



Presentation
Class 1

P1:丑佳	- Article 14 (Women are nicer)	Mo Nov 13 th
P2:王子斐	- Article 15 (Antibiotics)	Fri Nov 17 th
P3:徐飞飞	- Article 4 (Owning a car)	Mo Nov 20 th
P4:车轲	- Article 19 (Sleep-deprived society)	Fri Nov 24 th
P5:杨诗安	- Article 12 (Tech Giants)	Mo Nov 27 th
P6:胡宸	- Article 29 (Sixth Mass Extinction)	Fri Dec 01 st
P7:王磊	- Article 32 (Pacific Garbage)	Mo Dec 04 th
P9:伍冠滨	- Article 2 (Cuba)	Fri Dec 08 th
		Mo Dec 11 th
		Fri Dec 15 th

Summary Writing Class 1

<https://www.wenjua.n.in/s/bqiANfw/>

Class 1 - Reading 1 (p. 87)

the guardian

It's official - women are nicer than men. Is this really science?
Anne Perkins

A new study by neuroeconomists suggesting that women's biology could make them a soft touch covers overly familiar gendered ground

"We can research ourselves to being good team players and doing the housework because once again science has shown that it is what we are programmed to do. Photograph: Alamy Stock Photo"

Presentation
Class 2

P1: 栾世杰	- Article 19 (Sleep Deprivation)	Mo Nov 13 th
P2: 王立敏	- Article 24 (Arctic Ecosystem)	Fri Nov 17 th
P3: 王欣	- Article 13 (Obesity)	Mo Nov 20 th
P4: 李顺至	- Article 30 (Meat Consumption)	Fri Nov 24 th
P5: 袁璐	- Article 22 (Dark Snow)	Mo Nov 27 th
P6: 周朝	- Article 34 (CO2 Storage)	Fri Dec 01 st
P8: 彭安妮	- Article 28 (Battery Waste)	Mo Dec 04 th
P9: 戴伟	- Article 25 (Dr Conman)	Fri Dec 08 th
		Mo Dec 11 th
		Fri Dec 15 th

Summary Writing Class 2

<https://www.wenjua.n.in/s/32Yrim/>

Class 2 - Reading 1 (p. 125)



How to write a Summary

Review

1. Skim reading (Who? What? When? Where?)
 2. Deep Reading (Main idea?)
 3. Outline the article (main points each section)
- > **take notes, underline, and highlight**
-> **write in your own words**

Write

1. Identify (*In the article, the author...*)
2. Summarize as a whole (*The author suggests...*)
3. Conclude (*In summary, the author/article...*)

Revise

1. Check for accuracy (author's opinion?)
2. Ask another student to read your summary
3. Revise accordingly and check for spelling

General Questions

Well, my skill is not ideal.

None, thanks!

Would you please give us some suggestions about how to organize our words to express our thought in a scientific way?

How could we know which verbs are informal? Could you tell us something about the common informal verbs that should be replaced.

There are no questions or comments at present

1. most phrasal verbs (get on, get off, look into, go about, think about, mix together, put forward, point out)
2. let, get, set, put, make, need, look, go, think
3. lazy verbs (to do, to be, to have)
4. to use sparsely: can, should, could, would
5. OFTEN used: show/shown, use/used, seen, given, list

BUT: check your own papers to develop a feeling for when any of these verbs are used in your discipline
-> check your VERB table

General Questions

1. How many presentations does each group have to do?
-> 1
2. How many summaries do we have to write?
-> 1 before each class

Module 1: The Magic Toolbox
The Art of Academic Writing
(~20 h)

Module 2: The Blue Print

How to construct a research paper and how to avoid common mistakes
(~8 h)

Module 3: The Master Plan

How to prepare yourself for your first paper
(2 h)

Module 4: The Scientist with Integrity
The Art of avoiding Scientific Fraud
(2 h)

Module 1: The Magic Toolbox

Unit 1 - Audience & Story

Unit 2 - Style - Verbs

Unit 3 - Flow

Unit 4 - Organization





For one to two billion years, blue-green algae, or cyanobacteria, put oxygen into Earth's atmosphere.

The fossil record shows that cyanobacteria kicked off three and a half billion years ago.

Yet, some of them still hang around in odd corners of the world, making strange, cushion-shaped colonies called stromatolites.

It is an extraordinary experience to go to Shark Bay in Western Australia where stromatolites go well in the hypersaline waters, to watch them slowly bubbling oxygen, and to think about that, three billion years ago this was the how the Earth was made over.

The cyanobacteria figured out photosynthesis: by catching the energy of the sun, they were able to mix together carbon dioxide (massively present in the Earth's early atmosphere) with water to make up complex molecules –sugars, carbohydrates – which the bacteria could then pile up and tap for energy as needed.

This process made free oxygen as a byproduct – a waste product that was to set the future course of evolution.



Verb Choices	
informal	formal
1. put	capture
2. kick off	combine
3. hang around	commence
4a. go well	contemplate
4b. think about	create
4c. made over	determine
5a. figure out	exist
5b. catch	flourish
5c. mix together	form
5d. make up	generate
5e. pile up	infuse
5f. need	invent
6a. make	produce
6b. set	produce
	reflect
	require
	start
	store
	thrive
	transform

Problem 3: Verb does not match noun

In order to discover the contribution of histone acetylation to developmental control, we performed bioinformatics analysis.

In order to ... the contribution of histone acetylation to developmental control, we performed bioinformatics analysis.

... test, verify, identify, evaluate, measure,...

Use of 'discover':


We discovered that histone acetylation is an essential mechanism in gene regulation.

We discovered a novel mechanism essential for gene regulation.

Problem 3: Verb does not match noun

In this study, we found that neither genetic deletion of CDxxx nor treatment with the yyyy antibody completely prevents development of SSx; instead, either treatment improves its severity.

->In this study, we found that neither genetic deletion of CDxxx nor treatment with the yyyy antibody completely prevents development of SSx; instead, either treatment lessens its severity.



Problem 3: Verb does not match noun

Whenever the researcher received important results, he immediately discussed them with his colleagues.

Whenever the researcher **received** important **results**, he immediately discussed them with his colleagues.

Whenever the researcher **obtained** important results, he immediately discussed them with his colleagues.

Problem 4: Use of prepositions instead of proper verbs

Thus, studying extrusion mechanisms **of** MDR transporters is of great importance. ✗

It is essential to study the mechanisms **used by** MDR transporters to extrude toxins. ✓

Nouns -> verbs (unless standard phrases)

Problem 4: Use of prepositions instead of proper verbs


...key communication scenarios in HetSCNs will be clarified **with** practical system configurations. ✗

...key communication scenarios in HetSCNs will be clarified **using/employing/utilizing** practical system configurations. ✓

Problem 5: Use of lazy verbs (to do, to have, to be)

In such a structure of 4x4 PE array, the double average hop delay **is** between 3~7. ✗


-> In such a structure of 4x4 PE array, the double average hop delay **ranges** from 3~7. ✓



Problem 5: Use of lazy verbs (to do, to have, to be)

Its genome **is** 21508903 bp. ✗


-> Its genome **contains** 21508903 bp. ✓



Problem 5: Use of lazy verbs (to do, to have, to be)

The majority of proteasomes **have** symmetrical Rpn10. ✗

-> The majority of proteasomes **contain** symmetrical Rpn10. ✓



Problem 5: Use of lazy verbs (to do, to have, to be)

Verbs

CD⁺ = was identified as a marker for activated T cells, **have** a unique pro-inflammatory immunophenotype. **X**

-> CD⁺ = was identified as a marker for activated T cells, ... a unique pro-inflammatory immunophenotype.

... which exhibit? develop? possess? **✓**

... exhibiting? developing? possessing? **✓**



Problem 5: Use of lazy verbs (to do, to have, to be)

Verbs

The indole moiety **has** a large dielectric constant along the direction of its long axis. **X**

-> The indole moiety **is characterized by** a large dielectric constant along the direction of its long axis. **✓**



Problem 5: Use of lazy verbs (to do, to have, to be)

Verbs

Among all natural amino acid residues, tryptophan **has** the highest polarizability. **X**

-> Among all natural amino acid residues, tryptophan **exhibits/displays** the highest polarizability. **✓**



Problem 5: Use of lazy verbs (to do, to have, to be)

Verbs

The samples for discovery set and validation set **are** from 2 companies. **X**

-> The samples for discovery set and validation set **were purchased** from 2 companies. **✓**

2 problems: verb form and tense



Problem 5: Use of lazy verbs (to do, to have, to be)

Verbs

No further post-processing **was done** on the images. **X**

-> No further post-processing **was performed** on the images. **✓**

-> Images **were not further processed**. **✓✓**

2 problems: verb form and use of noun



Problem 5: Use of lazy verbs (to do, to have, to be)

Verbs

Interestingly, the MT members **had** two different gut microbial communities before departure. **X**

-> Interestingly, the MT members ... two different gut microbial communities before departure.

... **carried/possessed/maintained/exhibited**



Lazy Verbs

Identify sentences that contain lazy verbs in one of your original research articles and write them down.

Next, discuss with your group peers how to improve them by using proper, formal verbs.

Note: the use of 'is' as part of the passive voice does not count as using lazy verbs.

Time: 15 min