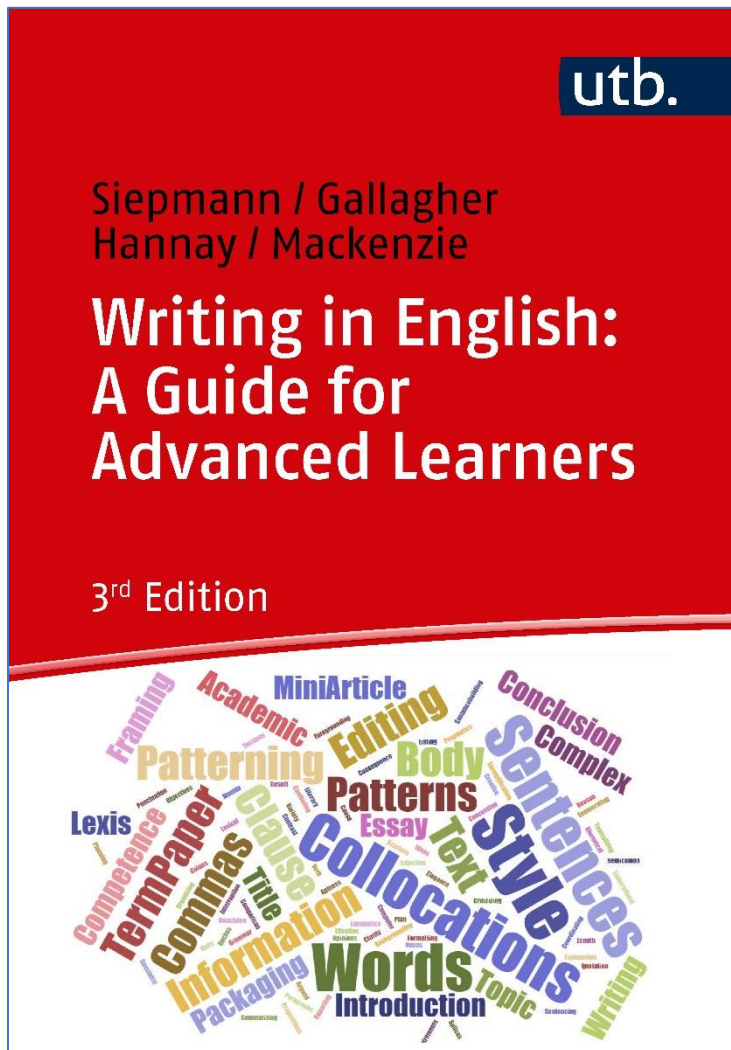


Bonus-Material

Dirk Siepmann, John D. Gallagher, Mike Hannay, Lachlan Mackenzie



Writing in English: A Guide for Advanced Learners

3rd Edition

Narr Francke Attempto Verlag/utb

ISBN: 9783825256586

eISBN: 9783838556581

Module 1

Chapter 1

Revision questions

1. When should you have the pre-final version of your term paper ready?
2. Should you plan in English or German?
3. What are the six steps involved in planning your text?
4. When should you write the introduction?
5. What software tools can contemporary writers use?
6. Are you allowed to quote Wikipedia in a term paper?

Chapter 3

1. Provide a topic sentence (i.e. a general sentence summarizing the central idea contained in all the specific sentences) for each of these paragraphs. (In one of the paragraphs, the topic sentence may be a question.)

- a)
We have seen how Domenico Fontana aroused in Aufruhr versetzen Rome by erecting errichten, aufstellen an obelisk in St. Peter's Square. Stevinus, as engineer for Maurice of Nassau, developed a system of sluices Schleusen to control the dykes - guardian of the Dutch Republic. Giant bellows Blasebälge ventilated mines; complicated pumps raised water into towers to give pressure for houses and fountains in cities like Augsburg, Paris, and London. Truss bridges were built on the simple geometrical principle that a triangle cannot be deformed without changing the length of a side. In 1624 a submarine traveled two miles under water in the Thames. Jerome Cardan, Giambattista della Porta, and Salomon de Caus advanced the theory of the steam engine Dampfmaschine; Caus in 1615 described a machine for raising water by the expansive power of steam. (William Durant, *The History of Civilization*)
- b)
However, the evidence from the *Bank of English* suggests that they are also very common in journalism and magazines, where writers are seeking versuchen to make their articles and stories more vivid lebendig, interesting, and appealing ansprechend to their readers. Idioms are often used by both journalists and politicians as shorthand ways of expressing opinions or conveying ready-made evaluations pauschale Bewertungen. While such use of idioms is often criticized and dismissed as 'cliché', suggesting that the speaker or writer has nothing interesting or original to say, it is also true that idioms help speakers and writers to be fluent and to get their opinions across effectively. (*Collins Cobuild Dictionary of Idioms*) (Here the claim made in the topic sentence is rejected in the next sentence.)
- c)
'The standard of speech and pronunciation in England has declined so much ... that one is almost ashamed to let foreigners hear it', moaned a writer in a daily newspaper. 'The language the world is crying out to learn is diseased in its own country', ranted another. 'We are plagued with idiots on radio and television who speak English like the dregs of humanity, to the detriment of our children', lamented yet another. (Jean Aitchison, *The language web*)

2. The following paragraphs contain sentences which are not directly related to their topic sentence or main idea. Cross out the irrelevant sentence of each paragraph. Then circle the key words or phrases in the topic sentence.

1. Women come into a marriage groomed for the role of emotional manager, while men arrive with much less appreciation *Verständnis* of the importance of this task for helping a relationship survive. Men are also more interested in sports than women. Indeed, the most important element for women - but not for men - in satisfaction with their relationship reported in a study of 264 couples was the sense that the couple has 'good communication'. Ted Huston, a psychologist at the University of Texas who has studied couples in depth *gründlich*, observes 'For the wives, intimacy means talking things over, especially talking about the relationship itself. The men, by and large, don't understand what the wives want from them. They say 'I want to do things with her, and all she wants to do is talk'. (adapted from: Daniel Goleman, *Emotional Intelligence*)
A vivid demonstration of the impact of experience on the developing brain is in studies of 'rich' and 'poor' rats. Rats often live in polluted areas. The rich rats lived in small groups in cages with plenty of rat diversions such as ladders and treadmills. The treadmills were specially designed for these studies. The poor rats lived in cages that were similar, but barren and lacking diversions. Over a period of months the neocortices of the rich rats developed far more complex networks of synaptic circuits interconnecting the neurons; the poor rats' neuronal circuitry was poor by comparison. (adapted from: Daniel Goleman, *Emotional Intelligence*)

3. Scrambled texts. Spot the topic sentence and put the sentences in the right order.

1. Each step is important and each one takes time. No step can be skipped. A child learns to turn over, to sit up, to crawl, and then to walk and run. In all of life, there are sequential stages of growth and development. It is true with individuals, with marriages, with families, and with organizations. This is true in all phases of life, in all areas of development, whether it be learning to play the piano or communicate effectively with a working associate. (Stephen R. Covey)
2. Has religion made useful contributions (*Beiträge*) to civilisation?
These two services I am prepared to acknowledge, but I do not know of any others. I regard it as a disease born of fear and as a source of untold misery to the human race. My own view on religion is that of Lucretius. I cannot, however, deny that it has made some contributions to civilisation. It helped in early days to fix the calendar, and it caused Egyptian priests to chronicle eclipses with such care that in time they became able to predict them. (Bertrand Russell)
3. For example, if a man supports Arsenal one day and Spurs the next, then he is fickle (*wankelmütig*) but not necessarily illogical. If the legal system makes divorce easy for the rich, but hard and humiliating for the poor, then it is unjust but not illogical. If a woman slaps her children for telling lies, and then tells lies herself, she may be two-faced but she need not be illogical. Logic is about consistency - but not about all types of consistency. (Wilfrid Hodges)

4. Write paragraphs that start with A and end with B.

- A: Most of the British live in towns and cities. But they have an idealized vision of the countryside. B: Nowadays such a village is not actually very common, but it is a stereotypical picture that is well-known to the British.
- A: When living organisms are hit by UV-B light, one possible result is cancer; B: Scientists estimate that for every 1% decrease in the ozone layer, there will be an increase of 2% in UV-B radiation at the earth's surface, and an increase of 3% to 6% in the incidence of human skin cancer. Useful words: body parts exposed to the sun; fair-skinned people; spend time in the sun; Australia: highest rate of skin cancer (two out of three Australians will develop some kind of skin cancer during their lifetimes)

5. What is the main idea of the following paragraphs? Circle the part of the topic sentence that expresses the main idea. What supporting material does the writer use? Put brackets around this supporting material. What words and phrases (if any) introduce the supporting material? Underline them. What sort of paragraph structure are we dealing with?

- a) However, there is a sense in which the sentence is a significant unit for cohesion precisely because it is the highest unit of grammatical structure: it tends to determine the way in which cohesion is expressed. For example, if the same entity is referred to twice within the same sentence, there are rules governing the form of its realization. These are the rules of pronominalization. It is the sentence structure which determines, within limits, whether at the second mention the entity will be named again or will be referred to by a pronoun. For example, we cannot say

John took John's hat off and hung John's hat on a peg.

Assuming that there is only one 'John' here, and only one 'hat', then this identity of reference must be expressed by the use of pronominal forms: John took his hat off and hung it on a peg. (from: Halliday/Hasan, Cohesion in English)

- b) Chomsky repeatedly points out that he quite deliberately makes various counterfactual 'simplifying assumptions' when discussing language and language acquisition, in order to render the topic amenable to analysis. He argues that any successful empirical science must abstract away from many of the complexities which actually exist in its subject matter. He sometimes sounds exasperated by commentators who object to his own simplifying assumptions:

Opposition to idealization is simply objection to rationality; it amounts to nothing more than an insistence that we shall not have meaningful intellectual work ... you must abstract away from some object of study, you must eliminate those factors which are not pertinent ... if you want to conduct an investigation which is not trivial. In the natural sciences this isn't even discussed, it is self-evident. In the human sciences, people continue to question it.

One problem with this passage is that it ignores an important difference between two kinds of simplifying assumption. It is one thing to ignore aspects of one's subject matter that are beside the point. The branch of physics called kinetics, which deals with the motions of material bodies, says nothing about the colours of the moving bodies, and nobody supposes that it should; moving bodies are all coloured one way or another, but colour has nothing to do with their movements. It is quite another matter, and not so obviously a good idea, to pretend for argument's sake that some aspect of the subject matter which is relevant is different from and simpler than the way it really is. In the context where the passage just quoted appears, Chomsky seems to be justifying idealizations of this second, counterfactual type. But what he actually argues for in the quoted passage is only the former sort of simplification, and it is only that sort which everyone can see is self-evidently necessary. (from: Geoffrey Sampson, The 'Language Instinct' Debate)

6. Rearrange the following groups of sentences in order to produce coherent paragraphs.

■ (1) But we may be wrong. (2) And to many Continental students our unwillingness to deal in such ideas would seem but another example of our well-known incapacity for going beyond the barest empiricism. (3) In our literary climate definition, classification and labelling is apt to be thought of as a particularly barren exercise. (4) I am often haunted by the suspicion that the art historians, with their schools and styles and periods, have a command of their material and of its development that literary historians seem to lack. (5) To establish a concept of the Baroque or of Mannerism in literature, and then to assign Milton to the first and Donne to the second, seems neither convincing nor satisfying.

■ (1) Similarly in times of depression and high unemployment, the pressure upon prices was correspondingly reduced. (2) He noted that in times of prosperity when aggregate spending was high and unemployment was low, a faster than normal rate of inflation tended to occur. (3) Inflation and unemployment seemed, therefore, to be *inversely* correlated. (4) As long ago as 1926 Irving Fisher, the Yale economist of quantity-theory fame, observed a significant statistical association between the rate of inflation and the level of unemployment.

■ (1) They did the reputation of the car no lasting harm. (2) The earliest cars, as they came on the market, did not meet with complete customer approval: there were complaints that the cooling system did not cool, the brakes did not brake, the carburettor did not feed fuel to the engine, and a Los Angeles dealer reported the disconcerting discovery that, when steered, 'Front wheels turn wrong.' (3) Changes were needed. (4) These defects were promptly remedied.