



# Academic English

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# OBJECTIVES

01. Understand the structure and abstract of popular science articles
02. Use a Variety of strategies for listening to a presentation
03. plan structures and give a clear, effective final Presentation in English
- 04 write an abstract for an article







## Reading: Lesson 3: Research reports

Work in pairs. Read the following definitions of research and report. Then, work in pairs and give your own definition of a research report. Compare your definition with other pairs and choose the best one. Explain your choice.

- research - a detailed study of a subject, especially in order to discover [new] information or reach a [new] understanding.
- report - a description of an event or situation.





# Reading: Lesson 3: Research reports

Reading focus

Complete the table with the research report elements.

Abstract/Synopsis

Appendices

Conclusion

Discussion

Literature Review (sometimes included in the Introduction)

References or Bibliography

Results

Title of report







# Reading: Lesson 3: Research reports

| Parts                  | Sections                                                  |
|------------------------|-----------------------------------------------------------|
| Preliminary material   | 1 _____                                                   |
|                        | 2 Table of Contents (not always required)                 |
|                        | 3 _____                                                   |
| Body of report         | 4 Introduction                                            |
|                        | 5 _____                                                   |
|                        | 6 Methodology                                             |
|                        | 7 _____                                                   |
|                        | 8 _____                                                   |
| Supplementary material | 10 Recommendations (sometimes included in the Conclusion) |
|                        | 11 _____                                                  |
|                        | 12 _____                                                  |







# Reading: Lesson 3: Research reports

Activity 2 - Complete the table

Preliminary material

1. Title of report
2. Table of Contents
3. Abstract / Synopsis

Supplementary material

1. References / Bibliography
2. Appendices

Body of report

1. Introduction
2. Literature Review
3. Methodology
4. Results
5. Discussion
6. Conclusion
7. Recommendations





# Reading: Lesson 3: Research reports

Reading focus

Complete the table with the research report elements.

Abstract/Synopsis

Appendices

Conclusion

Discussion

Literature Review (sometimes included in the Introduction)

References or Bibliography

Results

Title of report







## Reading: Lesson 3: Research reports

Read stages a-g of research report preparation suggested by the Adelaide Writing Centre. Put them in order. Then compare your ideas in pairs.

a Draft the supplementary material.

b Analyse the task.

c Do the research.

d Improve your report.

e Draft the body of your report.

f Develop a rough plan.

g Draft the preliminary material.





# Reading: Lesson 3: Research reports

Activity 4 - Correct order of research stages

Correct order:

- 1.b - Analyse the task
- 2.f - Develop a rough plan
- 3.c - Do the research
- 4.e - Draft the body of your report
- 5.g - Draft the preliminary material
- 6.a - Draft the supplementary material
- 7.d - Improve your report







## Reading: Lesson 3: Research reports

Match sections 1-12 from Activity 2 with the information below they should include.

a all the references used in your report or referred to for background information

b any additional material which will add to your report

c concise heading indicating what the report is about

d concise summary of main findings

e list of major sections and headings with page numbers

f other relevant research in this area

g relevance of your results, how it fits with other research in the area

h summary of results/findings

i what needs to be done as a result of your findings

j what you did and how you did it

k what you found

l why and what you researched





# Reading: Lesson 3: Research reports



| Section               | Answer                                                         |
|-----------------------|----------------------------------------------------------------|
| 1 Title of report     | <b>c</b> concise heading indicating what the report is about   |
| 2 Table of Contents   | <b>e</b> list of major sections and headings with page numbers |
| 3 Abstract / Synopsis | <b>d</b> concise summary of main findings                      |
| 4 Introduction        | <b>l</b> why and what you researched                           |
| 5 Literature Review   | <b>f</b> other relevant research in this area                  |
| 6 Methodology         | <b>j</b> what you did and how you did it                       |
| 7 Results             | <b>k</b> what you found                                        |
| 8 Discussion          | <b>g</b> relevance of your results                             |
| 9 Conclusion          | <b>h</b> summary of results/findings                           |
| 10 Recommendations    | <b>i</b> what needs to be done                                 |
| 11 References         | <b>a</b> all the references used                               |
| 12 Appendices         | <b>b</b> additional material                                   |







## Reading: Lesson 3: Research reports

Read the summary of the following research report. What is the topic of the report?

Executive summary (Summary or abstract)

The aim of this report was to investigate UniLab staff attitudes to personal mobile phone use in staff and team meetings. A staff survey on attitudes towards the use of mobile phones in the staff/team meetings was conducted. The results indicate that the majority of staff find mobile phone use a major issue in staff meetings. The report concludes that personal mobile phones are disruptive and should be turned off in meetings. It is recommended that UniLab develops a company policy banning the use of mobile phones except in exceptional circumstances.





## Reading: Lesson 3: Research reports

Read the whole report. Which of the sections mentioned in Activity 2 are missing or are in a different order?







# Reading: Lesson 3: Research reports

## Introduction

There has been a massive increase in the use of personal mobile phones over the past five years and there is every indication that this will continue. According to Black (2002), by 2008, almost 100% of working people in Australia will carry personal mobile phones. Black describes this phenomenon as serious in the extreme, potentially undermining the foundations of communication in our society (2002). Currently at UniLab, 89% of staff have personal mobile phones.





# Reading: Lesson 3: Research reports

## Introduction

Recently, a number of staff have complained about the use of personal mobile phones in meetings and asked what the official company policy is. At present there is no official company policy regarding phone use. This report examines the issue of mobile phone usage in staff meetings and small team meetings. It does not seek to examine the use of mobile phones in the workplace at other times, although some concerns were raised.

For the purposes of this report a personal mobile phone is a personally funded phone for private calls as opposed to an employer funded phone that directly relates to carrying out a particular job.







# Reading: Lesson 3: Research reports

## Methods

This research was conducted by questionnaire and investigated UniLab staff members' attitudes to the use of mobile phones in staff/team meetings. A total of 412 questionnaires were distributed with employees' fortnightly pay slips (see Appendix 1). The questionnaire used Likert scales to assess social attitudes (Smith 2002) to mobile phone usage and provided open-ended responses for additional comments. Survey collection boxes were located in every branch for a four week period. No personal information was collected; the survey was voluntary and anonymous.





# Reading: Lesson 3: Research reports

## Results

There was an 85% response rate to the questionnaire. A breakdown of the responses is listed below in Table 1. It can be clearly seen from the results that mobile phones are considered to be disruptive and should be turned off in meetings.

Table 1

| Personal mobile phone usage in staff and team meetings is ... | strongly agree (%) | agree (%) | disagree (%) | strongly disagree (%) |
|---------------------------------------------------------------|--------------------|-----------|--------------|-----------------------|
| not a problem                                                 | 5                  | 7         | 65           | 23                    |
| an issue                                                      | 40                 | 45        | 10           | 5                     |
| disruptive                                                    | 80                 | 10        | 7            | 3                     |
| phones should be permissible                                  | 6                  | 16        | 56           | 22                    |
| phones should be turned off                                   | 85                 | 10        | 3            | 2                     |
| allowed in some circumstances                                 | 10                 | 52        | 24           | 14                    |

The survey also allowed participants to identify any circumstances where mobile phones should be allowed in meetings and also assessed staff attitudes towards receiving personal phone calls in staff meetings in open-ended questions. These results showed that staff thought that in some circumstances (e.g. medical or emergencies), receiving personal phone calls was acceptable, but generally receiving personal phone calls was not necessary.







# Reading: Lesson 3: Research reports

## Discussion / Interpretation of results

It can be seen from the results in Table 1 that personal mobile phone use is considered to a problem. However, it was acknowledged that in some situations it should be permissible: 80% of recipients considered mobile phones to be highly disruptive and there was strong support for phones being turned off in meetings (85%). Only 12% thought that mobile phone usage in staff and team meetings was not a problem, whereas 85% felt it was an issue.





## Reading: Lesson 3: Research reports

The results are consistent throughout the survey. Many of the respondents (62%) felt that in exceptional circumstances mobile phones should be allowed (e.g. medical) but there should be protocols regarding this.

These findings are consistent with other studies. According to Smith (2005), many companies have identified mobile phones as disruptive and have banned the use of mobile phones in meetings. Havir (2004) claims that 29% of staff-meeting time is wasted through unnecessary mobile phone interruptions. This affects time management, productivity and team focus.







# Reading: Lesson 3: Research reports

## Conclusion

The use of mobile phones in staff meetings is clearly disruptive and they should be switched off. Most staff felt it is not necessary to receive personal phone calls in staff meetings except under certain circumstances, but permission should first be sought from the team leader, manager or chair.





## Reading: Lesson 3: Research reports

### Recommendations

It is recommended that UniLab develops an official policy regarding the use of mobile phones in staff meetings. The policy should recommend:

- mobile phones are banned in staff meetings
- mobile phones may be used in exceptional circumstances but only with the permission of the appropriate manager or chair

Finally, the policy needs to apply to all staff in the company.



# Reading: Lesson 3: Research reports

Activity 8 – Missing or different sections

From the report:

Sections included:

- Introduction
- Methods
- Results
- Discussion
- Conclusion
- Recommendations

! Missing sections:

- Title of report
- Abstract / synopsis
- Literature review
- References / bibliography
- Appendices (only mentioned)







# Reading: Lesson 3: Research reports

Match nouns 1-7 from the research report in Activity 8 to their definitions.

1 phenomenon

2 response

3 findings

4 questionnaire

5 purpose

6 survey

7 method

a a set of questions people are asked to gather information or find out their opinions

b a way of doing something, often one that involves a system or plan

c why you do something or why something exists

d a written list of questions that people are asked so that information can be collected

e something that exists or happens, usually something unusual

f something said or done as a reaction to something that has been said or done

g information that has been discovered





# Reading: Lesson 3: Research reports

## Activity 12 - Match nouns with definitions

- 1 phenomenon → e
- 2 response → f
- 3 findings → g
- 4 questionnaire → d
- 5 purpose → c
- 6 survey → a
- 7 method → b





# Reading: Lesson 3: Research reports

Match the words from the report (1-7) with words with a similar meaning (a-g).

- 1 examine
- 2 recommend
- 3 assess
- 4 allow
- 5 consider
- 6 acknowledge
- 7 affect

Match the words from the report (1-7) with words with a similar meaning (a-g).

- 1 examine
- a permit
- b influence
- c evaluate
- d think
- e investigate
- f admit
- g advise







# Reading: Lesson 3: Research reports

## Activity 14 - Match similar meanings

1 examine → e investigate

2 recommend → g advise

3 assess → c evaluate

4 allow → a permit

5 consider → d think

6 acknowledge → f admit

7 affect → b influence





# LISTENING

Listen to Part 3 of the presentation and say which of the statements below is a quotation from Carl Sagan and which are interpretations by the speaker. How do you know?

Science is more ...

1 a method used in research than it is a result that we get by applying the method.

2 than a body of knowledge. It is a way of thinking ...

3 a way to get knowledge, rather than a set of truths we already know.





# LISTENING

Answer:

## Activity 7

You must identify which sentence is the actual quotation from Carl Sagan.



Quotation from Carl Sagan:

2 - "Science is more than a body of knowledge. It is a way of thinking."



Interpretations by the speaker:

1 - explanation of science as a method

3 - explanation of science as a way to get knowledge



How we know:

Sentence 2 is a famous direct quote by Carl Sagan.







# LISTENING

8 Work in groups of three. Sum up the content of Parts 1-3 of the presentation in three sentences. Present your summary to the group.





# LISTENING

## Strategy focus

10 Revise the strategies a listener should use. Match the beginning to the end of each sentence.

1. Before listening ...

2 If I listen for gist ...

3 When I identify key words ...

4 If I do not know the word ...

5 If I cannot guess the meaning from the context ...

6 When I listen for specific information ...

a I pay attention to key words.

b I try to guess the meaning from the context.

c I try to identify its function (e.g. noun, verb, etc.).

d I make predictions about content and language.

e I pay attention to rhythm and stress.

f I identify what facts are required in the task.





# LISTENING

## Strategy focus

10 Revise the strategies a listener should use. Match the beginning to the end of each sentence.

Answer:

Final answers

1. Before listening → d I make predictions about content and language.
2. If I listen for gist → a I pay attention to key words.
3. When I identify key words → e I pay attention to rhythm and stress.
4. If I do not know the word → b I try to guess the meaning from the context.
5. If I cannot guess the meaning from the context → c I try to identify its function.
6. When I listen for specific information → f I identify what facts are required in the task.







# SPEAKING

## Academic culture checklist

3 Read the checklist and tick the statements that are true for presentations in your field of study.





## Structure

Presentations are very logical, developing the main idea step by step. ☐

Presentations are digressive with many deviations from the main subject. ☐

## Language and content

The language of presentations is informal. ☐

The language of presentations is formal. ☐

Presentations contain detailed information, with lots of supporting data and examples. ☐

Presentations contain general information without specific references. ☐

Reasoning is direct and rational. ☐



## Delivery

- ☐ Presentations are interactive, lively and entertaining.
- ☐ Presentations are read and there is no interaction with the audience.
- ☐ Speakers use notes to present the paper.
- ☐ Speakers can improvise during a presentation.
- ☐ The slides contain the text of a presentation.
- ☐ Presenters use slides to illustrate main points.

## Audience response

- ☐ Presenters are frequently interrupted with challenging questions.
- ☐ Questions are asked at the end of presentations.
- ☐ The audience listen in silence – there are usually very few or no questions.





# SPEAKING

4 Work in groups. Answer the questions.

1 Have you ever participated in an international conference? Where was it? Did all speakers present in English?

2 Did you notice any cultural differences in presenting material? If yes, what kind?





# SPEAKING

5 Work in groups.

Discuss what behaviour is appropriate in your culture when presenting material at international academic conferences. Use the language of the questionnaire in Activity 3.





# SPEAKING

Revising what you have learned

6 Think about what you have studied in this unit. Answer the questions. Use the phrases from the Language Support box below.

1 What information was new to you?

2 What have you learned about yourself as a presenter?

3 What skills have you improved?

4 What skills need further improvement?







# SPEAKING

Language Support: on results  
and goal-setting

Results

I have managed to ...

I think I was good at [+ verb + -  
ing]

Now I can [+ verb]

What I have really improved is ...  
... has become much better.

Goal setting

What I need to improve is ...

I'd like to develop ... further.

I think my skill of ... needs more  
work.

I plan to develop ...





# SPEAKING

7 Prepare a 10-minute lecture or presentation with visuals to present to your colleagues. Do the tasks below.

1 Think of any topic that is relevant to you. You can continue working on the presentation you planned in this unit, Lesson 2, Activities 10 and 16 on pages 113 and 115.

2 Write a plan of your presentation. Include three main points.

3 Make notes and develop these ideas.

4 Write the text of your presentation or lecture. Pay attention to the structure and phrases that make it easier for the audience to follow you.

5 Check the text for any mistakes.

6 Prepare your slides.

7 Practise the text, and make sure you don't speak for more than 10 minutes. Get ready to present it to the class.

8 Take turns to listen to your colleagues' presentations and ask questions if appropriate.

9 Give your colleagues some feedback using the feedback form on page 130.





# WRITING: Lesson 2

## Abstracts from different fields of study

Lead-in

1 There are eight words connected with abstracts hidden below. Work in pairs to find them. Say what each word means.

|   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| S | R | E | S | U | L | T | S | A | C | H | X |
| X | C | O | A | B | S | T | R | A | C | T | O |
| M | B | V | P | A | D | B | I | I | J | N | Q |
| N | A | T | P | Z | P | R | P | M | H | Z | M |
| R | F | O | R | M | A | L | K | S | N | G | S |
| H | K | J | O | I | M | O | L | M | T | R | I |
| G | G | B | A | C | K | G | R | O | U | N | D |
| C | O | N | C | L | U | S | I | O | N | H | R |
| C | O | Z | H | B | S | T | R | A | C | T | E |
| K | U | L | I | N | K | E | R | S | S | C | E |



# WRITING: Lesson 2

## Abstracts from different fields of study

Lead-in

1 There are eight words connected with abstracts hidden below. Work in pairs to find them. Say what each word means.

Answer:

Activity 1 (Hidden words)

**RESULTS**  
**ABSTRACT**  
**BACKGROUND**  
**CONCLUSION**  
**FORMAL**  
**LINKERS**  
**OBJECTIVE**  
**METHOD**



# WRITING: Lesson 2

## Abstracts from different fields of study

Match abstracts A-C to fields of study 1-3.

1 Pure Science

2 Social Sciences

3 Humanities





# WRITING: Lesson 2

## Abstracts from different fields of study

### Abstract A

In this article I consider whether Hegel is a naturalist or an anti-naturalist with respect to his philosophy of nature. I adopt a cluster-based approach to naturalism, on which positions are more or less naturalistic depending how many strands of the cluster naturalism they exemplify. I focus on two strands: belief that philosophy is continuous with the empirical sciences, and disbelief in supernatural entities. I argue that Hegel regards philosophy of nature as distinct,







# WRITING: Lesson 2

## Abstracts from different fields of study

### Abstract A

but not wholly discontinuous, from empirical science and that he believes in the reality of formal and final causes insofar as he is a realist about universal forms that interconnect to comprise a self-organising whole. Nonetheless, for Hegel, natural particulars never fully realise these universal forms, so that empirical inquiry into these particulars and their efficient-causal interactions is always necessary. In these two respects, I conclude, Hegel's position sits in the middle of the naturalism/anti-naturalism spectrum.





# WRITING: Lesson 2

## Abstracts from different fields of study

### Abstract B

This research assessed phonological and morphological awareness in dyslexic university students. We tested 44 dyslexic university students in phonological and morphological awareness tasks and compared their performances. In the phonological awareness tests, the dyslexic university students performed at the same level as their reading level controls. In contrast, they systematically outperformed their reading level controls in the morphological awareness tasks and almost reached the proficiency level of the chronological age controls. The results show that dyslexic university students develop their morphological awareness more than their phonological awareness. These findings add to the evidence indicating that morphological awareness is not deficient in dyslexia and could instead play a beneficial role in the development of literacy skills in this population.





# WRITING: Lesson 2

## Abstracts from different fields of study

### Abstract C

A process capable of producing large amounts of energy by a nuclear fusion process between nickel and hydrogen, occurring below 1,000 K, is described. Experimental values of the ratios between output and input energies obtained in a certain number of experiments are reported. The occurrence of the effect is justified on the basis of existing experimental and theoretical results. Measurements performed during the experiments allow for the exclusion of neutron and gamma ray emissions.







# WRITING: Lesson 2

## Abstracts from different fields of study

Answer:

Activity 2

A → 3 Humanities

B → 2 Social Sciences

C → 1 Pure Science





# WRITING: Lesson 2

## Abstracts from different fields of study

Read the abstracts again and match them to statements 1–8.

The abstract ...

1 includes the following parts: Aims, Results.

2 includes the following parts: Aims, Approach, Conclusion.

3 includes the following parts: Aims, Approach, Results, Conclusion.

4 discusses the approach of a well-known theorist.

5 is written in the passive voice.

6 is written in the first person singular.

7 presents opinions.

8 describes objective results.





# WRITING: Lesson 2

## Abstracts from different fields of study

Answer:

Activity 3

1 → B

2 → A

3 → B

4 → A

5 → C

6 → A

7 → A

8 → C







# WRITING: Lesson 2

## Abstracts from different fields of study

### Language focus

In the abstracts, find words/phrases similar in meaning to definitions 1–7. The letters show you in which abstract the word is used.

1 think about, reflect, give attention (A) \_\_\_\_\_

2 in connection with something (A) \_\_\_\_\_

3 accept, use (A) \_\_\_\_\_

4 component, aspect, feature (A) \_\_\_\_\_

5 judge the importance or value of something (B) \_\_\_\_\_

6 reasons for believing that something is or is not true (B) \_\_\_\_\_

7 show that something is right or reasonable (C) \_\_\_\_\_





# WRITING: Lesson 2

## Abstracts from different fields of study

### Answer:

Activity 4

1 consider

2 with respect to

3 adopt

4 strands

5 assess

6 evidence

7 justify





# WRITING: Lesson 2

## Abstracts from different fields of study

Use the words from Activity 4 to complete the gaps.

1 There is no scientific \_\_\_\_\_ that a person's character is reflected in their handwriting.

2 It's too early to \_\_\_\_\_ the long-term consequences of the experiment.

3 We \_\_\_\_\_ two factors which determine the most appropriate way of planning the project.

4 We \_\_\_\_\_ a well-known model of the economy development.

5 The attempt is made to \_\_\_\_\_ the existence of this science to professional and academic communities.

6 There are a number of \_\_\_\_\_s in feminist thinking.

7 I am writing \_\_\_\_\_ your letter of 15 June.







# WRITING: Lesson 2

## Abstracts from different fields of study

Answer:

Activity 5  
1 evidence  
2 assess  
3 consider  
4 adopt  
5 justify  
6 strands  
7 with respect to





# WRITING: Lesson 2

## Abstracts from different fields of study

In abstracts A–C, find sentences written in the first person. Why is the first person used in these cases?

- 1 I/We consider \_\_\_\_\_ to be \_\_\_\_\_
- 2 I/We adopt a \_\_\_\_\_ approach to \_\_\_\_\_
- 3 In my paper I/we focus on \_\_\_\_\_
- 4 I/We argue that \_\_\_\_\_
- 5 I/We conclude that \_\_\_\_\_





# WRITING: Lesson 2

## Abstracts from different fields of study

1. Answer: I/We consider Hegel's philosophy to be a position between naturalism and anti-naturalism.
2. I/We adopt a cluster-based approach to naturalism.
3. In my paper I/we focus on two strands of naturalism.
4. I/We argue that Hegel regards philosophy of nature as distinct from empirical science.
5. I/We conclude that Hegel's position lies between naturalism and anti-naturalism.





# WRITING: Lesson 2

## Writing and Abstract

**Put these steps for writing an abstract in order.**

- a. Read through the paper and choose sentences with key ideas.
- b. Give the abstract to a colleague and ask him/her whether it makes sense.
- c. Check that your abstract conveys only the essential information.
- d. Read your rough draft and delete extra words and phrases.
- e. Organise the information you have gathered into an initial rough draft.
- f. Check to see if it meets the guidelines of the targeted journal. Count the words.
- g. Read the abstract as if you were another researcher deciding whether to read your paper.
- h. Write the final version of the abstract.







# WRITING: Lesson 2

## Writing and Abstract

An abstract is a short summary of a research paper or article. It explains the main idea of the study quickly so readers can decide if they want to read the whole paper.

Usually an abstract is 80–150 words.





# WRITING: Lesson 2

## Writing and Abstract

### Sample Abstract

Title: The Impact of Social Media on University Students' Academic Performance

This study examines the influence of social media use on the academic performance of university students. The research investigates how frequently students use social media and how it affects their study habits and concentration. A survey was conducted among 100 university students to collect data about their daily social media usage and study routines. The results show that excessive use of social media can negatively affect students' concentration and time management.

However, moderate use of social media can also support communication and access to educational resources. The study concludes that students should manage their social media usage carefully in order to maintain good academic performance.





# WRITING: Lesson 2

## Writing and Abstract

An abstract is a short summary of a research paper or article. It explains the main idea of the study quickly so readers can decide if they want to read the whole paper.

Usually an abstract is 80–150 words.

**Title:** The Impact of Social Media on University Students' Academic Performance

What an Abstract Must Include

Most abstracts contain 4 important parts:

**Aim / Purpose**

Explain what the study is about.

Example:

This study examines the impact of social media on students' academic performance.





# WRITING: Lesson 2

## Writing and Abstract

An abstract is a short summary of a research paper or article. It explains the main idea of the study quickly so readers can decide if they want to read the whole paper.

Usually an abstract is 80–150 words.

### **Method / Approach**

Explain how the research was done.

Example:

A survey was conducted among 100 university students.







# WRITING: Lesson 2

## Writing and Abstract

An abstract is a short summary of a research paper or article. It explains the main idea of the study quickly so readers can decide if they want to read the whole paper.

Usually an abstract is 80–150 words.

### **Results / Findings**

Explain what the research discovered.

Example:

The results show that excessive social media use affects concentration.





# WRITING: Lesson 2

## Writing and Abstract

An abstract is a short summary of a research paper or article. It explains the main idea of the study quickly so readers can decide if they want to read the whole paper.

Usually an abstract is 80–150 words.

### **Conclusion**

Explain what the results mean.

Example:

The study concludes that students should manage their social media usage carefully.





# WRITING: Lesson 2

## Writing and Abstract

An abstract is a short summary of a research paper or article. It explains the main idea of the study quickly so readers can decide if they want to read the whole paper. Usually an abstract is 80–150 words.

### **Simple Structure You Can Follow** **You can write your abstract like this:**

Sentence 1 – Aim

This study examines \_\_\_\_\_.

Sentence 2 – Method

The research was conducted using \_\_\_\_\_.

Sentence 3 – Results

The results show that \_\_\_\_\_.

Sentence 4 – Conclusion

The study concludes that \_\_\_\_\_.





# WRITING: Lesson 2

## Writing and Abstract

Work in pairs. Read your partner's abstract and give feedback.

1. Why did he/she do this study?
2. What did he/she do and how?
3. What did he/she find?
4. What do the findings mean?
5. If a new method was suggested, how well did it work?
6. Did he/she use formal vocabulary?
7. Did he/she use linking words?







# WRITING: Lesson 2

## Writing and Abstract

**Rewrite your abstract using your partner's suggestions.**



# Thank You

## See You Next Time!

