English for Academic and Professional Purposes

Module 1: Reading Academic Texts
Development Team of the Module:

Evaluators:  Ryan Dela Cruz  
             Jonafe Salvador Dalumangcad  
             Jeanne T. Walid  

Writers:  Angel Rose Marie L. Ybañez  
             Ma-an C. Actub  
             Maryjane C. Mccary  
             Kimberly C. Magaway  
             Carmy V. Macua  
             Lianne L. Mutia  
             Marylene C. Tizon  
             Diocesa V. Montecalvo  
             Cirila C. Natividad  

Illustrator:  Jay Michael A. Calipusan  

Management Team:  

Chairperson:  Dr. Arturo B. Bayocot, CESO III  
              Regional Director  

Co-Chairpersons:  Dr. Victor G. De Gracia Jr., CESO V  
                  Asst. Regional Director  
                  Maia Epra B. Magnaong  
                  CES, CLMD  

Members:  Dr. Bienvenido U. Tagolimot, Jr.  
          Regional ADM Coordinator  
          Dr. Angelina B. Buaron  
          EPS, English
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What I Need to Know

For the learners

Welcome to this module especially made for you! This module is made easy and interactive designed to meet your needs as a 21st century learner. What you need most is to focus and take time so that you will be able to achieve what you need to do in this module. It also aims to enhance your skills in reading academic texts. You will also be introduced to the genre of academic text, and be trained to use efficient strategies in reading texts to provide you with skills for you to be able to work independently.

Reading is a process that involves recognizing words, leading to the development of comprehension. According to research, reading is a process that negotiates the meaning between the text and its reader.

In this module, you will acquire knowledge of appropriate reading strategies for a better understanding of academic texts to be able to produce a detailed abstract of information gathered from the various academic texts read. Concepts like the structure, language used from various disciplines, ideas contained in various academic texts, knowledge of the text structure to glean information that is needed, various techniques, thesis statements, paraphrasing and outlining reading text in various disciplines are discussed in the following lessons:

- Lesson 1 – Structure of Academic Text
- Lesson 2 – Language used in Academic Texts from Various Disciplines
- Lesson 3 – Reading Strategies
- Lesson 4 – Summarizing, Identifying Thesis Statement, Paraphrasing and Outlining reading texts in various disciplines
- Lesson 5 – Precis Writing
Objectives
After going through this module, you are expected to:

1. determine the structure of a specific academic text
2. differentiate language used in academic texts from various disciplines
3. explain the specific ideas contained in various academic texts
4. use knowledge of text structure to glean the information he/she needs
5. use various techniques in summarizing a variety of academic texts
6. state the thesis statements of an academic text
7. paraphrase/explain a text using one’s own words
8. outline reading texts in various disciplines.

General Instructions
Now that you are holding this module, do the following:

1. Read and follow instructions carefully in each lesson.
2. Take note and record points for clarification.
3. Do the activities to fully understand each lesson.
4. Answer all the given tests and exercises.

For the facilitators:
1. Introduce the lesson on Reading Academic Texts. Engage learners to do the activities religiously, and let the learners carry the tasks with ease and confidence.

2. Do the What I Know: Instruct the learners to answer the questions to test how far they know about designing and conducting a survey.

3. Do the activity What’s New: Activate the learners’ understanding of the topics by letting them answer varied activities.

4. Allow students to read What is It. Let the learners fully discover and comprehend all topics discussed in this module.

5. Let the learners answer the activities on What’s More. Check if they have understood the topics. Deepen their understanding by completing the guided questions on what I have learned section.

6. Assign the students to do What I can Do activities that shall transfer knowledge /skills gained or learned into real life situation.
What I Know
I. Multiple Choice
Direction: Choose the letter of the correct answer.

1. How long should an introduction be?
   A. Every introduction should be at least five sentences.
   B. The length of the introduction varies with the purpose of the essay.
   C. A good introduction only needs to be one sentences.
   D. All of the above

2. What should a good conclusion be?
   A. reiterates the main points made in the paper.
   B. states the significance of research findings.
   C. calls to action.
   D. All of the above

3. Which of the following statements is TRUE about introduction?
   A. An introduction should set the tone and flow into the body of the paper.
   B. Start with an obvious, general statement that the reader can agree with.
   C. State your position by saying “In this paper, I will show…”
   D. All of the above

4. Which of the following is a GOOD strategy for engaging readers in the introductory paragraph?
   A. telling a brief story
   B. starting with a dictionary definition
   C. announcing the purpose in a formal way
   D. none of the above

5. Which of the following best defines an executive summary
   A. briefly covers all the main parts of the report.
   B. provides a concise statement of the findings and recommendations based on those findings
   C. appears on a separate page and is able to stand on its own
   D. all of the above

6. What is a thesis statement?
   A. It is the central idea of a paper.
   B. It is the answer to the central question raised in a paper.
   C. It is the first sentence of the introductory paragraph.
   D. both A and B

7. What is a topic sentence?
   A. It is the first sentence in a paragraph.
   B. It is the discussion of each paragraph.
   C. It is the sentence that expresses the main idea of the paragraph.
   D. It is the transitional sentence logically connecting two paragraphs together.
8. Which of the following should NOT be included in a concluding paragraph?
   A. recommendation for further exploration of the subject
   B. new idea not discussed in the main body of the paper
   C. short summary of the main idea
   D. question about the research findings

9. Which language feature of academic writing contains fewer words that refer to the writer or the reader?
   A. Complexity
   B. Formality
   C. Precision
   D. Objectivity

10. What language features of academic writing show citations of ideas and acknowledging sources of information?
    A. Accuracy
    B. Explicitness
    C. Hedging
    D. Responsibility

11. Which among the following is NOT a reading strategy?
    A. Asking Questions
    B. Infer and Predict
    C. Repetition
    D. Visualize

12. Making connections is one of reading strategies, thus this involves the following, EXCEPT:
    A. Text to life
    B. Text to nature
    C. Text to self
    D. Text to text

13. Choose the best summary based from the paragraph given.
    Some authorities say that the only true pyramids are the ones built in Egypt. These solid structures have a square or a rectangular base, smooth sloping sides, and a pointed top. The Egyptian pyramids were designed as burial places for the pharaohs. However, elsewhere in the world, pyramid-like structures were built. These pyramids were often used as temples or building for astronomical studies. Notable examples were the Ziggurats of Mesopotamia and many others scattered around the world.
    A. The most famous true pyramids are the ones in Egypt.
    B. Pyramids were built in many parts of the ancient world.
    C. Although some authorities say, the only true are Egyptian; pyramid-like structures were built in other places.
    D. All of the above

14. What is the greatest benefit of using an outline to draft an essay?
    A. Outlines allow the writer to compile information and set a direction for essay before jumping to a first draft.
    B. An outline is the same thing as the first draft, so once the outline is written the draft is done.
    C. With an outline, writers do not have to worry so much about their final product.
    D. Writers who use outline always produce successful and engaging essays.
15. Why is using full sentence outline beneficial for most standard essays?
   A. Full sentence outlines allow for writing that is more creative.
   B. With a full sentence outline, you can guarantee an essay’s success.
   C. The numbers and decimal involved in the other outline types are confusing.
   D. While the sentence outline may be more time-consuming up front, it makes writing the first draft much easier.

Key to answers on page 193
What’s New

What You Know

1. What is the easiest writing assignment you have done so far?

2. How about the most difficult writing assignment you have done?

3. Based on your answer, what do you think is academic writing and its differences from other kinds of writing?

What is it

LESSON 1 THE STRUCTURE OF THE ACADEMIC TEXT

What is an Academic Text?

An academic text is a written language that provides information, which contain ideas and concepts that are related to the particular discipline. Below are the examples:
<table>
<thead>
<tr>
<th>Sample Academic Text</th>
<th>Structure and Description</th>
<th>Example line</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Essay -</strong> argumentative text, usually short (1,500 to 6,000 words).</td>
<td><strong>Introduction</strong> - gives the reader with a clear idea of the emphasis and purpose of the writing - It also provides the background of the argument, presents the theoretical viewpoints, language, etc. that will be used, and describes how the writing will be structured.</td>
<td>Example: taken from the text titled “Getting Married to Writing”  Surviving a marriage may perhaps be one of the most laudable feats in the world. Before a person marries, he or she experiences mostly jubilation and excitement whenever he or she imagines himself or herself basking in the promise of a life with a significant other. But at the moment a person recites the marital vows, he or she becomes forever bound with his or her spouse in a relationship accompanied by enumerable ordeals.</td>
</tr>
<tr>
<td><strong>Body</strong> - Where the essay's argument, concepts and outcomes are established and discussed.</td>
<td>Example: taken from the text titled “Getting Married to Writing”  For this reason, I guess that married life, in all its ups and downs, is the best metaphor to describe my experience with writing. In my innocent mind, I had always romanticized the idea of being a writer. I used to think that writers are inexhaustible fountains of knowledge who thrive in the comforts of their air-conditioned offices, wielding knowledge at fingertips.</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong> - Should not have any new facts or ideas, but rather function as a brief repetition of the key arguments and facts that have been treated in the essay</td>
<td>Example: taken from the text titled “Getting Married to Writing”  At this point, I know that my relationship with writing will grow even more as I embark on new professional challenges. The key to a successful life in writing, however, does not lie in talent alone, but more so in commitment.</td>
<td></td>
</tr>
<tr>
<td>Sample Academic Text</td>
<td>Structure</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| 2. Research Paper    | Title     | - Gives information and description of the subject matter of the research.  
- It must contain keywords to predict the content and tone of the research paper.  
- It must be SHORT, INFORMATIVE, made up of only 15 to 20 WORDS.  
- It must NOT be in a sentence, not all capitalized, and not negative in tone.  
- Jargons and acronyms are a big NO-NO to research title writing. |
|                      | Abstract  | - Concisely discusses the essential aspects of your paper such as the Background of the Study, Objectives, Significance, Research Design, data collection techniques, data analysis method, discussions of the findings, scope, conclusions.  
- Giving 100- to 150-word discussions of the salient parts of the research paper. |
|                      | Introduction | - Explains the background of the Research Problem.  
- States a set of specific Research Questions, and of Optional hypotheses or assumptions.  
- The purpose of this section is to let the readers see the connection of the purposes of your research questions not only with the current world condition, but also with theoretical principles that underlie your topic and other aspects of your research. |
|                      | Method    | - Explains the types and sources of data as well as the method you used in collecting and analyzing the data you have gathered.  
- Enables the readers to determine how objective and ethical you were in conducting the research and how |
possible it could be for them to replicate your research study for validation purposes.

Findings, Discussion and Conclusion
- Present as finding of your study those that you have analyzed and commented on. This can be done by means of graphical presentation, statistical method, or written discussion.
- Findings resulting from thematically or theoretically gathered and analyzed data with the capacity of leading you to a valid conclusion are explained in this section.
- Any conclusions stated in this part of the paper derive their validity or truthfulness from factual or logically determined data.

Recommendations
- To broaden the readers’ knowledge and understanding of the area covered by the research, recommend or let the readers positively consider some activities they can possibly do to extend, modify, replicate, or validate the findings of your research work.

References
- Follow a standard documentary style. Alphabetize, identify, and list down in this section all sources of knowledge you used in carrying out your study.

Appendix
- This contains copies of table, questionnaires, interview rates, observation checklist, and other materials that are indispensable or necessary in completing your research study.

<table>
<thead>
<tr>
<th>Sample Academic Text</th>
<th>Structure/Parts</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Research Article</td>
<td>Title, Author, Abstract, Keywords</td>
<td>- Descriptive information that lets readers search for an article.</td>
</tr>
<tr>
<td></td>
<td>Introduction</td>
<td>- What is the context for this project?</td>
</tr>
</tbody>
</table>
An essay written to be published in scientific journals.

- How does it fit in with other research on the topic?
- What is the research questions?

Methods
- What did the author(s) do to answer the research question?

Results
- What was the answer to the question?
- This is often shown in tables and figures.

Discussion/Conclusion
- What is the significance of this project?
- How does it fit in with what else is known about the topic?

References
- Materials the author(s) cited when writing this paper.

Sample Academic Text Structure/Parts Description

<table>
<thead>
<tr>
<th>Sample Academic Text</th>
<th>Structure/Parts</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Dissertation - long essay involving study and research (6,000 to 2,000 words).</td>
<td>Cover page</td>
<td>This is a first page that reveals most crucial data to audience, such as your name, where you study and for which department you are writing, name of your supervisor, and of course title.</td>
</tr>
<tr>
<td></td>
<td>Acknowledgments</td>
<td>This is structure section where you can express your gratitude to all who supported, helped, encouraged you during writing.</td>
</tr>
<tr>
<td></td>
<td>Abstract</td>
<td>Briefly describe your topic, what you did, what for, which methods were used and what was achieved here.</td>
</tr>
<tr>
<td></td>
<td>Table of contents</td>
<td>Dissertation structure involves chapters instead of more usual sections. Mention each chapter, its title and its subtopics along with page numbers. Appendix should be present as well. Make sure that page numbers in the table correspond to those in the text, as it is common problem that requires constant re-printing.</td>
</tr>
<tr>
<td></td>
<td>Tables</td>
<td>It is a complex work, so it is likely to involve figures and tables.</td>
</tr>
<tr>
<td></td>
<td>Glossary</td>
<td>It is optional. It depends on complexity of research, so clarify whether it should be a</td>
</tr>
</tbody>
</table>

Accessed: https://www.quora.com/What-is-the-structure-of-research-papers-article
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Dissertation introduction is where you explain your topic and its relevance. It should feature research objectives, the ways to achieve them, as well as their overall and individual significance — for example, their meaning for target population.</td>
</tr>
<tr>
<td>Literature review</td>
<td>It is a backbone of structure. First, pick only credible sources, those that will be truly useful in research, but do not make a mistake by just summarizing them. Evaluate them critically by pointing out their strengths, weaknesses, as well as objectives.</td>
</tr>
<tr>
<td>Methodology</td>
<td>Dissertation methodology structure is not difficult but it has to be detailed. Write how you conducted your research in particular so everyone could see for themselves whether it is valid and trustworthy. Include type of research (for example, qualitative or quantitative, which are most common kinds), how data were collected (questionnaires, physical interviews, etc.), what methods and tools were used.</td>
</tr>
<tr>
<td>Results</td>
<td>What did the obtained data indicate? How did it support/refute your hypotheses? Include some graphs here so audience could see what you achieved.</td>
</tr>
<tr>
<td>Conclusion and discussion</td>
<td>Were your hypotheses confirmed? What does it mean in terms of this topic now? Provide recommendations and admit limitations of your work that future research could address. Conclude by emphasizing your study relevance.</td>
</tr>
<tr>
<td>Reference list</td>
<td>Depending on style (APA, Oxford, MLA, etc.), list all sources you have mentioned in text at least once.</td>
</tr>
</tbody>
</table>
### Appendix
This normally includes survey questions or interviews' transcripts. Mention parts that helped in composing research but which are not enough to include them into main text. Detailed figures could also be present here.

Accessed: [https://uk.edubirdie.com/blog/dissertation-structure](https://uk.edubirdie.com/blog/dissertation-structure)

<table>
<thead>
<tr>
<th>Sample Academic Text</th>
<th>Structure/Parts</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5. Thesis</strong> - completed over a number of years. Offers an original contribution to the research area. (20,000 words).</td>
<td><strong>Abstract</strong></td>
<td>Write this last. It is an overview of your whole thesis, and is between 200-300 words.</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td>Usually longer than an abstract, and provides the following: ✓ background to the topic; ✓ brief review of current knowledge (Can include literature review in some schools); ✓ indicates gap in knowledge, states aim of your research and how it fits into the gap; ✓ can include hypotheses; can include an outline of the following chapters.</td>
</tr>
<tr>
<td><strong>Literature review</strong></td>
<td></td>
<td>Often part of the Introduction, but can be a separate section. It is an evaluation of previous research on your topic, where you show that there is a gap in the knowledge that your research will attempt to fill. The key word here is evaluation.</td>
</tr>
<tr>
<td><strong>Methods</strong></td>
<td></td>
<td>Often the easiest part of the thesis to write. Outlines which method you chose and why (your methodology); what, when, where, how and why you did what you did to get your results.</td>
</tr>
<tr>
<td><strong>Results</strong></td>
<td></td>
<td>Results contain the facts of your research. Often you will include a brief comment on the significance of key results, with the expectation that more generalized comments about results will be made in the Discussion section.</td>
</tr>
</tbody>
</table>
Discussion

The Discussion should also relate your specific results to previous research or theory. You should point out what the limitations were of your study, and note any questions that remain unanswered.

Conclusions

This is where you emphasize that your research aims/objectives have been achieved.

Sample Academic Text

<table>
<thead>
<tr>
<th>Structure/Parts</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Technical Report:</td>
<td>- describes process, progress and results of the scientific research</td>
</tr>
<tr>
<td>Letter of Transmittal</td>
<td></td>
</tr>
<tr>
<td>Title Page</td>
<td>- report title</td>
</tr>
<tr>
<td></td>
<td>- your name</td>
</tr>
<tr>
<td></td>
<td>- submission date</td>
</tr>
<tr>
<td>Executive Summary</td>
<td>- overview of subject matter</td>
</tr>
<tr>
<td></td>
<td>- methods of analysis</td>
</tr>
<tr>
<td></td>
<td>- findings</td>
</tr>
<tr>
<td></td>
<td>- recommendations</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>- list of numbered sections in report and their page numbers</td>
</tr>
<tr>
<td>Introduction</td>
<td>- terms of reference outline of report’s structure</td>
</tr>
<tr>
<td>Body</td>
<td>- headings and sub-headings which reflect the contents of each section</td>
</tr>
<tr>
<td>Conclusion</td>
<td>- states the major inferences that can be drawn from the discussion</td>
</tr>
<tr>
<td>Recommendations</td>
<td>- indicates any further work that needs to be done or identifies the alternative you think best solves or improves the problem</td>
</tr>
<tr>
<td>Reference lists</td>
<td>- list of reference material consulted during research for report</td>
</tr>
<tr>
<td>Appendix</td>
<td>- information that supports your analysis but is not essential to its explanation</td>
</tr>
</tbody>
</table>

Purposes in Reading an Academic Text

1. To locate a main idea;
2. To scan for information;
3. To identify gaps in existing studies;
4. To connect new ideas to existing ones;
5. To gain more pieces of information;
6. To support a particular writing assignment; and,
7. To deeply understand an existing idea.

Factors to Consider in Writing Academic Text

1. State critical questions and issues;
2. Provide facts and evidence from credible sources;
3. Use precise and accurate words while avoiding jargon;
4. Take an objective point of view;
5. List references; and,
6. Use cautious language.

Let us see now how well do you know about the structure of an academic text. Below is the activity that you are going to do.

What’s More

Activity 1.1

Instruction: Write TRUE if the statement is correct and FALSE if is not.

______1. One of the purposes of reading an academic text is to look for a specific information.
______2. An academic text makes use of complex jargons to promote a higher level of comprehension.
______3. Academic text uses words which tones up claims expressing certainty.
______4. Academic text helps fill existing gaps between information.
______5. An academic text observes a format.
______6. In reading an academic text, it helps acquire new information.
______7. An academic text needs less concentration and focus because the terms are simple.
______8. It is in academic text that issues are stated to provoke information discussion.
______9. A magazine is an academic text.
______10. Critique paper is classified as an academic text.

(Accessed from: https://www.slideshare.net/jellianerosedinorog/academic-text-style-and-structure)
Authors organize their information intentionally in an organized pattern called text structures. Common text structures include *introduction*, *body*, and *conclusion*. It is important to understand text structure to empower you as a reader.

GETTING DEEPER!
Lesson:

What I want to say about the lesson:

What I found out:

---

What I Have Learned

---

What I Can Do

Activity 1.2

*Instruction:* The different parts of a common type of research paper are listed below. Arrange the following phrases according to their order of development. Number items a to l from 1 to 12. (1 point each)

___ a. A presentation of the research problem
___ b. A review of past research relevant to this paper
___ c. Recommendations
___ d. An overview of the writer’s position, arguments and/or scope of research
___ e. A summary that ties together the research and the thesis
___ f. The reference list
___ g. The title of the research paper
___ h. The purpose of this particular research paper
___ i. A description of the methods used to carry out the research
___ j. An interpretation and discussion of the results
___ k. The abstract
___ l. A presentation of the research result

Key to answers on page 193
LESSON 2  LANGUAGE USED IN ACADEMIC TEXTS FROM VARIOUS DISCIPLINES

Academic writing in English is **linear**; it has one central point or theme with every part contributing to the main line of argument, without digressions or repetitions. Its objective is to inform rather than to entertain. Most of the writing you do outside of university and the texts you read are likely to be very informal and conversational. Think about the emails you write, the posts you share onto the Internet, the messages you send on your phone are the magazines you read. Academic subjects are generally more complex than everyday communication and the readers of academic texts are often experts in their field who have certain expectations about the communicative style and language used in their specialist subject. One way of looking at the characteristics of academic writing is summarized in the figure below.

Eight Main Language Features of Academic Writing

1. **Complexity**
   Written language is relatively more complex than spoken language. Written texts are lexically dense compared to spoken language - they have proportionately more lexical words than grammatical words. Written texts are shorter and have longer, more complex words and phrases. They have more noun-based phrases, more nominalizations, and more lexical variation.
Example:

<table>
<thead>
<tr>
<th>Spoken</th>
<th>Written</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whenever I had visited there before, I had ended up feeling that it would be futile if I tried to do anything more.</td>
<td>Every previous visit had left me with a sense of the futility of further action on my part.</td>
</tr>
<tr>
<td>Because the technology has improved it is less risky than it used to be when you install them at the same time, and it does not cost so much either.</td>
<td>Improvements in technology have reduced the risks and high costs associated with simultaneous installation.</td>
</tr>
</tbody>
</table>


2. Formality

Academic writing is relatively formal. In general, this means that you should **AVOID**:  
a. **colloquial words and expressions**: stuff, a lot, thing  
b. **abbreviated forms**: can’t, doesn’t, shouldn’t  
c. **two-word verbs**: put off, bring up  
d. subheadings, numbering, and bullet points  
e. asking questions

3. Precision

In academic writing, you need to be precise when you use information, dates, or figures. Do not use “a lot of people” when you can say “50 million people.”

4. Objectivity

Written language is, in general, objective rather than personal. It, therefore, has fewer words that refer to the writer or the reader. This means that the main emphasis should be on the information that you want to give and the arguments you want to make. For that reason, academic writing tends to use nouns (and adjectives), rather than verbs (and adverbs).
A. **Compare these two paragraphs:**

A. The question of what constitutes “language proficiency” and the nature of its cross-lingual dimensions is also at the core of many hotly debated issues in the areas of bilingual education and second language pedagogy and testing. Research has suggested ways of making second language teaching and testing more “communicative” (e.g., Canale and Swain, 1980; Oller, 1979b) on the grounds that a communicative approach better reflects the nature of language proficiency than one which emphasizes the acquisition of discrete language skills.

B. We do not really know what language proficiency is, but many people have talked about it for a long time. Some researchers have tried to find ways for us to make teaching and testing more communicative because that is how language works. I think that language is something we use for communicating, not an object for us to study and we remember that when we teach and test it.

*Which is more objective?*

B. **In general, avoid words like I, me, myself**

A reader will normally assume that any idea not referenced is your own. It is, therefore, unnecessary to make this explicit.

**Don’t write:** In my opinion, this is a very interesting study.

**Write:** This is a very interesting study.

Avoid “you” to refer to the reader or people in general.

**Don’t write:** “You can easily forget how different life was 50 years ago.”

**Write:** “It is easy to forget how difficult life was 50 years ago.”

C. **Examples**

- Clearly, this was far less true of France than…
- This is where the disagreements and controversies begin…
- The data indicates that…
- This is not a view shared by everyone; Jones, for example, claims that…
- …very few people would claim
- It is worthwhile at this stage to consider…
- Of course, more concrete evidence is needed before…
- Several possibilities emerge…

5. **Explicitness**
Academic writing is explicit about the relationships in the text. Furthermore, it is the responsibility of the writer in English to make clear to the reader how the various parts of the text are related. These connections can be made explicit by the use of different signaling words.

Academic writing is explicit in several ways. It is explicit in its signposting of the organization of the ideas in the text. As a writer of academic English, it is your responsibility to make it clear to your reader how various parts of the text is related. These connections can be made by the use of different signaling words.

a. For example, if you want to tell your reader that your line of argument is going to change, make it clear.

**Example:**
The Bristol 167 was to be Britain’s great new advance on American types such as the Lockheed Constellation and Douglas DC-6, which did not have the range to fly the Atlantic non-stop. It was also to be the largest aircraft ever built in Britain. However, even by the end of the war, the design had run into serious difficulties.

b. If you think that one sentence gives reasons for something in another sentence, make it explicit.

**Example:**
While an earlier generation of writers had noted this feature of the period, it was not until the recent work of Cairn cross that the significance of this outflow was realized. Partly this was because the current account deficit appears much smaller in current (1980s) data than it was thought to be by contemporaries.

c. If you think two ideas are almost the same, say so.

**Example:**
Marx referred throughout his work to other systems than the capitalist system, especially those which he knew from the history of Europe to have preceded capitalism; systems such as feudalism, where the relation of production was characterized by the personal relation of the feudal lord and his serf and a relation of subordination which came from the lord’s control of the land. Similarly, Marx was interested in slavery and in the classical Indian and Chinese social systems, or in those systems where the ties of local community are all important.

d. If you intend your sentence to give extra information, make it clear.

**Example:**
He is born into a family, he marries into a family, and he becomes the husband and father of his own family. In addition, he has a definite place of origin and more relatives than he knows what to do with, and he receives a rudimentary education at the Canadian Mission School.

e. If you are giving examples, do it explicitly.

**Example:**
This has sometimes led to disputes between religious and secular clergy, between orders and bishops. For example, in the Northern context, the previous bishop of Down and Connor, Dr. Philibin, refused for most of his period of leadership in Belfast to have Jesuits visiting or residing in his diocese.

6. Accuracy

Academic writing uses vocabulary accurately. Most subjects have words with narrow specific meanings. In academic writing, you need to be accurate in your use of vocabulary.
- Do not confuse, for example, “phonetics” and “phonology” or “grammar” with “syntax.”
- Choose the correct word, for example, “meeting,” “assembly,” “gathering,” or “conference.”
- or from: “money,” “cash,” “currency,” “capital,” or “funds”

7. Hedging

In any kind of academic writing you do, it is necessary to make decisions about your stance on a particular subject or the strength of the claims you are making. Different subjects prefer to do this in different ways. Linguists know a technique common in certain kinds of academic writing as a “hedge”. It is often believed that academic writing, particularly scientific writing, is factual, simply to convey facts and information. • However, it is now recognized that an important feature of academic writing is the concept of cautious language, often called “hedging” or “vague language.”

Language used in hedging:
Introductory Verbs
•seem •tend •look like •appear to be •indicate
•think •believe •doubt •be sure •suggest

Certain Lexical Verbs
•believe •assume •suggest

Language used in hedging:
Certain Modal Verbs
•will •must •would
•might •could •may

Adverbs of Frequency
•often •sometimes •usually

Language used in hedging:
Modal Adverbs
- certainly - definitely - clearly - probably
- possibly - perhaps - conceivably

*Modal Adjectives*
- certain - definite - clear
- probable - possible

*Language used in hedging:*
*Modal Nouns*
- assumption - possibility - probability

*That clauses*
- It could be the case that...
- It might be suggested that...
- There is every hope that...

**EXAMPLES: Compare the following.**

1. A. It may be said that the commitment to some of the social and economic concepts was less strong than it is now.
   B. The commitment to some of the social and economic concepts was less strong than it is now.

2. A. The lives they chose may seem overly ascetic and self-denying to most women today.
   B. The lives they chose seem overly ascetic and self-denying to most women today.

3. A. Nowadays, the urinary symptoms seem to be of a lesser order.
   B. Nowadays, the urinary symptoms are of a lesser order.

4. A. There are certainly cases where this would seem to have been the only possible method of transmission.
   B. There are cases where this would have been the only possible method of transmission.

**What Is It**
What are your observations about the examples given? Write your observation on the space provided.

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**8. Responsibility**
In academic writing, you must be responsible for and must be able to provide evidence and justification for any claims you make. You are also responsible for demonstrating an understanding of any source texts you use. This
is done by paraphrasing, summarizing what you have read, and acknowledging the source of these information or ideas by a system of citations. (accessed: http://www.uefap.com/writing/feature/featfram.htm)

What's More

Activity 2.1
Why does academic writing need to be formal, objective, complex, concise and specific? To find the answer to this question read the text below and underline the word that best completes each sentence.

An academic is responsible for expanding the boundaries of knowledge. This is serious business and a/an 1) (informal, formal, complex) writing style reflects the importance and sincerity of this work. If an academic text contains informal casual language, the credibility of the writer is weakened. Therefore, in an academic text you see 2) (formal, concise, sophisticated) academic vocabulary and words written in their 3) (shorter, complex, full) form.

Academic writing appears 4) (complex, concise, specialized) because it often refers to abstract ideas, whereas everyday language is more concrete and familiar. Academic subjects have their own 5) (specialized, formal, unnecessary) vocabulary too which students of other subjects may not be familiar with. Oddly, if English is not your first language, the importance of being 6) (complex, concise, objective) in academic writing adds to this complexity. Sentences that are structured around 7) (noun, verb, adverb) phrases are generally 8) (unnecessary, complex, concise) and clearer than sentences constructed around 9) (noun, verb, adverb), but they may be more difficult for students to write. The same is true when writers use sentences that contain subordinate clauses or lists. Sophisticated adverbs and connecting words, and 10) (use, definitions, highlighting) of important words also add to the clarity and precision of academic writing.

An academic paper should be written in an 11) (academic, objective, informal) style. Academics focus on information and argumentation. In other words, they establish the facts by writing about what they have learned from others and from their own research, and how this has led to new conclusions. This style of writing therefore avoids personal 12) (pronouns, words, stories) and the passive voice is a common linguistic feature. Emotional language is also avoided. Being assertive, and therefore appearing superior and arrogant, is regarded negatively. Writers are expected to be cautious, or tentative, about the conclusions they come to and so 13) (hesitating, complexity, hedging) is another typical characteristic of academic writing.
A major part of an academic’s job is to build on the work of others and so it is expected that an author refers to that previous work, hence the need for (hedging, reporting, specialized) verbs. It sets the scene for the current research; shows that the author knows his/her subject well, pays respect to previous research and situates the current paper in time and place. This is why the names of other academics occur so frequently in published research papers. Any idea that is not referenced is assumed to be the author’s idea and so it is (shorter, necessary, unnecessary) to write, ‘I think’ or ‘In my view’.

**What I Have Learned**

Academic language refers to the oral, written, auditory, and visual language proficiency required to learn effectively in schools and academic programs—i.e., it’s the language used in classroom lessons, books, tests, and assignments, and it’s the language that students are expected to learn and achieve fluency in.

**GETTING DEEPER!**

Lesson:

___________________________________________________________________________

What I want to say about the lesson:

___________________________________________________________________________

___________________________________________________________________________

What I found out:

___________________________________________________________________________

___________________________________________________________________________
Thinking About How You Read

What are your reading strategies? Enumerate some of these and state how these help you. Are these reading strategies effective?

<table>
<thead>
<tr>
<th>Strategy</th>
<th>How this strategy helps you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

Are these reading strategies effective? Why?

________________________________________________________________________

________________________________________________________________________

Below are some of the strategies that may help you.

What is it

LESSON 3 # READING STRATEGIES

Metacognition: Thinking About How You Think

Before you can truly develop your reading skills, you need to know what happens in good readers; minds while they read. You may even do these things already.

Good readers have developed good habits when they read. We call these habits strategies. Strategies help readers understand, connect to, and determine the importance of what they are reading. They also visualize, ask questions about, and read between the lines of what they read.
The Reading Strategies:

1. Make Connections. In making connection, try to consider the following:
   ❖ Text to Self (similar events in your life)
   ❖ Text to Text (books, movies, T.V., etc.)
   ❖ Text to Life (real world events)
   **Ask yourself:**
   a. What do I already know about this?
   b. Has anything similar ever happened to me?
   c. How would I feel if this happened to me?
   d. Can I relate to the characters?
   e. Does this story remind me of something?

2. Ask Questions. In asking questions, try to consider the following:
   a. What is it that you do not get?
   b. What is it that you get?
   c. What are the words that you do not understand?
   d. What other questions do I have?
   e. What do you wonder about as you read?
   **Why Ask Questions?**
   a. Asking questions helps keep you focused on the text.
   b. If your mind wanders, you will not understand; then, you will be bored.
   c. If you run into problems, things you just do not understand, then you can check yourself with a question.

3. Determine the Importance of Inferring and Predicting. The following are two of the important things to remember:
   ✓ Think about what a teacher might ask on a test.
   ✓ Think about what the author hints might be important later on.
   **Why Determine the Importance of inferring and predicting?**
   Anything you read contains a lot of information. You cannot remember everything. By deciding what is important, you do not have to remember everything. You can prioritize the information you need in order to understand.

4. Infer and Predict
   ✓ Good readers are like detectives.
   ✓ They use clues to determine what happening in a story.
   ✓ This is called **INFERENCE!**
   ✓ Good readers also make educated guesses about what may happen later in the story.
   ✓ They use the author’s hints to PREDICT what will most likely occur.
**Ask Yourself:**  
  a. What isn’t stated that I have figured out?  
  b. What do I predict will happen?  
  c. Why do I think so?

**REMEMBER:** KNOWLEDGE + TEXT = INFEERENCE

5. **Visualize**  
   - Picture in your mind the images the author creates with his/her words.  
   - Pay close attention to sensory details.  
     For example, if you were there, what would you SEE, HEAR, SMELL, TASTE, TOUCH, FEEL?  

**Why Visualize?**  
- ✓ If you do not picture the events of the story, you will get bored.  
- ✓ The author’s job is to paint pictures in the reader’s mind. The reader’s job is to visualize what the author describes.

6. **Synthesize**  
   Synthesize is a fancy way of saying that you must bring everything together in the end. In other words, what is the meaning of what you are reading?  
   **Ask Yourself:**  
   a. What does it all mean?  
   b. What is the big idea?  
   c. Are there questions still left unanswered?  
   d. What are the lessons I should learn?  
   e. What do I think about this book?

7. **Use Fix Up Strategies**  
   Make sure you understand what you are reading. When you run into trouble, (you just do not get it), use little correction strategies to help you figure out what went wrong. We call these methods FIX UP STRATEGIES.  
   **Here are some examples of Fix Up Strategies:**  
   1. Re-read  
   2. Underline  
   3. Use a Dictionary  
   4. Read Aloud  
   5. Ask for Help

**Why Use Strategies?**  
- ✓ Strategies create a plan of attack. Then you can solve any reading problems yourself.  
- ✓ Strategies help you learn HOW to understand. If you know HOW to understand, then you are more likely TO understand.
✓ Strategies help you realize HOW you are thinking so that you can think more deeply and more consciously.

**What’s More**

**Activity 3.1 Application Test Using Reading Strategies**

**Direction:** Read the passage below on “Competition and Cooperation”. After reading, answer the following questions in a complete sentence.

**Competition and Cooperation**

(1) Explanations of the interrelation between competition and cooperation have evolved over the time. Early research into competition and cooperation defined each of them in terms of the distribution of rewards related to each. Competition was defined as a situation in which rewards are distributed unequally based on performance, cooperation on the other hand, was defined as a situation in which rewards are distributed equally based on mutual interactive behavior among individuals. By this definition, a competitive situation requires at least one competitor to fail for each competitor that wins, while a cooperative situation offers a reward only if all members of the group receive it.

(2) Researchers have found definitions of competition and cooperation based upon rewards inadequate primarily because definitions of these two concepts based upon rewards depict them as opposite. In current understanding, competition is not viewed as opposite of cooperation, instead, cooperation is viewed as integral component of competition. Cooperation is necessary among team members, perhaps in a sporting event or in a political race, in order to win the competition, it is equally important to understand that cooperation is of great importance between teams in that same sporting event or ground rules of the game or election in order to compete.

(3) Interestingly, the word competition is derived from a Latin verb, which means, "to seek together." An understanding of the derivation of the word competition supports the understanding that cooperation, rather than evoking a characteristic at the opposite extreme of human nature from competition, is in reality a necessary factor in competition.

Answer the following questions below with a KISS (Keep it Short and Simple).

1. What do you think is the passage all about?

2. Where does the word competition derive from?
3. Identify the differences of cooperation and competition. Supply the table below.

<table>
<thead>
<tr>
<th>Cooperation</th>
<th>Competition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. In 3-5 sentences write an example where you experience competition and cooperation.

What I Have Learned

Reading strategies are explicit, planned actions that help translate the printed word into sounds and meaning.

GETTING DEEPER!
Lesson:

What I want to say about the lesson:

What I found out:
What’s New

Pre-Writing Activity

Try to recall one of the novels or short stories you discussed in one of your previous classes in English; choose one selection out of the several you tackled throughout your school life. Then, on a separate sheet of paper, try to rewrite the story using your own words.

Did you find the retelling of the story difficult? Why or why not?

What strategies did you employ in order to retell the story? Did you find these strategies helpful? Why or why not?

What is it

LESSON 4 SUMMARIZING, IDENTIFYING THESIS STATEMENT, PARAPHRASING AND OUTLINING READING TEXTS IN VARIOUS DISCIPLINES

What is Summarizing?

Summarizing refers to providing an abridged version of the narrative.

What is Summary?

Summary is a synopsis or digest of the essence of an entire text.

Helpful Techniques in Summarizing:

1. Read the text you are about to summarize over and over again.
2. Identify the main idea of the text you are planning to summarize
3. Put your feet into your readers’ shoes.
4. Ensure a smooth flow of ideas.
5. Limit your summary to a few sentences.
6. Do not forget to proofread your work.
Here’s how you will do it on your own:

**Example 1:** Taken from the excerpt Understanding Calories

A calorie, also known as kilocalorie, is a unit of energy. This unit represents the energy required to heat a kilogram of water on degree Celsius. While people generally link the term calorie with food, it is a unit of measurement that can be applied to any substance possessing energy. For instance, there are 8200 calories in a liter (about one quart) of gasoline.

Sentence summary...

A calorie is a unit of energy that represents the energy required to heat a kilogram of water on degree Celsius. This is also a unit of measurement where 1 liter of gasoline is composed of 8200 calories.

You are now equipped on how to summarize. Here is what you should do next.

What’s More

**Activity 4.1 Self-Test:** Summarize the following text below. Do the same as the given example.

1. Taken from the excerpt “Wrigley’s Chewing Gum “

Wrigley’s chewing gum was actually developed as a premium to be given away with other product rather than as a primary product for sale. As a teenager, William Wrigley Jr. was working for his father in Chicago selling soap that has been manufactured in his father’s factory. The soap was not very popular with merchants
because it was priced at 5 cents, and this selling price did not leave a good profit margin for the merchants. Wrigley convinced his father to raise the price to ten cents and to give away cheap umbrellas as a premium for the merchants. This worked successfully, confirming to Wrigley that the use of premium was an effective sales tool.

2. “The movement toward education by computer is developing fast. Massive Open Online Courses, called MOOCs, are changing how people could receive study materials from colleges or universities and take part in online classes. But such classes were not designed for many thousands of students at one time, as MOOCs are.” (5 points)

What is Paraphrasing?

Paraphrasing is restating text giving the meaning in another form.

What are the steps to paraphrase?

1. Repeatedly read the passage to be paraphrased until you have completely understood what it says.
2. Do not look at the passage while you are writing your paraphrase.
3. After writing your paraphrase, read the original passage once again to check if you were able to accurately capture its meaning. By doing this, you will avoid misquoting your source.
4. Check whether your paraphrase has errors in grammar or mechanics.
5. Always cite your source.

**Example 1**
**Original:** Giraffes like Acacia leaves and hay and they can consume 75 pounds of food a day.
**Paraphrase:** A giraffe can eat up to 75 pounds of Acacia leaves and hay everyday.

**Example 2**
**Original:** A group of US researchers has carried out trials on a new vaccine.
**Paraphrase 1:** A team of American scientists has conducted tests on a new vaccine.
**Paraphrase 2:** Trials on a new vaccine were carried out by a group of US researchers.
**Paraphrase 3:** Tests on a new vaccine were conducted by a team of American scientists.

**Example 3**
**Original:** An unhealthy lifestyle can be the cause of many diseases.
**Paraphrase 1:** An unhealthy way of living can result in a multitude of illnesses.
**Paraphrase 2:** Many diseases can be caused by an unhealthy lifestyle.
**Paraphrase 3:** A multitude of illnesses can be caused by an unhealthy way of living.

**Example 4**
**Original:** Usually, female kangaroos give birth to one joey at a time. Newborns weigh as little as 0.03 ounces at birth. After birth, the joey crawls into its mother’s pouch, where it will nurse and continue to grow and develop. Red Kangaroo joeys do not leave the pouch for good until they are more than eight months old.
**Paraphrase:** After a female kangaroo gives birth to a joey, the newborn crawls into its mother’s pouch where it feeds and grows until its eight months old.

**REMEMBER:**
✓ A paraphrase must also be attributed to the original source.
✓ A paraphrase includes both the main idea and minor details from the text.
✓ If rewording is too similar to the original, it is plagiarism.
<table>
<thead>
<tr>
<th>Technique</th>
<th>Original Sentence</th>
<th>Paraphrased Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Change word form or part of speech.</td>
<td>American news <strong>coverage</strong> is frequently <strong>biased</strong> in favor of Western views.</td>
<td>When American journalists <strong>cover</strong> events, they often display a Western <strong>bias</strong>.</td>
</tr>
<tr>
<td>2. Use synonyms of “relationship words” such as contrast, cause, or effect, and substitute a word or phrase that conveys a similar meaning.</td>
<td>Budget shortfalls at the state level have <strong>resulted in</strong> higher tuition costs at universities.</td>
<td>Higher university tuition costs are <strong>due to</strong> lack of money in the state budget,</td>
</tr>
<tr>
<td>3. Use synonyms of phrases and words.</td>
<td>There was a resurgence of tuberculosis at the <strong>start of the decade</strong>.</td>
<td><strong>At the beginning of</strong> the 1980s, the <strong>incidence</strong> of tuberculosis <strong>increased</strong>.</td>
</tr>
<tr>
<td>4. Change passive voice to active and move phrases and modifiers</td>
<td>The entrance exam was failed by over one-third of the applicants.</td>
<td>Over one-third of the applicants failed the entrance exam.</td>
</tr>
<tr>
<td>5. Do not change concept words, special terms, or proper names.</td>
<td><strong>Gamma rays</strong> consist of high energy photons that have neither <strong>mass</strong> nor <strong>charge</strong>.</td>
<td><strong>High-energy photons</strong> that do not have <strong>mass or charge</strong> form <strong>Gamma rays</strong>.</td>
</tr>
</tbody>
</table>

**What’s More**

**Activity 4.2** Practice paraphrasing the following sentences:

1. We need more proof that active learning really works.
2. They will build a huge medical center on the old site in the near future.
3. The organizers cancelled the talk because the main speaker was ill.

Write your answer on the blank space provided:

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________

[Key to answers on page 193]
What is Outlining?

An outline is a design to follow when writing a structure, a discourse, or a article. It arranges a material in a logical way into main ideas, supporting ideas, and supporting details.

The main idea or topic is the main topic of the outline. All main topics are indicated by Roman Numeral. Subtopics are noted by letters and supporting details are indicated by Arabic Numerals.

An outline can be a sentence outline or topic outline. A sentence outline is written in full sentence while a topic outline is in words or phrases.

Guidelines in Writing an Outline:

1. Place the title at the center above the outline.
2. Every level of the outline must have at least two items (I and II, A and B, 1 and 2).
3. Put a period after each numeral and letter.
4. Indent each new level of the outline.
5. All items of one kind (roman numerals, capital letters, Arabic numerals) should line up with each other.
6. Capitalize the first letter of each item.
7. The terms Introduction, Body, and Conclusion do not have to be included in the outline. They are not topics; they are merely organizational units in the writer’s mind.

Example

Benjamin Franklin – Scientist and Inventor

I. Experiments with Electricity
   A. Studied nature of Electricity
   B. Discovered Lightning Equals Electricity
   C. Invented Lightning Rod

II. Other Scientific Work
   A. Inventions
      1. Bifocal Glasses
      2. Franklin Stove
      3. Daylight Saving Time
   B. Scientific Studies
      1. Charted Gulf Stream
      2. Worked on Soil Improvement

III. Importance as a Scientist
    A. Scientific Honors
    B. Writings Translated into Other Languages
    C. Experts’ Comments
What’s More

Activity 4.3 Practice with Outlining

Direction: Read each paragraph. Then fill in the blanks in the outlines that follow.

1. What makes an effective leader? To be sure, no one characteristic or trait defines an effective leader. It is true, however, that effective leaders get the most out of employees or group members by holding them to very high standards or expectations. Setting high standards increases productivity because people tend to live up to the expectations set for them by superiors. This is an example of the **Pygmalion effect**, which works in a subtle, often unconscious way. When a managerial leader believes that a group member will succeed, the manager communicates this belief without realizing that he or she is doing so. Conversely, when a leader expects a group member to fail, that person will not usually disappoint the manager. The manager’s expectation of success or failure becomes a self-fulfilling prophecy. Thus it pays for a manager to expect the best from employees. (Adapted from Andrew J. DuBrin, Leadership 4/e © Cengage Learning)

Main Idea: Effective leaders encourage a high level of performance by expecting the best from their employees.

Support 1. People are likely to live up to a manager or superior expectations.

2. Called the “Pygmalion effect” i.e. expect the best and you will get it.

3. ____________________________________________
   a. leader who expects the best gets high achievement
   b. leader who doesn’t expect much gets low achievement
   c. ____________________________________________
   d. pays for leaders to expect the best

2. We do not think enough about thinking, and much of our confusion is the result of current illusions about it. Let us forget for the moment any impression we may have derived from the philosophers, and see what seems to happen in ourselves. The first thing that we notice is that our thought moves with such incredible rapidity that is almost impossible to arrest any specimen of it long enough to have a look at it. When we are offered a penny for our thoughts, we also find out that we have recently had so many things in our mind that we can easily make a selection, which will not compromise us too nakedly. On inspection, we shall find that even if we are not downright ashamed of a great part of our spontaneous thinking it is far too intimate, personal, ignoble or trivial to permit us to reveal more than small part of it. I believe this must be true to everyone. We do know what goes on in other people’s heads. They tell us very little, and we tell them very little. The spigot of speech, rarely fully
opened, could never emit more than driblets of the ever-renewed hogshead of thought—
noch grösser wie's Heidelberger Fass. We find it hard to believe that other people’s thoughts are as silly as our own, but they probably are.
LESSON 5  PRECIS WRITING

A Précis is a brief, original summary of the important ideas given in a long selection. Its aim is to give the general effect created by the original selection. It is a concise and lucid summary that forsake all unnecessary details (including illustrations, amplifications, and embellishments) in favor of reproducing the logic, development, organization and emphasis of the original. Retaining the substance of a fuller statement, it seeks to articulate another authors thought by extracting the maximum amount of information and carefully conveying it in a minimum number of words.

The purpose:

Précis writing aims at intelligent reading and clear, accurate writing. It is a skill of both analysis and generalizing that critically questions every thought included and excluded, each word used to express those thoughts, and the proportions and arrangements of those thoughts – bot in the original and original and in the precis. In its exaction, it mercilessly reveals an author’s wordiness and looseness or thinness of thought and construction. It should strengthen our style, our sense of proportion and emphasis, and our sensitivity to word meanings and an author’s viewpoint.

Guide to a Successful Précis:

1. Understand the essential facts or dominating idea of the passage.
2. In your opening sentence express what the passage tends to show.
3. With as few sentences as possible enlarge on the essential shown in the opening sentence.
4. Summarize only what the author says; do not add your own opinions.
5. As far as possible, use your own words.
6. Ask whether the precis is clear to one who has not seen the original.
A précis is usually reduced to at least one-fourth of its original length and frequently much more. How long it is will be determined by its purpose and by the nature of the original.

**EXAMPLE**

A drop of water fell out of the cloud into the sea, and finding itself lost in such an immensity of fluid matter, broke out into the following reflection: ‘Alas! What an inconsiderable creature am I in this prodigious ocean of waters: My existence is of no concern in the universe; ‘I am reduced to a kind of nothing, and am the least of the works of God’. It so happened that an oyster which lay in the drop say the fables, lay a great while hardening in the shell, until by degrees it was ripened into a pearl, falling into the hands of a diver, after a long series of adventures, is at present that famous pearl which is fixed on the top of the Persian diadem.

**Précis**

Once, a drop of water, while falling into the sea, ruminated on its inconsequential existence in the vast ocean. Just then, an oyster swallowed it. The water drop, embedded in the shell, became a pearl in due course. A diver got it. After changing many hands, it now decorates the Persian crown.

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**What’s More**

**Activity 5.1 Precis Writing**

**Direction:** Read the passage and make a précis below.

1. Home is the young, who known “nothing of the world and who would be forlorn and sad, if thrown upon it. It is providential, shelter of the weak and inexperienced, who have to learn yet to cope with the temptations, which lies outside of it. It is the place of training of those who are not only ignorant, but have not yet learnt how to learn, and who have to be taught by careful individual trail, how to set about profiting by the lessons of the teacher. In addition, it is the school of elementary studies-not of advances, for such studies alone can make masterminds. Moreover, it is the shrine of our best affections, the bosom or our fondest recollections, at spell upon our after life, a stay for world-weary mind and soul; wherever we are, until the end comes. Such are attributes or offices of home, and like to these, in one or other sense or measure, are the attributes and offices of a college in a university.
Precis writing is one of the most useful skills you can acquire as a student and as a professional in the future. Precis writing involves summarizing a document to extract the maximum amount of information, then conveying this information to a reader in minimum words.

An excerpt from Ralph Waldo Emerson’s “Self-Reliance”

What I Have Learned

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GETTING DEEPER!
Lesson:

What I want to say about the lesson:

What I found out:
1. What is a thesis statement?
   A. It is the central idea of a paper.
   B. It is the answer to the central question raised in a paper.
   C. It is the first sentence of the introductory paragraph.
   D. both A and B.

2. What should a good conclusion be?
   A. reiterates the main points made in the paper.
   B. states the significance of research findings.
   C. calls to action.
   D. All of the above

3. What is a GOOD strategy for engaging readers in the introductory paragraph?
   A. telling a brief story
   B. starting with a dictionary definition
   C. announcing the purpose in a formal way
   D. none of the above

4. Choose the best summary based from the paragraph given.
   Some authorities say that the only true pyramids are the ones built in Egypt. These solid structures have a square or a rectangular base, smooth sloping sides, and a pointed top. The Egyptian pyramids were designed as burial places for the pharaohs. However, elsewhere in the world, pyramid-like structures were built. These pyramids were often used as temples or building for astronomical studies. Notable examples were the Ziggurats of Mesopotamia and many others scattered around the world.
   A. The most famous true pyramids are the ones in Egypt.
   B. Pyramids were built in many parts of the ancient world.
   C. Although some authorities say, the only true are Egyptian; pyramid-like structures were built in other places.
   D. All of the above

5. How long should an introduction be?
   A. Every introduction should be at least five sentences.
   B. The length of the introduction varies with the purpose of the essay.
   C. A good introduction only needs to be one sentences.
   D. All of the above

6. Which of the following best defines an executive summary
   A. briefly covers all the main parts of the report.
   B. provides a concise statement of the findings and recommendations based on those findings
   C. appears on a separate page and is able to stand on its own
   D. all of the above
7. What is the topic sentence?
   A. It is the first sentence in a paragraph.
   B. It is the discussion of each paragraph.
   C. It is the sentence that expresses the main idea of the paragraph.
   D. It is the transitional sentence logically connecting two paragraphs together.

8. Which of the following statements is TRUE about introduction?
   A. An introduction should set the tone and flow into the body of the paper.
   B. Start with an obvious, general statement that the reader can agree with.
   C. State your position by saying “In this paper, I will show…”
   D. All of the above

9. Which language feature of academic writing contains fewer words that refer to the writer or the reader?
   A. Complexity
   B. Formality
   C. Precision
   D. Objectivity

10. Why is using full sentence outline beneficial for most standard essays?
    A. Full sentence outlines allow for writing that is more creative.
    B. With a full sentence outline, you can guarantee an essay’s success.
    C. The numbers and decimal involved in the other outline types are confusing.
    D. While the sentence outline may be more time-consuming up front, it makes writing the first draft much easier.

11. What language features of academic writing show citations of ideas and acknowledging sources of information?
    A. Accuracy
    B. Explicitness
    C. Hedging
    D. Responsibility

12. What is the greatest benefit of using an outline to draft an essay?
    A. Outlines allow the writer to compile information and set a direction for an essay before jumping to a first draft.
    B. An outline is the same thing as the first draft, so once the outline is written, the draft is done.
    C. With an outline, writers do not have to worry so much about their final product.
    D. Writers who use outline always produce successful and engaging essays.

13. Which among the following is NOT a reading strategy?
    A. Asking Questions
    B. Infer and Predict
    C. Repetition
    D. Visualize

14. Making connections is one of reading strategies, thus this involves the following, EXCEPT:
    A. Text to life
    B. Text to nature
    C. Text to self
    D. Text to text
15. Which of the following should NOT be included in a concluding paragraph?
   A. recommendation for further exploration of the subject
   B. A new idea not discussed in the main body of the paper
   C. A short summary of the main idea
   D. A question about the research findings
Module 1

Online References

Lesson 1


Accessed on November 23, 2018 from: https://www.slideshare.net/jellianerosedinorog/academic-text-style-and-structure


Lesson 2


Lesson 3

Lesson 4

Accessed on December 6, 2018 from: http://www.laflemm.com/reso/OutliningFill-InREVISED.pdf


Book References

Lesson 5

For inquiries or feedback, please write or call:

Department of Education - Bureau of learning Resources
Zone 1, DepEd Building Masterson Avenue, Upper Balulang,
Cagayan de Oro City, 9000
Telefax: (088) 880 7072
E-mail address: region10@deped.gov.ph