

EAP Foundation

ACADEMIC

WRITING

GENRES:

ESSAYS,

REPORTS &

OTHER GENRES

SHeldon SMITH

Evident

Press

ACADEMIC WRITING GENRES: ESSAYS, REPORTS & OTHER GENRES

Thank you for downloading the book sample. The sample contains the Introduction to the book, two complete units (*Unit 3: Cause & Effect Essays* and *Unit 12: About the Report Genre*), some of the answers to the exercises in Unit 3 and 12 (not all answers are provided in this sample), *Appendix 3: Transition Signals*, and the *Index*.

Note that this is a sample of the *paperback* edition, which is in black-and-white. The e-book is in colour.

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Sheldon Smith
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Academic Writing Genres:
Essays, Reports & Other Genres
Part of the EAP Foundation series

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About the EAP Foundation series

The *EAP Foundation* series is written for students who are preparing for, or currently studying at, a Western university, including students on foundation or pre-sessional courses. In contrast to many English language textbooks, which offer fragments of information scattered around a series of exercises, books in the *EAP Foundation* series focus on presenting practical information in a straightforward and readable manner, with exercises coming at the end of each unit as a way to check understanding and deepen comprehension. This straightforward presentation of material makes the books ideal not only for classroom use, but for independent study or review after class. There are checklists for each unit, which serve to foster self reflection and peer feedback, which are important principles behind the *EAP Foundation* series of books. All books have additional resources which can be downloaded, including worksheets, copies of checklists, teaching tips, lesson plans and mp3 recordings (for books in the speaking and listening series). This is ideal for personal use (if you are a student) or classroom use (if you are a teacher). These resources are available free of charge, using the access code available in *Appendix 1: Accessing online resources*. A full answer key is provided at the end of the book, meaning there is no need for a separate teacher's manual.

About the author

Sheldon Smith has been teaching English for Academic Purposes (EAP) since 2002, working in the UK, Indonesia and China. Since 2005 he has been working on pathway programmes which prepare students for university study at Western universities, chiefly in the USA, UK and Australia. In addition to textbooks for academic English, he is the author of several novels, as well as textbooks for Chinese language learning. He is the founder and chief developer of the EAPFoundation.com website. He currently resides in Guangzhou, Guangdong province, China.

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Introduction

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Overview

Students at university are expected to write in a range of genres. This book examines frequently used academic writing genres, identifying common features such as structure and language, and providing clear models, in order to scaffold learning and provide a way for students to master each one.

What are academic writing genres?

Genres are social actions used to achieve a particular purpose, for a particular audience and context. The ability to understand and use genres is part of becoming a member of a given community. Academic English has spoken genres, including lectures, seminars, presentations and dissertation defences, as well as written genres, such as essays and reports. **EAP Foundation: Academic Writing Genres** focuses on those in the written form.

The most common genre for undergraduate study is the essay, which can be subdivided into many different types, such as comparison and contrast, cause and effect, argument and classification. Because of the many types, and their importance for student writing, the essays section is the largest section in the book, with detailed exercises for each unit. Reports are also very common, especially in the sciences, and are looked at in detail. Other genres (and genre elements), such as posters, research proposals, theses/dissertations and abstracts, are also covered.

Features of the book

Each unit begins with a clear list of learning outcomes, along with key vocabulary. As with all books in the *EAP Foundation* series, information is presented in a straightforward and readable manner. The main text is accompanied by additional tips to help improve performance, as well as numerous 'In short' boxes, which give a summary of the main points covered (an example is given to the right). These are useful for previewing the unit before reading and reviewing later. Each unit contains a checklist to give feedback on writing (to yourself or a peer). There are full examples of essays of each type, reports, posters, abstracts and so on, to provide clear models. Each unit concludes with a range of exercises to check comprehension and deepen understanding. Appendices give information on accessing online resources, full answers to the exercises, and other information.

In short

The book contains:

- learning outcomes;
- key vocabulary;
- practical information;
- additional tips;
- 'In short' summaries;
- checklists;
- example texts;
- exercises;
- additional resources.

Structure of the book

The first section of the book considers **essay** writing. It begins by looking at the content and structure of a typical essay (*Unit 1: About the Essay Genre*), then looks at different essay types, namely *Comparison & Contrast (Unit 2)*, *Cause & Effect (Unit 3)*, *Problem-Solution (Unit 4)*, *Classification (Unit 5)*, *Argument (Unit 6)*, *Discussion (Unit 7)*, *Definition (Unit 8)*, *Process (Unit 9)*, *Exemplification (Unit 10)* and *Description (Unit 11)*.

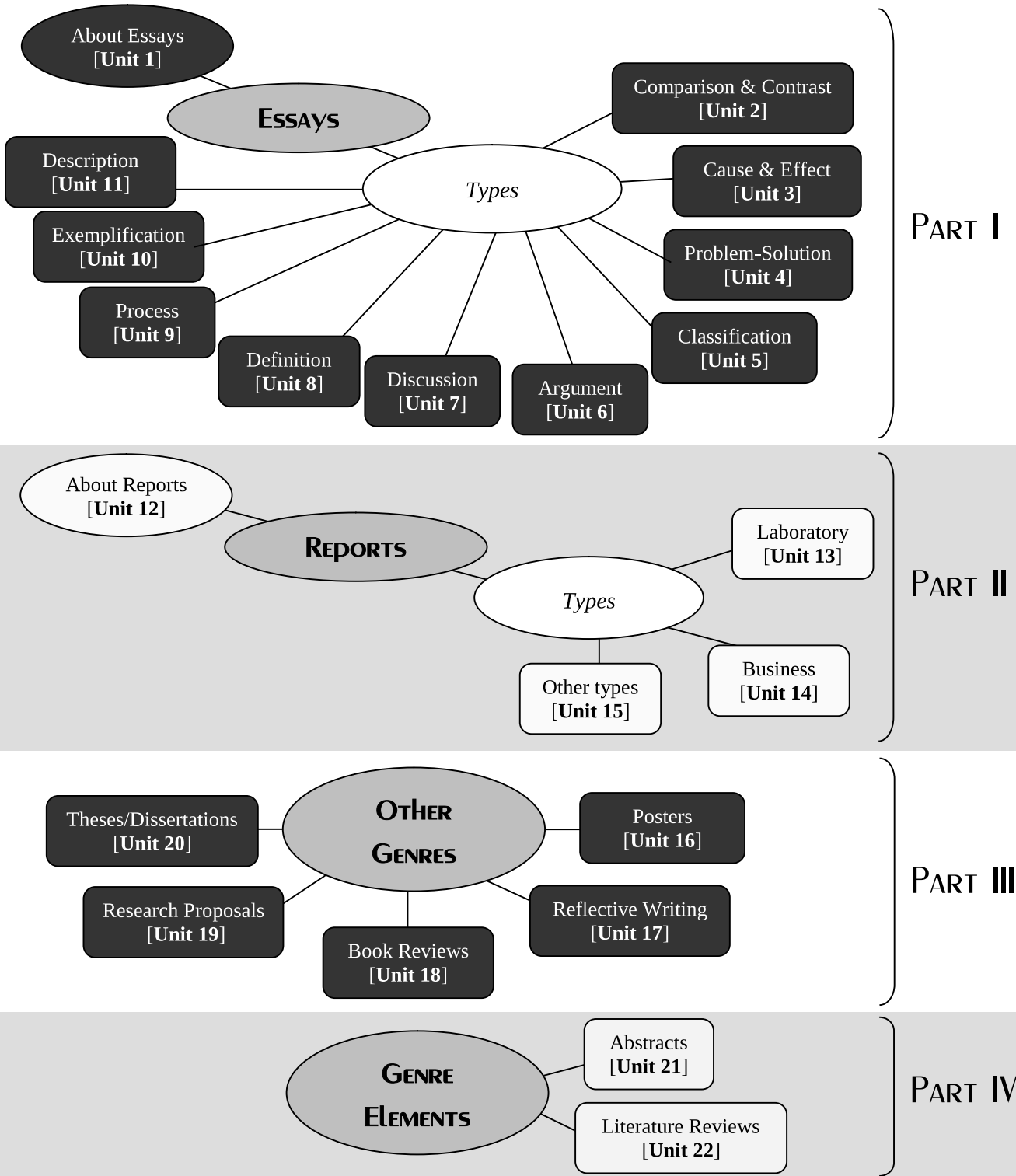
The second section of the book looks at **report** writing, beginning with an overview of report writing (*Unit 12: About the Report Genre*), followed by a detailed look at the two most common report types, namely *Laboratory Reports (Unit 13)* and *Business Reports (Unit 14)*. Other report types are also covered (*Unit 15: Other Report Types*).

The third section covers **other genres** which do not fit into the essay or report category. They are *Posters (Unit 16)*, *Reflective Writing (Unit 17)*, *Book Reviews (Unit 18)*, *Research Proposals (Unit 19)*, and *Theses/Dissertations (Unit 20)*.

The fourth and final section considers **genre elements**. These are types of writing which can form part of other genres, but can also be stand-alone pieces of writing, and need looking at in detail. They are *Abstracts (Unit 21)* and *Literature Reviews (Unit 22)*.

The graphic on the following page summarises the structure of the book.

Overview of units and sections



Internal/external links

Some internal links are included in the book. These point backwards or forwards to other units related to the area under discussion, which will help you make connections between different aspects of writing. Two examples are given here. The first is an example of an internal link to an *earlier* section of the book; note the arrows pointing *backwards* (i.e. to the left), and the left-aligned text. The second is an example of an internal link to a *later* section of the book; note the arrows pointing *forwards* (i.e. to the right), and the right-aligned text.

◀ A list of transitions for *cause* and *effect* is given in Unit 3.

Abstracts and executive summaries are covered in more detail in Unit 21. ▶▶

Some content may be closely related to another aspect of EAP. In this case, there may be an external link to another book in the *EAP Foundation* series. The following is an example of an external link; note the arrows pointing *forwards* and *backwards* (i.e. out of the book), and the centred text. The colouring is also different for clarity (dark background, white lettering).

◀ For more information on *presentation skills*, see EAP Foundation: Academic Presentations. ▶▶

Key to language phrases

Language phrases are generally shown in a way which minimises space and shows how the parts of the phrase can be combined. See the following examples, from Unit 5.

[X]	can be may be is/are	classified grouped	into... as...
-----	----------------------------	-----------------------	------------------

These parts can be combined in a total of 12 ways (3 x 2 x 2 = 12). For example:

- [X] can be classified into...
- [X] can be classified as...
- [X] can be grouped into...
- [X] may be classified into...
- [X] is grouped as...

PART I:
ESSAYS

Learning Outcomes

By the end of this unit, you should:

- know what a cause and effect essay is;
- understand different types of cause (main, contributing, immediate, remote);
- understand different types of effect (short-term, long-term, primary, secondary);
- understand ways to structure a cause and effect essay;
- be able to use language for showing cause and effect.

By completing the exercises, you will also:

- study an example essay for structure, language and content;
- practise using language for cause and effect;
- write a cause and effect essay;
- peer edit a cause and effect essay, using a checklist.

Key Vocabulary

Nouns

- block
- chain
- reason
- result
- cause (also *verb*)
- effect
- consequence

Adjectives

- main
- contributing
- immediate
- remote
- short-term
- long-term
- primary
- secondary

Verbs

- affect

Additional Vocabulary

Academic Collocations (in the unit)

- academic writing (adj + n)
- close proximity (adj + n)
- increased demand (adj + n)
- lower income (adj + n)
- major reason (adj + n)
- previous paragraph (adj + n)
- equally important (adv + adj)

Academic Collocations (in the essay)

- contemporary society (adj + n)
- domestic violence (adj + n)
- greater equality (adj + n)
- legal rights (adj + n)
- purchasing power (adj + n)
- significant contribution (adj + n)
- significant effects (adj + n)
- significant impact (adj + n)
- gender equality (n + n)

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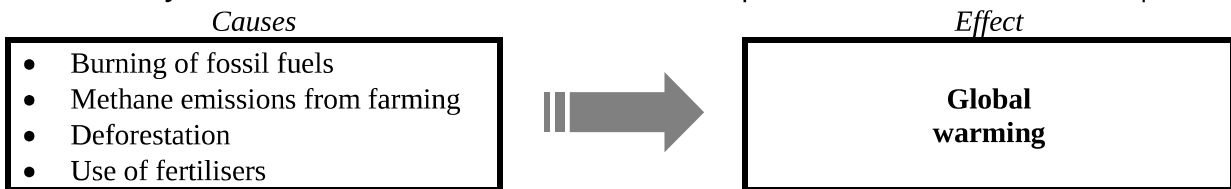
Overview

A cause and effect essay looks at the reasons (or causes) for something, then discusses the results (or effects). For this reason, *cause and effect* essays are sometimes referred to as *reason and result* essays. They are one of the most common forms of academic writing. Sometimes the whole essay will be cause and effect, though sometimes this may be only part of the essay. It is also possible that only the causes or effects, not both, are discussed.

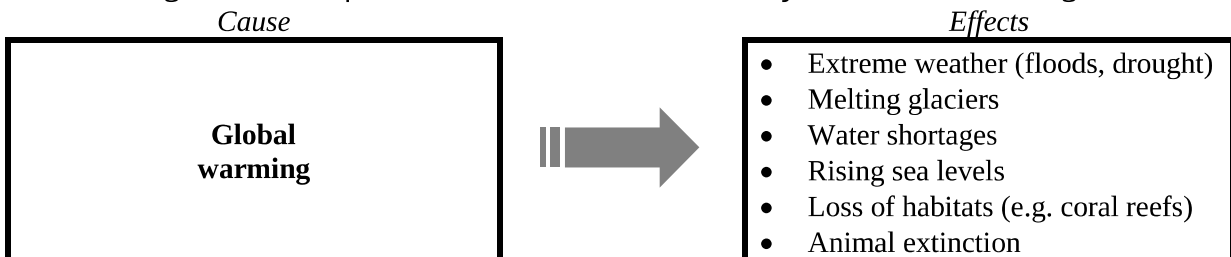
The following are examples of cause and effect essay titles.

- Discuss the causes and effects of global warming. [*cause and effect* essay]
- Explain the high birth rate in India. [*causes* only essay]
- Discuss the WTO and its effects on the Chinese economy. [*effects* only essay]

Sometimes one cause leads directly to one effect (e.g. boiling water creates steam). Often, however, many different causes will lead to an effect (or phenomenon). See this example.



Likewise, a single cause (or phenomenon) can result in many different effects. E.g.



Types of cause and effect

Causes can be classified in different ways. It is often important to distinguish between the **main cause** (or *main causes* if there are several equally important ones) and a **contributing cause** (also called a *contributing factor*), in other words a cause which added to the effect, but is not the main reason for it. For example, someone who smokes, is obese and does not get regular exercise might suffer a heart attack. The *main causes* of the heart attack are likely to be the person's obesity and lack of fitness. The fact that the person smokes, however, is likely to be a *contributing factor*, as while this is a less direct cause of the heart attack, smoking nonetheless affects the condition of the heart.

In short

Causes can be:

- main or contributing;
- immediate or remote.

Effects can be:

- short-term or long-term;
- immediate or delayed;
- primary or secondary.

It may also be important to distinguish between the **immediate cause** or causes (also called *proximate cause*) and the **remote causes**. The immediate cause is the one closest in time to the effect, which led to it happening. To use the example above again, an obese, unfit smoker may climb twenty flights of stairs and suffer a heart attack. The *immediate cause* of the heart attack, i.e. the closest event which led to it, is climbing twenty flights of stairs. Without this event, the person would not have suffered a heart attack at that exact moment. The *remote causes* in this case are the obesity, lack of fitness and smoking.

Effects likewise can be divided into different types. The main way to classify effects is according to how long they last. This leads to **short-term effects**, which last for a relatively short time, and **long-term effects**, which last for much longer. For example, the *short-term effects* of smoking include a feeling of relaxation, increased heart rate and decreased appetite. *Long-term effects* of smoking include damaged lining of the lungs (which can lead to cancer) and narrowing of blood vessels (which can lead to heart attack and stroke).

Another way of classifying effects is according to when they happen. There are **immediate effects**, which happen straight away, and **delayed effects**, which happen later. The long-term effects of smoking, listed above, are also examples of *delayed effects*.

Sometimes there may also be **primary effects** and **secondary effects**. *Secondary effects* are ones which happen as a result of the *primary effects*, i.e. the effects of the effects. For example, after a strong earthquake, *primary effects* include landslides, building collapse and burst water and sewage pipes. *Secondary effects* include homelessness (a result of the landslides and collapsed buildings) and disease (a result of burst water and sewage pipes).

Structure of cause and effect essays

There are two main ways to structure a cause and effect essay, namely using a **block** or a **chain** structure. For the *block* structure, all of the causes are listed first, and all of the effects are listed afterwards. Usually, there will be a transition paragraph in the middle, to link causes to effects. With the *chain* structure, each cause is followed immediately by its effect. Often the effect will then be the cause of the next effect, which is why this structure is called 'chain'.

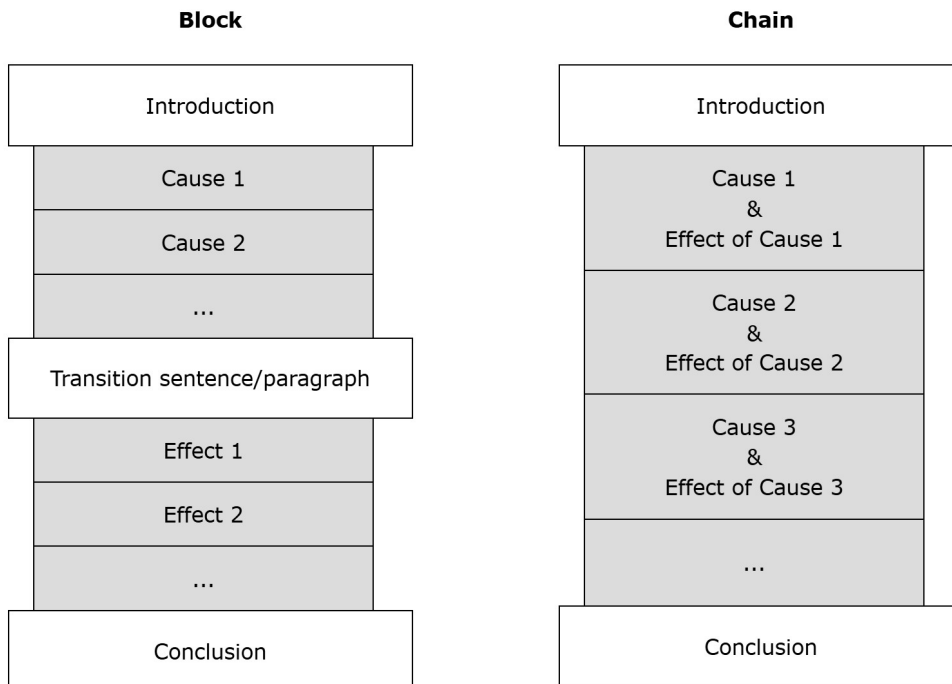
Block and chain structures are also used in *Problem-Solution essays* (Unit 4).

Both types of structure have their merits. The *block* structure is generally clearer, especially for shorter essays, while the *chain* structure ensures that any effects you present relate directly to the causes you have given. The *chain* structure is not always possible, however. For the global warming example given earlier, only the *block* structure can be used, as the individual causes of global warming do not link directly to individual effects (the causes collectively lead to global warming, which in turn leads to the collective effects).

In short
 There are two ways to structure a cause and effect essay:

- *block* (all causes first, then all effects);
- *chain* (cause 1 => effect 1, cause 2 => effect 2).

The two types of structure, *block* and *chain*, are shown in the diagram below.



Language for cause and effect

Cause and effect transitions are words and phrases which show the cause and effect relationships. It is important to be clear which is the cause (or reason) and which is the effect (or result), and to use the correct transition word or phrase. Remember that a cause happens first, and the effect happens later.

Below are some common cause and effect transition signals. The symbol [C] is used to indicate a cause, while [E] indicates the effect. They are organised by type (sentence connectors, clause connectors, and other). Those in the 'other' group are sub-divided according to the main word used in the transition signal (e.g. *reason, cause, result, effect*).

Sentence connectors		
[C].	As a result, As a consequence, Consequently, Therefore, Thus, Hence,	[E]

Clause connectors		
[E]	because since as	[C]
Because As		[C], [E]

Other	
<p><i>reason (n)</i></p> <ul style="list-style-type: none"> [C] is the reason for [E] [E]. The reason is [C] <p><i>cause (n)</i></p> <ul style="list-style-type: none"> [C] is the cause of [E] [C] is one of the causes of [E] The cause of [E] is [C] <p><i>cause (v)</i></p> <ul style="list-style-type: none"> [C] causes [E] [E] is caused by [C] <p><i>lead to (v)</i></p> <ul style="list-style-type: none"> [C] leads to [E] <p><i>because of (conj)</i></p> <ul style="list-style-type: none"> Because of [C], [E] [E] is because of [C] <p><i>due to (conj)</i></p> <ul style="list-style-type: none"> Due to [C], [E] [E] is due to [C] <p><i>owing to (conj)</i></p> <ul style="list-style-type: none"> Owing to [C], [E] [E] is owing to [C] <p><i>explain (v)</i></p> <ul style="list-style-type: none"> [C] explains why [E] <p><i>explanation (n)</i></p> <ul style="list-style-type: none"> [C] is the explanation for [E] 	<p><i>result (n)</i></p> <ul style="list-style-type: none"> [C]. The result is [E] As a result of [C], [E] The result of [C] is [E] [E] is the result of [C] <p><i>result (v)</i></p> <ul style="list-style-type: none"> [C] results in [E] [E] results from [C] <p><i>effect (n)</i></p> <ul style="list-style-type: none"> The effect of [C] is [E] [C] has an effect on [E] [E] is the effect of [C] [E] is one of the effects of [C] <p><i>affect (v)</i></p> <ul style="list-style-type: none"> [C] affects [E] [E] is affected by [C] <p><i>consequence (n)</i></p> <ul style="list-style-type: none"> As a consequence of [C], [E] The consequence of [C] is [E] [E] is a consequence of [C] [E] is the consequence of [C]

The following are some examples of cause and effect transition phrases.

- Each year, heart disease **causes** approximately one in three deaths in the United States, and it is the leading **cause of** death in the developed world (Centers for Disease Control and Prevention [CDC], 2011; Shapiro, 2005).*
- If you look at a straight rod partially submerged in water, it appears to bend at the surface. **The reason behind this effect is** that the image of the rod inside the water forms a little closer to the surface than the actual position of the rod, so it does not line up with the part of the rod that is above the water. The same phenomenon **explains why** a fish in water appears to be closer to the surface than it actually is.**
- **A major reason for** Amazon's success is its production model and cost structure, which has enabled it to undercut the prices of its competitors.***
- Freud's theories are widely taught in introductory psychology texts **because of** their historical significance for personality psychology and psychotherapy.*
- **Because of** the relationship of rest energy to mass, we now consider mass to be a form of energy rather than something separate.**
- The amount consumers buy falls for two **reasons**: first **because of** the higher price and second **because of** the lower income.***
- Many students are taking longer (five or six years) to complete a college degree **as a result of** working and going to school at the same time.*
- A Cooper pair can form **as a result of** the displacement of positive atomic nuclei.**
- Jet lag is a collection of symptoms that **results from** the mismatch between our internal circadian cycles and our environment. These symptoms include fatigue, sluggishness, irritability, and insomnia (Roth, 2007).*
- Learning is a relatively permanent change in behaviour or knowledge **that results from** experience.*
- Prolonged stress ultimately **results in** exhaustion.*
- Soap bubbles are blown from clear fluid into very thin films. The colours we see **are not due to** any pigmentation but **are the result of** light interference, which enhances specific wavelengths for a given thickness of the film.**
- If exposure to a stressor continues over a longer period of time, exhaustion ensues, and the body's ability to resist becomes depleted. **As a result**, illness, disease, and other permanent damage to the body—even death—may occur.*

Vocabulary in use: *effect*

Remember that *effect* is usually a noun, while *affect* is a usually verb (usually, because *effect* can also be a verb, meaning 'to produce', while *affect* is a noun used in psychology).

Also note that the word *effect* does not always show effect. For example, the phrase *In effect* means 'essentially', while *take effect* means 'begin to be effective', i.e begin to work.

Examples (continued)

- Unlike neurotransmitters, which are released in close proximity to cells, hormones are secreted into the bloodstream and travel throughout the body. **Thus**, whereas neurotransmitters' effects are localized, the effects of hormones are widespread.*
- The theory of rational ignorance says voters will recognize that their single vote is extremely unlikely to influence the outcome of an election. **As a consequence**, they choose to remain uninformed about issues. This theory helps **explain why** voter turnout is so low in the United States.***
- A recent increased demand for ethanol has **caused** the demand for corn to increase. **Consequently**, many farmers switched from growing wheat to growing corn.***
- Parenting styles were found to **have an effect on** childhood well-being.*
- While it is clear that the price of a good **affects** the quantity demanded, it is also true that expectations about the future price can **affect** demand.***
- Anything the mother is exposed to in the environment **affects** the foetus; if the mother is exposed to something harmful, the child can show life-long **effects**.*

* From *Psychology* by OpenStax. This OpenStax book is available for free at <https://cnx.org/content/col11629/1.5>.

** From *University Physics* by OpenStax. Download free at <https://openstax.org/details/books/university-physics-volume-3>.

*** From *Principles of Economics* by OpenStax. Download free at <https://openstax.org/details/books/principles-economics>.

Checklist

Below is a checklist for cause and effect essays. Use it to check your writing, or ask a peer.

Area	Item	OK?	Comments
Cause & Effect	The essay is a cause and/or effect essay.		
	An appropriate structure is used, either <i>block</i> or <i>chain</i> .		
	If necessary, the essay shows the type of cause (<i>main/contributing, immediate/remote</i>).		
	If necessary, the essay shows the type of effect (<i>short-term/long-term, immediate/delayed, primary/secondary</i>).		
	Cause and effect language is used accurately.		
General essay skills	The essay has a clear thesis statement.		
	Each paragraph has a clear topic sentence.		
	Each paragraph has enough support (facts, reasons, examples, etc.).		
	The conclusion includes a summary of the main points.		

Example essay

Below is an example *cause and effect* essay. It is used in one of the exercises later.

Title: *More and more women are now going out to work and some women are now the major salary earner in the family. What are the causes of this, and what effect is this having on families and society?*

In the past, most women stayed at home to take care of domestic chores such as cooking or cleaning. Women's liberation and feminism have meant that this situation has been transformed and in contemporary society women are playing an almost equal role to men in terms of work. This has had significant consequences, both in terms of the family, for example by improving quality of life and increasing children's sense of independence, and also for society itself with greater gender equality.

The main reasons behind the increase of women in the workplace are women's liberation and feminism. The women's liberation movement originated in the 1960s and was popularised by authors such as Simone de Beauvoir. As a consequence of this, new legislation emerged, granting women equal rights to men in many fields, in particular employment. Because of feminist ideas, men have taken up roles which were previously seen as being for women only, most importantly those related to child rearing. As a result of this, women have more time to pursue their own careers and interests.

These have led to some significant effects, both to family life and to society as a whole.

Although the earning capacity of a woman in her lifetime is generally much less than that of a man, she can nevertheless make a significant contribution to the family income. The most important consequence of this is an improved quality of life. By helping to maintain a steady income for the family, the pressure on the husband is considerably reduced, hence improving both the husband's and the wife's emotional wellbeing. Additionally, the purchasing power of the family will also be raised. This means that the family can afford more luxuries such as foreign travel and a family car.

A further effect on the family is the promotion of independence in the children. Some might argue that having both parents working might be damaging to the children because of a lack of parental attention. However, such children have to learn to look after themselves at an earlier age, and their parents often rely on them to help with the housework. This therefore teaches them important life skills.

As regards society, the most significant impact of women going to work is greater gender equality. There are an increasing number of women who are becoming politicians, lawyers, and even CEOs and company managers. This in turn has led to greater equality for women in all areas of life, not just employment. For example, women today have much stronger legal rights to protect themselves against domestic violence and sexual discrimination in the workplace.

In conclusion, women's liberation and feminism have led to an increasing number of women at work, which in turn has brought about some important changes to family life, including improved quality of life and increased independence for children, as well as affecting society itself. It is clear that the sexes are still a long way from being equal in all areas of life, however, and perhaps the challenge for the present century is to ensure that this takes place.

Exercises

Exercise 1: Comprehension

Answer the following questions about this unit. Either do this after reading the unit, or make notes first then use the notes to answer the questions.

1 What are the two types of cause and effect essay structure?

- _____
- _____

2 What is the difference between the two structure types? What are the advantages of each?

3 Match each word on the left with a word on the right, and decide whether they are types of *cause* or *effect*. [Note: *immediate* is included twice, as it is both a type of cause and effect.]

- | | |
|----------------|-------------|
| • primary | • immediate |
| • delayed | • long-term |
| • short-term | • secondary |
| • contributing | • remote |
| • immediate | • main |

4 Study the paragraph below. Try to identify *at least one* example of each of the cause and effect types given in Q3 above. [Note: Each cause and effect could be more than one type.]

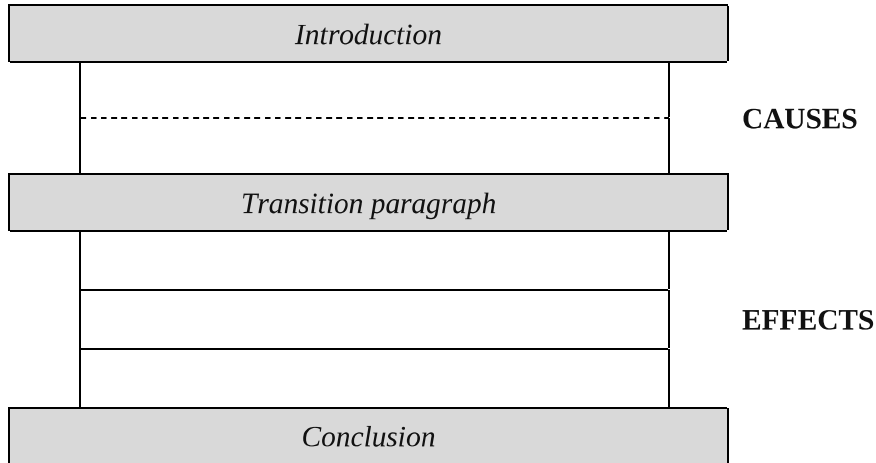
The individual had spent the evening drinking with friends, and was over the legal alcohol limit when he drove his car home. The individual received a text message and was checking the message on his phone, which caused him to be distracted. As a result, he did not see the oncoming vehicle. He was unable to stop in time and crashed into the other vehicle. Both vehicles were severely damaged. The individual sustained a broken wrist in the accident. Initially he seemed otherwise unharmed and spoke to police officers. However, after 10 minutes he began to speak in a confused manner, and later fell into a coma. Surgeons operated on him and removed a blood clot from his brain. Although the individual recovered from the coma, he was subsequently paralysed and will spend the remainder of his life in a wheelchair.

Exercise 2: **Example essay**

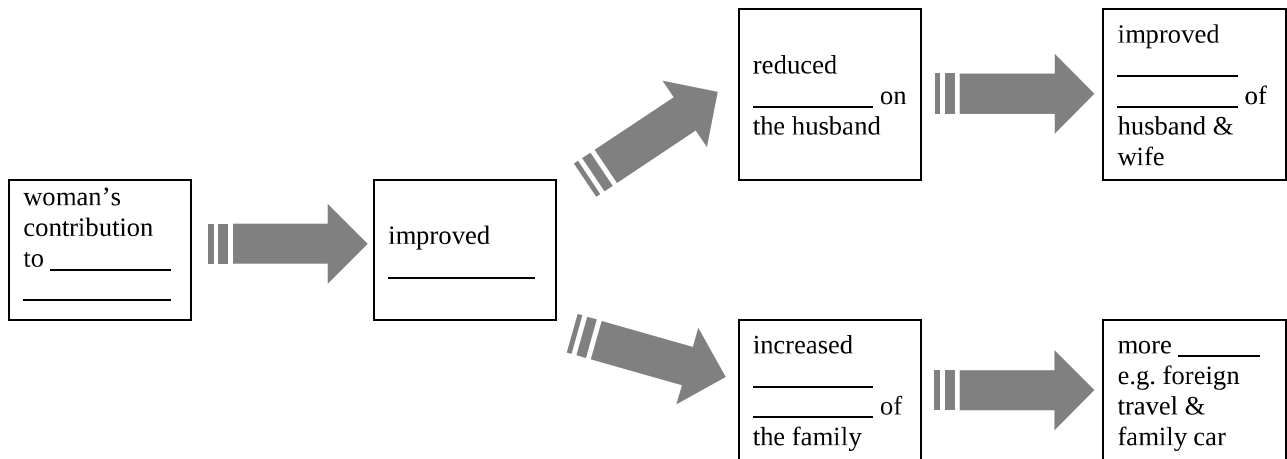
Study the example essay on *women at work* (earlier in this unit) and answer these questions.

a) What type of structure has been used? _____

b) Complete the following diagram, summarising the main ideas of the essay.



c) The first *effect* paragraph from the essay shows a 'chain' structure (twice), as one effect becomes the cause for the next effect. Complete the missing words in the flowchart below to show the chain of cause-effect in this paragraph.



d) Study the example essay and highlight the following:

- language for cause and effect;
- the main ideas listed in: (a) the *thesis*; (b) the *topic sentences*; (c) the *summary*.

Exercise 3: Language for cause and effect #1

Study the following sentences. Complete each one by choosing the correct cause and effect transitions to fill the gaps, based on the structure and meaning of the sentence.

- 1) _____ increased emissions of pollutants, the Green House effect is accelerating.
a) As a result of b) As a result c) Since
- 2) _____, extreme weather incidents are increasing.
a) As a result of b) As a result c) Since
- 3) _____ her hard work, her spoken English made great improvement.
a) As a consequence of b) As a consequence c) Causes
- 4) She also worked extremely hard on her writing. _____, her grades for her assignments went up considerably.
a) As a consequence of b) As a consequence c) Results in
- 5) A lack of understanding of referencing conventions can _____ plagiarism.
a) result from b) be the result of c) result in
- 6) _____ a lack of funding, the research department had to close down.
a) Results from b) Consequently c) Owing to
- 7) The sharp increase in immigrants since January _____ the violent unrest in a neighbouring country.
a) results in b) is due to c) affects
- 8) Stimulants such as caffeine are substances which _____ the body, leading to increased alertness and difficulty in getting to sleep.
a) have an effect on b) cause c) result from
- 9) The increased use of stimulants _____ sleep disorders such as insomnia.
a) is a consequence of b) is one of the causes of c) effects
- 10) Although free trade provides overall benefits, increasing imports can hurt domestic industries. _____, barriers to trade continue to exist.
a) Because b) Consequently c) Consequence

Exercise 4: Language for cause and effect #2

Study the following sentences. Complete each one by choosing the correct word (mostly prepositions) in the box.

- i) Urbanisation has increased in many countries as a result

in
from
of

 industrialisation.
- ii) The increased use of green energy results

in
from
of

 a reduction of carbon dioxide emissions.
- iii) Carbon emissions that result

in
from
of

 burning fossil fuels are likely to decrease in future.
- iv) The harmful effects

of
for
on

 smoking are well known.
- v) Smoking can have an effect

of
for
on

 not only the lungs but also the heart, brain, stomach and other organs.
- vi) The increase in temperature was the cause

of
to
by

 the increased rate of reaction.
- vii) The increased rate of reaction was caused

of
to
by

 the increase in temperature.
- viii) There are several reasons

to
for
why

 this change.
- ix) There are several reasons

to
for
why

 this change is necessary.
- x) There is no reason

to
for
why

 believe that reduction in fossil fuels will be harmful to the environment.

Exercise 5: Language for cause and effect #3

a) Study the following sentences and do the following:

- underline the part which gives the cause(s) and label it **C**;
- underline the part which gives the effect(s) and label it **E**;
- **highlight** the transitions which show cause/effect relationship;
- make a note of any special grammar points related to the transition, e.g. is it a sentence connector, a clause connector, what is the grammatical structure?

Example

E **C**

The cause of inflation can be summed up in one sentence: Too many dollars chasing too few goods.^{***}

Language note: The cause of + sth (noun)

1. People who are stressed often have a haggard look. A pioneering study from 2004 suggests that the reason is that stress can accelerate the cell biology of aging.*

Language note: _____

2. Because of the existence of stable isotopes, we must take special care when quoting the mass of an element.**

Language note: _____

3. The patient recently suffered a stroke in the front portion of her right hemisphere. As a result, she has great difficulty moving her left leg.*

Language note: _____

4. Dr. Tom Steitz is the Sterling Professor of Biochemistry and Biophysics at Yale University. As a result of his lifetime of work, he won the Nobel Prize in Chemistry in 2009.*

Language note: _____

5. Prader-Willi Syndrome (PWS), a rare genetic disorder, results in persistent feelings of intense hunger and reduced rates of metabolism.*

Language note: _____

6. Our body weight is affected by a number of factors, including gene-environment interactions, and the number of calories we consume versus the number of calories we burn in daily activity.*

Language note: _____

* From *Psychology* by OpenStax. This OpenStax book is available for free at <https://cnx.org/content/col11629/1.5>.

** From *University Physics* by OpenStax. Download free at <https://openstax.org/details/books/university-physics-volume-3>.

*** From *Principles of Economics* by OpenStax. Download free at <https://openstax.org/details/books/principles-economics>.

b) Study the following sentences and do the following:

- identify which is the cause and label it **C**;
- identify which is the effect and label it **E**;
- link the sentences, using the given transition. These are the same transitions as a).
Be careful with sentence structure (you will need to rewrite some of the sentences).

Example: **The reason is**

E Fossil fuels such as coal continue to be used in power plants.

C They are much cheaper than other types of energy-producing fuel.

Fossil fuels such as coal continue to be used in power plants. The reason is that they are much cheaper than other types of energy-producing fuel.

1. Because of

___ There is a growing number of people from ethnically diverse backgrounds.

___ There is a need for therapists and psychologists to develop knowledge and skills to become culturally competent.*

2. As a result

___ We are more active during the night-time hours than our ancestors were.

___ Many of us sleep less than 7 hours a night and accrue a sleep debt.*

3. As a result of

___ Amnesia, the loss of long-term memory, occurs.

___ There is disease, physical trauma, or psychological trauma.*

4. Results in

___ Rheumatoid arthritis is an autoimmune disease that affects the joints.

___ There are joint pain, stiffness, and loss of function.*

5. To be affected by

___ Our body weight.

___ Our genes and the amount of energy we consume.*

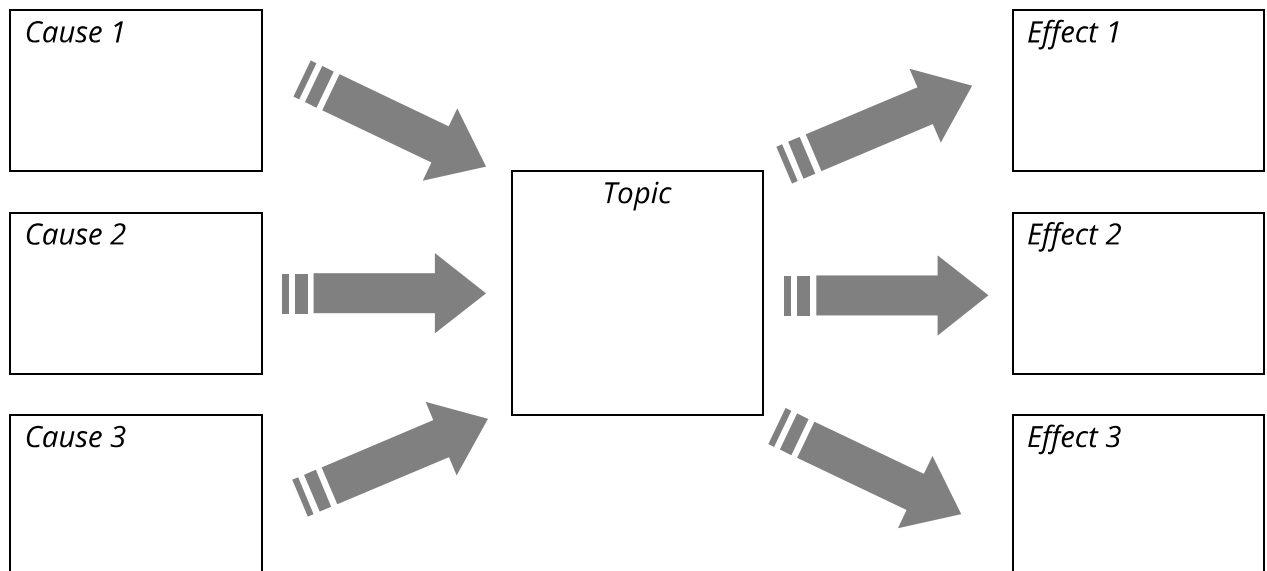
* From *Psychology* by OpenStax. This OpenStax book is available for free at <https://cnx.org/content/col11629/1.5>.

Exercise 6: Writing a cause and effect essay

a) Choose *one* of the following topics to write a *cause and effect* essay, using either *block* or *chain* structure.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Global warming. 2. Air pollution. 3. Increased life expectancy. 4. Plagiarism. 5. Computer game addiction. 6. Increase in online shopping. 7. Increased demand for fast food. 8. Sleep debt (not getting enough sleep). 9. Increased urbanisation (i.e. people moving out of rural areas and into cities). 10. Refugees (people who leave their country to go to a safer foreign country). | <ol style="list-style-type: none"> 11. Increased use of mobile phones. 12. Stress. 13. Poverty. 14. Unemployment. 15. Inflation. 16. Homelessness. 17. High crime rates in certain countries. 18. Racism. 19. Bullying (physical and/or online i.e. cyber-bullying). 20. A historical topic you know well (e.g. World War II, the American Civil War). |
|--|--|

Use the following chart to organise your ideas.



b) When you have finished, get a peer to check your essay, using the checklist earlier in the unit. You should also check another student's writing.

Exercise 7: Learning outcomes check

a) The following are the learning outcomes for this unit. Decide how well you have mastered each one by giving it a score, as follows.

3 = I understand/can do this well.

2 = I understand/can do this fairly well, but I can improve with more practice.

1 = I understand/can do this, but not well enough yet. I need to practise more.

0 = I cannot do this yet. I need more time.

Score	Learning Outcome
_____	I know what a cause and effect essay is.
_____	I understand different types of causes (<i>main, contributing, immediate, remote</i>).
_____	I understand different types of effects (<i>short-term, long-term, primary, secondary</i>).
_____	I understand ways to structure a cause and effect essay.
_____	I am able to use language for showing cause and effect.
_____	I can write a cause and effect essay.
_____	I can peer edit a cause and effect essay, using a checklist.

b) Use this information to review the unit and improve.

PART II:
REPORTS

About the Report Genre

Learning Outcomes

By the end of this unit, you should:

- understand what a report is;
- be aware of different types of report;
- understand the differences between a report and an essay;
- understand the different sections of a report and the functions of each;
- be aware of language phrases for different report sections.

By completing the exercises, you will also:

- study an example report for content, structure and language.

Key Vocabulary

Nouns

- primary research
- preliminaries
- abstract
- end matter
- appendix (pl. appendices)

Additional Vocabulary

Academic Collocations (in unit)

- additional information (adj + n)
- appropriate language (adj + n)
- detailed information (adj + n)
- further research (adj + n)
- key areas (adj + n)
- main features (adj + n)
- main findings (adj + n)
- primary research (adj + n)
- relevant information (adj + n)
- significant effect (adj + n)

- specific information (adj + n)
- broadly similar (adv + adj)
- clearly defined (adv + past)
- commonly found (adv + past)
- commonly used (adv + past)
- gathering data (v + n)
- give information (v + n)
- present an argument (v + n)
- support an argument (v + n)

Academic Collocations (in report)

- certain aspects (adj + n)
- further studies (adj + n)
- high percentage (adj + n)
- increasing proportion (adj + n)
- qualitative studies (adj + n)
- substantial differences (adj + n)
- partly responsible (adv + adj)
- statistically significant (adv + adj)
- strongly agree/disagree (adv + v)
- give/provide evidence (v + n)

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Overview

After essays, the second most common form of writing which you are likely to undertake at university is the report. This unit describes what a report is, how to structure a report, and language phrases which may be used in different report sections.

What is a report?

A report is a very structured form of writing which presents and analyses information clearly and briefly for a particular audience. They are common not only at university, but also in industry and government. There are many types of report, though the type you write at university depends on your course. Each report will have a different format and writing conventions, though the structure and language are broadly similar for all reports. The following are some of the types of report you may be required to write at university.

- **Laboratory report.** This report explains and analyses the results of an experiment. *See Unit 13.*
- **Business report.** This report analyses a situation and uses business theory to provide solutions or recommendations. *See Unit 14.*
- **Research report.** This gives the results of research which has been conducted, for example through surveys (via questionnaires or interviews). *See Unit 15.*
- **Case study report.** This examines a real-world situation (the 'case') and analyses it using appropriate theory (the 'study'). *See Unit 15.*
- **Progress report.** This informs a supervisor or customer about progress on a project over a certain period of time. *See Unit 15.*
- **Project report.** This reports on project work which has been conducted. *See Unit 15.*
- **Design report.** This report describes and evaluates a design used to solve a particular problem. *See Unit 15.*
- **Field report.** This combines theory and practice by describing an observed person, place or event and analysing the observation. *See Unit 15.*
- **Technical report.** This report describes technical research, written by engineers for the government, managers, clients or other engineers. *See Unit 15.*

In short

A report:

- has many different types;
- is very structured, with contents page, headings, sub-headings etc.;
- usually contains primary research;
- is different from an essay.

Report names

Reports go by many different names. For example:

- **laboratory reports** are also called *lab reports*, *experimental reports*, or *science reports*;
- **technical reports** are also called *scientific reports*;
- **business reports** include many types such as *market research reports*, *marketing reports*, and *financial reports*.

How is a report different from an essay?

Although many of the writing skills required for essays also apply to reports, such as use of topic sentences, cohesion, comparing information, reports are quite unlike essays in several regards. Unlike an essay, which uses the writer's own ideas or information from other sources, the information in a report is usually the result of primary research. Rather than continuous paragraphs, a report will contain headings and sub-headings, as well as graphs, charts and tables (sometimes you may be asked to write an essay with headings, but this is not a report, since all the other features, aside from headings, are the same as an essay). Reports often use the information to present recommendations for future action.

Primary research

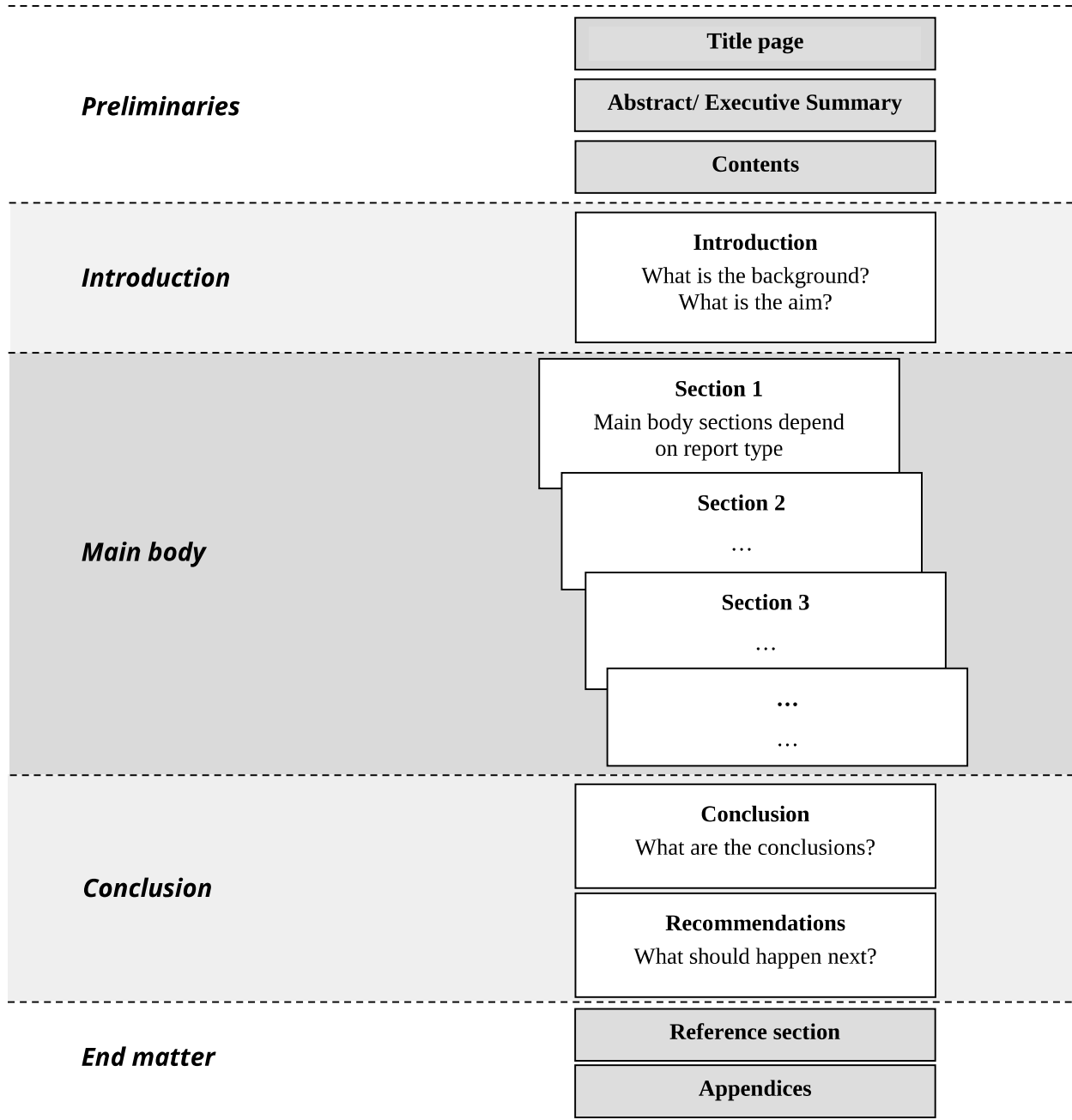
Primary research involves gathering data yourself, for example from an experiment, investigation, questionnaire or survey.

The table below outlines the main features of reports, in comparison to essays.

Category	Aspect	Report	Essay
General	Purpose	Provides specific information to the reader.	Presents an argument.
	Readability	Allows information to be found quickly in specific sections.	Requires careful reading to follow the argument.
	Writing skills	Demonstrates research skills and ability to analyse information.	Demonstrates ability to support an argument (thesis) via knowledge and understanding of the topic
	Length	Will always be a long assignment.	May be relatively short (e.g. for an exam) or a long assignment.
Structure	Sections	Has clearly defined sections, each with a different function.	Uses well-ordered paragraphs, <i>not</i> sections.
	Headings	Uses headings and sub-headings for the different sections (often numbered).	Does <i>not</i> usually use headings, sub-headings or numbering.
	Bullet points	May contain bullet points.	Usually uses continuous paragraphs.
	Contents page	Will often include a Contents page to show report sections.	Will <i>not</i> usually include a Contents page.
Content	Graphics	Usually uses graphics such as tables, graphs, charts.	Does <i>not</i> usually include graphics.
	Research	Usually includes <i>primary</i> research (e.g. from experiment, survey) in addition to <i>secondary</i> research.	Generally only includes <i>secondary</i> research (e.g. citations from books or journals).
	Recommendations	Often has recommendations.	Only <i>certain</i> essay types (e.g. discussion) have recommendations.
	Appendices	May include appendices with additional information.	Unlikely to include appendices.

Structure of reports

Although the exact nature of your report will vary according to the discipline you are studying, the general structure is broadly similar for all disciplines. Below is the structure of a typical report. Each part is discussed in more detail later.



Preliminaries

The *preliminaries* (or *front matter*) are parts that go at the beginning of the report, before the main content. There are several parts which are placed here.

Your report will probably have a **Title page**. Information which could be given on this page includes the following.

- The title of the report.
- The name(s) of the author(s).
- Your student number(s).
- Name of the lecturer the report is for.
- Date of submission.
- Number of words.

In short

A report usually contains the following sections.

- Title page
- Abstract
- Contents page
- Introduction (background, aim, theory)
- Main body (sections depend on report type)
- Conclusion
- Recommendations
- Reference section
- Appendices

Many longer reports will contain an **Abstract** (or **Executive Summary**). This is a summary of the whole report, and should contain details of the key areas (e.g. for a laboratory report, this would mean the background, method, main findings and conclusions). An abstract is not usually needed for short reports.

Abstracts and executive summaries are covered in more detail in Unit 21.

Many reports will contain a **Contents** page. This should list all the headings and sub-headings in the report, together with the page numbers. Most word processing software can build a table of contents automatically.

Introduction

The first main section of your report will be the **Introduction**. This will contain several elements, which can be combined in the Introduction section, or given as subsections with their own sub-headings. One important element is *background* information on the topic. Many reports, for example laboratory reports (see Unit 13), will contain essential *theory*, such as equations which will be used later. The *aim* (or aims) should also be stated. This is especially important as it explains why you are writing the report. You may need to give *definitions* of key terms and classify information. It is likely that the Introduction will contain material from other sources, in which case appropriate citations will be needed. You may also give the *scope* of the report in the introduction, i.e. what aspects will be covered in the report and what will be excluded.

Main body

There are many possible sections which can go in the main body of the report. These depend on the report type and the approach. A laboratory report will usually contain sections giving the *Method*, the *Results* and a *Discussion* of what the results mean. This structure is commonly used for other report types. A business report may contain a *Literature Review* before the *Method* section. See later units for more details.

Conclusion

The conclusion of the report usually consists of two sections, which may be combined. The first of these, **Conclusion**, presents conclusions which result from the information and analysis in the main body of the report. The conclusions, which should be clear and concise, should relate directly to the aims of the report, and state whether these have been fulfilled. At this stage in the report, there should be no new information.

Many reports conclude with a **Recommendations** section, giving recommendations for future action. These should be specific. As with the conclusions, the recommendations should derive from the main body of the report.

End matter

End matter (or *back matter*) goes at the end of the report, after the main content. It comprises two parts. The first is a **Reference section** (called a *Works Cited List* for MLA style referencing). This lists all sources cited in the text.

The second is **Appendices**. These are used to provide any detailed information which your readers may need for reference, but which do not contain key information and which you therefore do not want to include in the body of the report. Examples are a questionnaire used in a survey or a letter of consent for interview participants. Appendices must be relevant, and should be numbered so they can be referred to in the main body, i.e. Appendix 1, Appendix 2, etc. (*appendices* is the plural form of *appendix*).

IMRAD/AIMRAD

The most common way to structure a report is often referred to as IMRAD, which is short for Introduction, Method, Results And Discussion. This structure is used not only for laboratory reports (Unit 13) and scientific articles, but is the default structure for many report types, as well as other genres (e.g. theses, Unit 20). As such reports often begin with an Abstract, the structure may also be referred to as AIMRAD.

Conclusions vs. recommendations

The main difference between conclusions and recommendations is time. Conclusions relate to the *past*, i.e. what was found through the research or investigation in the report. Recommendations relate to the *future*, i.e. what actions can be taken later.

Unit 12: About reports

The following chart summarises the stages of a report, the structural components, and the purpose of each component.

Stage of report	Structural component	Purpose
Preliminaries	Title page	Gives information such as the title of the report, name(s) of the author(s), date of submission, word count.
	Abstract	Gives a summary of the whole report. For some report types, may be called <i>Summary</i> or <i>Executive Summary</i> .
	Contents page	Lists all the headings and sub-headings in the report, together with the page numbers.
Introduction	Introduction	Gives background information needed to understand the report. May also contain theory and scope of the report. Should state aim(s).
Main body	<i>Depends on the report type.</i>	Gives the main content of the report. The sections depend on the report (common sections are Method, Results and Discussion).
Conclusion	Conclusion	Summarises the main conclusions of the report.
	Recommendations	Gives recommendations for future action, based on the conclusions.
End matter	Reference section	Lists any sources cited in the text, with full details.
	Appendices	Provides any detailed information which readers may need for reference, but which do not contain key information (e.g. questionnaire used in a survey, letter of consent). Should be numbered, Appendix 1, Appendix 2, etc.

Language for reports

There are many language phrases which are useful for different stages of the report. Some are below. Others depend on the content of the main body, and are covered in later units.

Introduction

The *Background* section of your introduction is likely to require in-text citations. Check the referencing system required by your course.

The tense you use for the *Aims* will depend on whether the subject of the sentence is the report (which still exists) or something such as an experiment or survey (which has finished). If you are referring to the report, you should use *present* tense. If you are referring to an experiment or survey, which has finished, you should use *past* tense. E.g.

The	aim	(of this report) is firstly to	research [sth]
	purpose	(of this experiment) was to	measure [sth]
			discover [wh-]
The experiment aimed to			investigate [sth or wh-]
			find out [sth or wh-]

Examples of some of these phrases in use are given below.

- **The aim of this report is to investigate** whether class size affects student achievement.
- **The aim of this experiment was to measure** the value of gravity using a simple pendulum.

Conclusion

The *Recommendations* can use the following modal verb constructions:

[X] should	[verb]
It is recommended that [X]	
One recommendation is that [X]	

For example:

- Further research **should be** carried out to find out if these opinions are true in other markets.
- Based on the conclusions above, **it is recommended that** the company **consider** paying more attention to above-the-line promotion in order to attract new customers.
- **A final recommendation is that** the company **streamline** its overseas operations.

End matter

Although there is no language for *Appendices*, the following may be used in the main body.

A complete copy of [X] is shown in Appendix 1.
 For more details, refer to Appendix 1, which shows...
 See Appendix 1 for more information.

Checklist

Below is a general checklist for reports (checklists for specific report types are given in later units). You can use this to check your own writing, or ask a peer to help.

Stage	Section	Item	OK?	Comments
Preliminaries	Title page	The report has a clear and informative title.		
		Other relevant information is included on the title page (e.g. student name, student ID, name of lecturer, word count).		
	Abstract	An abstract (or executive summary) has been included, if necessary.		
	Contents page	There is a Contents page, listing all sections, subsections and page numbers		
Introduction	Background	Relevant background information has been included, including theory, if necessary.		
	Aims	The aim is clearly stated, with appropriate language (e.g. <i>The aim of the experiment was to...</i>).		
Main body	[Sections depend on report type]	The main body has sections and subsections relevant to the type of report.		
Conclusion	Conclusions	There are clear conclusions.		
	Recommendations	Recommendations are given.		
Appropriate language is used (e.g. <i>It is recommended that...</i>).				
End matter	Reference section	There is a reference section, with full details of all sources.		
	Appendices	Appendices are clearly numbered.		

Example report

Below is an example report. It is used in one of the exercises later. For simplicity, the report does not include title page or contents. The report is adapted from the following source:

<https://bmcmededuc.biomedcentral.com/articles/10.1186/1472-6920-7-38>.

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Newly qualified doctors' views about whether their medical school had trained them well: questionnaire surveys

Abstract

Background: A survey of newly qualified doctors in the UK in 2000/2001 found that 42% of them felt unprepared for their first year of employment in clinical posts. We report on how preparedness has changed since then, and on the impact of course changes upon preparedness.

Methods: Postal questionnaires were sent to all doctors who qualified from UK medical schools, in their first year of clinical work, in 2003 (n = 4257) and 2005 (n = 4784); and findings were compared with those in 2000/2001 (n = 5330). The response rates were 67% in 2000/2001, 65% in 2003, and 43% in 2005. The outcome measure was the percentage of doctors agreeing with the statement '*My experience at medical school has prepared me well for the jobs I have undertaken so far*'.

Results: In the 2000/2001 survey 36.3% strongly agreed or agreed with the statement, as did 50.3% in the 2003 survey and 58.5% in 2005. Between 1998 and 2006 all UK medical schools updated their courses. Within each cohort a significantly higher percentage of the respondents from schools with updated courses felt well prepared.

Conclusion: UK medical schools are now training doctors who feel better prepared for work than in the past. Some of the improvement may be attributable to curricular change.

Background

A survey of newly qualified doctors from all medical schools in the UK, who undertook their first year of clinical work in 2000/2001, found that 42% of them felt unprepared by their medical school for their first clinical posts [1]. The survey also found significant and substantial differences between medical schools in how well prepared their graduates felt.

There is no consensus on how to train students to be good doctors or on how to select medical students who will make good doctors [2,3]. There is a clear consensus however, emphasised by the General Medical Council (GMC) in its document on undergraduate training entitled *Tomorrow's Doctors*, that medical schools should improve their preparation of students for their first year of working life. Following the publication of the first edition of *Tomorrow's Doctors* in 1993 [4], all UK medical schools initiated major curricular changes to bring their courses into line with the recommendations. The extent of changes necessary varied between medical schools, but all schools underwent major curricular revisions and changes to student assessment practices, with some

introducing for example problem based learning. The GMC visited all medical schools to advise on the changes and to monitor progress.

Lack of preparedness has been linked to stress in junior doctors [5], and it is therefore important to investigate what might help junior doctors feel better prepared.

Our main aim in this study is to report on the views of newly qualified doctors in 2003 and 2005, compared with those in 2000/2001, about their preparation for their first year of clinical work. A secondary aim is to begin to investigate whether the increased attention to preparedness for practice, manifested through curricular changes at UK medical schools, has resulted in improvements in the way newly qualified doctors feel.

Methods

Participants and questionnaires

Questionnaires asking about preparedness were sent to newly qualified doctors in the UK in 2000, 2001, 2003 and 2005. The questionnaires were sent to doctors approximately 9 months after their graduation. We have grouped the 2000 and 2001 cohorts, which included all newly qualified doctors in 2000 and a random 25% sample of those in 2001, together. The 2003 and 2005 cohorts included all graduates from those two years. All questionnaires included the statement '*My experience at medical school has prepared me well for the jobs I have undertaken so far*', presented in the same format in each survey. Respondents were invited to state their level of agreement with the statement on a five-point scale from 'strongly agree' to 'strongly disagree'.

Administration of the questionnaires

In 2000, 2001 and 2003, questionnaires were posted directly to doctors' registered addresses, obtained from the GMC register. Up to four reminders were sent to non-responders. In 2005 the GMC was unable to provide doctors' addresses so the survey was administered through postgraduate deaneries.

Results

Questionnaires were sent to 5330 doctors in 2000/2001, 4257 doctors in 2003, and 4784 doctors in 2005. The response rates were 67%, 65%, and 43% respectively. The results from the 2003 and 2005 surveys were compared to those from the 2000/2001 survey. The proportion of doctors who agreed, partly agreed, or disagreed with the statement '*My experience at medical school prepared me well for the jobs I have undertaken so far*' is shown in Table 1.

Table 1: Percentage responses to the statement that 'My experience at medical school prepared me well for the jobs I have undertaken so far'

Year of survey	% who agree or strongly agree	% who neither agree or disagree	% who disagree or strongly disagree
2000/2001	36.2 (n = 1111)	22.5 (n = 689)	41.3 (n = 1262)
2003	50.3 (n = 1382)	18.9 (n = 519)	30.8 (n = 844)
2005	58.5 (n = 1195)	26.1 (n = 533)	15.3 (n = 308)

Between 1998 and 2006, all UK medical schools implemented updated or 'new' courses (where implementation is defined as meaning that the majority of graduating doctors had undergone the new

course) [4]. Figure 1 shows the percentage of respondents from schools using the old course and the new course who felt well prepared in the year under study.

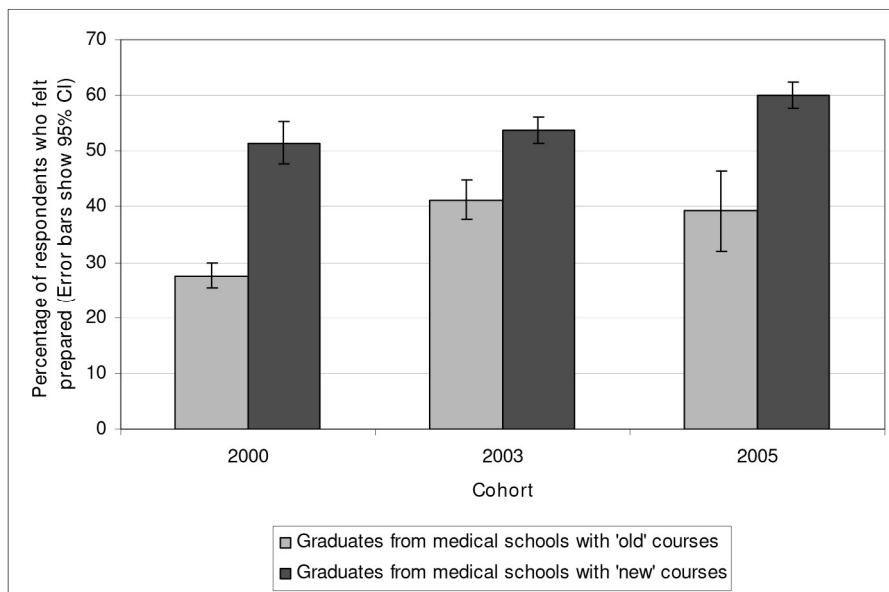


Figure 1: Comparison of schools with new and old courses.

Discussion

The fact that such a high percentage of the newly qualified doctors in 2000/2001 did not feel well prepared for their first year of medical work was a concern. The results from the more recent qualifiers are reassuring for two reasons. First, they show that preparedness has improved significantly. In each successive cohort, an increasing proportion of doctors agreed with the statement *'My experience at medical school prepared me well for the jobs I have undertaken so far'*. In the 2000/2001 cohort, 36.3% strongly agreed or agreed, in the 2003 cohort, the corresponding percentage was 50.3% and in the 2005 cohort, it was 58.5% (see Table 1). Second, the results suggest that changes in medical school courses may be partly responsible for the improvements. Figure 1 shows that, within each cohort, a statistically significantly higher percentage of the respondents from schools with new courses felt well prepared. There is evidence from qualitative studies of junior doctors that certain aspects of modernised courses, for example periods of shadowing, are related to improvements in preparedness [6].

The major limitation to this study is the use of a subjective outcome measure. While subjective measures such as preparedness have strong face validity, there is no good evidence that those who feel more prepared are in fact more prepared.

The results of this study are encouraging, but they give cause for some continuing professional concern because, despite the improvements, in 2005 the percentage who agreed or strongly agreed that they had been well prepared was still only 59%. Whether the results should cause public concern is less clear. As stated above, there is no good evidence that those who feel unprepared are in fact unprepared; and doctors' first year of medical work provides a supervised transition from medical

student to fully registered medical practitioner.

Conclusion

In conclusion, this paper provides evidence that doctors feel more prepared for their first year of medical work. It also gives evidence that medical schools have given increasing recognition to the importance of preparing doctors for their first year of practice, and that they have implemented course changes to improve preparedness.

Recommendations

Further studies are required to explore the relationship between subjective and objective measures of preparedness, as well as to follow up the long-term impact of the course changes. It is essential to study junior doctors' views about their training and competencies, especially during the present period of rapid evolution in the UK of both undergraduate and postgraduate medical education and training.

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Exercises

Exercise 1: Comprehension

Answer the following questions about this unit. Either do this after reading the unit, or make notes first then use the notes to answer the questions.

1 What is a report?

2 Match the following report types with their description.

Report type	Description
i. Laboratory report	a. This examines a real-world situation and analyses it using appropriate theory.
ii. Business report	b. This type of report explains and analyses the results of an experiment.
iii. Research report	c. This combines theory and practice by describing an observed person, place or event and analysing the observation.
iv. Project report	d. This analyses a situation and uses theory to provide solutions or recommendations.
v. Case study report	e. This report is written by engineers and describes technical research.
vi. Progress report	f. This reports the results of research which has been conducted, for example through surveys (using questionnaires or interviews).
vii. Field report	g. This informs a supervisor or customer about progress that has been made on a project over a certain period of time.
viii. Technical report	h. This report describes and evaluates a design used to solve a particular problem.
ix. Design report	i. This reports on work which has been done or is planned.

3 What information will usually go in the Introduction to a report?

4 What is an Appendix? What kind of information will go here? What is the plural of this word?

Unit 12: About reports

5 Study the following sentences. Decide if each one is a feature of a **report**, an **essay**, or **both**. An example has been done.

E.g.	Has different types such as <i>laboratory, business, case study</i> and <i>field</i> .	report	essay	both
i.	Allows information to be found quickly in specific sections.	report	essay	both
ii.	Demonstrates ability to support an argument (thesis) through knowledge and understanding of the topic.	report	essay	both
iii.	Requires good writing skills, such as the ability to construct paragraphs with clear topic sentences.	report	essay	both
iv.	Has clearly defined sections, each with a different function.	report	essay	both
v.	Uses headings and sub-headings.	report	essay	both
vi.	Requires accurate use of vocabulary and grammar.	report	essay	both
vii.	Will often include a Contents page.	report	essay	both
viii.	Does not usually include graphics such as tables, graphs, charts.	report	essay	both
ix.	Generally only includes secondary research (e.g. citations from books or journals).	report	essay	both
x.	May include appendices with additional information.	report	essay	both

6 The following are typical components or sections of a report. Number them (from 1-9) according to the order in which they usually occur.

Recommendations	Main body	Title page	Reference section
Appendices	Conclusion	Abstract	Contents page
Introduction			

7 The following are extracts from reports. Decide which of the sections in **Q6** (above) they are likely to go in, based on the language used or the content.

Extract	Section
i. It is recommended that the company implement measures to reduce the high turnover of staff.	
ii. The aim of this report is to investigate whether class size has an effect on learning outcomes.	
iii. As can be seen from the graph, the average GDP increased significantly during the five year period.	
iv. Spielman (2017) defines the fundamental attribution error as the tendency to assume that the behaviour of a person is the result of their personality, failing to recognise the effect of the situation on their behaviour.	
v. Spielman, R.M. (2017) <i>Psychology</i> . Houston: OpenStax.	
vi. This report has shown that having diabetes increases the risk of heart disease.	

Exercise 2: Example report

Study the example report and answer the following questions.

a) What type of report is this? How do you know?

b) The report contains answers to the following questions.

- First, decide which section(s) you think will contain the answer. Do this for *all* of the questions *before* looking for the answer. [Hint: Choose from *Title, Abstract, Background, Method, Results, Discussion, Conclusions, Recommendations, References.*]
- Then, look through the report to find the answer to each question. Try to do this as *quickly as possible*. [Hint: Use the headings to help.]
- At the same time, check to see whether the answer was in the section you expected.

Question	Section(s)	Answer
1. What is the topic of the report?		
2. How was data gathered?		
3. What percentage of newly trained doctors felt well prepared in: 2000/2001, 2003 and 2005?		
4. What may have been responsible for changes in preparedness?		
5. Do the writers feel that doctors are more prepared now than in the past?		
6. What further studies are recommended by the writers?		
7. What is the source of this statement: 'Lack of preparedness has been linked to stress in junior doctors [5]'?		
8. What are the limitations of the study?		
9. What are the aims of the study?		
10. How long after graduation were questionnaires sent to doctors?		

c) Study the report again and find examples of *language phrases* for all of the following:

- stating aims;
- referring to tables or graphs;
- two uses of the pronoun 'we', and one use of the pronoun 'our';
- stating limitations;
- giving conclusions.

d) What is the difference between the two phrases which refer to **Figure 1**?

Exercise 3: Learning outcomes check

a) The following are the learning outcomes for this unit. Decide how well you have mastered each one by giving it a score, as follows.

3 = I understand/can do this well.

2 = I understand/can do this fairly well, but I can improve with more practice.

1 = I understand/can do this, but not well enough yet. I need to practise more.

0 = I do not understand/cannot do this yet. I need more time.

Score	Learning Outcome
_____	I understand what a report is.
_____	I am aware of different types of report.
_____	I understand the differences between a report and an essay.
_____	I understand the different sections of a report and the functions of each.
_____	I am aware of language phrases for different report sections.

b) Use this information to review the unit and improve.

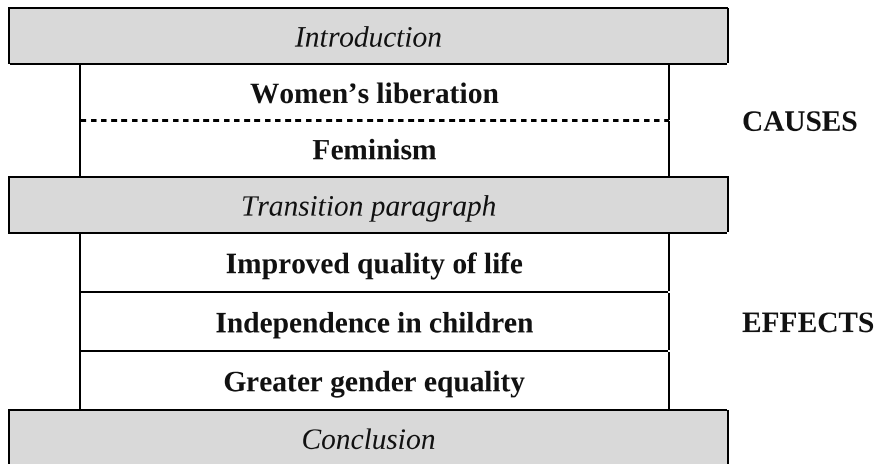
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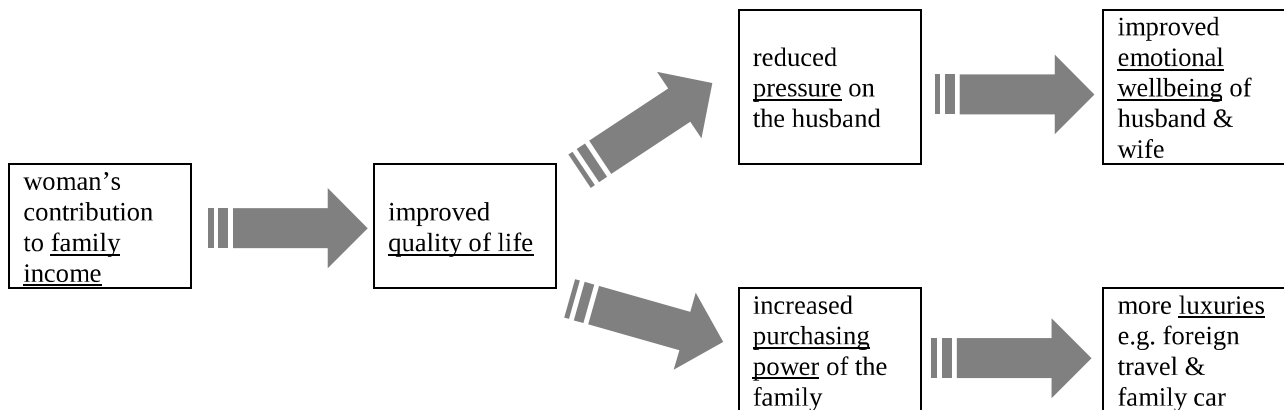
Unit 3, Exercise 2: **Example essay**

a) What type of structure has been used? *block*

b) Complete the following diagram, summarising the main ideas of the essay.



c) Complete the missing words in the flowchart below to show the chain of cause-effect.



Below is the paragraph from the essay, with the missing words in **bold**.

Although the earning capacity of a woman in her lifetime is generally much less than that of a man, she can nevertheless make a significant contribution to the **family income**. The most important consequence of this is an improved **quality of life**. By helping to maintain a steady income for the family, the **pressure** on the husband is considerably reduced, hence improving both the husband's and the wife's **emotional wellbeing**. Additionally, the **purchasing power** of the family will also be raised. This means that the family can afford more **luxuries** such as foreign travel and a family car.

d) Study the example essay and highlight the following:

- **language for cause and effect;**
- the main ideas listed in: (a) the **thesis**; (b) the **topic sentences**; (c) the **summary**.

In the past, most women stayed at home to take care of domestic chores such as cooking or cleaning. **Women's liberation** and **feminism** **have meant that** this situation has been transformed and in contemporary society women are playing an almost equal role to men in terms of work. This **has had** **significant consequences**, both in terms of the family, for example by **improving quality of life** and **increasing children's sense of independence**, and also for society itself with **greater gender equality**.

The main reasons behind the increase of women in the workplace are **women's liberation** and **feminism**. The women's liberation movement originated in the 1960s and was popularised by authors such as Simone de Beauvoir. **As a consequence of** this, new legislation emerged, granting women equal rights to men in many fields, in particular employment. **Because of** feminist ideas, men have taken up roles which were previously seen as being for women only, most importantly those related to child rearing. **As a result of** this, women have more time to pursue their own careers and interests.

These **have led to some significant effects**, both to family life and to society as a whole.

Although the earning capacity of a woman in her lifetime is generally **much less than that of a man**, she can nevertheless make a significant contribution to the family income. **The most important consequence of** this is an **improved quality of life**. By helping to maintain a steady income for the family, the pressure on the husband is considerably reduced, **hence** improving both the husband's and the wife's emotional wellbeing. Additionally, the purchasing power of the family will also be raised. This **means that** the family can afford more luxuries such as foreign travel and a family car.

A further effect on the family is the promotion of **independence in the children**. Some might argue that having both parents working might be damaging to the children because of a lack of parental attention. However, such children have to learn to look after **themselves** at an earlier age, and their parents often rely on them to help with the housework. This **therefore** teaches them important life skills.

As regards society, **the most significant impact of** women going to work is **greater gender equality**. There are an increasing number of women who are becoming politicians, lawyers, and even CEOs and company managers. This in turn **has led to** greater equality for women in all areas of life, not just employment. For example, women today have much stronger legal rights to protect themselves against domestic violence and sexual discrimination in the workplace.

In conclusion, women's liberation and feminism **have led to** an increasing number of women at work, which in turn **has brought about** some important changes to family life, including **improved quality of life** and **increased independence for children**, as well as **affecting** society itself. It is clear that the sexes are still a long way from being equal in all areas of life, however, and perhaps the challenge for the present century is to ensure that this takes place.

Unit 12: About the Report Genre

Unit 12, Exercise 1: Comprehension

1 What is a report?

A report is a very structured form of writing which presents and analyses information clearly and briefly for a particular audience.

2 Match the following report types with their description.

Report type		Description
i. Laboratory report	i-b	b. This type of report explains and analyses the results of an experiment.
ii. Business report	ii-d	d. This analyses a situation and uses theory to provide solutions or recommendations.
iii. Research report	iii-f	f. This reports the results of research which has been conducted, for example through surveys (using questionnaires or interviews).
iv. Project report	iv-i	i. This reports on work which has been done or is planned.
v. Case study report	v-a	a. This examines a real-world situation and analyses it using appropriate theory.
vi. Progress report	vi-g	g. This informs a supervisor or customer about progress that has been made on a project over a certain period of time.
vii. Field report	vii-c	c. This combines theory and practice by describing an observed person, place or event and analysing the observation.
viii. Technical report	viii-e	e. This report is written by engineers and describes technical research.
ix. Design report	ix-h	h. This report describes and evaluates a design used to solve a particular problem.

3 What information will usually go in the Introduction to a report?

There should be some background information on the topic area.

You may need to give definitions of key terms and classify information.

Laboratory reports (see Unit 13) will contain essential theory.

The aims should also be stated.

4 What is an Appendix? What kind of information will go here? What is the plural of this word?

An appendix is used to provide any detailed information which your readers may need for reference, but which do not contain key information.

Information such as a questionnaire used in a survey or a letter of consent for interview participants may appear in the Appendices.

The plural of *appendix* is *appendices*.

5 Study the following sentences. Decide if each one is a feature of a **report**, an **essay**, or **both**.

E.g.	Has different types such as <i>laboratory, business, case study</i> and <i>field</i> .	report	essay	both
i.	Allows information to be found quickly in specific sections.	report	essay	both
ii.	Demonstrates ability to support an argument (thesis) through knowledge and understanding of the topic.	report	essay	both
iii.	Requires good writing skills, such as the ability to construct paragraphs with clear topic sentences.	report	essay	both
iv.	Has clearly defined sections, each with a different function.	report	essay	both
v.	Uses headings and sub-headings.	report	essay	both
vi.	Requires accurate use of vocabulary and grammar.	report	essay	both
vii.	Will often include a Contents page.	report	essay	both
viii.	Does not usually include graphics such as tables, graphs, charts.	report	essay	both
ix.	Generally only includes secondary research (e.g. citations from books or journals).	report	essay	both
x.	May include appendices with additional information.	report	essay	both

6 The following are typical components or sections of a report.

Recommendations	7	Main body	5	Title page	1	Reference section	8
Appendices	9	Conclusion	6	Abstract	2	Contents page	3
Introduction	4						

7 The following are extracts from reports.

Extract	Section
i. It is recommended that the company implement measures to reduce the high turnover of staff.	Recommendations
ii. The aim of this report is to investigate whether class size has an effect on learning outcomes.	Introduction [could also be in the Abstract]
iii. As can be seen from the graph, the average GDP increased significantly during the five year period.	Main body
iv. Spielman (2017) defines the fundamental attribution error as the tendency to assume that the behaviour of a person is the result of their personality, failing to recognise the effect of the situation on their behaviour.	Introduction [could also be Main body]
v. Spielman, R.M. (2017) <i>Psychology</i> . Houston: OpenStax.	Reference section
vi. This report has shown that having diabetes increases the risk of heart disease.	Conclusion

The following is an explanation of transition signals, and also a list by different type. The majority of these are taken from units earlier in the book.

Overview

Transition signals are used to show relationships between ideas in writing. They allow the ideas to 'cohere' or stick together, thereby creating cohesion. For example, the transition signal 'for example' is used to give examples, while the word 'while' is used to show a contrast. In addition, there are phrases like 'in addition' for adding new ideas. Likewise, there are words such as 'likewise' to connect similar ideas.

Grammar of transition signals

Broadly speaking, transition signals can be divided into three types:

- sentence connectors;
- clause connectors;
- other connectors.

Sentence connectors are used to connect two sentences together. They are joined by a full-stop (period) or semi-colon, and are followed by a comma. The following are examples of sentence connectors.

- Transition signals are very useful. **However**, they should not be used to begin every sentence.
- Transition signals are very useful; **however**, they should not be used to begin every sentence.
- Contrast signals are one type of transition signals. **In addition**, there are others such as compare signals and addition signals.
- There are three main ways to improve cohesion in your writing. **First**, you can use transition signals.

Clause connectors are used to connect two independent clauses together to form one sentence. They are joined by a comma. The following are examples of clause connectors.

- Transition signals are very useful, **but** they should not be used to begin every sentence.
- **Although** transition signals are very useful, they should not be used to begin every sentence.
- Contrast signals are one type of transition signal, **and** there are others such as compare signals and addition signals.

Other connectors follow different grammar patterns. Many are followed by noun phrases. Some are verbs and should therefore be used as verbs in a sentence. The following are examples of other connectors.

- **Despite** their importance in achieving cohesion, transition signals should not be used to begin every sentence.
- Good cohesion **is the result of** using repeated words, reference words, and transition signals.
- **It is clear that** careful use of transition signals will improve the cohesion in your writing.
- Contrast signals are one type of transition signal. **Another** type is comparison signals.

Types of transition signal

Below are examples of different types of transition signals. They are divided by type, and sub-divided according to grammar.

Comparison

Sentence connectors	Clause connectors	Other
<ul style="list-style-type: none"> • Similarly • Likewise • Also • In the same way 	<ul style="list-style-type: none"> • as • just as • both... and... • not only... but also... • neither... nor... • in the same way as 	<ul style="list-style-type: none"> • like • just like • to be similar to • to be similar in (+ similarity) • to be comparable to • to be the same as • alike • to be alike in (+ similarity) • to compare (to/with)

Contrast

Sentence connectors	Clause connectors	Other
<ul style="list-style-type: none"> • However • In contrast • In comparison • By comparison • On the other hand 	<ul style="list-style-type: none"> • while • whereas • but 	<ul style="list-style-type: none"> • to differ from • to be different (from/to) • to be dissimilar to • (to be) unlike • in contrast to

Concession

Sentence connectors	Clause connectors	Other
<ul style="list-style-type: none"> • However • Nevertheless • Nonetheless • Still 	<ul style="list-style-type: none"> • although • even though • though • but • yet 	<ul style="list-style-type: none"> • despite • in spite of

Cause and effect

Below are some common cause and effect transition signals. They are presented in the same way as in the cause and effect unit. [C] is used to indicate a cause, while [E] is used to indicate the effect. Those in the 'other' group are sub-divided according to the main word used in the transition signal (e.g. *reason*, *cause*, *result*, *effect*).

Sentence connectors		
[C].	As a result, As a consequence, Consequently, Therefore, Thus, Hence,	[E]
Clause connectors		
[E]	because since as	[C]
Because As	[C], [E]	

Other	
<i>reason (n)</i> <ul style="list-style-type: none"> [C] is the reason for [E] [E]. The reason is [C] 	<i>result (n)</i> <ul style="list-style-type: none"> [C]. The result is [E] As a result of [C], [E] The result of [C] is [E] [E] is the result of [C]
<i>cause (n)</i> <ul style="list-style-type: none"> [C] is the cause of [E] [C] is one of the causes of [E] The cause of [E] is [C] 	<i>result (v)</i> <ul style="list-style-type: none"> [C] results in [E] [E] results from [C]
<i>cause (v)</i> <ul style="list-style-type: none"> [C] causes [E] [E] is caused by [C] 	<i>effect (n)</i> <ul style="list-style-type: none"> The effect of [C] is [E] [C] has an effect on [E] [E] is the effect of [C] [E] is one of the effects of [C]
<i>lead to (v)</i> <ul style="list-style-type: none"> [C] leads to [E] 	<i>affect (v)</i> <ul style="list-style-type: none"> [C] affects [E] [E] is affected by [C]
<i>because of (conj)</i> <ul style="list-style-type: none"> Because of [C], [E] [E] is because of [C] 	<i>consequence (n)</i> <ul style="list-style-type: none"> As a consequence of [C], [E] The consequence of [C] is [E] [E] is a consequence of [C] [E] is the consequence of [C]
<i>due to (conj)</i> <ul style="list-style-type: none"> Due to [C], [E] [E] is due to [C] 	
<i>owing to (conj)</i> <ul style="list-style-type: none"> Owing to [C], [E] [E] is owing to [C] 	
<i>explain (v)</i> <ul style="list-style-type: none"> [C] explains why [E] 	
<i>explanation (n)</i> <ul style="list-style-type: none"> [C] is the explanation for [E] 	

Examples

Sentence connectors	Clause connectors	Other
<ul style="list-style-type: none"> • For example • For instance • In this case 	like*	<ul style="list-style-type: none"> • such as • (to be) an example of • one example of this (is) • take the case of • to demonstrate • to illustrate

* Informal

Additional ideas

Sentence connectors	Clause connectors	Other
<ul style="list-style-type: none"> • Also • Besides • Furthermore • In addition • Moreover • Additionally 	<ul style="list-style-type: none"> • and • nor 	<ul style="list-style-type: none"> • another • an additional

Chronological order

Sentence connectors	Clause connectors	Other
<ul style="list-style-type: none"> • First • First of all • Second • Third • Next • Now • Soon • Last • Finally • Previously • Meanwhile • Gradually • After that • Since 	<ul style="list-style-type: none"> • as • as soon as • before* • after* • since* • until • when • while 	<ul style="list-style-type: none"> • the first • the second • the next • the last • the final • before* (lunch etc.) • after* (the war etc.) • since* (1970 etc.) • in the year (2000 etc.)

* These can be both *clause connectors* or *other*, depending on usage, e.g.:

- **After** the water was placed in the beaker, the reagent was added.
- **After** placing the water in the beaker, the reagent was added.

Order of importance

Sentence connectors	Clause connectors	Other
<ul style="list-style-type: none"> • Above all • First and foremost • More importantly • Most importantly • Primarily 		<ul style="list-style-type: none"> • a more important • the most important • the second most significant • the primary

Alternative ideas

Sentence connectors	Clause connectors	Other
<ul style="list-style-type: none"> • Alternatively • Otherwise 	<ul style="list-style-type: none"> • or • if • unless 	

To identify/clarify

Sentence connectors	Clause connectors	Other
<ul style="list-style-type: none"> • That is • In other words • Specifically 		<ul style="list-style-type: none"> • namely • i.e.

To reinforce

Sentence connectors	Clause connectors	Other
<ul style="list-style-type: none"> • In fact • Indeed • Of course • Clearly 		

To conclude

Sentence connectors	Clause connectors	Other
<ul style="list-style-type: none"> • All in all • In brief • In conclusion • In short • In summary 		<ul style="list-style-type: none"> • to summarise • to conclude • It is clear that... • We can see that... • The evidence suggests... • These examples show...

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