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**ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
МОРСКОГО И РЕЧНОГО ФЛОТА
имени адмирала С. О. МАКАРОВА**

**Институт МОРСКАЯ АКАДЕМИЯ
ФАКУЛЬТЕТ НАВИГАЦИИ И СВЯЗИ**
Кафедра английского языка

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**WRITING TASKS FOR GENERAL
AND BUSINESS ENGLISH COURSES**

Учебно-методическое пособие

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Настоящее пособие предназначено для студентов и курсантов ГУМРФ имени адмирала С. О. Макарова, изучающих английский язык.

Теоретический материал, практические задания и упражнения составлены на основе аутентичных источников, включающих современные издания и различные интернет-ресурсы.

Пособие включает теоретический материал, задания для отработки основных навыков, а также задания для письменной самостоятельной работы.

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ВВЕДЕНИЕ

Настоящее пособие предназначено для студентов и курсантов ГУМРФ им. адмирала С.О. Макарова, изучающих английский язык.

Задачей пособия является освоение и развитие основных навыков письма, на английском языке на основе прочитанного. В целом пособие способствует повышению уровня иноязычной коммуникативной компетенции и направлено на формирование компетенций, необходимых для использования английского языка в учебной, научной, и профессиональной деятельности. Теоретический материал, практические задания и упражнения составлены на основе аутентичных источников, включающих современные издания и различные интернет-ресурсы.

Освоение материала способствует развитию навыков письменной речи, умений структурировать текст, организовывать и излагать мысль, писать эссе, доклады, *summary* англоязычных и русскоязычных источников по специальности.

Пособие включает теоретический материал, задания для отработки основных навыков, а также задания для письменной самостоятельной работы.

Большинство заданий прошло апробацию в процессе обучения студентов и курсантов ИМА ГУМРФ. Материал пособия может быть использован для аудиторной и самостоятельной работы. Пособие может быть полезно студентам вузов, а также широкому кругу лиц, изучающих английский язык.

PART 1

WRITING PARAGRAPHS

Any writing is divided into paragraphs. If your writing is one continuous piece of text, it will be very difficult for any reader to follow your argument. Therefore your written work needs paragraphs.

Written work is divided into paragraphs in a meaningful way. A paragraph is a group of related sentences that discuss one (and usually only one) main idea. A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly. A paragraph may stand by itself. In academic writing, you often write a paragraph to answer a test question such as the following: "Define management by objective, and give one example of it from the reading you have done for this class." A paragraph may also be one part of a longer piece of writing such as an essay or a book.

Read the following paragraph carefully and answer the questions that follow.

Gold

Gold, a precious metal, is prized for two important characteristics. First of all gold has a lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewellery, coins, and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. For example, a Macedonia coin remains as untarnished today as the day it was made 25 centuries ago. Another important characteristic of gold is its usefulness to industry and science. For many years, it has been used in hundreds of industrial applications, such as photography and dentistry. The most recent use of gold is in astronauts suits. Astronauts wear gold plated heat shields for protection when they go outside spaceships in space. In conclusion, gold is treasured not only for its beauty but also for its utility.

1. What is the topic of the paragraph?
2. What two main points does the writer make about the topic?
3. In which two sentences does the writer say that there are two main points?
4. What examples does the writer use to support each point?

Paragraph Structure

- I. Topic sentence
- II. Supporting sentences
 - A. First main supporting sentence
 1. Supporting detail 1
 2. Supporting detail 2
 3. Supporting detail 3
 - B. Second main supporting sentence
 1. Supporting detail 1
 2. Supporting detail 2
 3. Supporting detail 3
 - C. Third main supporting sentence
 1. Supporting detail 1
 2. Supporting detail 2
 3. Supporting detail 3
- III. Concluding sentence

A Sample Paragraph

History does seem to repeat itself, even in the way college students behave. In the 1840s students protested and acted in violent ways. Students at Yale, for example, objected to their mathematics course and burned their books in the streets. Some captured their tutor and kept him tied up all night, and others shot a cannon through tutor's bedroom window. In the 1940s and 1950s students were a fun-loving, game-happy lot. They swallowed live goldfish, took part in dance marathons, and held contests to see how many people could crowd into phone booth. The more daring males broke into

women’s rooms in “panty-raids,” then festooned their own rooms with the ill-gotten silks. Then, in the 1960s, students repeated the activities of the 1840s. They objected to their courses, littered the campuses with their books and papers, and locked teachers inside college buildings. They protested against all forms of social injustice, from war to the food in the cafeteria. The more violent threw rocks at the police, and a few planted bombs in college buildings. In the 1970s students repeated the fun and games of the forties and fifties. They held contests to see how many people could squeeze into a phone booth. They had dance marathons. The more daring ran naked across campuses, in a craze called “streaking”. The slightly less daring did their streaking with brown paper bags over their heads. Yes, history does seem to repeat itself, even in the sometimes violent and sometimes fun-and-games behavior of the students on college campuses.

Topic Sentence History does seem to repeat itself, even in the way college students behave.

1. Main Point In the 1840s students protested and acted in violent ways.

a. Supporting detail Students at Yale, for example, objected to their mathematics course

b. Supporting detail and burned their books in the streets.

c. Supporting detail Some captured their tutor and

d. Supporting detail kept him tied up all night, and

e. Supporting detail others shot a cannon through tutor’s bedroom window.

2. Main Point In the 1940s and 1950s students were a fun-loving, game-happy lot.

a. Supporting detail They swallowed live goldfish,

b. Supporting detail took part in dance marathons, and

c. Supporting detail held contests to see how many people could crowd into a phone booth.

d. Supporting detail The more daring males broke into women’s rooms in “panty-raids,”

e. Supporting detail then festooned their own rooms with the ill-gotten silks.

3. Main Point Then, in the 1960s, students repeated the activities of the 1840s.

a. Supporting detail They objected to their courses,

b. Supporting detail littered the campuses with their books and papers, and

c. Supporting detail locked teachers inside college buildings.

d. Supporting detail They protested against all forms of social injustice, from war to the food in the cafeteria.

e. Supporting detail The more violent threw rocks at the police

f. Supporting detail and a few planted bombs in college buildings.

4. Main Point In the 1970s students repeated the the fun and games of the forties and fifties.

a. Supporting detail They held contests to see how many people could squeeze into a phone booth.

b. Supporting detail They had dance marathons.

c. Supporting detail The more daring ran naked across campuses, in a craze called “streaking”. The slightly less daring did their streaking with brown paper bags over their heads.

Concluding Sentence Yes, history does seem to repeat itself, even in the sometimes violent and sometimes fun-and-games behavior of the students on college campuses.

The Topic Sentence

The topic sentence is the most general statement of the paragraph. It is the key sentence because it names the subject and the controlling idea: the writer’s main idea, opinion, or feeling about that topic.

The topic sentence can come at the beginning or at the end of a paragraph. As a beginning writer, you should write your topic sentence as the first sentence of your paragraph for two reasons. First, it will tell the reader what you are going to say. Second, you can look back at the topic sentence often as you write the supporting sentences. It will help you stick to the subject as you write.

The topic sentence of your paragraph must also have a controlling idea. The controlling idea is the main point, opinion or feeling that you have about the subject, and it controls or limits what you will write about it in your paragraph.

PRACTICE: Topic Sentences

Activity 1. Study the following pairs of sentences and check the one you think would be an appropriate and clear topic sentence for a paragraph. The first one is done for you.

1. Snow skiing on the highest slopes requires skill. +
2. Snow skiing is fun.

3. Exercise is healthful.
4. Jogging is beneficial for several reasons.

5. Camping is a great outdoor activity.
6. Camping requires a variety of special equipments.

7. The legal age for drinking should be twenty-one for several reasons.
8. Drinking is dangerous to your health.

9. Small cars are popular.
10. Driving a VW Rabbit is economical.

11. Hong Kong is an exciting city.
12. Hong Kong is a shopper's paradise.

13. The violence on television can affect children's emotional security.
14. Watching television is waste of time.

15. Smoking is a bad habit.
16. It is difficult to quit smoking for three reasons.

Activity 2. Underline the statement you think would make the best topic sentence of the paragraph.

1.
 - a. My sister spends hours a day on the Internet.
 - b. The "Information Highway" is growing every year.
 - c. Most of what I read on the Internet bulletin boards is garbage.

2.
 - a. Ice cream is a popular food.
 - b. I often eat ice cream as a snack.
 - c. Ice cream contains more chemical additives than almost any other food we eat.
3.
 - a. The bicycle is the most energy-efficient form of transportation ever invented.
 - b. Someone stole my mountain bike by cutting the chain.
 - c. My cousin rides her bicycle all year round except January and February.
4.
 - a. Medical drugs can be just as dangerous as street drugs.
 - b. I often take two aspirins when I'm getting cold.
 - c. Drugs sometimes have a negative effect on the human body,
5.
 - a. Chainsaws make a great deal of noise.
 - b. The chainsaw is the most dangerous tool that can be operated without a permit.
 - c. All chainsaws now have a chain brake to reduce bucking.

Activity 3. Improve the following topic sentences. Remember to limit your topic and controlling idea (be specific).

1. I like sports.
2. Safety is important.
3. Small cars are popular.
4. Exercising is good for everyone.
5. Money is important.

Activity 4. Write a clear topic sentence about each of the topics. Remember, the topic sentence is a complete sentence. It must have a subject, a verb, and a controlling idea.

1. a car
2. a restaurant

3. English
4. my school or hometown
5. marriage
6. being single
7. a hobby

Activity 5. Write a clear topic sentence to start a paragraph about

1. Your future job
2. Safety at sea
3. Modern technologies for shipping
4. Women on the bridge

Summary

General structure of a paragraph

A well-structured paragraph in any other part of a section (i.e. not the first paragraph) is thus generally as follows:

1. A topic sentence that tells the reader what the paragraph is about and in some way connects with the previous paragraph.
2. From one to eight sentences in a logical sequence that develop the topic.
3. A concluding sentence, possibly referring back to the first sentence or forward to the next paragraph.

The ideal paragraph contains five sentences. The topic sentence almost always comes first and states as clearly as possible the point that the paragraph makes, just as the first sentence of this paragraph did. The three middle sentences of the paragraph follow the topic sentence in some rational order and substantiate it with examples, analysis, or other kind of development; if written clearly, middle sentences may employ conjunctions or subordinate clauses to put across complex ideas without breaking the basic form. Every well-written paragraph ends with a "clincher" sentence that in some way signals completion of the paragraph's point and places it in context, either by restating the topic sentence, relating the topic back to the thesis of

the writing as a whole, or by providing a transition to the paragraph that follows. While good style may require a writer to vary this basic form occasionally, the five-sentence model captures the Platonic essence of the paragraph and most effectively accomplishes its purpose, which is to state a single idea, in sequence, discretely and comprehensively.

PART 2

WRITING ESSAYS

2.1. PERSUASIVE (ARGUMENTATIVE) ESSAY

A persuasive essay is a form of academic writing that is built around a certain argument. Persuasive essays are sometimes called argumentative essays because of this. In this category of composition, the writer aims to persuade the reader to accept the author's point.

An argumentative essay is an essay in which you agree or disagree with an issue, using reasons to support your opinion. Your goal is to convince your reader that your opinion is right. Argumentation is a popular kind of essay question because it forces students to think on their own: They have to take a stand on an issue, support their stand with solid reasons, and support their reasons with solid evidence.

What is unique about an argumentative essay is that you do not just give reasons to support your point of view. You must also discuss the other side's reasons and then rebut them. (Rebut means to point out problems with the other side's reasons to prove that they are not good reasons.) We do this because we want readers to know that we have considered all sides of the issue. When we show that we are reasonable and open-minded, readers are more likely to listen to our point of view.

Organization of Argumentative Essays

Block pattern

I. Introduction

Explanation of the issue

Thesis statement

II. Body

Block 1

A. Summary of other side's arguments

B. Rebuttal to the first argument

C. Rebuttal to the second argument

D. Rebuttal to the third argument

Block 2

E. Your first argument

F. Your second argument

G. Your third argument

III. Conclusion - may include a summary of your point of view

Point by point pattern

I. Introduction

Explanation of the issue, including a summary of the other side's arguments

Thesis statement

II. Body

A. Statement of the other side's first argument and rebuttal with your own counterargument

B. Statement of the other side's second argument and rebuttal with your own counterargument

C. Statement of the other side's third argument and rebuttal with your own counterargument

III. Conclusion-may include a summary of your point of view

Sample 1

Read the following essay

Separating the Sexes, Just for the Tough Years

The middle school years (grades 7 and 8) are known to be the 'tough years.' These are the years when the uneven pace of girls' and boys' physical, emotional, and cognitive development is most noticeable. Girls are ahead of boys on all counts, and both suffer. Educators debate whether separating boys and girls during these difficult years might improve students' academic

performance. Separate classes are now prohibited in public schools that receive federal funds, but a change in the federal law that prohibits them is under consideration. Although some parents and educators oppose same-sex classes, there is some evidence that separating boys and girls in middle school yields positive results.

Opponents in single-sex education claim that test scores of students in all-girl or all-boy classes are no higher than those of students in mixed classes. However, the research is inconclusive. Despite the fact that some research shows no improvement in test scores, other research shows exactly opposite results (Blum). More important, many psychologists believe that test scores are the wrong measuring sticks. They believe that self confidence and self-esteem issues are more important than test scores. In same sex classes, girls report increased confidence and improved attitudes toward math and science, for example (Study). These are results that cannot be calculated by a test but that will help adolescents become successful adults long after the difficult years of middle school are past. New York university professor Carol Gilligan is certain that girls are more likely to be 'creative thinkers and risk-takers as adults if educated apart from boys in middle school' (Gross). Boys too, gain confidence when they do not have to compete with girls. Boys at this age become angry and fight back in middle school because they feel inferior when compared to girls, who literally out-think them. With no girls in the classroom, they are more at ease with themselves and more receptive to learning (Gross).

Opponents also maintain that separate classes (or separate schools) send the message that males and females cannot work together. They say that when students go into the work force, they will have to work side-by-side with the opposite sex, and attending all-girl or all-boy schools denies them the opportunity to learn how to do so ("North"). However, such an argument completely ignores the fact that children constantly interact with members of the opposite sex outside school. From playing and squabbling with siblings to negotiating allowances, chores, and privileges with their opposite-sex parent, children learn and practice on a daily basis the skills they will need in their future workplace.

The final argument advanced by opponents of same sex education is that it is discriminatory and, therefore, unconstitutional. However, research

supports exactly the opposite conclusion: that discriminations widespread in mixed classes. Several studies have shown that boys dominate discussions and receive more attention than girls and that teachers call on boys more often than they call on girls, even when girls raise their hands (North). Clearly, this is discriminatory.

It should be evident that the argument against same sex classes are not valid. On the contrary, many people involved in middle-school education say that same-sex classes provide a better learning environment. Boys and girls pay less attention to each other and more attention to their schoolwork (Marquez). As one teacher noted, "Girls are more relaxed and ask more questions; boys are less disruptive and more focused (North). Girls are less fearful of making mistakes and asking questions in math and science; boys are less inhibited about sharing their ideas in language and literature. Furthermore, schoolchildren are not disadvantaged by lack of contact with the opposite sex because they have many opportunities outside the school setting to interact with one another. Finally, discrimination occurs in mixed classes, so discrimination is not a valid argument. Therefore, in my opinion, the law prohibiting same-sex classes in public schools should be changed.

Complete the outline of the model essay.

Separating the Sexes, Just for the Tough Years

I. Introduction (explanation of the issue)

Thesis statement: _____

II. Body

A. Opposing argument I

Opponents of single-sex education claim that test scores show that there is no advantage to all-girl or all-boy classes.

Rebuttal to argument I

1. Research is inconclusive-show opposite results

2. Other results that cannot be calculated

a. Girls _____

b. Boys _____

B. Opposing argument 2

Rebuttal to argument 2

- a. Settling squabbles with siblings
- b. Negotiating with opposite-sex parent

C. Opposing argument 3

Rebuttal to argument 3

- a.
 - b. Teachers call on boys more often
- D. Own point of view
- 1. Same-sex classes provide a better learning environment
 - 2. Reasons
 - a. Boys and girls _____
 - b. Girls _____
 - c. Boys _____

III. Conclusion

Key point to consider:

1. There are various persuasion techniques that have been proven to be the most effective in an argumentative essay. Three basic persuasion techniques are: appeal to emotions, appeal to facts and evidence and appeal to logic. Try to combine and mix them to make a stronger point.

2. Always build your argument based on your audience and its qualities. Think of whom you are appealing to, envision your audience's main characteristics and build your arguments based on what your audience most values.

3. An approach to persuasion is when a writer is aware of the point of view of an opposing side, and then argues about its weakness. Use parenthesis clauses like however, nevertheless, despite the fact that, on the other hand, and so on to link the two opposing points together.

4. Combine main points with minor points that also contribute to the general idea. Start each paragraph with the major point, then go on to explain it, and introduce a minor point closer to the end of the paragraph to support your initial major point.

5. Using rhetorical questions and appealing to common truths is always a sound way to make a point.

Dos and Don'ts

Dos

- Do always prove your point with factual data. Stating without factual basis is considered a weak point, so a successful essay should have numbers and quotes that serve as supporting evidence.

- Do be certain about your position.

- Do appeal to the emotions of your readers. This can have more of an effect than raw facts.

- Do make sure to review the points of both sides of the argument before you start building your outline.

Do remain tolerant of other people's opinion, even if you strongly disagree with them.

Don'ts

- Don't be too flat and determined in trying to prove your point. Recognizing the fact that a lot of people might not agree does not mean that you expose your argument's weak side.

- Don't choose a topic where you are hesitant about which side to take. You should be solid and steady in what you are trying to prove, otherwise it will be almost impossible to persuade your reader.

- Don't try to introduce another argument in the conclusion. The conclusion should be about summarizing and making the final point.

Don't appeal to subjective personal or religious beliefs – this is crossing the line. Try to remain objective and focus on facts.

Common mistakes

- Building a whole essay based on just the disproof of your opponents' arguments. You need to introduce your own points as well in order to show the alternative perspective.

- Becoming too aggressive while trying to prove your point only shows weakness. A persuasive essay should be thoroughly based on cold-hearted arguments, even though it may apply to emotions as well. It is important to stay within the boundaries of academic writing and not approach the discussion the way you would in a real-life conversation.

- Changing your mind as you develop your arguments. This is why you need to get acquainted with both sides of the issue you are planning to discuss.

- Overloading your essay with facts and arguments without a clear structure or a general logical idea. This is why you need to make a plan or an outline for your persuasive essay before you start writing it.

Read more about argumentative essays at: <http://www.greatdescriptiveessay.com/descriptive-essays-and-their-structure/>

Sample essay

Analyse the following essay according to the outline given above:

Why People Should Read Books

It is a disappointment that people read books less often in these days of widespread technological reliance (Siam, Book Stats: Why We Should Care). Books were the primary source of intellectual entertainment just a hundred years ago, but with the invention of radio, television, cinematography, and most recently, the Internet and computer games, it seems that reading books is no longer a popular leisure activity. However, I believe that books are an irreplaceable part of our lives, and the role that masterfully-written books play on the personal growth and development of a particular person throughout one's life is a remarkable one. Books directly expand our consciousness of how we live and where we live, enrich our power to express ourselves, supply us with inspiration in a way that other mediums cannot compete with.

Books expand our knowledge and conception of the world around us (Jiken, Solidarity for Books). One may argue that films and TV documentaries do that too, but I believe that books are a much better alternative, since they allow each reader to experience the same story using one's own imagination. When a hundred people watch a film or a TV show, they see the same content – whatever the director and the producer wish to show. Books are different. The experience achieved through reading is richer and more personal, since the same description and the same word choice will result in as many different interpretations as there are readers. We are all unique, and books allow us to experience whatever is narrated in the light of our own personal values, through our ideas and our imagination.

In addition, books enrich our vocabulary, introduce us to new notions and offer a wider choice of words to us. With every book we read, we become

more intelligent (Singh, *The Braininess of Books*). Even reading one seemingly more primitive pulp fiction book per month can enrich one's personal vocabulary with dozens of new words, help us build more concise sentences on our own and express oneself better, make one's speech more intelligent and sophisticated. Watching certain TV programs and documentary films can also widen one's vocabulary, but hardly as effectively as books do, since reading operates with both more sophisticated visual and audio (if reading aloud) receptors. Moreover, our imagination reproduces mental pictures of what we are reading about, so a new word automatically links to a certain image and a particular feeling that it relates to. Therefore, reading books is a wonderful tool when it comes to learning and developing one's vocabulary at any age.

Books are a fantastic source of inspiration. Unlike fine art, architecture or travelling, books help us create our own mental illustration for what we read on paper. In a way, books make us all artists and creators of our own mental cartoons, movies or illustration collections (Curtis, *Book Artists*). Every image we create ourselves is automatically allotted a certain emotion, whether a simple or a more complicated one. Every mental image that a written word projects is vibrant with feelings and emotions. This is what makes books powerful and memorable. Books are an endless source of inspiration and motivation to become a better person.

I am certain that creating a system of symbols and eventually an alphabet, words, and books was the greatest series of inventions of humankind. The books I am talking about are classics, those that do not have an expiration date and will be priceless for any generation. They will continue sparking new ideas, inspiring new deeds and enriching the lives of every generation to come. I am positive that books will eventually regain their popularity with today's youth, since unlike the popular kinds of entertainment in fashion today, books are those roots to which people will go back, in search of the motivation, inspiration and aspiration, to find the true meaning and value of life.

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Vocabulary practice tasks and notes

Read the paragraphs and pay attention to the way how the arguments are incorporated into the sentence:

Adding points to an argument

Bad diet and high stress levels, as well as lack of exercise, are key factors in causing heart disease; on top of which there is smoking, which is one of the most damaging factors.

In addition to the questionnaire, we also conducted interviews with some of the subjects.

A further argument in support of raising the retirement age is that life expectancy is increasing. Moreover/Furthermore, many people enjoy working; for example/for instance, in a recent survey, 68% of people said they would like to work till they were at least 70.

Qualifying: limiting and specifying an argument

Dr O'Malley is leading a class discussion on human rights.

O'Malley: OK. 'Human rights are rights which you possess simply because you are human.' To what extent can we say that? What are the pros and cons of this view?

S1: Well, I think it's too simplistic, in the sense that it ignores the rights of victims and everyone else's right to life. So, provided that we remember this, then we can give people basic rights, albeit with limitations.

S2: Mm, that's all very well, but if you say human rights depend on, say, government decisions about national security, then they're no longer rights, are they? They become privileges. Having said that, it's a complex issue with no simple answer. Even so, I still think we must be careful not to give our rights away.

O'Malley: OK. Fine. Apart from victim's rights, are there other arguments for restricting rights? I mean we could look at protecting property, ending a chronologically sick person's life, and so on/and so forth. Let's talk about the degree/extent to which these are relevant.

S3: Every sick person has the right to life, but at the same time we should be free to decide when we want to die.

O'Malley: Well, a lot of sick people can't make that decision for themselves, despite the fact that we may respect their right to a dignified death.

S3: Hmm. Nevertheless/Nonetheless, I think it's a key issue.

Analysis verbs

Verbs such as analyse, consider, describe, define, examine, explain, evaluate, and introduce can be used in the future tense with will or in the present simple to describe the purpose of the whole or parts of your essay.

- This essay will examine/examines to what extent full political participation is realized in three mature democracies.
- In the third part of the essay, I will consider how the National Health Service could change over the next ten years.

Sequencing language

Verbs such as start, begin, move onto, follow, finish and conclude

Words and phrases such as firstly, first of all, in the second part, next, then, finally, lastly and in conclusion.

- Our team was asked to recommend the next step for JavaBrew, a successful start up. This report will start by giving some background on the company. It will then move on to the factors we took into consideration, namely PEST and SWOT analyses, a survey of competitors, and the needs of the owner-founders. We will follow this with an examination of possible alternative business models, and explain why some of them are not good fits for JavaBrew. Finally, we will make one concrete recommendation.

Focusing language

You may sometimes need to limit the scope of your work and explain what it does and doesn't cover. Verbs and phrases that describe the focus of your essay include focus on and refer to (sometimes with the adverbs only and exclusively), for the purposes of, beyond, outside the scope of, and with reference to.

- For the purposes of this essay, I will take the example of the Hundertwasser Apartments in Vienna and with reference to the argument that were put forward against the initial plans, comment on the reviews publishing shortly after completion. Issues concerning the pricing of the apartments are beyond the scope of this essay, which will focus exclusively on the technology and design.

Thesis statement

A thesis statement normally found near the beginning of an essay summarizes the position you will take in the argumentative essay. If you include the thesis statement, you need to make your opinion clear, though you can vary the strength from tentative to emphatic.

- My contention is that our current prison system tends to render reoffending more rather than less likely.

- I will argue that it is vital for governments to introduce measures that will actively discourage the use of private cars in the city.

The modal verbs can, should, will and must are all used in thesis statements, sometimes with connectors expressing cause and effect or result.

- If they are cultivated in a properly regulated way genetically modified crops can, in my view, offer powerful assistance in the fight against hunger and malnutrition.

- Supermarkets should be encouraged to support the fair trade movement because, as this essay will suggest, it has already proved its worth in terms of grass roots economic progress in developing countries.

- The promotion of national security must not, in other words, become an excuse for the erosion of civil liberties.

To show that you are aware of a main counter-argument, you may wish to include a subordinate clause within the statement, introduced by a connector expressing contrast such as however, although, or despite.

- I will demonstrate that the presence of oil, despite holding out the hope of wealth for one of the world's poorest countries, is likely to foster security difficulties, as new militia groups emerge.

Presenting and supporting your arguments

You can begin your arguments with simple factual statements.

There are several clear differences between the financial crash of 2008 and that of 1929.

Quite often, however, you will want to signpost your arguments with an introductory phrase, based around the words argument and point, or by using impersonal structures beginning with there or it.

The main/principal argument for/against...is (that)....

One of the main/principal arguments for/against is (that)....

The first point to be considered/made is (that).....

There is no doubt that.....

It seems clear that

It is obvious that.....

- One of the main arguments against car ownership is the sheer cost of purchasing, insuring, and maintaining a vehicle.

- It is obvious that even if we improve methods of conserving energy, our overall energy costs will rise.

You can introduce further arguments with expressions such as secondly, thirdly and finally and connecting words that express additional information such as furthermore,.....and as well as....

To support your points, you can use:

1 Verbs such as show, demonstrate, exemplify, argue, and maintain

This is shown/exemplifies by/in.....

As Thompson has argued/maintained.....

2 The nouns example and case

An example of this is

For example.....

A case in point is....,

3 the nouns statistics, research, and studies

Statistics indicate that.....

Research demonstrates that.....

Studies have shown that.....

- The process of internationalization does not guarantee a uniform service. A case in point is/ An example of this is Google, where governments have been able to reach individual agreements with the company.

- In addition, it is clear that the level of the problem is frequently underestimated. Statistics indicate/Research demonstrates, for example, that one in five Americans experience a period of depression in any given year (Stevens, 2007).

Presenting counter-arguments

1 Introducing counter-arguments

Verbs such as argue, claim, point out, and state (normally in the present perfect or present simple tense) or believe, maintain, and contend (normally in present simple)

Clarkson argues/ has agreed that.....

Clarkson believes/ maintains/contends that.....

Phrases that may include view or opinion.

In the view/opinion of Clarkson....

In Clarkson's view/opinion....

According to Clarkson.....

Some people believe/ think that.....

2 Commenting on counter-arguments

To comment on counter-arguments you can use connectors that express contrast such as although, but, despite, however, and while and the kind of tentative or emphatic language that is appropriate to your meaning.

- Jefferson maintains that significant scientific breakthroughs can only occur within a context of the regular use of animals in laboratories. While it may be difficult to disagree that animal based experiments have advanced our understanding of medicine, it is also quite clear that a culture has developed where alternative methods of research have not been fully explored.

- It might be said that in the pressured environment of decision-making there is little time to evaluate fully the ethics of certain courses of action. Recent events, however, have proved that without a proper ethical framework, financial risk-taking can result in behavior that citizens outside the world of commercial banking might describe as somewhat disturbing.

3 Evaluating counter-arguments

To evaluate counter arguments it is often useful:

To explore their effects, using nouns such as result, effect, consequence, and verbs such as case, lead to

- One consequence of following Pearson’s argument for the control of immigrating would be a costly and complex nationwide system of ID cards.

- The programme of public education suggested by the report on attitudes to global warming will lead to a level of expenditure that governments are unlikely to be able to afford.

To make comparisons.

- Rogers advocates a system of proportional representation which would give parties rather than the voters, much more power to control the final composition of the House of Commons.

- Foster’s arguments are similar to those put forward by Mitchell in that they may underestimate the growing need for low cost rental accommodation.

Conclusions and recommendations

Introducing conclusions

Useful ways including a fixed expressions or a phrase ending in that

Followed by your concluding remarks.

Fixed expressions

To conclude,.....

In conclusion,...

To sum up,.....

To summarize,....

In summary,....

As we have seen,....

Phrases ending in that...

To conclude etc., we can/may say that...

To conclude etc., it can/may be said that...

Thus/On the basis of these arguments, we can/may conclude that....

Thus./On the basis of these arguments, it can/may be concluded that.....

- On the basis of these arguments, it can be concluded that if aid projects are constructed in such a way that their sustainability lies in the hands of the local population, a dependency culture such as Norman and Marinsen describe need not follow. As we have seen, this will depend on three key factors: firstly,....etc.

Making recommendations

You can use introductory phrases before you recommendations, or passive forms after them.

Introductory phrases

It is therefore recommended that....

On the basis of this discussion, it would be advisable (for someone/something) to+ verb....

On the basis of this discussion, it would be advisable for+ noun....

It follows that there is a need (for someone/something) to + verb....

It follows that there is a need for+ noun....

- It follows that there is an urgent need for states to reconsider the way in which they model the various scenarios that may follow any act of humanitarian invention.

Adjectives that collocate with need include continuing, growing, immediate, pressing, urgent.

Ending using the passive form

...should/ must be done/ carried out/ put in place.

...is (therefore) recommended/needed.

...could/should be considered.

- It is clear from these arguments that measures against cyber-bulling agreed by the providers of social networks sites should be put in place.

2.2. COMPARE AND CONTRAST ESSAY

A compare and contrast essay is a form of academic writing that is built around comparing at least two items. There are two kinds of compare and contrast essays: a) the focus is more on the similarities of the chosen items, b) the focus is on the differences between the chosen items. Your paper can, thus, be more of a comparison essay, or more of a contrast essay consistent with your goal.

Steps for Writing a Compare and Contrast Essay

1. Decide on the two items you plan to discuss. Make sure they have both similar and dissimilar qualities, so that there is enough material to focus on.

2. Make an outline, sketching out the points you plan to focus on in your essay.

3. Decide which organizational structure you will choose for your compare and contrast essay. There are two basic approaches for the main body. You can either focus on the similarities first and then go to the differences (can be in reverse order) – this is called point-by-point arrangement; or you can first focus on the qualities of one item (in a paragraph or two), and then move onto analyzing the other item (normally comparing the same set of qualities) – this is called block arrangement of ideas.

4. Write an introduction. Make sure to finish it with a clear thesis sentence where you give the main reason for choosing whichever items you chose for your compare and contrast essay.

5. Write the main body paragraphs in accordance with the structure you chose when making an outline – either block or point-by-point arrangement.

6. Write a conclusion. Make sure to go back to your initial thesis sentence and rephrase it, concluding the result of your comparison or contrast writing and answering the main question you initially had in mind.

7. Lay your essay aside for a day or two and then do a thorough proofreading.

Sample 1

Japan and the United States: Different but Alike

The culture of a place is an integral part of its society whether that place is a remote Indian village in Brazil or a highly industrialized city in Western Europe. The culture of Japan fascinates people in the United States because, at first glance, it seems so different. Everything that characterizes the United States – newness, racial heterogeneity, vast territory, informality, and an ethic of individualism – is absent in Japan. There, one finds an ancient and homogeneous society, an ethic that emphasizes the importance of groups, and a tradition of formal behavior governing every aspect of daily living, from drinking tea to saying hello. On the surface at least, U.S. and Japanese societies seem totally opposite.

One obvious difference is the people. Japan is a homogenous society of one nationality and a few underrepresented minority groups, such as the ethnic Chinese and Koreans. All areas of government and society are controlled by the Japanese minority. In contrast, although the United States is a country with originally European roots, its liberal immigration policies have resulted in its becoming a heterogeneous society of many ethnicities—Europeans, Africans, Asians, and Latinos. All are represented in all areas of U.S. society, including business, education, and politics.

Other areas of difference between Japan and the United States involve issues of group interaction and sense of space. Whereas people in the United States pride themselves on individualism and informality, Japanese value groups and formality. People in the United States admire and reward a person who rises above the crowd; in contrast, a Japanese proverb says, ‘The nail that sticks up gets hammered down.’ In addition, while North Americans’ sense of size and scale developed out of the vastness of the continent, Japanese genius lies in the diminutive and miniature. For example, the United States builds airplanes, while Japan produces transistors.

In spite of these differences, these two apparently opposite cultures share several important experiences.

Both, for example, have transplanted cultures. Each nation has a ‘mother’ society – China for Japan and Great Britain for the United States – that has influenced the daughter in countless ways: in language, religion, art, literature, social customs, and ways of thinking. Japan, of course, has had more time than the United States to work out its unique interpretation of the older Chinese culture, but both countries reflect their cultural ancestry.

Both societies, moreover, have developed the art of business and commerce, of buying and selling, of advertising and mass producing, to the highest levels. Few sights are more reassuring to people from the United States than the tens of thousands of busy stores in Japan, especially the beautiful, well-stocked department stores. To U.S. eyes, they seem just like Macy's or Neiman Marcus at home. In addition, both Japan and the United States are consumer societies. The people of both countries love to shop and are enthusiastic consumers of convenience products and fast foods. Vending machines selling everything from fresh flowers to hot coffee are as popular in Japan as they are in the United States, and fast-food noodle shops are as common in Japan as McDonald's restaurants are in the United States.

A final similarity is that both Japanese and people in the United States have always emphasized the importance of work, and both are paying penalties for their commitment to it; increasing stress and weakening family bonds. People in the United States, especially those in business and in the professions, regularly put in twelve or more hours a day at their jobs, just as many Japanese executives do. Also, while the normal Japanese workweek is six days, many people in the United States who want to get ahead voluntarily work on Saturday and/or Sunday in addition to their normal five-day workweek.

Japan and the United States: different, yet alike. Although the two societies differ in many areas such as racial heterogeneity versus racial homogeneity, individualism versus group cooperation, and informal versus formal forms of behavior, they share more than one common experience. Furthermore, their differences probably contribute as much as their similarities toward the mutual interest the two countries have in each other. It will be interesting to see where this reciprocal fascination leads in the future.

Activity 1

Complete the outline of the model essay "Japan and the United States: Different but Alike."

I. Introduction

Thesis statement: On the surface at least, U.S. and Japanese societies seem totally opposite.

II. Body

A. _

1. Japan is a homogeneous society.

2.

B. _

1. Individualism versus groups

2.

3. Rising above the crowd, admired, and rewarded versus

4.

a. The United States builds airplanes.

b.

In spite of these differences, these two apparently opposite cultures share several important experiences.

c. Both have transplanted cultures.

1.

2.

D.

1. Department stores

2.

a.

b. Fast foods

(1)

(2) McDonald's restaurants

E.

1.

2.

III. Conclusion

Comparison Signal Words

similarly likewise also too Transition words and phrases

As just as Subordinators

and

not only ... but also

both ... and neither ••. nor Coordinators

like (+ noun)

just like (+ noun)

similar to (+ noun)

(be) like

(be) similar (to)

(be) the same as

(be) the same

(be) alike

(be) similar

to compare (to/with) Others

Contrast Signal Words Concession (Unexpected Result)

However

Nevertheless

Nonetheless

still Transition words and phrases

Although

Even though

Though Subordinators

But

Yet Coordinators

Despite (+noun)

In spite of (+noun) Others

Contrast Signal Words: Direct Opposition

however

in contrast

in (by) comparison

on the other hand

on the contrary Transition words and phrases

while

whereas Subordinators

but Coordinators

differ (from)

compared (to/with)

(be) different (from)

(be) dissimilar to

(be) unlike Others

Summary

1. Comparison/contrast is a common pattern for writing about similarities and differences. It is used in all academic fields.

2. There are two common ways to organize a comparison/contrast essay.

- In point-by-point organization, you discuss each similarity and each difference in some other order—usually order of their importance without grouping them into blocks. In this type of organization, you may discuss a similarity and then a difference, and then a similarity and then a difference.

- In block organization, you first discuss all the similarities in a block and then all the differences in another block. (You may, of course, begin with the block of differences.)

3. Use comparison and contrast signal words to help your reader understand your points of comparison and contrast.

Topic Selection for compare and contrast essays

There are limitless points you can compare and contrast in your essay. It can be anything related to natural phenomena, food, lifestyle, sports, gender issues, hobbies, literary forms and so on – basically, anything that people can have view points on.

One important point you have to consider when choosing the subjects for your compare and contrast essay is that what you compare or contrast need to be of the same kind, type, or category, which means they need to have some basics in common. For instance, you cannot compare a tornado to being a vegetarian, or a movie to the choice of a profession.

The general rule is to use common sense when selecting the items for your compare and contrast essay.

Below are several examples of topics for a compare and contrast essay.

- Reading a book or watching a movie
- Modern art vs. classical art: aesthetics and meaning
- Halloween or Christmas: which holiday is more fun?
- Acting and lying: are they really the same thing?
- What is the difference between prejudice and discrimination?
- Choosing a pet: dog vs. cat
- Why public schools are better for children than private schools?
- Playing video games vs. outdoor activities with friends

- Dieting and anorexia: are they really that far apart?
- City life or country life?
- Forward or defender: which soccer position contributes more to a win?
- Which is a better place to go on vacation: beach or mountains?

Key Points to Consider

1. The main rule when writing compare and contrast essays is paying attention to details. The items you compare might be everyday objects or actions never discussed in terms of their similarities and differences. You have to take your time, brainstorm the ideas and take a fresh look at the subject you plan to discuss or a different perspective from the one you normally have.

2. The key to a successful compare and contrast essay is following the selected organizational structure (either block or point-by-point) precisely, since this is normally one of the main criteria that your professor or teacher will take into account when grading the paper.

3. Think of a particular audience that you are addressing. Sketch the list of major qualities or peculiarities of this audience and make sure that you address the subject that is important to your readers, noting what your audience normally values and is interested in.

4. When making an outline for the items you chose to compare or contrast, ask yourself this question: “Will the result of your comparison have any significant practical value or meaning for you or your readers?” If the answer is negative, then it is better to change your topic at this point.

Dos and Don'ts

Dos

- Do start your essay from a clear definition of each of the items you plan to compare or contrast in your essay.
- Do make sure to research the subject before you start listing its qualities. The facts and data you use have to be up-to-date and relevant.
- Do try to follow a particular structure for each paragraph, depending on the arrangement type that you initially chose for your essay. Start each paragraph with the general idea (usually, a certain criterion that you would like to apply when analyzing your items), then introduce supporting details and finish with a general conclusion.

- Do pay attention to the transitions and coherence of your paragraphs. Following one of the two strict organizational structures is a must. But you also have to make sure that your paragraphs are linked together and flow in a logical manner.

Don'ts

- Don't try to combine two organizational structures – select one of the two and stick to it throughout your essay.

- Don't forget about using transitional words. In compare and contrast essays, they not only smooth out the flow of your writing, but also serve an additional important role of indicating to the readers that you are switching from one item to the other one.

- Don't get subjective. Even if you have a clear preference for one of the subjects you are contrasting or comparing, it is important to remain objective and base your conclusion on factual data rather than your personal emotions.

- Don't ignore all of the general academic writing requirements while trying to follow specific rules for writing compare and contrast essays. Make sure your paper is written in a formal style, avoiding slang and conversational language; ensure that your essay has no spelling, grammatical or punctuation mistakes.

Common Mistakes When Writing a Compare and Contrast Essay

- Starting your essay without a clear idea in mind. You need to decide whether you will focus on proving the similarities or the differences of the items you compare, and only then can you move onto creating an outline and starting your draft.

- Choosing a too general or widely discussed topic. It is difficult to create an original and plagiarism-free essay when you select a topic that has already been discussed over and over again a million times.

- Selecting two equally good/bad/useful/advantageous items to compare. If you yourself cannot answer your thesis question (“Which item is a better choice?”), then you will fail to produce a successful compare and contrast essay.

- Using charts or tables in your paper. Despite the fact that it might be easier to list all of the similar or discrepant qualities by organizing them into

some sort of graphic structure, this is not an appropriate idea when you are writing an essay. You can still create a chart or a table for your own purposes to help you organize your thoughts and prepare an outline.

Vocabulary practice

Prepositional expressions

Problems in pain measurement: a comparison between verbal and visual rating scales Between is used when two different things are being compared. Of is used when different examples of the same thing are being compared.

A comparison of different methods and approaches to homeschooling.

Mobility in the EU in comparison with the US With and to are both used nowadays with similar meaning in these expressions. American English generally prefers compared with.

The effects of risk on private investment: Africa compared with other developing areas

An exploration of the average driver's speed compared to driver safety and driving skills

Reduced rate of disease development after HIV-2 infection as compared to HIV-1 This expression indicates that there is indeed a difference between the things which are compared.

Some psycho-physical analogies between speech and music

Comparisons between things which have similar features; often used to help explain a principal idea.

Differences and similarities between mothers and teachers as informants on child behaviour Between is used with difference when different groups of people or things are compared. In is used when different aspects of one thing are compared (here 'ethical perceptions')

Differences in ethical standards between male and female managers; myth or reality?

Children's understanding of the distinction between real and apparent emotion A distinction is a difference between two similar things.

Is globalization today really different from globalization a hundred years ago? Different to is also used in UK academic usage, but different from is much more frequent. Different than is often found in US English.

Useful linking expressions for comparison and contrast

44 % of the male subjects responded negatively. Similarly, 44 % of the female subjects said they had never voted in any election. (likewise could also be used here)

There is a contrast between fiction and reality.

Older teenagers were found to be more likely than younger teenagers to purchase music CDs.

Conversely, younger teenagers purchased more video games. (in an opposite way)

Unlike Scotland, Irish mortality rates were relatively low for such a poor country.

Verb endings in some languages can show present, past or future tense, whereas in English, verb endings can only show present or past.

A recent study suggests that building a network of good friends, rather than maintaining close family ties, helps people live longer into old age.

On the one hand, critics accuse the police of not protecting the public from crime. On the other hand, people also complained that the police were too oppressive. (used to compare two different facts or two opposite way of thinking about a situation)

In the north, the rains are plentiful. In the south the reverse is true and drought is common.

Comparison with adjectives and adverbs

The following structures use adjectives and adverbs in their basic form

As + adjective/adverb + as

- The World Health Organization has suggested that sunbeds can be as lethal as cigarette smoking.

- Some researchers have argued that biodiesel does not work as efficiently as regular diesel.

A structure that placed an adjective + a/an + noun between as and as is also possible.

- It was not as effective a law as the government had hoped. (= The law was not as effective as the government had hoped)

- Alexander argues that Churchill was not always as optimistic a leader as he has been portrayed.

Too+ adjective (+for someone)+ infinitive with to

- The conditions of the contract provided too difficult to fulfil
- Stevens argues that it is too simplistic for critics to state that modernism in art was a reaction to realism.

Adjective + enough (+ for someone) + infinitive

- The proposed changes to the layout of the factory were easy enough (for the owners) to implement without causing any significant delays in production.

Comparative adjective/adverb + than

- Manufacturing productivity is lower in the UK than (it is) France and Germany.

- Researchers were looking for figures on homelessness that were more precise than the current estimates.

Double comparatives

You can use –er and –er, more and more or less and less to intensify adjectives and adverbs.

- In the last ten years the market in mobile phones has become more and more competitive.

The + comparative....., the +comparative

This pattern, in which the more or the less are sometimes used on their own, can be used to show how situations, patterns of behavior may be linked to each other.

- The longer a company has traded, the more the public tends to trust it.
- The riskier an investment, the less suitable it is for the first time buyer of stocks or shares.

Modifying adjectives and adverbs

Comparative adjectives and adverbs are sometimes modified.

Words or phrases that modify as...as...structures include just, almost/nearly, not quite or its opposite not nearly, twice, three times, etc.

- Writing a good report can take almost as long as carrying out the market research itself

- Vitrack, though successful, is not quite as profitable a company as its competitors. (=Vitrack is slightly less profitable than its competitors)

Words or phrases that modify structures with than include much, a great deal, far, considerably or their opposites slightly, a little, marginally etc.

- Swanson pie is marginally more successful in the hi-tech sector than its competitors.

Practice

Activity 1

Complete the sentences about comparing and contrasting.

1 The study looked at the different life chances of working-class children.....to those of middle-class children.

2 The results showed a markedbetween the two groups of plants being tested.

3 The title of her paper was: 'Retail price differences in large supermarkets: organic foods.....to non-organic foods.'

4 My project was a of different styles of industrial architecture in the late 20th century.

5 The result of the second experiment was very differentthat of the first.

6 It would be interesting to do abetween the musical skills of teenage girls and those of teenage boys.

7 The physicist drew anbetween the big bang and throwing a stone into a pond.

8 Gronsky believes cold fusion will soon be achieved in the laboratory., his colleague Ladrass believes cold fusion is simply theoretically impossible.

Activity 2

Rewrite the sentences using an expression which includes the word in brackets instead of the words.

1 The two groups were not the same as each other. (different)

2 The two groups of children were different (contrast noun)

3 The three liquids had many things in common with one another. (similar)

4 The data revealed that the informants' responses were different (differences)

5 The title of her paper was: 'A comparison of male attitudes towards prison sentencing and female attitudes.' (compared)

6 In the similar way to the manner in which the economy of the north is booming, the south is also enjoying an economic upturn. (similarly)

Activity 3

Use linking expressions based on the words in brackets to rewrite these pairs of sentences as one sentence. Make any other changes necessary.

1 The south of the country has little in the way of forest. The north of the country is covered with thick forests. (unlike)

2 A questionnaire is good. In this case, face to face interviews are better . (rather)

3 Asian language such as Vietnamese are quite difficult for learners whose first language is a European one. The opposite is also true. (conversely)

4 Oil is plentiful at present time. It will run out one day. (hand)

5 Boys tend to prefer aggressive solutions to problems. Girls, on the other hand, prefer more indirect approaches. (whereas)

6 In the post war period, public transportation enjoyed a boom. Nowadays, it is little used. (reverse)

Activity 4

Complete the text about a new factory with the comparative or superlative form of the word in brackets.

The opening of the new factory, fitted with.....(up to date) equipment in the industry, meant that Ginnorex plc could produce.....(high) quality goods than its competitors. The premises were located at the motorway intersection, ensuring (fast) delivery times for the finished products, compared to the old suburban (integrated) supply chain. These strategic decision led to increased customer satisfaction; soon, the company was (profitable) than ever before. In addition, the staff were (happy) with their (comfortable) working environment, so employee absenteeism became(problematic). The HR department noted that staff turnover was (low) in the city, when compared with other factories of a similar size. Last year Ginnorex won an award for being(good) local employer.

Activity 5

Correct the seven mistakes in the text about Olympic Games. Some sentences are correct.

The Olympics are sometimes described as a greatest show on earth. The Summer Games are certainly the biggest event of the world in terms of the number of athletes involved. However, most spectators do not realize that the so called Olympic Family consists of many more people than just the competitors. 'In fact, there are many more coaches, national officials, sport journalists, and other accredited personnel as athletes'. The Olympics usually end up being one of the most expensive show on earth, as well. The most popular sports differ than one host country to another; ice hockey is a major game in Canada but not in Brazil, for example. The tickets that are the hardest to get are almost always for the opening and closing ceremonies. The Paralympics, on other hand, until recently were not nearly as higher profile as the Olympics themselves. It used to be easier enough to get tickets to the major Paralympics events. Now, however, the Paralympics have become too popular to guarantee seats for all the fans.

Activity 6

Complete the transcript of a presentation about economic difficulties using the phrases in the box

Almost twice as heavy fast as the highest the best the sooner,
the better

In contrast to three times heavier nearest unlike like
stronger oldest the worst highest more and more the strongest
by far the longest

Let me begin my talk by saying that this country is in.....economic situation for a generation. That is the reality. We are entering the sixth consecutive quarter of negative growth,period of recession in the working lives of most of you in this room.businesses are going bankrupt. Only yesterday, one of ourand the best loved retail chain went into receivership. Unemployment is at itslevel since the Great

Depression of the 1930s. So far the authorities have declined to take strong action. We needgovernment, and it must takepossible action. We need.....government, and it must takepossible action.some of the pessimistic views you heard earlier, I believe that change is possible.everyone here, I deplore the excessive salaries and bonuses of the bankers and the boardroom elite.....paid- those whom society has rewarded the most richly – must bear their share of the responsibility. However,many of you, I think the answer lies with less tax, and more regulation. Our tax burden isas ourneighbors, andthan some of the newly emerging economies that were trying to compete with.way forward – the simplest solution – is to unshackle business, and let the economy grow asit can. And I say,

Circle the correct options in the text. More than one option may be correct.

Microsoft is one of/by far the world's biggest software companies, and its well-established operating system. Windows, is easily/ a great deal/ by far the most widespread, according to Bernard-Jones (2010). Alike/Likewise/Similarly, industry statistics show that its Office suite of products is used by many/much/twice more people than any other competing product. Microsoft bundled its web browser. Internet Explorer, with Windows, a practice which proved too controversial/controversial enough to trigger an anti-monopoly court case. The original judgment required Microsoft to break into two smaller companies, but a higher court overturned this ruling on appeal.

The position of Internet Explorer following the second round of the browser wars, circa 2007 – 2008, demonstrates how it is no longer as influential a product as before/product as it was/ a product as it was. Harperson (2009) argues that many unsophisticated computer users acted as though IE was the only browser, especially prior to the middle of the decade. On the other hand/On the contrary, there several options. The second much/most/more popular browser after IE is Firefox, an open source alternative. (This means that the underlying software code uses a license that permits anyone to examine and develop it; this is unlike/dissimilar to propriety software where the copyright holder has exclusive legal rights).

Google brought out Chrome in 2009, claiming that the new product differed to/from other browsers in that it was both faster and more secure. The dominance once enjoyed by Microsoft is, it seems, less and less apparent.

Correct the description of a corporate headquarters by adding on word to each sentence.

British Airways, in common many other large international companies, invest in prestigious, purpose-built headquarters. The Waterside complex, near Heathrow Airport, is in many respects similar other corporate centres. Its steel and glass office buildings, for example, look virtually the same hundreds of others throughout the world. 'The noticeable innovation is The Street, the long, covered space that all six office blocks open into, which includes a supermarket' a hairdresser's, and a gym. All employees, from the most highly paid senior managers to most junior clerical workers, share these facilities.

BA commissioned Waterside in tandem with business re-design process, with the aim of making working life more efficient it was in its previous headquarters. The Waterside company wanted to use space than it had in its old offices, partly in order to save money. At the same time, it wanted to find ways to work effectively. One step was to persuade employees to accept hot-desking, in contrast the previous system of fixed work stations. One of biggest changers was to remove the space allocated to archives, first by moving the paper storage offsite, and then by digitizing all the records.

2.3 CAUSE AND EFFECT ESSAY

When you write a cause and effect essay, you need to explain how specific conditions or events translate into certain effects. In other words, your task is to show how one thing leads to another. In most cases you will need to demonstrate how multiple causes result in one effect, or how only one condition becomes the cause of several consequences.

You can organize a cause/effect essay in two main ways: "block" organization and "chain" organization. In block organization, you first discuss all the causes as a block (in one, two, three, or more paragraphs, depending on the number of causes). Then you discuss all the effects together as a block. You can discuss either causes or effects first. Of course, you can also discuss only causes or only effects.

Block organization

Table 2.3.1

C	D
Introduction	Introduction
Effects	1 st effect
Transition paragraph	2 nd effect
1 st cause	3 ^d effect
2 nd cause	4 th effect
3 ^d cause	Conclusion
Conclusion	

In block organization, a short paragraph often separates one major section from another major section. This paragraph is called a transition paragraph. Its purpose is to conclude one section and introduce another section. You do not always have to write a transition paragraph, but it is helpful when your topic is long and complex. For example, an essay about global warming might include several paragraphs about the causes and several paragraphs about the effects, with a transition paragraph between the two blocks.

Essays that discuss mainly (or only) causes or mainly (or only) effects might have a transition paragraph between blocks of different kinds of causes or between blocks of different kinds of effects. For example, you might use a transition paragraph to separate the personal effects of our increased life expectancy from its many effects on the economy.

Table 2.3.2

Introduction Thesis statement: they have found that shyness in an individual can result from both biological and environmental factors
1 st cause: genetics
Conclusion

Chain Organization

Fill in the boxes to show the block organizational pattern of the essay. Write in the topic of each paragraph and tell whether it is a cause or an effect. The other organizational pattern you can use to write about causes and effects is chain organization. In this pattern, causes and effects are linked to each other in a chain. One event causes a second event, which in turn causes a third event, which in turn causes a fourth event, and so on. Each new cause and its effect are links in a chain. Depending on the complexity of the ideas in each link, you can devote an entire paragraph to one link, or you may include several links in one paragraph, or you may describe the entire chain in one paragraph. Chain organization usually works better than block organization when the causes and effects are too closely linked to be separated.

Shyness

1. If you suffer from shyness, you are not alone, for shyness is a universal phenomenon. According to recent research , ‘close to 50 percent of the general population report that they currently experience some degree of shyness in their lives. In addition, close to 80 percent of people report having felt shy at some point in their lives’ (Payne, par. 3). As shyness is so prevalent in the world, it is not surprising that social scientists are learning more about its causes. They have found that shyness in an individual can result from both biological and environmental factors.

2 Recent research reveals that some individuals are genetically predisposed To shyness. In other words, some people are born shy. Researchers say that Between 15 and 20 percent of newborn babies show signs of shyness; they are Quieter and more vigilant. Researchers have identified physiological differences between sociable and shy babies that show up as early as two months. In one study, two-month-olds who were later identified as shy children reacted with signs of stress to stimuli such as moving mobiles and tape recordings of human voices: increased heart rates, jerky movements of arms and legs, and excessive crying. Further evidence of the genetic basis of shyness is the fact that parents and grandparents of shy

children more often say that they were shy as children than parents and grandparents of non-shy children (Henderson and Zirdo 6).

3. However, environment can, at least in some cases, triumph over biology. A shy child may lose much of his or her shyness. On the other hand, many people who were not shy as children become shy as adults, a fact that points to environmental or experiential causes.

4. The first environmental cause of shyness may be a child's home and family life. Children who grew up with a difficult relationship with parents or a dominating older sibling are more likely to be inhibited in social interactions. Another factor is the fact that today's children are growing up in smaller and smaller families, with fewer and fewer relatives living nearby. Growing up in single-parent homes or in homes in which both parents work full time, children may not have the socializing experience of frequent visits by neighbors and friends. Because of their lack of social skills, they may begin to feel socially inhibited, or shy, when they start school (7).

5. A second environmental cause of shyness in an individual may be one's culture. In a large study conducted in several nations, 40 percent of participants in the United States rated themselves as shy, compared to 57 percent in Japan and 55 percent in Taiwan. Of the countries participating in the study, the lowest percentage of shyness was found in Israel, where the rate was 31 percent. Researchers Henderson and Zimbardo say, "one explanation of the cultural difference between Japanese and Israel lies in the way each culture deals with attributing credit for success and blame for failure. In Japan, an individual's performance success is credited externally to parents, grandparents, teachers, coaches, and others, while failure is entirely blamed on the person." Therefore, Japanese learn not to take risks in public and rely instead on group-shared decisions. "In Israel, the situation is entirely reversed," according to Henderson. "Failure is extremely attributed to parents, teachers, coaches, friends, anti-Semitism, and other sources, while all performance success is credited to the individual enterprise." The consequence is that Israelis are free to take risks since there is nothing to lose by trying and everything to gain.

6. In addition to family and culture, technology may play a role as well. In the United States, the number of young people who report being shy has risen from 40 percent to 50 percent in recent years. The rising numbers of shy young people may be “due in part to the growing dependence on non-human forms of communication, coming about as a result of our huge advances in technology” (Pyrane, par.4). Watching television, playing computer games, and surfing the Web have displaced recreational activities that involve social interaction for many young people. Adults, too, are becoming more isolated as a result of technology. Face to face interaction with bank tellers, gas station attendants, and store clerks are no longer necessary because people can use machines to do their banking, fill their gas tanks, and order merchandise. College students take online telecourses. Telecommuters work at home, giving up daily contact with co-workers. Everyone texts, e-mails, and converses anonymously in online chat rooms. As a result, have less opportunity to socialize in person, become increasingly awkward at it, and eventually start avoiding it altogether. In short, they become shy.

7. While being shy has some negative consequences, it has positive aspects, too. For one thing, it has been mentioned that shy people are good listeners. Furthermore, a university professor writing about his own shyness says, “Because of their tendency toward self-criticism, shy people are often high achievers, and not just in solitary activities like researching and writing. Perhaps even more than the drive toward independent achievement, shy people long to make connections to others, often through altruistic behavior” (Benton).

8. To sum up, shyness has both genetic and environmental causes. Some people come into the world shy, while others become shy as a result of their experiences in life. It appears that most people have experienced shyness at some time in their lives, and recent research indicates that the number of shy people is increasing. Therefore, if you are shy, you have lots of company.

CauseSignalWords

Table 2.3.3

Coordinators	
for	<p>Bison were indispensable to the Native American tribes, for this one animal provided them with nearly everything they needed for survival: meat, clothing, shelter, tools, and weapons.</p> <p>Note: When used in this way, for has the same meaning as because. However, you must use a comma in front of for, and you MUST NOT use a comma in front of because.</p>
Subordinators	
because since as	<p>Bison were indispensable to the Native American tribes because/since/as this one animal provided them with nearly everything they needed for survival: meat, clothing,-shelter, tools, and weapons.</p>
Others	
to result from to be the result of due to because of the effect of the consequence of as a result of as a consequence of	<p>The bison's near extinction resulted from/was the result of loss of habitat and overhunting.</p> <p>Bison nearly became extinct due to/because of loss of habitat and overhunting.</p> <p>One effect of/consequence of westward expansion was the destruction of habitat for the bison.</p> <p>The areas in which bison could roam freely shrank as a result of/as a consequence of the westward expansion of the 1800s.</p>

Step 1 Underline the part of the sentence that states a cause.

Step 2 Circle the word or words that introduce the cause.

Step 3 Be able to discuss the use of each word or phrase you have circled.

EffectSignalWords

Table 2.3.4

Transition words and phrases	
<p>As a result As a consequence Therefore Thus Consequently hence</p>	<p>Workers building the new transcontinental railroad needed meat; as a result/as a as a consequence consequence/therefore/thus/consequently/hence, hunters killed bison by the therefore thousands.</p> <p>Note: Notice the difference between as a result and as a result of. As a result is followed by a full sentence (independent clause) and introduces an effect.</p> <p>As a result of is followed by a noun phrase and introduces a clause.</p>
Coordinators	
<p>so</p>	<p>Native Americans began trading bison skins to the settlers for steel knives and guns, so they began killing bison in larger numbers.</p>
Others	
<p>To result in To cause To have an effect on To affect The cause of The reason for thereby</p>	<p>Loss of habitat and overhunting resulted in/caused the near extinction of bison.</p> <p>The reduced numbers of bison had a terrible effect on/affected the lives of the/ to affect Native Americans who had depended on them for survival.</p> <p>The rescue of the bison from near extinction is a cause of/a reason for celebration.</p> <p>The 85 bison that survived were given refuge in Yellowstone National Park in 1892, thereby saving this species from total extinction.</p> <p>Note: Thereby is most frequently used in front of -ingphrases.</p>

Step 1 Underline the part of the sentence that states an effect.

Step 2 Circle the word or words that introduce the effect.

Step 3 Be able to discuss the use of each word or phrase that you have circled.

Activity 1

Use the cause or effect signal word or phrase given to form your new sentence, and circle the word. You will have to add, delete, or change words in most sentences.

1. There are fewer hours of daylight.
 In winter, the sun is lower in the sky.
(thus) In winter, the sun is lower in the sky; there are fewer hours of daylight.
 2. Some breeds of dogs have a stronger desire to perform a service than other breeds.
 They are more suitable as search-and-rescue animals.
(since) _____
 3. Seals and other aquatic mammals can see when they are hunting for food in the dark ocean depths at night.
 They have very large eyes.
(due to) _____
 4. Metals have many free-moving electrons.
 Metals are good conductors of heat.
(consequently) _____
 5. My company began offering employees flexible working hours.
 Productivity has increased.
 Absenteeism has declined.
(as a result) _____
 6. Radiation could escape into the atmosphere.
 The Chernobyl nuclear power plant had no confinement shell.
(hence) _____
 7. Operators had disregarded safety rules.
 The nuclear reactor at Chernobyl underwent a meltdown.
(because of) _____
 8. During a weather phenomenon known as El Nino, a mass of warm water flows eastward across the Pacific Ocean toward South America.
 The temperature of the water off the coast of Peru rises as much as 10°F.
(thereby) Note: You must change the verb rise to raise.
-

9. ___ Weather around the world changes.
 ___ During an El Niño, the jet stream blows in a different pattern.
 (therefore) _____
10. ___ In some areas of the world, heavy rains fall.
 ___ Devastating floods and mudslides happen.
 (cause-verb) _----'- _
11. ___ In other parts of the world thousands of people suffer starvation.
 ___ Drought happens. (as a result of)
-

Activity 2

What kind of grammatical structure follows each one? How is the sentence punctuated?

1. The performance of electric cars is inferior to the performance of cars with conventional internal combustion engines; consequently, some improvements must be made in them if they are to become popular.

2. However, electric cars are reliable, economical, and nonpolluting; therefore, the government is spending millions of dollars to improve their technology.

3. Electric cars use relatively inexpensive electricity for power; thus, they cost less to operate than cars that use gasoline.

4. The cost of gasoline is rising; as a result, some automobile manufacturers have begun to produce electric models.

5. His patient diplomacy resulted in the successful negotiation of a peace treaty.

6. It has been documented that lack of sleep affects a person's ability to think clearly.

7. Cold water is denser than warm water and will therefore sink.

8. Freshwater is less dense than salt water, so it tends to float on the surface of a body of salt water.

9. Air pollution creates holes in the protective ozone layer of the stratosphere, thereby allowing harmful ultraviolet radiation to reach Earth's surface.

10. The cause of the patient's rapid recovery was the excellent care he received from his doctor.

Step 1 Decide which sentence in each item is a cause and which is an effect. Write C for cause or E for effect next to each sentence.

Step 2 Combine the sentences in each item into a new sentence that shows a cause/effect relationship.

Summary

Steps for Writing a Cause and Effect Essay

1. To start with, choose an event or a phenomenon to analyze. Ask yourself, "What happened," and then try to answer the question, "Why did it happen?"

2. Sketch out the main points of your essay in the introduction. Let readers understand in general what your paper is going to be about.

3. List the causes and give their description, so that your reader can grasp the whole situation.

4. Follow up with the effects, showing the connection between reasons and consequences. Your reader must understand how you have arrived at one from another.

5. Explain why your analysis is important and what its practical meaning is.

6. Make a conclusion.

Key Points to Consider

1. Mind that the same event may be a cause and an effect simultaneously. For example, the collapse of the Soviet Union may be studied as a result of many domestic and foreign factors, but at the same time it can be considered a cause of the restructuring of the Eurasian geopolitical space, the uprising of China and so on. Decide in which direction you are going to move.

2. Concentrate on those effects that relate to the causes directly, and are close in time to them. This will prevent you from having to go into unneeded analysis of far-reaching consequences.

3. You might find it useful to sort effects by categories, so that you do not confuse anything. For instance, if you describe the consequences of the Second World War, you can divide them into social, economic and political sections.

4. State clearly what exactly you are going to examine – causes, effects, or both.

Dos and Don'ts

Dos

- Do write down all causes and all effects that you can think of. You don't have to use all of them in your essay, but this will give you something to choose from.

- Do try to place the causes in your essay in order by time. If something happened simultaneously, try to figure out which one was more significant.

- Do support your paper with examples, illustrations, and evidence. Present diagrams, refer to the statistics, and share your personal experience.

- Do keep in mind what exactly you are trying to explain. It is easy to forget about your goal while dealing with a number of causes and effects.

Do use transition words that will make your essay easier to comprehend. Such words as due to, thus, since, as a result, because, therefore and others will help you structure your paper.

Don'ts

- Don't try to cover all possible effects of the event, neither its short-term effects, nor those which relate to the distant future. Choose the most important ones.

- Don't try to describe something huge. If the topic that you've chosen is too broad, try to narrow it.

Don't forget to follow the writing requirements. Keep your essay scientific, avoid using slang. Also check your paper for mistakes and if it follows formatting standards.

Common Mistakes When Writing a Cause and Effect Essay

- Forgetting to show connections between causes and effects.
- Covering a broad topic and digging into a large number of causes, consequences and arguments.
 - Losing links in a causal chain. If you have a sequence of causes that flow logically one from another, then missing one or several of them will make your paper harder to understand.
 - Forgetting to use supporting details.
 - Forgetting the purpose of your paper. For instance, one starting to write a persuasive paper may end up with an informative one.

Read more about cause and effect essays at:
<http://www.greatdescriptiveessay.com/descriptive-essays-and-their-structure/>

PART 3

WRITING A SUMMARY

To summarize means to restate a portion of a text in a shortened form. A summary should bring out the main ideas of the passage, but it does not need to follow the same order as the original text. A summary should be clear, concise, and accurate in representing the original text.

Webster's calls a summary the "general idea in brief form"; it's the distillation, condensation, or reduction of a larger work into its primary notions.

- When asked to render or summarize a text it doesn't mean you should mention all the details.
 - Read the text, trying to understand what it is about. Do not stop if you are not sure about all the words.
 - Think of the main idea of the text. It is often clear from the title or you can find it in the first paragraph. Divide the text into parts.

- Try to summarize the ideas of each part in 2-3 sentences. Omit specific details, examples, descriptions, and unnecessary explanations. Note: you may need to go through the article twice in order to pick up everything you need.

- If you are not sure about key words – look them up in the dictionary. Do not forget about pronunciation.

- Use linking words and phrases to make the text logically clear.
- Write your rough draft of the summary. Combine the information from the first four steps into paragraphs.

- Edit your version. Be concise. Eliminate needless words and repetitions.

(Avoid using "the authorsays...", "the author argues...", etc.)

- Compare your version to the original.

NOTE: Include all the important ideas.

- Use the author's key words.
- Follow the original organization where possible.
- Include any important data.
- Include any important conclusions.

Useful words and phrases

The text (article)

is about...

deals with...

presents...

describes...

From the text (article)

the reader gets to know...

the reader is confronted with...

the reader is told about...

The text (the article)

is concerned with (deals with)...

The subject of the article is ...

At the beginning of the text(the article) it is said that...

This text deals with the following aspects of the question...

The aim of this article is...

The first part of the text focuses on ...

In the next part it is noted that ...

The article (text) ends with ...

To sum up the ideas of the article (the text) we should mention that...

You can also use these phrases

Table 3.1

The text reports on ...	В тексте говорится о ...
A detailed description is given to ...	Подробно описывается...
Much attention is given to ...	Особое внимание уделяется...
It is claimed that ...	Заявляется, что...
It is pointed out that ...	Отмечается, что...
The article provides information on ...	В статье имеется информация о...
The article discusses ...	В статье обсуждается...
A careful account is given to ...	Особое внимание уделяется...
A comparison of ... with ... is made.	Приводится сравнение... с...
It is assumed that ...	Полагают что...
The article reports on ...	В статье сообщается о...
It is shown that ...	Указывается...
The objective of the article is ...	Цель статьи...
The article suggests the problem ...	В статье поднимается проблема ...
The article contains the most up-to-date information on ...	В статье приводятся современные данные относительно....
The article touches upon ...	Статья касается...
The article is of great interest / no particular interest.	Статья очень интересная / не представляет интереса
The results of ... are presented.	Представлены результаты...
Of particular interest is ...	Особенно интересно...

Here is the example of a rendered text

“Brain drain” is the phenomena whereby nations lose skilled labor because there are better paid jobs elsewhere. In recent years, this has affected poorer countries more so, as some rich countries tempt workers away, and workers look to escape bleak situations in their poor home countries.

The term “Brain drain” originated in the 1960s, when many British scientists and intellectuals emigrated to the United States for a better working climate. In recent years, however, the problem of “brain drain” has been acute for poorer countries that lose workers to wealthier countries. Almost ironically, England is now a country where many such workers end up.

The problem has been noted in healthcare in particular because the loss of healthcare professionals in poorer countries leaves already struggling healthcare systems in an even more desperate state.

For its World Health Report 2006, the World Health Organization (WHO) noted that there is a global shortage of 4.3 million doctors, midwives, nurses, and support workers. Furthermore, “these [shortfalls] often coexist in a country with large numbers of unemployed health professionals. Poverty, imperfect private labor markets, lack of public funds, bureaucratic red tape and political interference produce this paradox of shortages in the midst of underutilized talent.” In addition, “Unplanned or excessive exits may cause significant losses of workers and compromise the system’s knowledge, memory and culture.”

The prestigious journal, British Medical Journal (BMJ) sums up another aspect of the “brain drain” problem in the title of an article: “Developed world is robbing African countries of health staff” (Rebecca Coombes, BMJ, Volume 230, p.923, April 23, 2005.) This, Coombes notes, is because rich countries are also hiring medical staff from abroad, because they are far cheaper. (Many health systems in the first world are under budgetary pressures.) In a way, this becomes a form of subsidy for the rich!

Some countries are left with just 500 doctors each, with large areas without any health workers of any kind. A shocking one third of practicing doctors in UK were from overseas in mid 2005 for example as the “BBC” reported. The British Medical Association and the Royal College of Nursing

have described this as “poaching” because “staff migration from developing nations is killing millions and compounding poverty.”

The WHO admits that numbers are difficult to come by, but looking at countries that do track such data (often limited to nurses and doctors only), the number of doctors and nurses from abroad working in the OECD (rich) countries comprises a significant percentage of the workforce.

Other industries also suffer this issue. Some countries are able to afford this loss. For example, during the tech boom in the US around 2000, many IT workers from India were attracted to the US under the H1-B visa program. At that time, concerns were raised in India that this was a form of brain drain as highly skilled workers were being lost. However, some Indian politicians confidently claimed that this was not a problem because there were so many tech workers in the pool. Indeed, today India is a major off-sourcing center for technology. However, most poor countries are not of the size of India and per person lost, the impact can be more severe.

Summary

This article deals with the phenomena of “Brain drain” which defined by the author as the phenomena whereby nations lose skilled labor because there are better paid jobs elsewhere. It is pointed out that in recent years it has affected mostly poorer countries. The reader gets to know that the term itself originated in the 1960s when British intellectuals emigrated to the USA looking for better working conditions. It is assumed that this negative process has influenced particularly healthcare. Many healthcare professionals left and are still leaving poorer countries.

From a global perspective “Brain drain” may cause the breakdown of all spheres of life of a country.

The article refers to the publication in one of the prestigious journals British Medical Journal (BMJ) which is devoted to other serious aspects of this problem. It is declared that “Developed world is robbing African countries of health staff” meaning that rich countries are also hiring medical staff from abroad, because they are far cheaper. It is also mentioned that according to BBC data a great number of doctors (1/3 of practicing doctors) in Britain in mid 2005 were from overseas.

The article ends with the facts showing that other industries in some countries also suffer this issue. It's true about IT workers from India who came to the US during the tech boom 2000. It is interesting to note that some Indian politicians claimed that it was not a problem because there were so many tech workers there. The author makes a conclusion that in other countries the impact of "Brain drain" can be more severe.

Activity 1

Read the article and write a summary of 150-200 words

Artificial Intelligence (AI) and Machine Learning (ML) in maritime logistics

Machine Learning allows to apply intelligent algorithms and to evaluate data that helps to guide the logic of possible problems in maritime transport. These methods can be used in marine network planning, voyage planning, cargo optimization and etc.

Every person who is somehow involved in the IT industry knows (or heard) that Artificial Intelligence (AI) and Machine Learning (ML) are technologies to keep an eye on. Machine learning is a branch of artificial intelligence and is one of the ways we expect to achieve AI. Machine learning relies on working with small to large datasets by examining and comparing the data to find common patterns and explore nuances. Artificial intelligence, on the other hand, is vast in scope. Artificial intelligence is the science and engineering of making computers behave in ways that, until recently, we thought required human intelligence.

Shipping companies have now found that investing in faster communication for their ships offers many benefits not only to captains, but also to the shipping company itself. Most vessels have evolved into remote offices at sea that can offer reliable Internet access, virtual networks, email, route planners and many other systems and applications to the captain and crew. However, now is the time for shipping companies to think about long-term growth. It's time to invest in new technologies that can improve standard vessel operations, reduce company's costs and optimize business processes.

That's where AI and ML come on the stage. Computers can process huge amounts of data much faster than humans can ever achieve. The high intelligence of ML algorithms and industry experience will create a great advantage for ship owners, who first implement them in their business. The higher the investment in AI/ML, the greater the benefit of its big data analysis capabilities. ML algorithms are able to handle data throughout the history of vessel operation.

Articles and news about companies using AI/ML technology on a daily basis appear on the internet like mushrooms after the rain. Recently, Stena Lines (one of the world's largest ferry operators) used AI/ML to reduce (single use) the amount of plastic on board, to reduce crew and passenger accidents, for fuel economy and battery-powered power plants, and etc. The port of Rotterdam uses an ML-based system to determine vessels' time of arrival.

Due to the fact that data is a major element for eliminating uncertainty, adapting ML algorithms can help to increase atypical data that can be crucial for ship owners. So far, data mining in the maritime industry is very limited. Consequently, the application of ML techniques in maritime transport is limited compared to other industries. Machine Learning allows users to apply intelligent algorithms and to evaluate data that helps to guide the logic of possible problems in maritime transport. These methods can be used in marine network planning, voyage planning, cargo optimization, maintenance process and etc.

Advanced Machine Learning algorithms will be capable of improving voyage optimization, such as fuel efficiency, minimizing crew performance, improving voyage costs estimates, calculating the optimal route in a minute, give recommendations on speed, course and etc.

For example, ML algorithms can be used for estimating fuel consumption using engine data and vessel characteristics. These algorithms allow to transform huge datasets of noisy sensor data and other data from onshore sources to structured information that can be used to predict fuel consumption and plot optimal routes for vessels.

We in Marine Digital have created a tool that collects data from vessel's sensors, as well as from external sources such as weather stations, satellites, etc. We process the entire data array through machine learning algorithms in order to provide the ship owner and the management of the shipping company with the necessary information for making decisions in the process of Vessel Performance Monitoring in our Fuel Optimization System - Marine Digital FOS.

Although machine learning is already used in many areas of the digital world, its adaptation to the maritime industry remains limited so far. Since maritime transport requires smart tools, the application of machine learning offers maximum benefits for sustainable transport. In terms of comprehensive analysis, marine professionals and researchers should pay particular attention to appropriate algorithms to address specific shipping problems in voyage optimization, stability of transportation, forecasting maintenance and repair, control of freight rates, digitalization on the bridge and control engine, energy efficiency management and enhancement maritime security.

<https://marine-digital.com>

Activity 2

Read the article and write a summary of 150-200 words

Green-tech in Shipping Industry

Cleaner trends in maritime and Green Ships

Shipowners around the world face the choice of how to adapt to the requirements of IMO and are looking for Innovative and Green Technologies for Shipping: Green-tech in the maritime industry and shipping.

What are the latest green technologies that can best contribute to IMO compliance? What fuel to use and how to achieve the most efficient economic and environmental results?

Freight traffic volume in global logistics increased by 101% in the past 20 years, with emissions rising only 40% in the same time period. Due to the

huge size of the ships and the ever-increasing efficiency, shipping is by far the least emitting mode of transport in the supply chain. Compared to other modes of transport: A large vessel emits just over 1% CO₂ per tonne-km ejected by the aircraft, rail trains emit 7 times more CO₂/ ton-km and road trucks 16 times more CO₂ / ton-km than ships.

Recently, shipping accounts for about 3% of total carbon dioxide emissions. This is not as large a figure as, for example, sulfur emissions (15% of the total) and particulate matter (11% of the total), which are considered to be more serious problems. These emissions are due to the use of fuel, which accounts for more than 50% of the operating costs in shipping. Therefore, the type of fuel used for sea freight forwarding is of paramount importance to the environment.

Regulatory for Green Technologies in the Marine Industry

For over 50 years HFO (heavy fuel oil) has dominated the maritime industry. This type of fuel is much more available and cheap, but very dirty — it contains sulfur and environmentally harmful impurities because HFO is a residue from the oil refining.

In 2005, IMO — International Marine Organization began to monitor emissions and especially the sulfur content of marine fuels, mainly in the United States and the European Union. Now, companies need to use better (and therefore expensive) fuel with diesel-like components on vessels. For comparison: if the Euro5 environmental diesel, which is currently used on the roads of most developed and developing countries in the world, has a sulfur content of 0.001% or 10 ppm (parts per million — particles per million), in fuel oil, which is predominantly used on large bulk vessels, the sulfur content is 3.5% or 35,000 ppm, which is 3 500 is higher than in diesel fuel of the highest environmental standards available. Therefore, IMO in autumn 2016 initiated the transition of the entire world civil fleet from January 2020 to the use of marine fuel with a sulfur content of 0.5% instead of the previous 3.5%.

Ship owners around the world face the choice of how to adapt to the requirements of IMO:

- One part of the representatives of the shipping industry will train their vessels with special Exhaust gas purifiers — scrubbers with which the former high-sulfur fuel can be used but comply with the standards for the content of harmful substances in the exhaust gases. It is predicted that by the

end of 2020 about 3.000 vessels around the world will be equipped with scrubbers and about 1.000 more scrubbers will appear by the beginning of 2021. In total, the world commercial fleet consists of more than 94.000 vessels, including 51.000 units — displacement over 1 thousand tons.

- The second part and this is the majority of ship owners, goes to the application of new special fuel, very low sulfur fuel oil, or VLSFO (very low sulfur fuel oil). Sulfur content is 0.5% or 7 times lower than in sulfur fuel oil (high sulfur fuel oil, HSFO), which is more IMO compliant.

The industry is not only shifting to cleaner fuels based on oil but also some companies are considering alternative sources of energy: solar and wind. This undoubtedly leads the industry to greener solutions and in particular makes ships more "green".

In addition, one of the most discussed environmental trends in shipping is the ballast-free system, which aims to minimize the negative impact of ship ballast on water organisms.

Green Technologies for Shipping

As you may note, among the innovative developments are more efficient systems, such as higher engine efficiency and better water cooling, which dramatically reduce environmental impact, Kite-Sail, and Rig-Sail systems. An optimized cooling system can save up to 25% of electricity and 1.5% of fuel. Greener engines can minimize NOx output by up to 35% and up to zero SOx emission (as is the use of an exhaust scrubber). Shipbuilders focusing on integrating solar panels on ships can save up to 20% in fuel and, accordingly, harmful emissions. Newly developed propellers save up to 4% fuel. The Speed injector, which improves efficiency at high speeds, can save up to 5% fuel. And new body paint technologies have been improved to reduce friction, which has a positive effect on consumption by up to 8%.

Unlike technologies that require costly replacement of equipment or integration of new units, which is not always possible on ships older than 10-15 years, the IT is clearly distinguished, or more precisely IoT solutions to optimize navigation.

Fuel Optimization System collects data from sensors on the ship, satellites, and embedded trackers, processes information using machine learning algorithms, and presents recommendations on the optimal route in terms of

economy. For example, Marine Digital FOS to reduce fuel consumption collects data on 5 main categories out of 40 parameters, each factor category affects fuel consumption from 3 to 7%, and the combined effect reaches up to 12% saving fuel and the reduction of emissions.

Moreover, the system provides statistical and analytical reports for management decisions, such as when to clean and repaint the case, when to carry out prevention and warranty maintenance, in order to prevent miscellany and equipment breakdowns on the ship.

<https://marine-digital.com>

Activity 3

Read the article and write a summary of 150-200 words

The importance of cybersecurity in the maritime industry

Cybersecurity in maritime has a huge potential to affect the safety of the crew, vessel, cargo and even ports. Cybersecurity in shipping is concerned with the data protection of IT systems, onboard ships hardware and sensors and data leak from unauthorized access, manipulation and disruption

In the digital age, information security and data safety issues are critically important. Even large IT companies that are developing complex software and hardware solutions, Internet platforms and IoT (Internet of Things) devices often cannot provide the required level of cybersecurity. Everyone is aware of the latest cases of information leakage and hacking of the protection of such companies as Twitter, Garmin, Intel and other huge industrial players, which were attacked in 2020. And this has an impact on us all, because we or our friends and relatives can be users of any of these products.

Cybersecurity has a huge potential to affect the safety of the crew, vessel, cargo and even ports. Cybersecurity is concerned with the protection of IT systems, onboard hardware and sensors and data leak from unauthorised access, manipulation and disruption. Cybersecurity policies and plans cover different types of risks like information integrity, system and hardware availability on board and in the office of the shipping company. Different incidents can be as the result of:

Problems with data transfer from the shipping company to the vessel and vice versa. For example, incorrect transfer of charts from the shipping company to vessel's ECDIS can cause delay in voyage or even possibility to reset all charts already installed on ECDIS

- Problems with onboard equipment and hardware. Not every member of the crew knows what to do with every operational equipment installed on board in case of disruption or even disaster. That can lead to more heavy consequences with vessel operations

- Loss of or manipulation of external sensor data, critical for the operation of a ship. Not to tell about the problems that may occur if vessel systems or shipping company systems will be attacked by hackers.

These are just examples of what can happen with the systems of the ship and the shipping company. With the development of information technologies in maritime logistics, such problems will arise more often if measures are not taken to prevent them in advance.

Cyber Risk Management should:

- Define the roles and responsibilities of users, key personnel and management both ashore and aboard

- Identify systems, assets, data and capabilities that, if breached, could pose a threat to the operations and safety of the ship

- Implement technical and procedural measures to protect against cyber incidents and ensure business continuity

- Carry out activities to prepare for and respond to cyber incidents.

The company's Cyber Risk Management plans and procedures should complement the existing security risk management requirements of the ISM Code and the ISPS Code. Cybersecurity should be seen at all levels of the company, from top management onshore to onboard personnel, as an integral part of the safety culture required for the safe and efficient operation of a ship.

Vessels are increasingly integrated with onshore operations as digital communications are used to conduct business, manage operations, and keep in touch with office managers. In addition, critical vessel systems required for the safety of navigation, power supply and cargo management are

increasingly digitized and connected to the Internet to perform a wide range of legitimate functions, such as:

- Monitoring of engine operation
- Service and management of spare parts
- Loading, handling, crane, pump control and laying planning
- Vessel performance monitoring.

It is important to protect critical systems and data with multiple layers of safeguards that address the role of people, procedures, and technology to:

- Increase the likelihood of detecting a cyber incident
- Increase the effort and resources required to protect information, data or the availability of IT hardware.

Connected hardware on board should require more than one technical and / or procedural protection. Perimeter defenses such as firewalls are important to prevent unwanted intrusion into systems, but may not be sufficient to combat internal threats.

This defense in depth approach encourages a combination of:

- Physical safety of the vessel in accordance with the ship security plan (SSP)
- Network protection, including efficient segmentation
- Intrusion detection
- Periodic scanning and testing of vulnerabilities
- Software white list
- Access and user controls
- Appropriate procedures regarding the use of removable media and password policies
- Staff awareness of the risks and familiarity with the relevant procedures.

Case study of data protection and cyber security by Marine Digital

Marine Digital Fuel Optimization System is a cloud-based system hosted at Amazon facilities in compliance with cybersecurity requirements.

AWS IoT Core provides automated configuration and authentication upon a device's first connection to AWS IoT Core, as well as end-to-end encryption throughout all points of connection so that data is never exchanged between devices and AWS IoT Core without a proven identity.

AWS IoT Device Defender audits device-related resources (such as X.509 certificates, IoT policies, and Client IDs) against AWS IoT security best practices (e.g., the principle of least privilege or unique identity per device), continuously monitors our device fleets to detect any abnormal device behavior that may be indicative of a compromise by continuously monitoring high-value security metrics from the device and AWS IoT Core (e.g., the number of listening TCP ports on your devices or authorization failure counts).

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***Case study of data protection and cyber security by Marine Digital
Cyber risk management approach in shipping***

Marine Digital FOS box (hardware part, which installed on a vessel) consists of a Data Collection Unit (DCU), a power supply, and a GSM modem, all-in-one robust enclosure, interfacing with the sources of input signals via a read-only NMEA connection, that pulls in data integrated

sources, encodes and records it to the integrated storage, and then uploads the collected data to the cloud data lake when a GSM connection is available, autonomously from the shipboard systems. So there is no way to access the equipment on board.

<https://marine-digital.com>

Activity 4

Read the article and write a summary of 150-200 words

Software solutions for ship situational awareness

Every possible human factor has to be controlled by shipping company, that's why there are a number of IT solutions that are proposed to decrease the chance of human errors on the bridge of the ship.

Today situational awareness is a hot topic in the maritime industry. 90% of casualties in the maritime sector are caused by human error. A lack of situational awareness can be caused by multiple factors, like, fatigue, lack of overview, or stress. It is caused due to the fact that officers have an eight-hour watch cycle. When fatigue kicks in a person's response time and the ability to make decisions rapidly declines. In the maritime sector, many stakeholders are affected by this problem. First of all the crews aboard vessels who are in danger because of the increased chance of accidents. Second are the shipping companies whose cargoes have the chance of being damaged and have to pay extra insurance money. Every possible human factor has to be controlled, because the human factor is still the largest contributor to accidents. That is why there are a number of IT solutions that are proposed to decrease the chance of human errors on the bridge.

Bridge Navigational Watch Alarm System on the ship

A Bridge Navigational Watch Alarm System is an automatic system which sounds an alarm if the watch officer on the bridge falls asleep or is absent for too long a time. This system will decrease the risk of collisions. However this system does not guarantee that a watch-keeper is mentally fit. Ships fitted with watch alarms have already crashed into islands and other ships.

On a ship there are many systems providing the officer on the watch with the information, for example, radar, ECDIS, AIS and GPS. Data processing is the collection and manipulation of items of information to produce meaningful information. The goal of data processing is to make the decision making and monitoring process easier for the watch keeping officer. In order to do that all the information from all the different systems should be offered to the officer conveniently, for example on one screen, or by using augmented reality. For example the computer gathers data on the position, course and speed, draught of the ships around it and the depth of the water. When the computer knows where other ships are and where they are going, it can help the officer of the watch with the implementation of the colregs. Also the computer can make preliminary calculations in order to give the officer a list of more than choices. These choices are the most likely to be the solution to a situation. The processed data will now be used in a decision support system. When all useful information is provided in a simple and interactive way, the officer of the watch has more time to look out and pay attention. The idea is that by using the data processing system the officer will no longer be spending unnecessary time plotting vessels, he has a more controlling role. He checks if the computer is doing its job and he only has to make the final decision and execute it.

Data processing is necessary to improve situational awareness in shipping

Data processing is necessary to improve situational awareness. It is an effective way to reduce the chance of data overload (receiving too much information from different sources). To improve situational awareness a data processing/ decision support system can be implemented on the bridge. This data processing system will gather information that the instruments on the bridge provide such as radar/ARPA, GPS, AIS, ECDIS, satellite and Navtex and present it in a clear way so the watch keeping officer can easily receive the information and distinguish between primary and secondary information. The decision support system can also help the officer of the watch think clearly by using algorithms that present the officer with choices. Thereafter the system gives the officer a couple of options to choose from in this way there is no room for misconceptions to take place and cause stress or data overload. This is especially useful when there is a situation where multiple

ships are involved. Besides using data processing during sailing, it can also be used in voyage preparation. The presentation of data is not a subject to be overlooked. Over the years the generating of data on a ship's bridge has made great leaps, but the presentation of this data has not. A great way to present the gathered data to the user is to use augmented reality. Apart from using augmented reality, eye tracking can also be of use, for example, the eye tracking system can detect if the officer of the watch has read an incoming message and automatically acknowledge that the message has been read. This prevents the officer from having to go up to his screen/console and acknowledge the message manually. This form of acknowledgment saves time and increases the time the officer can look outside. A similar system has already been tested in the aviation industry. So data processing is a viable way to improve situational awareness on the bridge especially when it is combined with augmented reality and eye tracking.

A solution to enhance situational awareness aboard vessels lies in monitoring and preventing fatigue. To do so there is the current watch alarm, which turns out to be ineffective. Eye tracking has a lot of potential to replace or improve the current watch alarm. It is a system that could be taken into account in future vessels by designing the bridge in such a way that it is suitable for eye tracking devices, meaning all necessary equipment centred around one central spot. Data processing is a technology that has a great potential to make shipping safer by enhancing the situational awareness on ships. The improvement mainly comes from preventing data overload. On the bridge this means that the data processing system provides the gathered information in a clear and useful way, and is able to distinguish between primary and secondary information streams.

We in Marine Digital have made a hardware and software solution that will help process data from different sensors and equipment on the vessel, and, based on the data obtained, offer different navigation routes for the vessel in order to save fuel and avoid bad weather conditions. The data collected and processed by the neural network will be presented on the screen so that the captain and other crew members can make decisions more easily and monitor the condition of the vessel and Vessel Performance monitoring.

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Activity 5

Read the article and write a summary of 150-200 words

Digital ship: the main technological trend in the shipping Industry

"Digital Ship" is one of the main topics in recent months is not a standalone solution, but a complex of several trends in the digitalization of a shipping company

In Marine Digital we are focusing to stay in close contact with our clients while supporting their growth through the innovation process. Since the beginning of the lockdown we have received a rising number of requests from the ship owners related to the digitalisation, so we decided to make the overview of the modern software and hardware solutions that can provide several important values to operations and today they are rather available than they were a couple years ago.

"Digital Ship" as one of the main topics in the recent months is not a standalone solution, but a complex of several trends in the digitalization of a shipping company:

1. IoT adoption enabling better ship and fleet operations

Connecting onboard sensors to shore for data analytics will improve ship and fleet operations in multiple ways, such as optimized maintenance, cargo handling, and route planning, savings in fuel and lubes consumption, and reduced service costs. Ships of the future will have an entire network of sensors measuring all aspects of operations.

Security concerns are a barrier to the adoption of IoT, but leaders in maritime digitalization are taking the necessary steps to safeguard their fleet from current and emerging threats and vulnerabilities.

Over the past few years, companies like Rolls-Royce Marine and Japanese shipping giant Nippon Yusen have shared plans to send remote and autonomous ships to sea. These ships will remain crewed, to begin with, but as the technology advances, some of the ships may be crewless by as early as 2020.

Autonomous ships offer a number of advantages over human-driven vessels, not least of which is a promise of improved safety. Human-error accidents are all too common and costly. Take, for example, the collision off the coast of Corsica on October 7, 2018, when the ferry Ulysse departed from the port of Genoa and cruised southeast through the Mediterranean Sea. The ferry's captain stepped away from the station to take a phone call just before dawn. Moments later, the Ulysse rammed into the side of the CSL Virginia container ship. The container ship's crew had moored the vessel in the middle of a merchant shipping lane deemed "inadequate" by investigators. The collision and subsequent oil spill were the result of multiple human errors.

2. Artificial intelligence and Machine Learning optimizing decision-making and safety

Artificial intelligence has many potential applications in the maritime industry, e.g. optimizing business processes, voyage planning and vessel maintenance.

More and more forward-thinking shipping organizations see AI and machine learning as keys to achieving a competitive advantage. For instance, AI-based predictive positioning systems will enable shipmasters and bridge teams to monitor and predict future positions, movements and maneuvers of their vessel hours in advance, improving situational awareness, decision-making, and ultimately safety.

With so many key-drivers taking charge, the big transformation is already at the gates and undeniably an exciting time, decked up with technological advancements is all that lies ahead for the Shipping Industry.

ML/AI technologies are currently able to give an economic effect from the use, optimize and increase the efficiency of a shipping company. For example, Fuel Optimization System and others. With this optimization, new business opportunities in Maritime will open up - Digital Ship twins and then Autonomous ships.

3. Autonomous ships

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autonomous ships to sea. These ships will remain crewed, to begin with, but as the technology advances, some of the ships may be crewless by as early as 2020.

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Artificial intelligence and Machine Learning optimizing decision-making and safety

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