
3. Who won the marathon?
4. How old is the winner?
5. How much money was raised?
6. When will the next marathon be held?
7. Where did the event take place?

Exercise 5. Label the passage parts with the correct letters⁸.

1.1 Label the reading passage with the correct letters in the box (A–G).

Features of a Reading passage			
A	footnote	E	heading
B	subheading	F	caption
C	column	G	paragraph
D	figure / illustration		

Health-Tea

Sid Courans looks at the health properties of a favourite drink

If you are a tea drinker you have probably heard of tannins, which are plant based chemicals found in tea. They are responsible for the astringent bitter taste sometimes associated with tea. When you drink a cup of tea, it usually dissolves and remains clear unless the water is too cold or too alkaline.

Tannins occur in many different types of plants and food, but are especially present in oak galls, which have been used for centuries in Chinese medicine due to their health giving properties. Tannins are often present in drinks and medicine because they are soluble in water, but how much they dissolve depends on factors like temperature and the chemical make up of the liquid.

In chemistry, an alkali is the opposite of an acid
* Abnormal growths on oak trees

Tannins exist in all types of tea



⁸ P. Cullen, A. French, V. Jakeman 'The Official Cambridge Guide to IELTS. Student's book with answers. Cambridge University Press. 2025. – 398p. ISBN 9781009672368.

Exercise 6. Skim the text⁹ below.

- 1 Spend one minute skim reading the following passage to get a sense of the overall meaning. What is the main topic?

- A new discoveries in chemistry
- B the discovery of ancient objects
- C how international scientific teams work

Ochre find reveals ancient knowledge of chemistry

The oldest ochre-processing toolkits and workshop ever found have been unearthed, indicating that as far back as 100,000 years ago, humans had an understanding of chemistry.

South Africa's Blombos Cave lies within a limestone cliff on the southern Cape coast, 300 km east of Cape Town. It's known for its 75,000-year-old rich deposits of artefacts such as beads, bone tools and ochre engravings. Some engravings date as far back as 100,000 years.

Archaeologist Christopher S. Henshilwood from the University of Witwatersrand in Johannesburg and University of Bergen, Norway has been excavating at the site since 1992, and has reported the discovery of a mixture, rich in ochre, stored in two abalone shells. It dates back to the Middle Stone Age – 100,000 years ago. Ochre is a term used to describe a piece of earth or rock containing red or yellow oxides or hydroxides of iron. It can be used to make pigments, or paints, ranging from golden-yellow and light yellow-brown to a rich red. Its use spans the history of humans – from those living more than 200,000 years ago, to modern indigenous communities.

Made from an array of materials, this mixture, which could have functioned as wall, object and skin decoration or skin protection (acting in a similar way to modern-day sunscreen), indicates the early developments that occurred in the people who originally used the site.

"[Judging from] the complexity of the material that has been collected from different parts of the landscape and brought to the site, they [the people] must have had an elementary knowledge of chemistry to be able to combine these materials to produce this form. It's not a straightforward process," said Henshilwood.

- 1.2 Scanning involves searching a text quickly for a specific piece of information. Practise scanning the passage for the words/ numbers in the box.

75,000	100,000	200,000	artefacts	ochre
--------	---------	---------	-----------	-------

Glossary

1. **Skimming:** Reading quickly to get the main idea of a text¹⁰.
 2. **Scanning:** Reading to find specific information, such as a date or a name.
 3. **Main idea:** The most important idea in a text or paragraph.
 4. **Supporting details:** Information that explains or supports the main idea.
 5. **Context:** The words and sentences around a word that help explain its meaning.
 6. **Inference:** An idea you understand from the text, even if it is not directly stated.
 7. **Prediction:** Guessing what will happen next using the text and prior knowledge. Prediction is a major factor in reading¹¹.
 8. **Summary:** A short version of a text that includes only the main points.
 9. **Purpose:** The reason why the text is written by author¹².
 10. **Tone of the text:** The writer's attitude or feeling in the text.
 11. **Point of view:** The position or perspective from which a text is written.
 12. **Fact:** Information that can be proven true.
 13. **Opinion:** A personal belief or feeling that cannot be proven.
 14. **Key words:** Important words that help understand the text.
 15. **Text structure:** it is the way a text is organized (for example: introduction, body, conclusion).
 16. **Comprehension** is the ability to understand what you read¹³.
- Homework: practice all given information.**

¹⁰ Grabe, W. & Stoller, F. L. (2011). *Teaching and Researching Reading*. Pearson Education. – P. – 30.

¹¹ Harmer, J. (2007). *How to Teach English*. Longman. England. – P. – 70.

¹² Nuttall, C. (2005). *Teaching Reading Skills in a Foreign Language*. Macmillan.

¹³ Alderson, J. C. (2000). *Assessing Reading*. Cambridge University Press. England.

UNIT 4. YOUR ATTENTION, PLEASE!

Concentration is important in everyday life. Scientists discovered that the ability to stay focused can be an important indicator of a person's future success. Many influential and hugely successful people like Steve Jobs or Bill Gates stressed the power of simplicity and focusing on priorities. As an old Zen proverb says, "When walking, walk. When eating, eat". This quote is not only about walking or eating. It describes an approach to life. It simply states that the most important thing is to focus your attention on present activity. This is the way to achieve the best results. So, what is concentration and why can you have problems with it?



Concentration is the ability to think carefully about something you are doing and nothing else. It means controlling your attention. It is the ability to focus the mind on one subject, object or thought and at the same time exclude any other unrelated thoughts, ideas, feelings and sensations.

Unfortunately, it is easy to get distracted. At work the temptation to read an email, answer a phone, respond to a tweet or instant message, make a coffee or talk to a friend can interrupt your schedule, force you to move meetings or be late completing your projects. Your brain becomes quickly overworked. Instead of focusing on one task you skip from one to another, becoming less effective and losing concentration. How to improve your focus¹⁴?



A balanced diet and physical exercise are important for your ability to stay focused. A healthy diet provides your brain with vitamins and minerals that allow it to function properly. Some B-group vitamins, like B3 (nicotinamide), B9 (folic acid) and B12 can help you boost your focus, concentration and productivity. They can be found in a healthy diet containing foods like:

- egg yolk,
- watercress,
- certain cheeses,
- some fruits and vegetables.

Magnesium is a mineral that also greatly improves the ability to concentrate. Magnesium-rich foods include:

- whole wheat,
- spinach,
- dark chocolate,
- mussels,
- beans,
- nuts,
- lentils.

You can also boost your concentration by doing some simple exercises. Try doing them at home or at work and watch how your concentration levels go up.



¹⁴ <https://www.berocca.co.nz/life-energy/concentration-the-key-to-success>

1. For this exercise, you need to sit on a chair with your back straight and shoulders relaxed. Then close your eyes and focus on your breathing. When it slows down you will be able to feel yourself relaxing. Now you need to think of an object (it can be anything) and try to concentrate on it. Try to describe it as best as possible, view it from different angles and discover its characteristics. Then let the object go and focus on your body, stretch and open your eyes.

2. This exercise will help you improve your concentration at work. You should choose a task that you find difficult. First, you have to set a time frame for completing this task. This will make you work more efficiently. Second, you should make a list of all things that distract you and find a way of excluding them. Then, sort out the tasks you still have to do and set yourself the goal of completing one task a day. That way your mind won't be cluttered with unnecessary thoughts.



In some situations, you may need a vitamin and mineral supplement but note that these are not a substitute to a varied and balanced diet and a healthy lifestyle. Both are essential if you want to boost your focus. Below you can find more tips that can help you improve your concentration.

Brain training: did you know that playing certain types of games can help you get better at concentrating? You can try playing sudoku, chess, memory and word games as well as crosswords or jigsaw puzzles. All of these activities not only improve concentration over time, but can also help you develop your working and short-term memory as well as problem-solving skills.

Getting quality sleep: Insufficient amounts of sleep impede your concentration. While it's OK to not get enough sleep from time to time, constant sleep deprivation will leave you unable to focus and negatively affect your mood and overall performance. To improve your sleep, you can try turning off any screens about an hour before bedtime, keeping your

bedroom cool, relaxing with a good book or a warm bath and exercising regularly. It's also advisable to try to go to sleep and get up at around the same time every day to maintain a regular schedule.

Spending time in nature. There is a reason why having plants in your workspace helps increase concentration: your brain has a tendency to relax in a natural environment. That's why it is good to try and find time for a short walk in a park, bush, or along the coast every day. Even sitting in your backyard or garden can help you wind down, so try to reserve 15 to 20 minutes in your daily schedule just to be in nature.

Reading comprehension practice questions

Exercise 1. True / False / Not Given

1. Concentration means thinking about several things at the same time.
2. Successful people often talk about the importance of focus.
3. Distractions at work can reduce productivity.
4. Vitamin supplements are more important than a healthy diet.
5. Magnesium helps improve concentration.
6. Brain games only improve short-term memory.
7. Sleep affects mood and performance.
8. Nature helps the brain to relax.

Exercise 2. Short Answer Questions. Answer in 1-4 words only.

1. What does concentration help you control?
2. What can happen to your brain when you jump from task to task?
3. Name one B-group vitamin mentioned.
4. Which mineral improves concentration?
5. Where should you sit during the first concentration exercise?
6. What should you do with distractions at work?
7. Name one brain game from the text.
8. How long should you spend in nature daily?

Exercise 3. Fill in the gaps. Complete using words from the text.

1. Concentration is the ability to focus on one _____ and exclude others.
2. Many people lose focus because they get easily _____.
3. A healthy diet provides vitamins and _____ for the brain.
4. B-group vitamins can increase focus and _____.
5. _____ is a mineral that improves concentration.
6. In the breathing exercise, you should sit with your back _____.
7. You should set a _____ frame to complete difficult tasks.
8. Brain games improve working and short-term _____.
9. Lack of sleep negatively affects mood and overall _____.
10. Spending time in _____ helps the brain relax.

Types of reading questions.

1. True / False / Not Given (or Yes / No / Not Given)

What you do: Decide if the statement:

True – agrees with the text

False – contradicts the text

Not Given – information not mentioned

Golden rule:

If information is missing = NOT GIVEN

Don't use your own knowledge.

Big mistake students make is Guessing based on logic instead of text.

2. Matching Headings

What you do: match a heading to each paragraph.

Main reading skills in this type of question are:

Identifying main idea, skimming skills.

Rule:

Do not focus on details — look for the general theme.

A. Matching Information

What you do: You find which paragraph contains specific information.

Main reading skills in this type of question are:

Scanning, Recognizing paraphrasing

Rule: The wording in the question ≠ wording in text.

RULES

4. Sentence Completion

What should you do? Complete a sentence using words from the text.

Main reading skills in this type of question are:

Grammar awareness, Understanding detail.

NOTE

Note! Follow word limit (NO MORE THAN ONE, TWO WORDS OR THREE WORDS etc.)

6. Summary Completion

What should you do? Fill missing words in a summary.

Main reading skills in this type of question are:

Understanding overall meaning, Recognizing synonyms.

Rule: Check grammar — noun, verb, adjective...

RULES

6. Short Answer Questions

What should you do? Answer questions in 1–3 words.

Main reading skills in this type of question are:

Scanning for facts, Detail understanding.

Common problem in this type of question is that students write too many words → answer marked wrong.

7. Table / Flowchart / Diagram Completion

What you do? Fill information in a visual form.

Main reading skills in this type of question are:

Understanding processes, Logical order.

9. Matching Sentence Endings

What should you do? Match the beginning of a sentence with the correct ending.

Main reading skills in this type of questions are:

Logical meaning, Grammar awareness and Understanding ideas.

10. Choosing a Title

What should you do? Select the best title for the whole passage.

Main reading skills in this type of question are:

Overall understanding, Identifying central theme.

11. Multiple Choice Questions (MCQs)...

What you do: Choose the correct answer (A, B, C, D).

Main reading skills in this type of questions are:

Understanding main ideas, understanding details, recognizing opinions, identifying writer's purpose.

Strategy for doing questions:

Read questions firstly, next underline keywords, find those ideas in the text, eliminate wrong answers.

SUMMARISING

Summarising is the process of shortening a large amount of information, such as a book, article or speech into a small one, shorter version that highlights only the main points in learner's or students' own words. Unlike paraphrasing it often keeps a similar length to the original text, a summary is significantly short and focuses on the overall gist or key arguments of the text. It requires analyzing full original source, omitting minor unnecessary details and proper referencing the source to avoid plagiarism.



BOX 10.10: EFFICIENT AND INEFFICIENT READING

	Efficient	Inefficient
1. Language	The language of the text is comprehensible to the learners.	The language of the text is too difficult.
2. Content	The content of the text is accessible to the learners; they know enough about it to be able to apply their own background knowledge.	The text is too difficult in the sense that the content is too far removed from the knowledge and experience of the learners.
3. Speed	The reading progresses fairly fast: mainly because the reader has 'automatized' recognition of common combinations, and does not waste time working out each word or group of words anew.	The reading is slow: the reader does not have a large 'vocabulary' of automatically recognized items.
4. Attention	The reader concentrates on the significant bits, and skims the rest; may even skip parts he or she knows to be insignificant.	The reader pays the same amount of attention to all parts of the text.
5. Incomprehensible vocabulary	The reader takes incomprehensible vocabulary in his or her stride: guesses its meaning from the surrounding text, or ignores it and manages without; uses a dictionary only when these strategies are insufficient.	The reader cannot tolerate incomprehensible vocabulary items: stops to look every one up in a dictionary, and/or feels discouraged from trying to comprehend the text as a whole.
6. Prediction	The reader thinks ahead, hypothesizes, predicts.	The reader does not think ahead, deals with the text as it comes.
7. Background information	The reader has and uses background information to help understand the text.	The reader does not have or use background information.

Steps to summarising

1. Similar to paraphrasing, the first step in summarising is to read the original text and get a full understanding of it. You may need to re-read the original source a few times and look up the meaning of key words to accurately understand it.
2. When reading, ask yourself: What is the overall message? What are the key points?
3. Concentrate on the essentials and leave out details and examples.
4. Put the source aside and state its key points in your own words.
5. When you can do this, you are ready to write your summary shortly. Write the summary from your notes based on the text, reorganising the structure where appropriate for usage.
6. Finally, proofread, revise and edit your summary as necessary. Importantly, make sure that your summary accurately reflects the key points of the source.

1	1. The first step in the process of the scientific method is to make an observation or ask a question.	1. The first step in the process of the scientific method is to make an observation or ask a question.
2	2. Next, a hypothesis is made, which is an educated guess about what the answer will be.	2. Next, a hypothesis is made, which is an educated guess about what the answer will be.
3	3. Then, an experiment is designed and performed to test the hypothesis.	3. Then, an experiment is designed and performed to test the hypothesis.
4	4. After the experiment is over, the results are analyzed to see if they support the hypothesis.	4. After the experiment is over, the results are analyzed to see if they support the hypothesis.
5	5. Finally, a conclusion is drawn based on the results of the experiment.	5. Finally, a conclusion is drawn based on the results of the experiment.

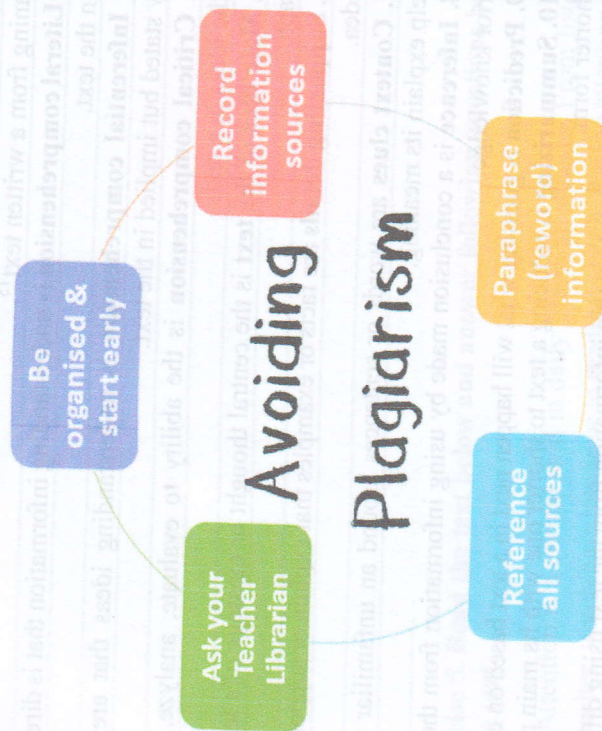
Attention is a critical skill in daily life in all spheres. From listening to a teacher, watching a movie or to reading a book. Paying attention helps human being to understand and remember information. People often get distracted by various noise, smartphones or multitasking in daily life. Strategies like focusing on one task at a time, taking notes and minimizing distractions can improve attention. Attention is also important for safety, learning and productivity.

1. Why is attention important?
2. Name three things that can distract people.
3. List two strategies to improve attention.
4. How does attention affect learning and productivity skills?
5. Summarise the text in short 2–3 sentences.

1. **Literal comprehension** is the ability to understand, interpret, and get meaning from a written text¹⁵.
2. **Literal comprehension** is understanding information that is directly stated in the text.
3. **Inferential comprehension** is understanding ideas that are not directly stated but implied in the text.
4. **Critical comprehension** is the ability to evaluate, analyze, and judge the ideas in a text.
5. **Main idea of the text** is the central thought or message of a text or paragraph.
6. **Supporting details** are facts or examples that explain or support the main idea.
7. **Context clues** are words or sentences around an unfamiliar word that help explain its meaning.
8. **Inference** is a conclusion made by using information from the text and prior knowledge.
9. **Prediction** is guessing what will happen next in a text based on clues.
10. **Summarizing** is reducing a text to shorter one with its main points in a shorter form.
11. **Paraphrasing** is restating information from the text using different words or giving information with synonyms.
12. **Text structure** is the way a text is organized or written text style (e.g., cause-effect, problem-solution).
13. **Author's purpose** is the reason why the author wrote the text or main cause for writing¹⁶.
14. **Vocabulary knowledge** is main understanding the meanings of words used in a text and context.
15. **Comprehension monitoring** is being aware of one's (students or readers) understanding while reading.
16. **Strategies** is the reader uses different strategies for different kinds of reading¹⁷.

¹¹ Snow, C. E. (2002). *Reading for understanding: Toward an R&D program in reading comprehension*. RAND Corporation.

UNIT 5. AVOIDING PLAGIARISM



Plagiarism is the use of people's ideas or language without acknowledging that we did not create them. This definition expresses for ideas, words and unusual structures regardless of where we find them — in a book, on a webpage or in an email. Whenever we include another person's information or wording in a document, we must acknowledge the source and include a citation that will tell the readers where we obtained it — otherwise we are guilty of plagiarism. Plagiarism is sometimes seen as intellectual theft — plagiarism.

The best way to avoid plagiarism is to understand what it is before doing something. Then we must avoid committing either accidental or intentional plagiarism in our works. Before defining plagiarism, we have to define three other terms — *quotation*, *paraphrase*, and *summary*.

Quotation: A quotation is a using the exact words of the source or ellipses if we omit any ones. If the quotation is relatively short (e.g., fewer than 3 lines or 40 words), those words must be enclosed in quotation marks. For instance, as scientists Steven Strang emphasized that "Contrary to some popular notions, most writers do not have full-blown ideas popping out of their heads like Athena".

Notice that the quotation is introduced by ("As Steven Strang points out") the exact words are enclosed in quotation marks and the page number appears. The end of the paper would include a bibliographical entry giving the author, the title of the source, the publisher, date of publication and etc.) Longer quotations appear in block form (see the quotations from Ed White and John Edlund later in this entry).

Paraphrase: Putting a passage's concepts into our own words while typically maintaining the original's arrangement is known as paraphrasing. All of the main concepts are covered.

Generally speaking, a paraphrase is shorter than the original but a paraphrase that specifies terminology or concepts may be longer. The same type of citation is needed for any paraphrase as for an actual quotation.

There are just three valid reasons to paraphrase:

1. Making scientific information easier to understand for a lay audience
2. Because a lecturer has specifically asked us to, we are paraphrasing
3. "Translating" a poem into plainer language to help us identify its ambiguities (this kind of paraphrasing is rarely used in our papers).

Summary: A summary puts the major idea(s) of a passage into our own words and significantly shortens it. Once again, we must attribute the ideas to the original source.

Plagiarism in the academic world can lead to everything from failure for the course to expulsion from the college or university.



Avoiding plagiarism by citing

Five basic rules exist in the usage of information in professional and in academic writing¹⁸:

1. When using someone else's words, we have to quote them exactly, put them in quote marks, and give credit to the original author.
2. We must provide credit to the original source whenever we use concepts or data that are not well known.
3. We give credit to the original author if we didn't create it.
4. We do not paraphrase until specifically instructed to do so by our educator.
5. We refer to the source whenever possible. Your honesty will only be more apparent to our readers if you do this.

Exercise 1. Paraphrase the text.



Seasons in England

Spring starts in March and goes until May. During spring, the weather gets warmer, and flowers begin to bloom. Trees grow new leaves, and the countryside becomes green. Sometimes it rains a lot, so people carry

umbrellas. Spring is a special time when nature starts to wake up and come alive. Winter is from December to February. It is the coldest season. The weather can be very cold, sometimes with snow. The days are short, and nights are long. People wear warm clothes like coats, hats, and scarves. Winter is also the time for Christmas and New Year celebrations. Autumn, also called fall, happens from September to November. The weather gets cooler and windier. Leaves change colors to red, yellow, and orange, and then fall off the trees. It often rains, and the days get shorter. Schools start again, and people go back to work after summer holidays. Summer is from June to August. It is the warmest time of the year, but it usually isn't very hot. The weather is nice and warm, and the days are long so it stays light outside until late evening. People like to go to the beach, have picnics, and play outside. Parks and gardens get busy with visitors.

Exercise 2. Fill the gaps according to text given above. No more than two words and/or a number

Notes about Seasons in England

England experiences (1) _____ seasons during the year.

Spring

Time: March to (2) _____

Nature: flowers begin to (3) _____

Trees develop (4) _____

Weather is often (5) _____

Summer

Period: June to (6) _____

Temperature range: (7) _____ °C

Days remain (8) _____ until late evening

People visit the (9) _____ and have picnics

¹⁸ <https://cmsw.mit.edu/writing-and-communication-center/avoiding-plagiarism/>

Autumn

Also called (10) _____

Leaves change color and (11) _____

Days become (12) _____

Winter

Months: December to (13) _____

It is the (14) _____ season

Sometimes there is (15) _____

Important celebrations: Christmas and (16) _____

Exercise 3. Fill paraphrasing table

Table of paraphrase

Text Word/Phrase	Paraphrased Form
four seasons	four periods of the year
begins	starts
ends	
weather becomes warmer	
flowers start to bloom	
trees grow new leaves	
rainy	
lasts	
warmest season	
days are long	
spend time outdoors	
leaves change color	
days become shorter	
coldest season	
temperatures stay above 0°C	
changeable weather	

Note!!!

Types of Plagiarism

Type	Meaning
Direct plagiarism	Copying text word-for-word
Paraphrasing plagiarism	Changing a few words but keeping the same structure
Idea plagiarism	Using someone's idea without mentioning the source
Self-plagiarism	Reusing your old work without permission

Exercise 4. Do reading activity and make paraphrasing table.

Look at extracts A-H from different Reading passages and match them to the type of information that best describes them.

A Water is forced at pressure through a narrow pipe. The water hits the top of the water wheel, causing it to turn.	B The water is warm thanks to a natural hot spring beneath the riverbed.	C Our study looked at the surrounding environment while previous researchers have concentrated on diet.	D We achieved this by weighing the animals both before and after periods of exercise.
E They live in dark, humid areas and so tend to be found in and around tropical rainforests.	F A month later, we were able to test it again and the results showed a significant change in temperature when the insulation was used.	G After ten years, they gave up. The experiment had failed and, as a result, the public grew angry at the waste of public funds.	H It takes 35 days for the chick to leave the nest and fly.

Types of information

- the findings of a study
- the method used in a research study
- the reaction to something
- a description of a habitat
- the difference between current and past studies
- a description of how something works
- the cause of something
- the amount of time needed for something

Exercise 5. Read the following text and answer to the questions.

Plagiarism is when you use someone else's work or ideas without saying where you got them from. Sometimes it's done by mistake, and other times on purpose. For example, students might copy someone else's writing exactly, forget to tell where they found it, or change the words wrong when trying to put it in their own way. To avoid this, you should learn how to give credit properly, use quotation marks when copying, and explain ideas in your own words. Being honest in school is important because it helps others trust your work.

Questions of the text:

1. What is plagiarism?
2. Name two ways students might plagiarize.
3. How can students avoid plagiarism?
4. Why is academic honesty important?
5. Summarise your understanding about the text in 2-3 sentences.

Exercise 6. Match the vocabulary

Word	Definition
1. Plagiarism	a) presenting someone else's work as your own
2. Paraphrasing	b) rewording text in your own words
3. Citation	c) giving credit to the original source
4. Credibility	d) being trusted and reliable

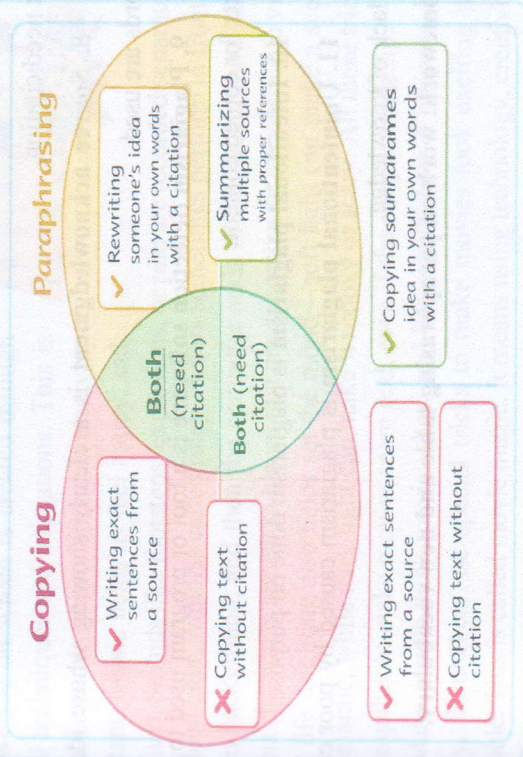
Exercise 7. Find True/False statement

Statement	True	False
Plagiarism only happens when you copy word-for-word.	☐	☐
Paraphrasing without citation is plagiarism.	☐	☐
Citing sources properly can prevent plagiarism.	☐	☐

Exercise 8. Do the task according to instructions in the picture

Copying vs Paraphrasing

Place the actions into the correct section of the Venn diagram.



Glossary:

1. **Citation** is information that shows where ideas or words come from to the text¹⁹.
2. **Reference** is a full record of the source used in academic writing.
3. **Paraphrasing** is rewriting information in your own words while keeping the original meaning.
4. **Patchwriting** is changing a few words from the original text but keeping its structure (this is still plagiarism).
5. **Direct quotation** is using the exact words from a source with quotation marks and citation.

6. **Self-plagiarism** is reusing your own previous work without permission or citation²⁰.

7. **Common knowledge** is information that is widely known and does not need citation.

8. **Source acknowledgment** is a clearly showing whose ideas or words are used.

9. **Plagiarism detection software** is a tool or program used to check texts for copied content.

10. **Intentional plagiarism** is plagiarism done on purpose.

11. **Unintentional plagiarism** is plagiarism caused by poor citation or lack of knowledge.

Homework: work on paraphrasing table and new vocabulary.

UNIT 6. MOVIE MAGIC



Many people think that movies show real life in real scenes as it is, but much of what we see on screen is created through special techniques and animations. This is known as *movie magic*. Sound is also very important. Music helps us feel happy, sad, or excited. Sounds like footsteps, explosions, or rain are recorded separately and added later, which is called *foley*. Actors sometimes perform in front of a green background, and then the computer adds in the background later. This lets characters appear in places that are dangerous or impossible to visit in real life. Lighting also helps set the mood—soft light can make a scene feel romantic, while dark light can make it spooky or scary. All these tricks work together to make movies seem real, even if the story is made up.

Many people think movies show real life exactly how it happens, but actually, filmmakers use special tricks to make movies look exciting and believable. This is called *movie magic*. It means using technology, creativity, and camera tricks to create amazing scenes. One important trick is special effects. In the past, filmmakers used real things like models, makeup, and machines to make things look real—for example, tiny cities built to show destruction. Today, they often use computers to make images of things that don't exist in real life, like dragons, space fights, or imaginary worlds. Another trick is how the camera is used. Directors choose different camera angles to make us feel different emotions. For example, a close-up shows what a character is feeling inside, while a wide shot shows the whole scene or place. Sometimes, they slow down the action to make it more dramatic.

Exercise 1. Complete the notes below. NO MORE THAN TWO

WORDS

Movie Magic Techniques

Definition:

Movie magic uses technology and creativity to make films more (1) *believable*

²⁰ Neilson S., & Heine C. (2012) Academic Practice guidelines for staff and students – English. Aarhus university press.

Special effects

- Old method: models and (2) _____ imagery
- Modern method: (3) _____

Camera work

- Close-up shows a character's (4) _____
- Slow motion makes scenes more (5) _____

Sound

- Extra sounds are added in a (6) _____
- This process is called (7) _____

Actors

- Sometimes act in front of a (8) _____
- Backgrounds are added (9) _____

Lighting

- Soft lighting - romantic mood
- Dark lighting - (10) _____ atmosphere.

Exercise 2. Find true / false / not given information below.

1. Movie magic means movies always show real life accurately.
2. In the past, filmmakers used small models to create scenes.
3. CGI is used only in science fiction movies.
4. Close-up camera shots help show emotions.
5. All sound effects are recorded during filming.
6. Foley is related to sound production.
7. Actors never visit real locations in movies.
8. Lighting can change the background of a scene.

Exercise 3. Write an essay on the topic about "More and more people are streaming films and serial dramas online. Is this a positive or negative development²¹".

²¹ <https://ieltsiz.com/ielts-writing-task-2-essay-topics-2024/>

Exercise 4. Read the text and answer to the questions.

Movies have the greatest power to entertain, educate and inspire people related to life. Special effects and clever storytelling create the "magic" that captivates audiences' attention. Film directors use lighting, sound and excellent camera angles to influence people's emotions. Actors' roles performances make characters believable in front of the audience. Some movies leave a lasting impression, shaping culture and ideas.

Answer to the questions:

1. Name three ways movies affect people.
2. What creates the "magic" in movies according to the text?
3. How do directors influence emotions in films?
4. Which role do actors play in movie magic?
5. Summarise the text in 2-3 sentences.

Exercise 5. Match the vocabulary with their definitions

WORD	DEFINITIONS
1. Captivates	a) something that leaves a strong impression
2. Impressions	b) to attract or hold attention completely
3. Storytelling	c) the art of telling stories
4. Influence	d) to affect someone's thoughts or feelings

Exercise 6. Put the movie-making steps in the correct order:

- a) Filming scenes
- b) Editing the footage
- c) Writing the script
- d) Adding sound and special effects
- e) Casting actors

Exercise 7. Combine ideas from the reading and discussion:

- How movies entertain, educate, or inspire
- The role of actors, directors, and special effects
- One personal example of a movie that impressed you

Write 1 paragraph including 5–6 sentences as your summary and read it in the class in order to check

Glossary

- 1. Essay** is a short piece of writing that presents ideas on a specific topic²².
- 2. Topic** is the main subject of the essay or writing.
- 3. Title** is the name of the essay that shows what it is about.
- 4. Introduction** is the opening paragraph or part that introduces the topic and purpose of the essay.
- 5. Thesis statement** is a clear sentence that shows the main argument or position of the written essay.
- 6. Body paragraph** is a main paragraph that develops one main idea of the writer's essay.
- 7. Topic sentence** is the first sentence of a paragraph that states its main idea of the essay.
- 8. Supporting evidence** is that facts, examples, or explanations that support the main idea.
- 9. Argument** is a vital reason or claim presented to support a point of view.

²² Council of Europe, (2018). *Common European framework of reference for languages: Learning, teaching, assessment (Companion volume)*. Council of Europe Publishing.

10. Counterargument is an opposing opinion of the essay topic that mentioned and responded to in the essay²³.

11. Coherence is a logical connection of ideas in an essay.

12. Cohesion is the use of linking words to connect sentences and paragraphs.

13. Transition words are the linking words used to link ideas (e.g., however, therefore, moreover).

14. Conclusion is the final paragraph that summarizes the main points and restates the thesis.

15. Paraphrasing is rewriting ideas from a source in your own words.

16. Citation is a reference that shows the source of information.

17. Academic style is a formal and objective way of writing used in academic texts²⁴.

Homework is to write an essay to following topic: Many people feel that students should learn from online materials, while others feel that it is better to use printed materials.

Do the advantages of this trend outweigh the disadvantages²⁵?

Part	What it does
Hook (optional)	General opening sentence
Background	Explains the topic
Thesis statement	You main argument/idea

²³ Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students* (3rd ed.). University of Michigan Press.
²⁴ Oshima, A., & Hogue, A. (2006). *Writing academic English* (4th ed.). Pearson Education.
²⁵ <https://howtoidelts.com/recent-ielts-writing-topics-2022/>

UNIT 7. FROM UNDERSTANDING TITLES TO PLANNING/ FINDING KEY POINTS AND NOTE-MAKING

An essay usually has 3 main parts:

1. Introduction
2. Body Paragraphs
3. Conclusion

Think about it as a lovely sandwich

Top of the bread = Introduction part

Filling = Body part

Bottom bread = Conclusion part

What Is Essay Structure?

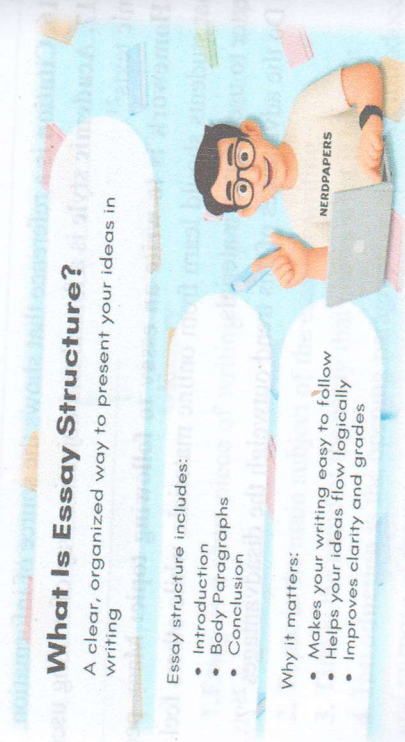
A clear, organized way to present your ideas in writing

Essay structure includes:

- Introduction
- Body Paragraphs
- Conclusion

Why it matters:

- Makes your writing easy to follow
- Helps your ideas flow logically
- Improves clarity and grades



Introduction

Structure of Introduction:

Part	What it does
Hook (optional)	General opening sentence
Background	Explains the topic
Thesis statement	Your main argument/idea

Example to the topic: **“Is technology making life better?”**
Technology plays an important role in nowadays’ modern life. People use it for communication, work and education fields. **Although technology has some disadvantages, it has greatly improved people’s lives in many ways.** (*Thesis statement*)

BODY PARAGRAPHS (Middle part)

Purpose of body paragraphs:

Explain your ideas in detail in this paragraphs.

Each paragraph = ONE main idea

Body Paragraph Structure:

Part	Function
Topic sentence	Main idea of paragraph
Explanation	More details
Example	Proof or illustration
Closing sentence	Link to main topic

Example body paragraph²⁶:

Topic sentence:

One major advantage of technology is improved communication.

Explanation:

People can now connect instantly through phones and the internet.

Example:

For instance, video calls allow families in different countries to see each other from remote distance.

Closing:

This shows how technology has made communication easier.

CONCLUSION (Ending section)

Purpose of concluding part:

Summarise main points

Restate your thesis in different words

Give final thought

Structure:

Part	Function
Summary	Brief recap
Restated thesis	Similar idea in synonym new words
Final thought	Opinion or prediction

²⁶ Karimova G. A. Ingliz tilini o'qitishda talabalarning yozish kompetensiyasini rivojlantirish metodikasi: ped. fan. bo'yicha falsafa doktori (PhD) ... dis. – Toshkent, 2021. – 138 b.

Example for writing conclusion:

In conclusion, technology has transformed communication, education and daily life. While there are some drawbacks, its benefits are greater. Technology will continue to shape our future.

Phrases for writing essay:

How to Write an Opinion Essay

Introduction

- In today's world,
- This essay will discuss...
- I believe that...
- It is often said that...
- There is a debate about...
- Some people argue that...

Opinion

- In my opinion,
- I strongly believe that...
- From my point of view,
- I completely agree that...
- I personally believe...
- It seems to me that...

Reasons

- Firstly,
- In addition,
- Furthermore,
- One reason is that...
- For example,
- This shows that...

Conclusion

- In conclusion,
- To sum up,
- In summary,
- All things considered,
- My final opinion is that...
- I continue to believe that...

Nowadays, taking a year out to live or study abroad is becoming increasingly popular. For many people, especially young adults, the chance to spend an extended period of time overseas is an attractive one. However, there are both pros and cons to deciding to do this. In this essay, I will discuss some of the reasons why moving abroad is so popular and some of the challenges to be overcome.

Let's begin by looking at the advantages of moving away. One of the main positives of heading overseas is that it broadens your horizons. What I mean by this is that you have the chance to meet people from different cultural backgrounds and learn to cope with foreign customs and food. This can make you more rounded as a person.

Secondly, moving abroad can lead to a better quality of life. Take British people for example. Thousands of people from the UK move to Spain and Australia every year. These countries have warmer climates and encourage a better work-life balance. In addition, by

living overseas, you can gain qualifications and language skills, which may improve promotion prospects on your return.

Turning to the other side of the argument, culture shock is a major problem. Many people who take a year out find it hard to cope with the language barrier, the food and general cultural differences. This often leads to homesickness and in some cases a sense of isolation.

Another issue is that it can be difficult to start a new life from scratch. In other words, when you move abroad, you have to make new friends and find your place in the community. This process takes time and can be especially challenging if there is also a language barrier to deal with.

All things considered, starting life in a foreign country is never easy. You need to weigh up the pros of the better lifestyle, weather and so on, and the cons of culture shock and language barrier. Personally, I believe the benefits in terms of personal growth eventually outweigh any negatives.

(344 words)

Exercise 2. Analyze an essay and divide it into parts.

Exercise 3. Write introduction to following topic.

1 Look again at the introduction to the essay from this unit in the table below. It consists of four sentences. Complete the table by matching the correct step from the formula (a-d) to the correct sentence in the introduction (1-4).

- Add an extra sentence to support the first.
- Focus on the question in your own words.
- Tell the reader your plan.
- Write a general sentence about the topic (living/working abroad).

sentence	formula for introduction (advantages and disadvantages essay)
1 Nowadays, taking a year out to live or study abroad is becoming increasingly popular.	
2 For many people, especially young adults, the chance to spend an extended period of time overseas is an attractive one.	
3 However, there are both pros and cons to deciding to do this.	
4 In this essay, I will discuss some of the reasons why moving abroad is so popular and some of the challenges to be overcome.	

Exercise 4. Answer to the questions and praphrase

Music affects our emotions, memories, mood, life style and even physical, mental health. Listening to music can reduce our stress, improve personal focus and improve mood which leads to develop productivity in work or study. Different genres of music have different effects to people and youth: classical music may help relaxation, while upbeat pop can energize. Musicians often report that creating music helps them process emotions and build social connections among public.

Questions:

1. What are three ways music affects people?
2. Which type of music helps relaxation according to the text?
3. How can creating music benefit musicians personally and socially?
4. Find a synonym for "energize" in the text.
5. Summarise the text in 2 sentences.

Exercise 5. Find true or false information.

Statement	True	False	Correct Version
Music can only make people feel happy.	☐	☐	
Classical music helps people relax and intertaion.	☐	☐	
Creating music has no social benefits anymore.	☐	☐	

Exercise 6. Choose one question and write 3-5 sentences.

1. Can music influence your mood when you are stressed? How?
2. What is your favorite genre of music and why?

3. Do you think music has the power to unite people across cultures? Give examples.

Exercise 7. Listen to a short song or instrumental. Answer:

1. What emotion does the music evoke?
2. Which instruments can you hear?
3. Is the tempo fast, medium, or slow?
4. How would this music affect your mood?

Glossary:

1. **Title analysis:** It is first step in writing, firstly to understand the meaning and focus of a title before reading or writing²⁷.
2. **Key words in a title:** Important signal words in the title that show the main idea of the topic you should pay attanction.
3. **Topic focus:** The specific aspect or point of the topic that the text discussed by writer.
4. **Prediction from the title:** Guessing what the text will be about based on the title students or writers.
5. **Purpose of reading:** The reason for reading a text (e.g., to find information, to study, to summarize).

6. **Planning:** Organizing ideas in order before writing or studying the text²⁸.
7. **Outline:** A plan that shows the main ideas and their order.
8. **Key point:** An important idea of an essay that supports the main topic.
9. **Main idea:** The central message of a paragraph or text.
10. **Supporting point:** Information that explains or develops a key point and idea.
11. **Identifying key points:** Finding the most important ideas in a text.
12. **Topic sentence:** A sentence that states the main idea of a paragraph.
13. **Note-making:** Writing short and clear notes using key words and ideas.
14. **Selective note-making:** Writing only the most important information, not everything.
15. **Keywords:** Important words that help remember the main ideas.
16. **Paraphrased notes:** Notes written in one's own words.
17. **Abbreviations:** Shortened forms of words used in notes.
18. **Symbols and diagrams:** Visual signs or charts used to organize notes.

Homework: find definitions of the words below, and write an essay according to explained structure.

Essay Part	Function (choose the correct one)
1. Introduction	A. Gives reasons, examples, and evidence
2. Thesis statement	B. Restates the main idea and gives final thoughts
3. Body paragraph	C. Introduces the topic and background
4. Topic sentence	D. States the main argument of the essay
5. Conclusion	E. Introduces the main idea of a paragraph

²⁸ Usmonova L. A. Ingliz tili da akademik yozuvni o'rgatishning metodik asoslari: ped. fan. bo'yicha falsafa doktori (PhD) ... dis. – Toshkent, 2022. – 127 b.

You should spend about 40 minutes on this task.

Write about the following topic:

These days, more and more people are going to other countries for significant periods of time, either to find a job or to study. There are clearly many benefits in doing this, but people who live abroad can also face some difficulties.

Discuss the advantages and disadvantages of living and working in a foreign country.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Read the model essay below to find the main points, then complete this table about moving away.

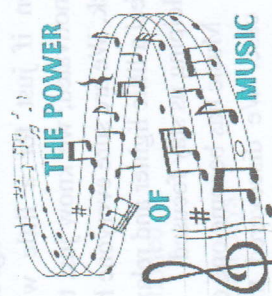
advantages	examples	disadvantages	examples

Write an essay according to explained structure based on given topic.

UNIT 8. THE POWER OF MUSIC

Music has helped people a lot throughout their life. Sometimes it is about sitting down with soft music playing in the background, other times it is about hearing a rhythmic tune through the radio or Google speaker is the best source and supporter while we are doing things around the house or office.

Additionally, although we do not usually listen to loud or disco-style music, we know very well many people who thrive on it. Every person has their own preferences in choosing music when it comes to listening music genres and what draws us to a particular genre can be very personal. But, beyond



our preferences what fascinates us most is how music plays such an important role in our daily lives and life style including our mental position. We would love to share how music has shaped our own experiences and how we have seen it help us navigate through various situations.

1. Our Go-To for Stress Relief²⁹

We cannot count the number of times we have had a rough day in our life and that times we turned to music for some much-needed relaxation in order to change situation. There is something about soft, calming music that immediately puts us at ease. Whether it is a mellow instrumental track or something soothing like acoustic guitar, we feel our tension melting away as we listen peacefully. After a long workday or when life just feels overwhelming and so tired or bored, we often put on my favorite playlist and let the music wash over me, creating a small bubble of peace.

2. Mood Booster When I Need It Most

On difficult days when we are feeling down or need an emotional lift, the music is like an instant mood booster for each of us. We have specific song genres that never fail to make us smile or put us in a better mood.

It is almost like these songs hold the power to change our outlook, feeling even if just for a little while. Whenever we feel a bit sluggish or unmotivated, we know just the right upbeat tunes to help us get back on track. We are sure everyone has that one song they turn to when they need to feel a little lighter and relaxed.

3. Helping us stay focused

Music has become one of magic secret tools for staying productive in any case. We discovered that when we play certain kinds of music, especially something with a steady rhythm but no distracting lyrics, it helps us concentrate better. Whether we are working on a project or need to meet a deadline in a short period, playing a playlist of instrumental or chill electronic music in the background seems to keep us in the zone. It is almost

²⁹ <https://www.linkedin.com/pulse/power-music-how-has-shaped-my-daily-life-jeffrey-wong-5xjce>
64

the music has this invisible way of helping us tune out distractions and focus more clearly to our work or study.

4. Keeping us moving during workouts

Working out is not always easy for us in daily basis, but music makes it much more bearable — and sometimes, even more enjoyable. We have found that a good playlist with energetic beats can be the push we need to get through a difficult workout. Whether we are going for a run or lifting weights, the right music keeps us much motivated. Without music, workouts feel ten times harder but with the choice of right song pumping through our headphones, we feel like we can go that extra mile.

5. A Way to Express our emotions through music

There are some times in our life when words just do not seem to be enough to describe how we are feeling or inside us. During those periods, we turn to listening our lovely music. If we are sad or frustrated, we find songs that mirror what we are going through to be energetic again. There is a strange comfort in knowing that someone else — whether it is the singer or composer has felt what we are feeling, and has put it into a song like they knew. It is cathartic to hear music reflect our emotions and let those feelings out from stress or depression.

Exercise 1. Find True / false / not given information.

Write:

TRUE – if the statement agrees with the text

FALSE – if it contradicts the text

NOT GIVEN – if the information is not mentioned

1. The writer enjoys loud disco music.
2. Soft music helps the writer relax after stressful days.
3. The writer listens to music only at home.
4. Some songs always improve the writer's mood.
5. Music with lyrics helps the writer focus better.
6. Music makes workouts easier for the writer.
7. The writer believes music can express emotions better than words sometimes.

8. The writer learned to play a musical instrument as a child.

Exercise 2. Short answer questions. Answer in NO MORE THAN THREE WORDS.

1. What type of music helps the writer relax?
2. What kind of songs improve the writer's mood?
3. What type of music helps the writer concentrate?
4. Where does the writer listen to music while doing house tasks?
5. What kind of beats help during workouts?
6. What feeling does the writer experience when music reflects emotions?

Exercise 3. Match the statement to the paragraph

- A. Music for exercise
- B. Music and emotional expression
- C. Music for concentration
- D. Music for stress relief
- E. Music as a mood booster

Paragraph letters	Heading name
1	
2	
3	
4	
5	

Exercise 4. Fill in the gaps. Use words from the text.

1. Music creates a small bubble of _____ after a long day.
2. Certain songs can change the writer's _____.
3. Instrumental music helps the writer stay in the _____.
4. Energetic music gives the writer _____ during workouts.
5. Listening to emotional songs helps the writer feel _____.

Glossary

1. **Music** is an art form that uses sound and rhythm to express feelings and ideas.
 2. **Emotion** is a strong feeling such as happiness, sadness, or excitement.
 3. **Mood** is the feeling or atmosphere created by music³⁰.
 4. **Relaxation** is a state of calmness that music can help create.
 5. **Motivation** is the energy or desire to do something, often increased by music.
 6. **Stress relief** is the reduction of stress or anxiety through listening to music.
 7. **Memory** is the ability to remember past events; music can help trigger memories.
 8. **Healing effect** is the positive influence of music on mental or emotional health.
 9. **Music therapy** is the use of music to improve emotional, physical, or mental well-being.
 10. **Concentration** is the ability to focus attention, which music can sometimes improve.
 11. **Cultural expression** is music as a way to show traditions, values, and identity of a culture.
 12. **Inspiration** is a feeling that encourages creativity or positive thinking.
 13. **Social connection** is the way music brings people together and creates shared experiences.
 14. **Self-expression** is using music to show personal feelings and thoughts.
 15. **Rhythm** is a regular pattern of sounds in music that affects movement and mood³¹.
- Homework is to do exercise 4.**

³⁰ McFerran, K. (2010). *Adolescent music therapy*. Barcelona: Publishers.

³¹ Patel, A. D. (2008). *Music, language, and the brain*. Oxford University Press. – P. – 95.

UNIT 9. SUMMARISING AND PARAPHRASING

Quoting	Paraphrasing	Summarising
Using the author's own words. This should be indicated with quotation marks (40 words or less), or with a new line and indentation (more than 40 words). Page number must be included in the citation. Use sparingly.	Presenting all the key information from the original author's work but with significant change in wording and structure of the information. Paraphrasing focuses on IDEAS not words. Paraphrases must be accompanied by citations.	Presenting the key points of the original author's work, but not necessarily everything they said. Summaries should be shorter than the original work, and include effective paraphrasing. Summarised information must be accompanied by a citation.

How to Write a Summary

1 Read
• Read the original text until you are familiar with it. Then read it again.

2 Find key idea
• Locate and highlight the key ideas in the writing ignoring minor details.

3 Use own words
• Use your own words to write the summary. Do not give your opinion. Only include the facts.

Summarising techniques or steps

Summarising is an important academic skill that helps readers understand the main ideas of a text without focusing unnecessary details. A good summary should be short, clear and accurate for everyone. It presents the essential information in the writer's own words while keeping the original meaning (Swales & Feak, 2012; Pecorari, 2013).

1. Identifying the Main Idea

The first step in summarising is to find the main idea of the text. The main idea is the central point which the author wants to communicate. It is often found in the introduction part, topic sentences, or conclusion (Oshima & Hogue, 2006).

2. Selecting Key Points

After identifying the main idea, the reader should select key points in order to support it. Key points include important arguments, facts or explanations related to the topic. Minor details, examples, and repetitions should be ignored (Grabe & Stoller, 2011).

3. Removing Unnecessary Information

A summary does not include illustrations, statistics, quotations or background information unless they are essential. Removing unnecessary detailed information helps make the summary concise and focused (Harmer, 2007).

4. Using Own Words for your summary

Effective summarising requires rewriting ideas in your own words. This means changing vocabulary and sentence structure while keeping the

original meaning through paraphrasing. Copying phrases directly from the text should be avoided because it is plagiarism. (Pecorari, 2013).

5. Combining Ideas

Related ideas can be combined into one clear sentence not longer one. This technique helps reduce the length of the text and improves coherence (Swales & Feak, 2012).

6. Keeping Logical Order

A summary should follow the logical order of the original text meaning This combines the reader understand the progression of ideas and ensure clarity. (Grabe & Stoller, 2011).

7. Checking Accuracy

The final step is checking that the summary correctly expresses the original text. The main ideas should be exact and no personal opinions should be added (Oshima & Hogue, 2006).

Exercise 1. Rewrite the sentences so that they sound less general.

1. It is difficult to find a job when you are in a foreign country.
2. Children copy the behaviour of their parents.
3. Working from home makes it difficult to build good relationships with your colleagues.
4. Learning a language gets harder with age.
5. Young people turn to crime because of the lack of employment opportunities in their area.

Exercise 2. Complete these sentences with your own ideas.

1. Generally speaking, living in the city.....
2. In the majority of cases, if you work hard,.....
3. Generally speaking, developing countries.....
4. In many cases, people who are aged 50 and over.....
5. For many, learning a new language.....

Exercise 3. Unjumble these useful chunks of language for writing clear topic sentences.

1. Another advantage of living overseas is ...
a advantage /overseas/ of living/is/
another.....
2. moving/ one / of disadvantages /home/of/
away/the/from/biggest/is.....
3. to /of/the/ turning / side/other/
argument/the.....
4. is/the/ abroad/ one / main / of / of moving /
positives.....
5. that another / be / drawback / is/ it / can /
major.....
6. by /overseas/ let's / advantages / looking/start/the/ of /travelling /
at.....

Exercise 4. Summarise the text.

Music is a universal language for all human being mentally that affects people in many ways. It can make people happy, calm or motivated easily. Listening to music can avoid stress and improve concentration level. Music

is also used in therapy to help patients feel better emotionally and mentally in medical sphere. Different cultures have different types of music and reflects the traditions and values of that culture they love. In conclusion, music impacts in personal, social and cultural life.

Glossary:

1. **Summarising** – Reducing a text to its main ideas in a short form.
2. **Summary** – A brief version of a text that includes only the key points.
3. **Main idea** – The central message or most important point of a text or paragraph.
4. **Key points** – Important ideas or arguments that support the main idea.
5. **Condensing information** – Making information shorter by removing details and examples.
6. **Paraphrasing** – Restating ideas in your own words while keeping the original meaning³².
7. **Original meaning** – The main message of the source text that must be maintained.
8. **Own words** – Using personal vocabulary and sentence structure.
9. **Source acknowledgment** – Clearly showing where information comes from.
10. **Citation** – A reference to the original source of information.
11. **Coherence** – Logical connection of ideas in a summary.
12. **Conciseness** – Expressing ideas clearly using few words.
13. **Avoiding plagiarism** – Using proper summarising and citation to prevent copying.

³² Karimova G.A. Ingliz tilini o'qitishda talabalarning o'qish kompetensiyasini rivojlantirish metodikasi: ped. fan. bo'yicha falsafa doktori (PhD) ... dis. – Toshkent, 2020. – 136 b.

Summary and Main Idea Worksheet 1

1. Read each passage and...

2. Write a title for the passage related to the main idea.

3. Briefly summarize the text.

4. Your summary must describe all key ideas from the text.

5. Do not include opinions or personal info in your summary.

6. Highlight or underline key ideas in each passage.



For over 150 years, a herd of elephants flies past you at sixty miles per hour, followed by a streak of tigers, a pride of lions, and a bunch of clowns. What do you see? It is a circus train! One of the first uses of the circus train is credited to W.C. Coup. He worked with P.T. Barnum in 1871 to expand the reach of their newly combined shows using elephants. Before circus trains, these operators had to lug around all of their animals, equipment, and equipment with a team of more than 600 horses. Since there were no highways, the journeys were rough and took a long time. Circuses would stop at many small towns across the large venues. Performing at many of these small towns was not very profitable. Because of these limitations, circuses could not grow as large as the imaginations of the operators. After they began using circus trains, Barnum and Coup only brought their show to large cities. These performances were much more profitable and the profits went toward creating a even bigger and better circus. Multiple rings were added and the show went on. Today, traveling Bros. and Barnum and Bailey Circus still rely on the circus train to transport their traveling show, but now they use two.

1. Main idea related title for the passage:

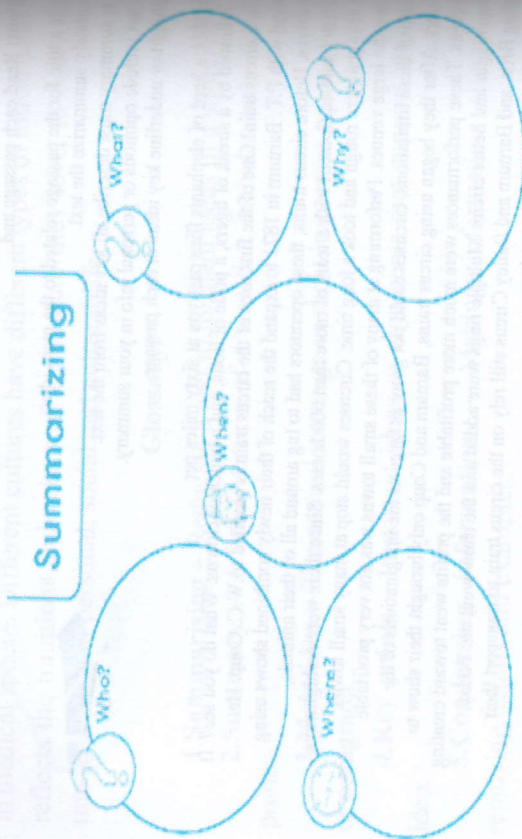
2. Summarize the passage in your own words:

How do you say "Holy cow" in French? The fastest thing in France may just be the fastest ground transportation in the world. The TGV (*Train à Grande Vitesse*: French for very high speed) is France's national high speed rail service. On April 3rd, 2007, a TGV test train set a record for the fastest wheeled train, reaching 357.2 miles per hour. In mid 2011, TGV trains operated at the highest speed in passenger train service in the world, regularly reaching 200 miles per hour. But what you may find most shocking is that TGV trains run on electric power not petrol. Now if you'll excuse me; I have a record to catch.

3. Main idea related title for the passage:

4. Summarize the passage in your own words:

Homework is summarise an article in following sturcture.



UNIT 10. SENSORY PERCEPTION

An individual person or alive organism capable of processing the stimuli in their biological environment is named to have a sensory perception. Sensory input is processed via the interaction of sensory organs and the brain. The five senses are hearing, sight, taste, smell, and touch. Sensory perception encompasses the detection, identification, description, and reaction to stimuli.



There are five different kinds of stimulus in human body, they can be categorised following as mechanical, chemical, electrical, light and temperature levels. The sensory perception process starts working when something in the real world stimulates our sense organs. For instance, light reflecting from a surface stimulates our eyes. Our tactile senses are stimulated by the warmth that emanates from a hot cup of tea. The neurogenic signal, which is transmitted to the human brain, is further changed by this stimulus. Pain may be perceived as a result of a mix of stimuli, such as chemical, mechanical, electrical, or temperature. Similarly, distinct senses may detect different stimuli. For example, chemical stimuli may be perceived by both the senses of taste and smell. The aging process tends to weaken sensory sensitivity.

Exercise 1. Read the text and choose the correct answer to the tests.

1. What is the main topic of the text?
 - A) The effects of ageing on health
 - B) How humans perceive stimuli in the environment
 - C) The structure of the brain
 - D) Types of beverages

2. How many senses do humans have according to the text?

- A) Four
- B) Five
- C) Six
- D) Seven

3. Name the five types of stimuli mentioned in the text.
4. Which senses can detect chemical stimuli?
5. Give an example from the text of a stimulus that is perceived by touch.
6. Explain how a stimulus is transformed into a signal that the brain can understand.
7. Why can a combination of different stimuli cause pain?
8. How does ageing affect sensory perception?
9. According to the text, what is the first step in sensory perception?
10. Can the same type of stimulus be perceived by different senses? Give an example.

Exercise 2. Decide whether the statement is True, False, or Not Given based on the text.

1. Sensory perception only involves detecting stimuli. _____
2. Light is an example of a mechanical stimulus. _____
3. The brain processes stimuli after receiving neurogenic signals. _____

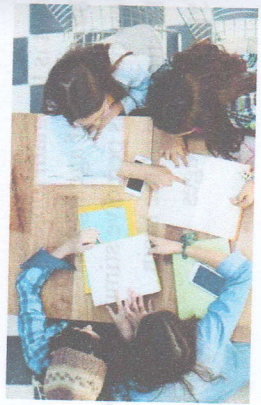
4. The text mentions six types of human senses. _____

5. Taste and smell can both detect chemical stimuli. _____

Exercise 3. Write description of the pictures



a



b



c



d

Glossary:

1. **Sensory perception** – The process of receiving and interpreting information from the environment through the senses.
2. **Sense** – A physiological capacity that allows an organism to perceive stimuli (e.g., sight, hearing, taste, touch, smell)³³.
3. **Stimulus** – Any object, event, or signal in the environment that causes a response in a sensory organ.
4. **Receptor** – A cell or organ that detects a stimulus and sends a signal to the brain.
5. **Sight / Vision** – The ability to perceive light, colors, shapes, and movement through the eyes.
6. **Hearing / Audition** – The ability to perceive sounds through the ears.
7. **Taste / Gustation** – The ability to detect flavors through taste buds on the tongue.
8. **Smell / Olfaction** – The ability to perceive odors through the nose.
9. **Touch / Tactile perception** – The ability to perceive pressure, temperature, pain, and texture through the skin.
10. **Balance / Equilibrioception** – The sense that allows a person to maintain body position and posture, detected by the inner ear.
11. **Proprioception** – The sense of body position and movement, sometimes called the “sixth sense.”
12. **Perception** – The brain’s interpretation of sensory information.
13. **Sensory adaptation** – The process by which senses become less sensitive to constant or repeated stimuli.
14. **Neural pathway** – The route taken by sensory signals from receptors to the brain.

Homework is to write a narrative story about a day in your life.

³³ Goldstein, E. B. (2014). *Sensation and perception* (9th ed.). Cengage Learning.

UNIT 11. REFERENCES AND QUOTATIONS/ COMBINING SOURCES

In order to support arguments, combining sources entails combining direct quotes, paraphrases, and summaries with your own analysis; this calls for a complete bibliography and consistent in-text citations. To incorporate sources seamlessly, utilize the "quote sandwich" method (introduce-cite-analyze), paraphrase for key ideas in your own words, and use quotation marks for exact words.

Citation		References
Included in the main body text	Enlisted at the end of the article	
Shorter form of source used to write	Elaborative form of enlisting source used to write	
Include second name of the researcher, year of publication and page numbers.	Includes second name of all researchers, year of publication, title of the article, name of journal, volume and number and page number.	
Example: (Chauhan, 2018)	Example: Chauhan, T. & Patel, R. (2020). Genetic status of eunuch - an in-depth review. <i>Clinical Biotechnology and Microbiology</i> . 2(5), 472-484.	
Verifying the source	Providing navigation for the source	

A quotation is the use of another author's words or ideas in your paper or article in own work, either directly or by paraphrasing, with proper acknowledgment.

- Direct quotation: Using the author's exact words, placed within quotation marks without changing them.
- Paraphrasing: Expressing the author's ideas in your own words with some synonyms while still citing the source.

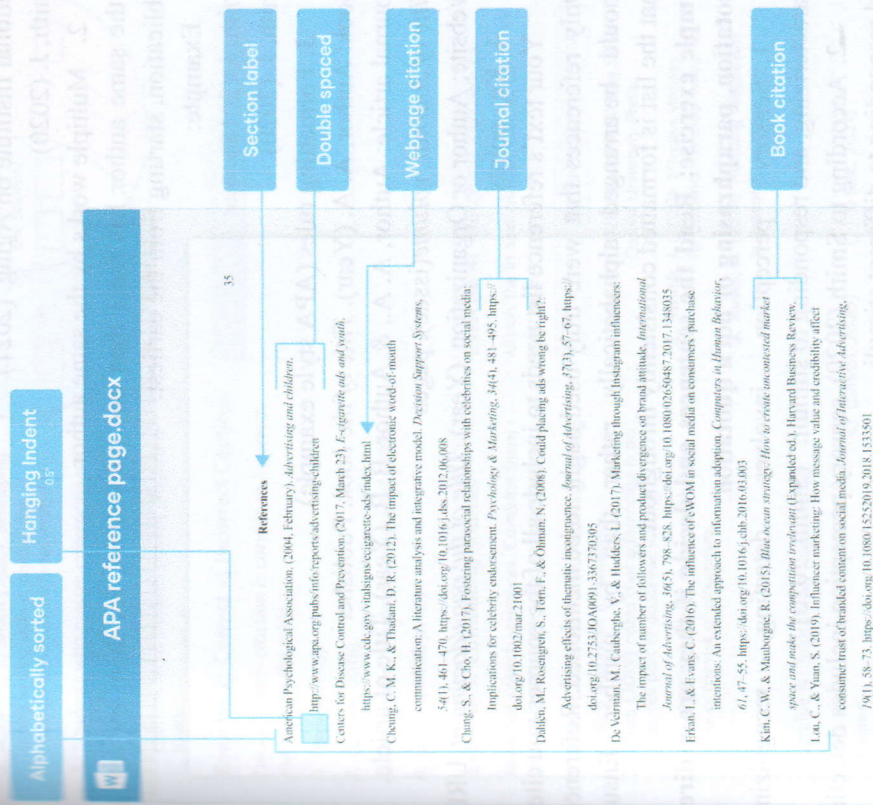
In a shortly: A quotation is when you include someone else's words or ideas in your writing and give them credit.

A reference is a thorough description of the books, articles, or websites you used for your work that enables readers to find the original content.

Goal: To give due credit to the original author so that others can check or refer to the source.

Each idea that is paraphrased or quoted needs to have a matching reference in the reference list. In a simple word:

A reference is a way to show where you got information from in your writing³⁴.



The part of your work that comes at the end where you list all of the sources you used is called a reference list. Formatting and ordering must be done correctly for readers to find the original sources following ones. Alphabetical order by author's last name. Arrange all references alphabetically based on the surname of the first author. If there is no author use the title to determine the order.

Example:

Brown, L., & Green, K. (2019)
National Institute on Aging. (2021)
Smith, J. (2020)

2. Multiple works by the same author

If the same author has more than one publication, list them by year of publication, starting from the earliest.

Example:

Smith, J. (2018)
Smith, J. (2020)

3. Formatting rules (APA style example)

Book: Author, A. A. (Year). *Title of the book*. Publisher

Journal article: Author, A. A., & Author, B. B. (Year). Title of article. *Title of Journal, volume(issue)*, pages

Website: Author or Organization. (Year). *Title of the page/document*. URL

4. Key points

Your text's reference list needs to include all of the sources you cited.

Only references that were truly used ought to be mentioned. References should be arranged alphabetically rather than by number. Ensure that the list is formatted consistently throughout.³⁵

Sample exercise: Read the sentences and decide if they are a direct quotation, paraphrasing or not a quotation.

1. "Sensory perception involves detecting, recognizing, characterizing, and responding to stimuli." (Smith, 2020)
2. According to Smith (2020), sensory perception includes detecting and responding to different stimuli.

³⁵ Bailey, S. (2018). *Academic writing: A handbook for international students* (5th ed.). London: Routledge.
80

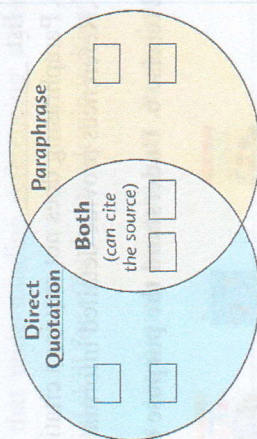
References and Quotations / Combining Sources

Exercise 1: Quoting vs Paraphrasing

Read the sentences and place each into the correct part of the Venn diagram.

Sentences:

1. Smith (2020) states, "Learning to write effectively is essential for academic success."
2. According to Smith (2020), developing strong writing skills is crucial for students' achievement in university.
3. "Students who master referencing are more likely to avoid plagiarism" (Jones, 2019).
4. Jones (2019) explains that mastering citations helps students prevent plagiarism issues.



Exercise 2: Correct vs Incorrect Citations

Decide if each citation is correct or incorrect. Put them in the table.

1. (Brown 2018)
2. (Brown, 2018)
3. Brown says "the data is conclusive" (2018).
4. (Brown, 2018, p. 45)

Correct	Incorrect	Both

Exercise 3: Combining Sources

Read the source sentences. Combine them into one paragraph using proper citations.

1. Smith (2020) claims that learning writing skills is important for students.
2. Jones (2019) notes that referencing is an essential part of academic writing.
3. Lee (2021) highlights that paraphrasing reduces the risk of plagiarism.

Exercise 4: Matching References

Match the in-text citation with its full reference.

References
1. Lee, A. (2021) <i>Academic Writing Skills</i> . Oxford University Press.
2. Smith, J. (2020) <i>Effective Writing for Students</i> . Cambridge University Press.
3. Jones, R. (2019) <i>Avoiding Plagiarism in Research</i> . Routledge.

Exercise 4: Matching References

Match the in-text citation with its full reference.

a) (Smith, 2020)	☐ 1) (Lee, 2021)
b) (Jones, 2019)	☐ 2) (Lee, 2021)

3. Humans have five senses.

Answers: Direct quotation / Paraphrasing / Not a quotation

Exercise 5. Find True/False statement

1. A quotation always uses your own words. _____
2. Every in-text citation must have a matching reference in the reference list. _____
3. Paraphrasing does not require a citation. _____
4. References provide detailed information about sources. _____

Exercise 6. Understand the purpose of various references.



1. Which reference book gives synonyms? _____
2. Which reference gives definitions? _____
3. Which reference tells about locations? _____
4. Which reference book helps with spelling and parts of speech? _____

Exercise 7. Read the following references and decide which ones are correctly formatted in APA style. Task is to write 1, 2, or 3 for each correct APA reference.

1. Smith, J. (2020). *Understanding Human Senses*. New York: Academic Press.
2. Brown L & Green K, 2019. The effects of ageing on sensory perception. *Journal of Cognitive Science*, 12(3), 101–115.
3. National Institute on Aging. 2021. *How our senses change with age*. <https://www.nia.nih.gov>

Exercise 8. You have 4 source sentences from different articles. Your task is to combine them logically into a short paragraph (3–5 sentences) using both direct quotes and paraphrasing.

1. “Students who cite sources correctly reduce the risk of plagiarism” (Brown, 2018).
2. Johnson (2019) suggests that understanding referencing styles improves academic writing.
3. “Paraphrasing is an essential skill for effective academic writing” (Lee, 2020).
4. Smith (2021) argues that combining sources can strengthen arguments in essays.

Glossary:

1. **Reference** – A full record of a source used in academic writing to show where information comes from.
2. **Citation** – A brief mention in the text showing that information, ideas, or quotes come from another source.
3. **Quotation / Direct quotation** – Using the exact words from a source in your text with quotation marks and citation.
4. **Paraphrasing** – Restating someone else’s ideas in your own words while keeping the original meaning.
5. **Summarising** – Condensing the main ideas of a source into a shorter form in your own words.
6. **Combining sources** – Using information from more than one source to support a point in your writing.
7. **In-text citation** – A reference included inside the text to show the source of a quote or idea (e.g., Author, Year).

8. **Bibliography / Reference list** – A list of all sources used in the text, usually placed at the end of a paper.

9. **Signal phrase** – A phrase that introduces a quotation or reference to a source (e.g., "According to Smith (2020)...").

10. **Plagiarism** – Using someone else's words or ideas without giving proper credit³⁶.

11. **Synthesis** – Combining ideas from multiple sources to create a new understanding or argument.

12. **Block quotation** – A long quotation (usually more than 40 words) that is set apart from the main text.

13. **Paraphrase** – restating ideas in your own words.

14. **Quotation** – use the exact words from the source with quotation marks.

Homework is to analyze difference between citation and reference.

In-text citations vs. references

A citation

- Shows that a quote, image, or chart are taken from an outside source.
- Appears in the main body of the text.
- Includes publication year and last name of the author.

A reference

- Provides the details about a source cited in an academic text.
- Is a separate section at the end of a document.
- Includes publication date, title, author's name, page number.

UNIT 12. BOOM AND BUST

A change in the production of economic goods and services over a given time period relative to a prior period is known as economic growth. Real or nominal terms can be used to measure it. Although other metrics are occasionally employed, gross national product (GNP) or gross domestic product (GDP) are the conventional measures of aggregate economic growth³⁷.

Economic growth, according to a definition that appears in so many publications that I am unsure which one to use, is "an increase in the amount of goods and services produced per head of the population over a period of time." The Oxford Dictionary defines economic growth as "the increase in the production of goods and services per head of population over a stated period of time." The two definitions are nearly identical. Additionally, the definition is comparable in the Cambridge Dictionary. Growth is defined as "an increase in a country's or an area's economy, particularly of the value of goods and services the country or area produces." I propose the following definition, which combines these definitions and takes into consideration the economic literature more generally: Economic growth is the rise in the amount and caliber of economic goods and services produced by a society. I like my definitions to be a little bit longer than most others. You can skip for a more concise definition.

³⁶ Pecorari, D. (2013). *Teaching to avoid plagiarism: How to promote good source use*. Open University Press.

What are economic goods and services?



Most definitions of economic growth refer only to goods and services produced together, which sidesteps the main challenge of defining and measuring economic growth. Economic growth is not about all goods and services; it is about a subset of those goods and services: economic goods and services. We are producing goods and services, in one form or another, in everything that we do, even in the simplest of tasks: once we have brushed our teeth and toasted our bread, in the morning, we have already produced one service and one good. Should the tooth-brushing and the toast-making count as economic production in the country where we live? It is not an easy question to answer, but we have to draw the line somewhere, otherwise we have a concept of production that is so broad that it becomes meaningless: we would have to say that we produce a service every time we breathe and every time we scratch our nose.

Exercise 1. Answer in 1–3 words.

1. Economic growth compares production between two different _____.
2. What are the two traditional measures of economic growth?
3. Growth per head of population refers to growth per _____.

4. Which two aspects of goods and services does the author include in his own definition?

5. What major historical change does the author mention as "from zero to one"?

6. Give one example of an important new product mentioned in the text.

7. What difficulty do many definitions of economic growth avoid?

8. What everyday activities does the author use as examples of personal production? (write one)

9. What term is used for the line that separates economic from non-economic production?

10. The production boundary is important for defining economic _____.

Exercise 2. Find True / False / Not Given information.

Write:

TRUE – if the statement agrees with the text

FALSE – if the statement contradicts the text

NOT GIVEN – if there is no information

1. Economic growth can only be measured in real terms.
2. GDP and GNP are the most common traditional indicators of growth.
3. All dictionaries define economic growth in exactly the same words.
4. The author believes quality changes are not important in economic growth.
5. New products can strongly influence economic growth.
6. Tooth-brushing is officially included in national economic production.
7. Without limits, the concept of production would become meaningless.
8. The production boundary includes every human activity.
9. Economic growth includes only a subset of goods and services.

10. The production boundary helps economists measure growth.

Exercise 3. Choose the correct answer A, B, C, or D.

- Economic growth mainly refers to
 - population increase
 - political development
 - increased production of goods and services
 - technological inventions only
- The author prefers a longer definition because it
 - sounds more academic
 - includes both quantity and quality
 - avoids mentioning value
 - follows dictionary wording exactly
- The phrase "from zero to one" refers to
 - population growth
 - price increase
 - creation of a new product
 - export growth
- Why is it difficult to define economic goods and services?
 - There are too many factories
 - People disagree about GDP
 - Daily life includes many forms of production
 - Dictionaries give no definitions
- If the production boundary is not drawn, production would include
 - only industrial work
 - meaningless everyday actions

- C) only services

- D) only paid work

Exercise 4. Match the words with their meanings.

Word	Meaning
1. Aggregate	A. A limit separating two areas
2. Metric	B. Total or combined
3. Subset	C. A smaller part of a whole
4. Boundary	D. A system of measurement
5. Mundane	E. Ordinary, everyday

Exercise 5. Complete using words from the text.

- Economic growth can be measured in _____ or real terms.
- GDP and GNP are traditional _____ of economic growth.
- Some definitions focus on goods and services produced per _____ of population.
- Many important historical changes happened when new _____ were developed.
- If production includes everything, the concept becomes _____.

Exercise 6. Answer to the critical thinking questions

- Why do you think economists do not include everyday personal activities in GDP?
- Do you agree that new products are more important than improvements in old ones? Why?
- Should unpaid household work be counted as economic production?

A problem solution essay

A problem-solution essay is a type of essay where you should do following steps:

1. Describe a problem clearly
2. Explain its causes or effects (sometimes)
3. Suggest practical solutions
4. Explain how those solutions would help

Components of a Problem-Solution Essay

Situation

Introduction to the background of the problem

Description of the Problem

Entails your description of the particulars of the issue and why it should be tended to

Solution

Solution will be identified with the examination that has been led

Evaluation

An overview of your previously stated ideas along with a call for action

Introduction part

Introduce the topic + say the essay will discuss problems and solutions.

Structure of introduction:

- Paraphrase the question
- State what the essay will do

An example essay topic: *Many students have difficulty concentrating at school.*

Introduction e.g:

Many students in today's classrooms find it difficult to focus during class. The primary causes of this issue will be covered in this essay, along with potential fixes to help students concentrate better.

Body Paragraph 1 – Problems (and causes/effects)

Explain the problem clearly.

Students should:

- State the problem
- Explain why it happens (causes)
- Give examples or results (effects)

Useful phrases for writing:

- One major problem is...
- This is mainly caused by...
- As a result...
- This leads to...

E.g: A significant issue is that students are easily sidetracked by electronic gadgets like smartphones. Using social media and online entertainment constantly is the main cause of this. Students may become less attentive in class as a result, and their academic performance may suffer.

Body Paragraph 2 – Solutions

Give realistic solutions and explain how they help.

Students should do following:

- ✓ Present 1–2 solutions
- ✓ Explain how each solution works
- ✓ Show the result of the solution

Useful phrases:

- ✓ One possible solution is...
- ✓ This could be done by...

✓ As a result...

✓ This would help to...

Task 2 Writing

How to write a problem and solution essay

Another common type of essay in the IELTS exam is called a 'problem and solution' essay. This is where you have to explain the main cause(s) of a common social problem, then give some solutions to it.

Here is a typical question:

These days, in many countries fewer and fewer people want to become teachers, particularly in secondary schools.

What are the reasons for this, and how could the problem be solved?

Try writing an essay on the above question before you study this unit. You will need to:

- write an introduction to the topic;
- think of three causes of the problem and explain them, giving examples where possible;
- describe three solutions to deal with the problem;
- write a short conclusion which gives your view about the topic;
- write a minimum of 250 words.

Make a plan before you start. It's a good idea to organize the body of the essay like this:

- cause 1 + solution 1
- cause 2 + solution 2
- cause 3 + solution 3

Take your time, but remember that in the exam you will need to complete Writing Task 2 in around 40 minutes.

Common topics for problem and solution essays

- junk food and obesity
- crime
- traffic congestion
- environmental problems
- problems in cities (e.g. transport, overcrowding)
- problems in schools
- stress in modern life

E.g: Restricting the use of smartphones in class is one potential remedy. This could be accomplished by enacting stringent phone usage policies at school. As a result, students would be better able to focus on their lessons and be less distracted. Making classes more interactive is an additional way to maintain student interest and enhance focus.

Conclusion

Summarize the problem and solutions. Do NOT add new ideas.

Useful phrases:

- In conclusion...
- To sum up...
- If these measures are taken...

E.g: In conclusion, digital distractions and uninteresting instruction are the primary causes of students' inability to focus. However, this problem can be greatly mitigated by limiting smartphone use and enhancing interactive learning in the classroom.

Exercise 7. Write an essay part according to following topic.

Glossary:

1. **Boom** – A period of rapid economic growth, high employment, and increased spending.
 2. **Bust / Recession** – A period of economic decline, falling production, and rising unemployment.
 3. **Economic cycle / Business cycle** – The recurring pattern of economic expansion (boom) and contraction (bust).
 4. **Inflation** – A rise in the general price level of goods and services.
 5. **Deflation** – A decrease in the general price level of goods and services.
 6. **Speculation** – Buying assets with the hope that their value will rise quickly.
 7. **Market crash** – A sudden and severe drop in the value of assets or the stock market.
 8. **Overproduction** – When goods are produced faster than they are sold, often leading to economic downturn.
 9. **Consumer confidence** – The level of optimism that consumers have about the economy, which affects spending³⁸.
 10. **Interest rate** – The cost of borrowing money, set by banks or central authorities.
 11. **Liquidity** – The availability of cash or easily sellable assets in the economy.
 12. **Debt bubble** – A situation where excessive borrowing inflates asset prices unsustainably.
 13. **Recovery / Expansion** – The phase after a bust where the economy begins to grow again.
- Homework is to write an essay on the topic** "Life expectancy in the developed world, average life expectancy is increasing". What problems will this cause for individuals and society? Suggest some measures that could be taken to reduce the impact of aging populations³⁹.

³⁸ Samuelson, P. A., & Nordhaus, W. D. (2010). *Economics* (19th ed.). McGraw-Hill Education.

³⁹ <https://writing9.com/ielts-writing-task-2-topics/problem-and-solution>

UNIT 13. ORGANISING PARAGRAPHS/ INTRODUCTION AND CONCLUSIONS



When discussing effective writing, we frequently start by considering components like content or evidence, grammar and mechanics, and word choice. But logical, unambiguous organization is a crucial component of both good writing and good thinking.

A paragraph is made up of several connected sentences that bolster a single main idea. Generally speaking, paragraphs are composed of three parts: the topic sentence, body sentences, and the closing sentence, which serves as a bridge to the subsequent paragraph or section. Three sections make up any document or essay: an introduction, a body with facts and analysis, and a conclusion. Every component of the paragraph is crucial to conveying the meaning you want the examiner or reader to understand.

The first section of the paragraph should include the main topic sentence and any other sentences at the beginning of the paragraph that give background information or provide a transition to other parts. All of the sentences in a single paragraph should be related to each other which is a single controlling idea (often expressed in the topic sentence of the paragraph).

Clearly related to the research problem — The sentences should all refer to the central idea or the thesis of the paper. Every idea discussed in the



paragraph should be adequately explained and supported through evidence and details that work together to explain the paragraph's controlling idea⁴⁰.

Many academic paragraphs follow this structure:

1. Topic sentence is the first sentence. It tells the reader what the paragraph is about.
2. Explanation is explanation why or how the topic sentence is true.

Useful phrases for giving explanations:

This is because...

This happens when...

In other words...

One reason is that...

E.g: Social media has a strong influence on teenagers. Because young people spend a large amount of time online interacting with others.

3. Example / Evidence is a giving proof.

Useful phrases for writing samples in sentences:

For example...

For instance...

Such as...

This can be seen when...

E.g: For example, many teenagers check platforms like Instagram or TikTok several times an hour, which shapes their opinions and behavior.

4. Result is shows effect, leads to the next paragraph.

Useful phrases you can use writing results in essay:

As a result...

Therefore...

This shows that...

⁴⁰ <https://www.cccmohali.org/public/documents/applied/material/ppr/Organizing-principles-of-paragraphs-in-documents.pdf>

Consequently...

E.g: As a result, social media significantly affects teenagers' lifestyles and self-image. Paragraph: **Many students experience stress during exams (idea)**. This happens because they feel pressure to achieve high grades and fear failure (explanation of idea). For instance, some students stay awake all night studying before an important test (example for idea). As a result, they may feel anxious and perform worse than expected (resulting).

T
TOPIC SENTENCE
 It should tell us what you will be focussing on in the paragraph.

E
EVIDENCE
 Support your point with evidence and examples. In the next one or two sentences, give evidence to expand upon and support the point you made. Evidence can include facts, statistics, research findings, quotes from a credible authority or a primary text.

E
EXPLANATION
 This is where you show your understanding by explaining in more detail how and why your evidence supports your point. Your explanation should interpret the evidence for the reader.

L
LINK
 The last sentence should reinforce your original point or link your writing to the next paragraph. The link sentence can provide a transition to the next topic or paragraph.

NOTE: EVIDENCE AND EXPLANATION

Grammar! Linking words:	
Function	Words
Adding ideas-qo'shimcha fikir bildirish	also, moreover, in addition
Cause-sabab	because, since
Result-natijani ifodalovchi	therefore, as a result
Example-misolalar uchun	for example, for instance
Contrast	however, although

Basic Paragraph Organization

A paragraph is not a collection of random sentences. Effective paragraphs are organized to move the reader through ideas in a logical way. The organization of your ideas, even at the paragraph level, builds your credibility as a writer and improves the quality and validity of your work.

Elements of a basic Paragraph

It may help to think of your paragraphs as a collection of sentences that contain, generally, one **point** and several **particulars**.

The Point: Often called "topic sentences," paragraphs usually center around one or two **main points**, or main ideas. That main point can be summarized in a sentence that appears at the beginning, end, or even the middle of the paragraph. (See Topic Sentences for more information.)

The Particulars: Paragraphs also include **particulars**, or form of evidence or support for the main idea. These can be quotes, examples, statistics, personal experiences, logic, or any other piece of information that is acceptable for the task and supportive of the paragraph's idea or claim.

Commentary: A final, common element of a paragraph is the author's "commentary," or an analysis of a paragraph's particulars and their connection to its main point. It reveals connections and context and often links back to the writer's overall thesis.

Basic Paragraph Example

As important as it is for Rosalind to demonstrate her independence, it is equally important for Orlando to play the part of a romantic hero. In the article "Shakespeare's Romantic Heroes: Orlando Reconsidered," Thomas Kelly explains that Orlando is not just a random match meant to showcase the dominant figure of Rosalind, but that he is also perfectly suited to her and totally in control of himself, making himself into a typical romantic hero (14). It is Orlando's composure at the hands of Rosalind's constant verbal attacks that demonstrates the calming qualities that make Orlando such a good match for the feisty Rosalind. In proving himself to Rosalind, Orlando isn't merely tending to her will, but rather demonstrating the qualities he already has that make him well suited to her. It is only when the two come together that their complimentary attributes shine, signifying that they are stronger as a pair than they will ever be individually.

Topic Sentence

Analysis

Evidence and Supporting Details

Concluding Sentence

Organising paragraphs

Here are 6 sentences about castles. They need separating into 2 different paragraphs. Rewrite them in your book as 2 paragraphs. You can also give each paragraph a sub-heading if it helps.

The best place for a king to build a castle was on high ground because that was the easiest place to defend.

Many castles were near to rivers so that they had a fresh water supply.

Building castles on high ground also gave a good view of the area and approaching enemies.

Nottingham castle was built near to the River Trent so that it had a good supply of water.

Building castles near to rivers also meant it was easier to transport the materials by water than on dirt tracks.

The Normans made their own hills from earth, known as a **motte**, and built their castles on top of them.



Exercise 1. Put in the order.

- A. As a result, many learners can study more comfortably and effectively.
- B. For example, students can watch recorded lectures at any time.

- C. Online learning offers great flexibility for students.
- D. This is because they are not limited by time or location.

Exercise 2. Find the Topic Sentence

- 1. For instance, many office workers sit for more than eight hours a day.
- 2. This lifestyle can lead to serious health problems.
- 3. A sedentary lifestyle is harmful to human health.
- 4. As a result, people may develop heart disease or obesity.

Exercise 3. Identify the parts of the paragraph

Topic Sentence / Explanation / Example / Concluding Sentence

Many young people prefer fast food. This happens because it is cheap and convenient. For instance, students often choose burgers or pizza instead of cooking at home. As a result, their eating habits may become unhealthy.

1. _____

2. _____

3. _____

4. _____

Exercise 4. Write your own paragraph

The importance of reading

Problems of using smartphones

Benefits of learning English

Exercise 5. Look at the features below. Decide whether each feature belongs to:

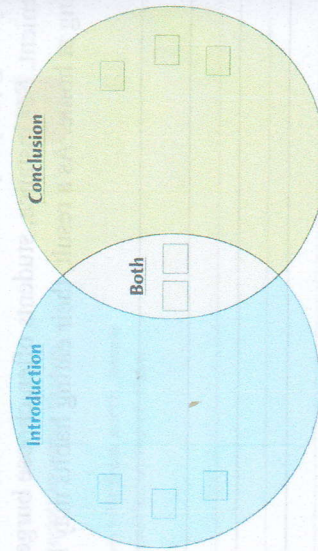
1. **Introduction only** -
 2. **Conclusion only** -
 3. **Both Introduction and Conclusion** -
- Write the numbers in the correct part of the Venn diagram.**

Organising Paragraphs: Introduction and Conclusions

Look at the features below. Write the number of each feature in the correct part of the Venn diagram.

Features:

1. Gives background information about the topic
2. Restates the thesis in different words
3. Includes a hook (question, fact, quote)
4. Summarises the main points
5. Presents the thesis statement clearly
6. Makes a prediction or recommendation
7. Uses general-to-specific structure
8. Uses specific-to-general structure



Place the numbers in the diagram:

Exercise 6. Decide which features belong to effective conclusions, ineffective conclusions, or both and match beside the words.

Effective

Ineffective Conclusions

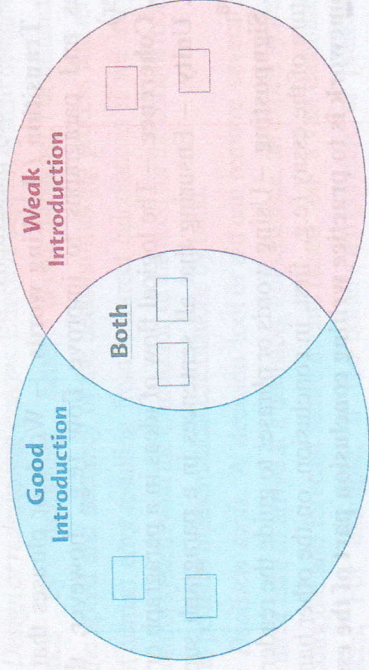
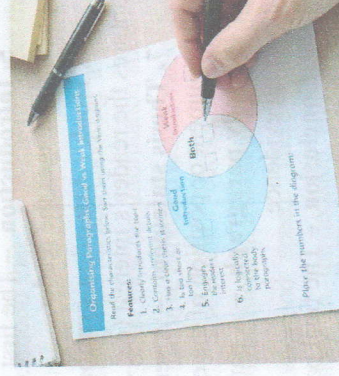
Features:

1. Summarises key arguments
2. Introduces a completely new idea
3. Leaves a strong final impression
4. Repeats sentences word-for-word
5. Suggests solutions or future implications
6. Restates the thesis using different words

Exercise 7. Read the characteristics of Good vs Weak Introductions and sort them using a Venn diagram.

Characteristics:

1. *Clearly introduces the topic*
2. *Contains irrelevant details*
3. *Has a clear thesis statement*
4. *Is too short or too long*
5. *Engages the reader's interest*
6. *Is logically connected to the body paragraphs*



Glossary:

1. **Paragraph** – A group of sentences that focuses on one main idea.
 2. **Topic sentence** – The first sentence of a paragraph that states its main idea.
 3. **Supporting sentences** – Sentences that explain, illustrate, or give evidence for the topic sentence.
 4. **Concluding sentence** – A sentence at the end of a paragraph that summarises the main idea or provides a transition.
 5. **Introduction** – The first paragraph of an essay that introduces the topic and engages the reader.
 6. **Hook / Attention-grabber** – A sentence in the introduction that captures the reader's interest (e.g., a question, fact, or quote).
 7. **Thesis statement** – A sentence in the introduction that shows the main argument or position of the essay.
 8. **Body paragraph** – A paragraph that develops one main idea with supporting evidence.
 9. **Conclusion** – The final paragraph that summarises the main points and reinforces the thesis⁴¹.
 10. **Restating the thesis** – Repeating the main argument of the essay in different words in the conclusion.
 11. **Summary of main points** – A brief recap of the key ideas discussed in the body paragraphs.
 12. **Transition / Linking words** – Words or phrases that connect sentences and paragraphs to improve flow (e.g., however, therefore, moreover).
 13. **Coherence** – The logical flow of ideas in a paragraph or essay.
 14. **Unity** – Ensuring that all sentences in a paragraph support the main idea.
 15. **Signposting** – Using words or phrases to guide the reader through the structure of the essay (e.g., first, in conclusion, on the other hand).
- Homework is to practice writing conclusion part of the essay.**

⁴¹ Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students* (3rd ed.). University of Michigan Press. 102

UNIT 14. DECISIONS, DECISIONS



The process of choosing involves deciding on a course of action, obtaining data, and weighing potential solutions. By arranging pertinent data and outlining your options, a methodical approach to decision-making can assist you in reaching more thoughtful, intentional conclusions. This strategy raises the likelihood that you will select the most fulfilling option available⁴².

B) Making decisions involves weighing options and choosing a course of action. When faced with a problem, we often look for information about it, calculate the likelihood of various solutions, and give expected results values and meanings. Consequently, decisions are a selection between options. Individuals who are required to make a lot of decisions in a short amount of time must compromise between decision accuracy and speed. There is also a relationship between the degree of uncertainty in the decision and the time required to make an accurate one. Naturally, the more uncertainty we have, the longer it takes us to find information, calculate the odds of various options, and assign values to results. A few ways to enhance human decision-making are as follows:

C) *Design or redesigning systems.* Effective support system design enhances performance by facilitating better decision-making. For instance, we can increase the speed and accuracy of the decision-making process and remove the chance of human error resulting from incorrect calculations if we integrate the process control system with the elimination of the need for the control room process operator to perform mathematical calculations by hand.

D) *Decision tools.* A decision tool or aid can remove several steps the operator must take to arrive at a decision. For instance, an expert system can be used to compute and forecast future events based on a vast database of past occurrences. For example, if the boiler's temperature or pressure keeps rising, the expert system can forecast potential outcomes using historical data

⁴² <https://www.umassd.edu/fycm/decision-making/process/>

and give the operator specific choices to make. It may be decided to either continue the process or stop the system. Without the assistance of an expert system, the operator must consult procedures, supervisors, coworkers, and gather information from various displays and sources in order to reach such a decision. This makes things more difficult mentally and encourages mistakes. Particularly helpful is training when a system is in an aberrant state. Though they are rare, abnormal situations can happen and operators might not be prepared.

E) *Making decisions* entails deciding which of several possible options is best at a particular moment. In order to make effective decisions, one must: (1) identify potential courses of action; (2) identify potential consequences of each action; (3) evaluate the likelihood that each consequence will materialize; (4) select the best alternative; and (5) put the decision into action. While a focus on choice-making and problem-solving at the elementary level can support the development of effective decision-making skills later in life, efforts to promote systematic decision-making skills are best addressed at the secondary level. Opportunities for decision-making should be incorporated into the curriculum when teaching decision-making skills. Students' ability to conceptualize and generalize the decision-making process will improve if they are given the opportunity to make decisions in real-world scenarios.

The process of evaluating alternatives is an area in which direct instruction should occur; students can be provided support to 1) develop lists of decision options, 2) evaluate the risk and benefit associated with a given alternative and 3) evaluate biases in their decision making. Students often evaluate risk somewhat differently than adults, perhaps because they see the excitement of risk as positive, rather than negative. However, by teaching students how to evaluate and conceptualize risk, both in terms of short-term and long-term consequences, these biases can be reduced.

Exercise 1. Choose correct answer

- What is the main purpose of a step-by-step decision-making process?
 - To make decisions faster
 - To avoid using information
 - To make more thoughtful and organized decisions
 - To reduce the number of alternatives
- Why does decision-making take longer when there is more uncertainty?
 - Because people become lazy
 - Because more information must be gathered and evaluated
 - Because fewer choices are available
 - Because the outcomes are always negative
- What is one benefit of using decision support systems?
 - They increase human workload
 - They remove the need for all decisions
 - They improve speed and accuracy
 - They make systems more complex
- Why are expert systems useful in decision-making?
 - They replace all workers
 - They predict outcomes using previous data
 - They reduce training needs
 - They eliminate uncertainty completely
- Why is training important for operators in abnormal situations?
 - Because abnormal events happen every day
 - Because operators forget basic skills
 - Because such situations are rare and operators may not be prepared
 - Because training reduces system costs

Exercise 2. Do true, false, not given activity

- People always make accurate decisions when they act quickly.
- The more uncertainty there is, the more time decision-making requires.
- Decision tools can reduce mental workload.
- Students evaluate risks in exactly the same way as adults.
- Decision-making skills should only be taught at university level.

Exercise 3. Match the headings

Paragraph Topic	Headings
A	1. Role of Training
B	2. Definition of Decision Making
C	3. Use of Expert Systems
D	4. Teaching Decision Skills to Students
E	5. Decision Support Systems

Exercise 4. Short Answer Questions

1. What do people attach to anticipated outcomes?
2. What do operators eliminate by using automated calculations?
3. What tool can predict problems in a boiler system?
4. Where can operators receive simulator training?
5. What three things should students evaluate when making decisions?

Exercise 5. Find appropriate meaning of the vocabulary below in context.

1. Assessing
 - A) Ignoring
 - B) Evaluating
 - C) Changing
 - D) Refusing
2. Uncertainty
 - A) Risk
 - B) Danger
 - C) Lack of certainty
 - D) Confusion

1. Alternative

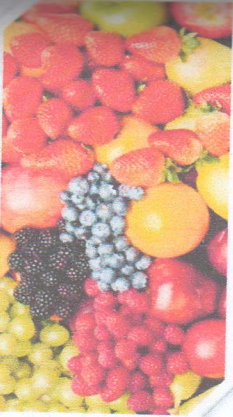
- A) Problem
- B) Choice
- C) Rule
- D) Method

4. Biases

- A) Skills
- B) Neutral ideas
- C) Unfair preferences
- D) Facts

Exercise 6. Describe pictures and write your own narrative story based on the picture.





Glossary:

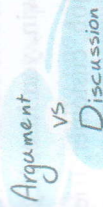
1. **Decision** – A choice made after considering different options or possibilities.
2. **Decision-making** – The process of choosing the best option from several alternatives⁴³.
3. **Alternative** – One of the possible choices or courses of action.
4. **Pros and cons** – The advantages and disadvantages of each option.
5. **Consequences** – The results or outcomes of a decision.
6. **Risk** – The possibility of loss or negative outcome when making a decision.
7. **Benefit** – A positive result or advantage from a choice.
8. **Cost** – The negative impact, price, or loss associated with a decision.
9. **Rational decision** – A decision made logically by analyzing facts and evidence.
10. **Intuitive decision** – A decision made based on feelings, instincts, or experience rather than detailed analysis.
11. **Problem-solving** – The process of identifying a problem, evaluating options, and making decisions to resolve it.
12. **Stakeholder** – A person or group affected by a decision.
13. **Decision tree** – A diagram that shows options and possible outcomes to help make decisions⁴⁴.
14. **Opportunity cost** – The value of the best alternative that is given up when making a decision.
15. **Evaluation** – Assessing the effectiveness, outcomes, or impacts of a decision.

Homework is to write description about personal decision making.

⁴³ Bazerman, M. H., & Moore, D. A. (2012). *Judgment in managerial decision making* (8th ed.). Wiley.

⁴⁴ Simon, H. A. (1997). *Administrative behavior: A study of decision-making processes in administrative organizations* (4th ed.). Free Press.

UNIT 15. ARGUMENT AND DISCUSSION/ CAUSE AND EFFECT



At school, at work, and in everyday life, argument is one of main ways we exchange ideas with one another. Academics, business people, scientists, and other professionals all make arguments to determine what to do or think, or to solve a problem by enlisting others to do or believe something they otherwise would not. Not surprisingly, then, argument dominates writing, and training in argument writing is essential for all college students.

The two main models of argument desired in college courses as part of the training for academic or professional life are **rhetorical argument** and **academic argument**. If rhetoric is the study of the craft of writing and speaking, particularly writing or speaking designed to convince and persuade, the student studying **rhetorical argument** focuses on how to create an argument that convinces and persuades effectively. To that end, the student must understand how to think broadly about argument, the particular vocabulary of argument, and the logic of argument. The close sibling of rhetorical argument is academic argument, argument used to discuss and evaluate ideas, usually within a professional field of study, and to convince others of those ideas. In **academic argument**, interpretation and research play the central roles. Arguments and discussion both are the noun which involves people talking or debate with one another and telling what they think, feel or know to be true in their point of view. Argument generally means an angry disputes or disagreement whereas discussion has much more positive fell to it in its context. It means people talking in a conversational and reasonable manner with other people.

Argument can be avoided and a lot of headache prevented by being a little carefulness. The best way to win your argument is to avoid it. An argument is one thing which you never win. If you win, you lose; if you lose, you lose. If you win an argument but lose your job, customer, friend or marriage than what kind of victory is it? Argument is like fighting a losing battle. Even if one wins the cost may be more than the victory is worth. The more arguments you win the fewer friend you have⁴⁵.

Social media cause and effects

Social media has become an integral part of teenagers' daily lives. Teenagers who use social media frequently may spend less time engaging in physical activities. Health issues like obesity or bad posture could result from this lack of exercise. Social media use may also have an impact on mental health. Anxiety, low self-esteem, or depression are frequently brought on by prolonged exposure to idealized images and peer comparison. However, social media can also be advantageous. Teens can use it to access educational materials, communicate with friends, and exchange ideas. As a result, the causes frequent use of social media, peer pressure, and easy access to smartphones have an impact on teens' physical and mental health in both positive and negative ways.

Signal words of the text:

- Causes: because, due to, since, as a result of
- Effects: therefore, thus, as a result, consequently, leads to

⁴⁵ <https://www.iitindia.com/blogs/argument-discussion-differences/>
110

Answer to the questions

1. What are two negative effects of social media on teenagers?
2. What are two positive effects mentioned in the text?
3. Identify one cause for the negative effects.
4. Find two signal words used to indicate effect.
5. Summarise the text in 2–3 sentences.

A cause and effect essay

A cause and effect essay is a type of academic writing that explains why something happens and/or what happens as a result.

Cause explains the reason, **Effect** explains the result.

A cause and effect essay analyzes the relationship between events, situations, or actions by showing how one thing leads to another.

It answers questions like:

- Why did this happen?
- What caused this situation?
- What are the results of this issue?

Introduction

Introduce the topic. Say you will discuss causes, effects or both.

E.g: In recent years, stress among students has increased significantly. This essay will examine the main causes of this problem and its effects on students' lives.

Body paragraph 1st – gives information about causes of the topic

Explain why the situation happens. Explain causes and reasons.

Students should write followings:

State the cause

Explain it
Give examples

Useful phrases for expressing causes:

One major cause is...
This is due to...
This happens because...
Another reason is...

E.g: One major cause of student stress is academic pressure. This happens because students are expected to achieve high grades and compete with others.

Body Paragraph 2nd – Describing effects

Explain what happens as a result at the end.

Useful phrases students can write:

As a result...
Consequently...
This leads to...
Therefore...

E.g: As a result, many students suffer from anxiety and lack of sleep. Consequently, their academic performance may decrease.

Conclusion

Summarize causes and effects;
No new ideas;

In conclusion, academic pressure is a key cause of student stress, which leads to serious mental and physical effects.

Exercise 1. Identify Cause or Effect and write them.

1. Many students feel tired **because they sleep late**.

Cause:

Effect:

2. **Due to heavy traffic**, people arrive late at work.

Cause:

Effect:

3. People use social media too much; **as a result**, they have less face-to-face communication.

Cause:

Effect:

4. **Because of pollution**, many cities experience health problems.

Cause:

Effect:

Exercise 2. Match Causes with Effects

Causes	Effects
A. Lack of exercise	1. Students feel sleepy in class
B. Studying all night	2. Environmental damage increases
C. Cutting down forests	3. Weight gain
D. Using phones while driving	4. Road accidents

Job: A-, B-, C-, D.

Exercise 3. Complete the sentences with following linkers

because / therefore / as a result / due to

- Many people are stressed _____ long working hours.
- Students did not study; _____ they failed the exam.
- Air pollution is increasing; _____ many people have breathing problems.
- She stayed home _____ she was sick.

Exercise 4 – Find the Cause–Effect Signal Words

- Many animals are endangered **because of** habitat loss.
Signal word: _____
- He did not save money; **consequently**, he had financial problems.
Signal word: _____
- Since** people rely on cars, traffic congestion is common.
Signal word: _____

Grammar!

Linkers for cause

Linkers	Example
because	Students are tired because they sleep late.
since	Since traffic is heavy, we left early.
as	As he was ill, he stayed home.
because of + noun	The match was cancelled because of rain .
due to + noun	The delay happened due to bad weather .
owing to	The game was stopped owing to injury .
one reason is	One reason is lack of time.

Effect linkers

Linkers	Example
so	He was tired, so he went home.
therefore	The road was icy; therefore , driving was dangerous.
as a result	He missed the bus; as a result , he was late.
consequently	She didn't study; consequently , she failed.
thus	The company lost money; thus , it closed.
hence	There was no evidence; hence , the case ended.
this leads to	Stress leads to health problems.
results in	Smoking results in lung disease.

Because / Since / As - sababli

Used in a clause (subject + verb) e.g: She stayed home because she was sick.

Because of / Due to / Owing to - sababli

Followed by a noun. E.g: She stayed home because of her illness.

Sentence structure

1. Cause → Effect

Because students use phones late at night, they feel tired.

2. Effect ← Cause

Students feel tired because they use phones late at night.

3. Two sentences

Students use phones late at night. As a result, they feel tired.

Exercise 5. Choose correct linkers

- Many students feel stressed _____ exams.
(because / because of)
- She was ill, _____ she did not attend the class.
(because / therefore)
- Flights were delayed _____ heavy fog,
(due to / since)
- He didn't revise, _____ he failed the test.
(as a result / because of)
- _____ people use cars too much, air pollution increases.
(Because / As a result)

Exercise 6. Join the sentences

1. People eat too much fast food. They gain weight.
(as a result)

2. She missed the bus. She woke up late.
(because)

3. The company lost money. It closed.
(therefore)

4. He improved his English. He practiced every day.
(because of)

Exercise 7. Identify the type of linkers

Linker	Type
because	
therefore	
due to	
as a result	
since	

consequently

Glossary:

1. **Argument** – A reason or set of reasons given to support or oppose an idea or opinion.
2. **Discussion** – The process of considering different viewpoints or ideas about a topic.
3. **Claim** – A statement or opinion that a writer or speaker tries to prove.
4. **Evidence** – Facts, examples, or data used to support a claim or argument.
5. **Counterargument** – An opposing viewpoint that challenges the main argument.
6. **Refutation** – The act of disproving or responding to a counterargument.
7. **Opinion** – A personal belief or judgment, not necessarily based on fact.
8. **Point of view** – The perspective from which something is considered or argued.
9. **Cause** – An event, action, or situation that makes something happen.
10. **Effect / Result** – The outcome or consequence of a cause.
11. **Causal relationship** – A link between an action (cause) and its outcome (effect).
12. **Chain of events** – A series of causes and effects that are connected.
13. **Consequence** – The result of a particular action, decision, or event.
14. **Logical reasoning** – Using rational thought to connect causes and effects or build arguments.
15. **Transition / Linking words** – Words used to show cause and effect relationships (e.g., because, therefore, as a result, consequently)⁴⁶.
16. **Synthesis** – Combining ideas from different sources to form a coherent argument or understanding of cause and effect.
Homework is to write an essay.

⁴⁶ Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). Routledge. 118

Writing & Reading Tips for learners

1. Key Strategies for Reading

Preview the text: Look at titles, headings, and pictures before reading.

Skim and scan: Skim for the main idea; scan for specific information.

Highlight / take notes: Mark important points, keywords, and definitions.

Look for signal words: Words like *however, therefore, because, in conclusion* show relationships.

Ask questions: Who, what, when, where, why, and how to improve comprehension.

Summarize: After reading, write 1–2 sentences summarizing the main idea.

2. Key Strategies for Writing

Plan before you write: Organize your ideas using an outline or mind map.

Use paragraphs: Each paragraph should have a clear topic sentence, supporting details, and a conclusion.

Link your ideas: Use linking words (*however, therefore, firstly, in addition*) for coherence.

Cite sources: Avoid plagiarism by quoting and paraphrasing with proper references.

Revise and edit: Check for grammar, punctuation, and clarity before finalizing.

Practice different types of writing: Essays, summaries, reports, and creative writing.

3. Advanced Writing Techniques

Vary sentence structure: Mix short and long sentences to make writing more interesting.

Use academic vocabulary: Words like *analyze, evaluate, demonstrate, illustrate* improve clarity.

Include examples: Support arguments with evidence, facts, or personal examples.

Check coherence: Each paragraph should flow naturally to the next.

Peer review: Exchange writing with classmates and provide constructive feedback.

4. **Combining Reading and Writing**

Reading improves writing: Pay attention to structure, vocabulary, and style in texts you read.

Writing strengthens reading skills: Summarizing and responding to texts helps comprehension.

Use notes from reading: Integrate ideas from different sources into your writing with proper citations.

Reflect on both: After reading and writing, ask yourself: "What did I learn?" and "How can I express it clearly?"

5. **Tips to Avoid Plagiarism**

1. **Cite your sources** – Use proper citation styles (APA, MLA, Chicago).

2. **Paraphrase properly** – Rewrite ideas in your own words while keeping the original meaning.

3. **Use quotations** – When using exact words, put them in quotation marks and cite the source.

4. **Take careful notes** – Keep track of where information comes from.

5. **Check your work** – Use plagiarism checkers before submitting.

Final note

Dear, Learners...

In essence, the journey through the intricacies of the IMRAD format has not merely equipped students with technical prowess but has nurtured a profound appreciation for the art and science of research. Beyond the rigid structure, you have cultivated an inherent ability to think critically, question assumptions, and approach scholarly challenges with creativity. The interactive workshops and peer-review activities served as crucibles for refining their writing skills, fostering a community of collaborative learners. As you delved into real-world applications through guest lectures and online resources, you not only absorbed knowledge but also gained a nuanced perspective on the dynamic nature of research methodologies.

The inclusion of case studies, akin to intellectual puzzles, has honed their analytical acumen, encouraging you to decipher and contextualize research intricacies. This holistic approach has transcended the confines of conventional teaching, fostering a deep understanding that extends beyond rote application. With each class, you have not just embraced the IMRAD framework but have embraced the ethos of academic inquiry.

This Book serves as a cornerstone, not just for mastering the structural components of a research paper but for instilling a lifelong passion for inquiry and discovery. As these budding scholars embark on their academic pursuits, you carry with them not only the tools to construct a well-organized paper but also the mindset to push boundaries, challenge conventions, and contribute meaningfully to the evolving tapestry of knowledge within their respective fields. The lessons learned reach far beyond the confines of the classroom, sowing the seeds for a future generation of researchers and thought leaders.

Good luck for your future research!
Authors!

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