

WHAT IS ACADEMIC WRITING?

Academic writing is the formal writing style used in colleges and universities. It is what students are expected to produce for classes and what professors and academic researchers use to write scholarly materials.

What are Some of the Main Characteristics of Academic Writing?

ACADEMIC WRITING:

- **IS NOT** personal – the text should focus on the research / subject itself.
- **DOES NOT** address the reader directly with the second-person pronoun “you”.
- **DOES NOT** use first-person pronouns “I” “We” “Us”. (people = THEY . . . NOT “us”)
- **DOES NOT** refer to yourself (*In my opinion... I think that... I like/dislike... I will argue that...*)
- **DOES NOT** ask questions
- **IS NOT** one long sentence or block of text

ACADEMIC WRITING:

- **IS** formal in tone / register and style:
- **USES APPROPRIATE** (more formal / academic / professional) language and grammar
- **COMMUNICATES** the writer's ideas / thoughts **CLEARLY** and **CONCISELY**
- **IS** planned and focused
- **IS** coherent, written in a logical order, and connects related points and ideas
- **FULFILLS A TASK** - it answers the question / task and demonstrates an understanding of the subject

ACADEMIC WRITING QUESTIONS / PROMPTS / TASKS

- a typical question / prompt / task has 3 parts:

INSTRUCTION



KEY ISSUE/SUBJECT



FOCUS/CONSTRAINT



Describe the ways in which **social media** is **making people more narcissistic**.

1) INSTRUCTION:*

describe means something different to **discuss** or **evaluate**. In academic writing these have very specific and unique meanings – a writer needs to make sure they are aware of this **BEFORE** writing.

2) KEY ISSUE / SUBJECT:

this is **the MAIN IDEA** the writer should be writing about.

3) FOCUS / CONSTRAINT:

while there may be a variety of approaches / perspectives – this is **the ONLY** approach / perspective the writer should use.

ACADEMIC WRITING HAS THREE DISTINCT SECTIONS:

- **INTRODUCTION:** In the introduction, you need to grab the reader's attention and identify the thesis (MAIN IDEA) of the paper.
- **BODY:** This is the main part of the work and the paragraphs must be clearly written and be arranged in a logical order, such as chronologically or in order of importance.
- **CONCLUSION:** In the conclusion, you re-emphasize the thesis and summarize all the main points. The conclusion consists of one paragraph which shows the final conclusion to the reader.

What NOT to do:

DO NOT use slang, jargon or colloquialisms.

DO NOT use shortened verb forms (contractions), such as they're, isn't, can't.

DO NOT use *etc.*, *i.e.*, or *e.g.* (except within brackets)
"...they are not deadly, i.e., mental issues have a significant impact on life the lives of many people; e.g., low self-confidence, depression, etc."

DO NOT use common vocabulary, such as have got, a lot, nice, the other thing.

DO NOT use conversational opening phrases, such as *Well, you see, Yes..., Let's move on. Let's say...*

DO NOT write *"I think"* or *"In my opinion"*
"I think / In my opinion global warming will..."

DO NOT use personal pronouns e.g. *I, you, we, our* (unless specifically required), i.e. do not write:
"We think that you should be able to compete."

DO NOT write *"In this paper I will..."* OR
"The purpose of this essay is to..."

DO NOT use sweeping generalisations: e.g.,
"...everyone knows..." *"...X is the best..."*

DO NOT use bullet points or lists, unless it is in a report.

DO NOT make assumptions or give your opinion (unless specifically asked / or in the concluding paragraph).

DO NOT change your mind or repeat yourself.

DO NOT plagiarize.

DO NOT take for granted (assume) that the spell check on your computer is accurate or will spot all spelling mistakes (e.g., whether vs. weather).

DO NOT ask (direct) questions in the running text, that is, do not write, for instance:
"Can carbon emissions be reduced?"

DO NOT mix words and numbers unsystematically.

DO NOT put a comma before the word *"that."*
"Academic writing is something, that all students should master."

DO NOT use the words *"way"* and *"how"* together.
"It is the only way how to do it."

Do NOT use *"made up"* or NON-English words / phrases:
"...registrate..."
"...abolish the class..."
"...to have a collision in your schedule..."

What to do:

Use formal language.

Use the full verb form instead, e.g. they are, is not, and cannot.
 AND → it is CANNOT...**not** can not *

Use MEANING, FOR EXAMPLE or AND / OR.
"...they are not deadly, meaning mental issues have a significant impact on life the lives of many people; for example, low self-confidence and / or depression."

Make more formal vocabulary choices, e.g., have found, a great deal, attractive / advantageous, the other issue / problem / notion / idea / topic etc.

Leave out conversational phrases. Use appropriate connectors and introductory phrases.

Leave out *"I think"* or *"In my opinion"* USE: *"Global warming will..."* OR *"It is believed that global warming will..."*

Be non-personal, e.g.
"It should be possible for everyone to compete."

You are writing the paper and will clearly do something. There is no need to say you will do something – just do it! And it is NOT necessary to write *"In conclusion..."* This is an overused transition to the conclusion. The reader should know they are at the conclusion of your paper based on the content of the concluding paragraph / section.

State main ideas clearly and concisely in your own words in topic sentences. Use hedging.

Use complete sentences and link these into logical paragraphs.

Be objective.

Be clear and concise.

Provide references whenever you say something that is not your own.

Check spelling, grammar and punctuation.
 Proofread and use a dictionary.
 Ask somebody to proofread your text for you.

Convert questions into statements, for example:
"The possibility of carbon emissions being reduced is questionable."

(In general) Use words for numbers nine and below and numbers for 10 and above.

Learn proper punctuation and the correct use of relative Pronouns / relative clauses.

Use English NOT Czenlish.
"It is the only way to do it." "It is how it is done."

Use English NOT Czenlish.
"...register..."
"...cancel the class..."
"...to have a scheduling conflict..."

* Both *cannot* and *can not* are generally acceptable spellings, but **the first is much more usual**. You would ONLY use *can not* when the 'not' forms part of another construction such as 'not only'. For example: *"Roads **can not only** ruin the countryside, but also divide communities."* → Advice = ALWAYS use CANNOT

When writing essays and other academic texts, it is important to use an appropriate style.

This will be different from the style of the language you hear and use in spoken academic contexts such as lectures, seminars and tutorials.

PRACTICE:

Look at the following extract from a student's essay on attitudes to science and how these might be changed. The tutor commented on the underlined sections of the essay. Match the sections (1 - 21) to the tutor's comments (a - m). Some comments refer to more than one section.

Today's young people will become tomorrow's scientists, and so their attitudes to science are 1 pretty important. Unfortunately, 2 at this moment in time, many young people are rejecting a career in science, preferring to become 3 businessmen instead. 4 I think one reason for this is that scientists are paid relatively poorly. 5 As you saw earlier, people working in science in the United Kingdom 6 don't earn as much as those in occupations 7 like medicine or law. 8 Besides, at the moment 9 it can be difficult to find a job in science and this can 10 put off young people from 11 thinking about a career in science. 12 Quite a lot of studies have been conducted that try to identify other factors that influence attitudes to scientists and their work (e.g. Campbell, 1998; Adams, 2003). 13 What are some of these factors? 14 Well, one important factor is 15 how scientists are represented in the media. 16 They're often shown as being socially isolated or even 17 mad! Another factor is the quality of science teaching in school. If a science teacher is interesting and enthusiastic, 18 he can have a 19 big impact on whether a student goes on to study science at college or university. Unfortunately, in my experience 20 not many science teachers are inspirational, although 21 the reader may have had a different experience.

- 1 — a) Avoid colloquial words and phrases (i.e. ones used in informal conversation rather than formal writing).
- — b) Avoid long expressions where there are shorter ones with the same meaning.
- — c) Use a one-word verb rather than a multi-word verb where possible.
- — d) Unless you are referring specifically to men or to women, use gender-neutral language.
- — e) Avoid referring to the reader as 'you' or 'the reader'.
- — f) Avoid contracted forms (e.g. use 'is not' rather than 'isn't').
- — g) Don't use 'like' instead of 'such as' when giving examples.
- — h) Don't use 'besides' to add another, stronger reason.
- — i) Avoid using questions to organise your writing.
- — j) Avoid using 'I' (think/believe etc.) when you express your opinion.
- — k) Use nominalisations* where possible to express yourself more efficiently.
- — l) Don't use exclamation marks to show your surprise.
- — m) Use more appropriate negative forms ('few' rather than 'not many', 'little' rather than 'not much', 'no' rather than 'not any').

* nominalisation = a type of word formation in which a verb or an adjective (or another part of speech) is used as (or transformed into) a noun.

SUPPLEMENT: How to Write an Academic Text for OPTION B (Map)

[Page 4]

In general, the OPTION A map questions are the easiest to answer.

There are no numbers to analyse, just 2 or 3 maps to compare. Very occasionally, there might only be a single map, but this is rare.

The maps will usually be of the same location at different times. This could be in the past, the present time or a plan for a proposed development in the future. You are required to write about the changes you see between the maps.

There are 5 steps to writing a well-organised academic text (or short essay):

- 1) Analyse the question
- 2) Identify the main features
- 3) Write an introduction
- 4) Write an overview
- 5) Write the details paragraphs

The importance of steps 1 and 2 cannot be overemphasised. It is essential that this planning stage is completed properly before the writing actually starts.

Below is a model academic text/essay structure that can be used as a guideline.

Ideally, the text/essay should have 4 paragraphs (although, if done correctly, this could be presented as one single academic paragraph):

PARAGRAPH 1 – INTRODUCTION

PARAGRAPH 2 – OVERVIEW

PARAGRAPH 3 – 1ST MAIN FEATURE

PARAGRAPH 4 – 2ND MAIN FEATURE

PRACTICE QUESTION / TASK:

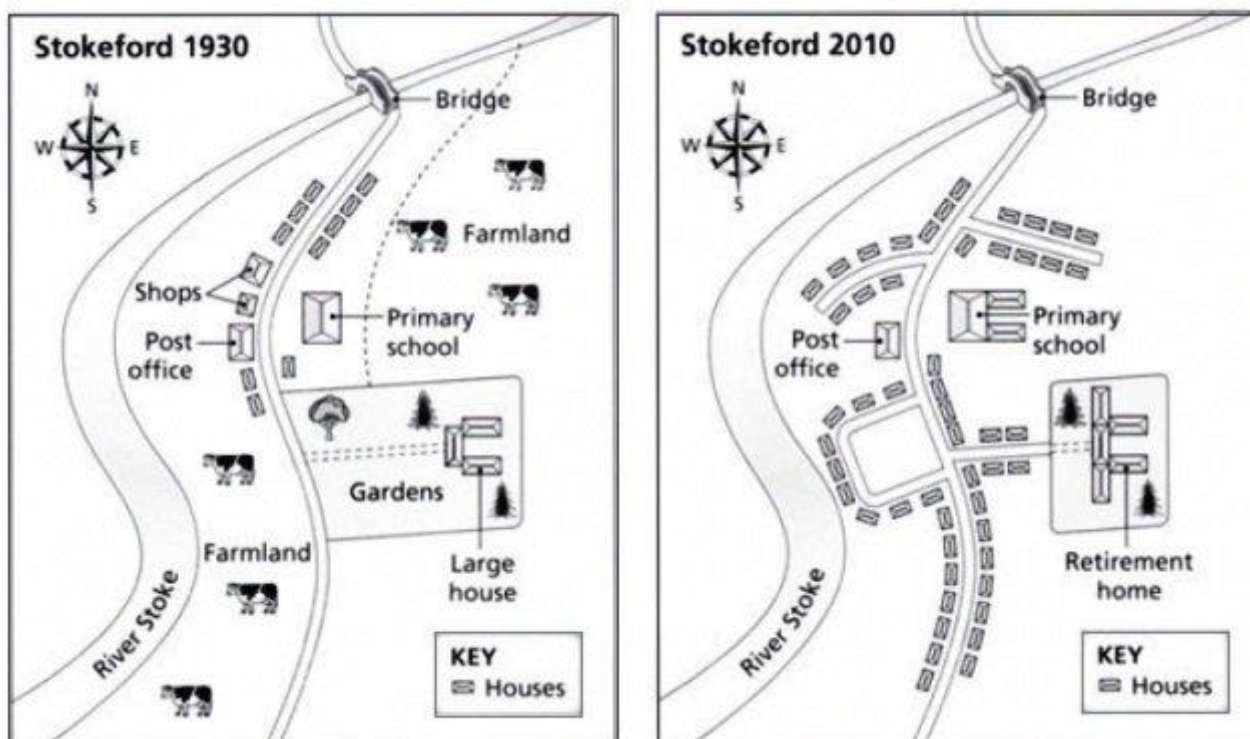
TASK →

THE MAPS BELOW SHOW THE CHANGES THAT HAVE TAKEN PLACE IN THE VILLAGE OF STOKEFORD BETWEEN 1930 and 2010.

INSTRUCTIONS →

DESCRIBE THE KEY CHANGES TO THE TOWN AS SHOWN IN THE PICTURES.
SUMMARIZE THE INFORMATION SHOWN IN THE PICTURES BY SELECTING AND REPORTING THE MAIN FEATURES, AND MAKE COMPARISONS / CONTRASTS WHERE RELEVANT.

Write at least 150 words (and no more than 175 words).



STEP 1 – ANALYSE THE QUESTION / TASK

[Page 5]

The overall format of every OPTION A question / task is the same. Every question / task consists of 3 things:

- (1) A brief description of the graphic: *"THE MAPS BELOW SHOW THE VILLAGE OF STOKEFORD IN 1930 AND 2010."*
- (2) The instructions: *"DESCRIBE THE KEY CHANGES TO THE TOWN AS SHOWN IN THE PICTURES. SUMMARISE THE INFORMATION BY SELECTING AND REPORTING THE MAIN FEATURES, AND MAKE COMPARISONS WHERE RELEVANT."*
- (3) The graphic: THE MAP / MAPS.

The instructions clearly state what must be done **in order to fulfil the task. You must do 3 things:**

- 1) Select the main features.
- 2) Describe the main features.
- 3) Compare the main features.

All three tasks refer to the '**main features**' of the graphic. You **do not have to write about everything**. Just pick out 2 or 3 key features and there will be plenty to write about.

STEP 2 – IDENTIFY THE MAIN FEATURES

All you are looking for are the main features. Start with the earliest map. Identify the key features and look to see how they have changed in the later map, and again in the final map if there are three.

Here are some useful questions to ask **before you begin writing**:

- 1) What time periods are shown?
 - Are the maps of past, present or future situations? This is important to note because it will determine whether the essay is written using past, present or future tenses.
 - The two maps in the practice question / task show the village of Stokeford at two different times in the past. This immediately suggests that the past tense will be needed in the essay.
- 2) What are the main differences between the maps?
 - What features have disappeared? What new features are in their place?
- 3) What features have remained the same over the time period?
 - Although the location on the maps will have undergone major development, some features may remain unchanged.
 - Also, think about directional language that can be used, such as:
north / south / east / west / north-east / north-west / south-east / south-west

So, what information is contained in the practice question / task maps?

There are a number of different features that could be selected such as, the loss of the shops, the disappearance of farmland, the enlargement of the school and the development of the large house into a retirement home.

NOTE: Many maps will contain far more changes than these sample maps and the changes may be more complex. In such cases, there will simply not be enough time to write about all of them so just 2 or 3 main features should be selected to focus on.

As these maps are quite simple, all 4 of the major changes previously identified will be listed.

MAIN FEATURE 1: The farmland has been built on.

MAIN FEATURE 2: The large house has been converted into a retirement home.

MAIN FEATURE 3: The school has been enlarged.

MAIN FEATURE 4: The shops have disappeared.

Now the actual essay / text writing can begin. Here is a reminder of the 4-part structure that should be used.

PARAGRAPH 1 = INTRODUCTION

PARAGRAPH 2 = OVERVIEW

PARAGRAPH 3 = 1ST MAIN FEATURE

PARAGRAPH 4 = 2ND MAIN FEATURE

For this essay, the overall structure will be adapted a little in order to write about two of the features in Paragraph 3 and the other two features in Paragraph 4.

STEP 3 – WRITE AN INTRODUCTION

[Page 6]

In the introduction, simply paraphrase the question, that is, say the same thing in a different way. This can be done by using synonyms and changing the sentence structure. For example:

QUESTION / TASK: "THE MAPS SHOW THE VILLAGE OF STOKEFORD IN 1930 AND 2010."

INTRODUCTION (PARAGRAPH 1): *The two maps illustrate how the village of Stokeford, situated on the east bank of the River Stoke, changed over an 80-year period from 1930 to 2010.*

This is all that needs to be done for the introduction.

STEP 4 – WRITE AN OVERVIEW (PARAGRAPH 2)

In the second paragraph, the general changes that have taken place should be described. No details should be given here - the detail comes later in the essay.

State the information simply.

No elaborate vocabulary or grammar structures are required, just appropriate words and correct verb tenses.

For example:

OVERVIEW (PARAGRAPH 2): *There was considerable development of the settlement over these years and it was gradually transformed from a small rural village into a largely residential area.*

Two sentences would be better than one for the second paragraph but the writing would be getting into too much detail if more was said about these maps at this point - so leave the overview as one sentence.

STEP 5 – WRITE THE 1ST DETAIL PARAGRAPH

Paragraphs 3 and 4 are where more detailed information should be included.

In paragraph 3, evidence to support the first 1 or 2 key features should be given.

In the case of the main features here, 1 and 3 are closely related so these two can be written about together.

Here they are again:

MAIN FEATURE 1: The farmland has been built on.

MAIN FEATURE 3: The school has been enlarged.

And this is an example of what could be written:

PARAGRAPH 3: *The most notable change is the presence of housing in 2010 on the areas that were farmland back in 1930. New roads were constructed on this land and many residential properties built. In response to the likely* increase in population, the primary school was extended to around double the size of the previous building.*

* REMEMBER to use HEDGING (you do not know WHY the change was made – so write in terms of 'possibility')

STEP 6 – WRITE THE 2ND DETAIL PARAGRAPH

For the fourth and final paragraph, do the same thing for the remaining key features.

Here are the two that are left:

MAIN FEATURE 2: The large house has been converted into a retirement home.

MAIN FEATURE 4: The shops have disappeared.

This is an example of what could be written:

PARAGRAPH 4: *While the post office remained as a village amenity, the two shops that can be seen to the north-west of the school in 1930, no longer existed by 2010, having been replaced by houses. There also used to be an extensive property standing in its own large gardens situated to the south-east of the school. At some time between 1930 and 2010, this was extended and converted into a retirement home. This was another significant transformation for the village.*

On the following page the four paragraphs are brought together to create the finished essay / text.

TASK →

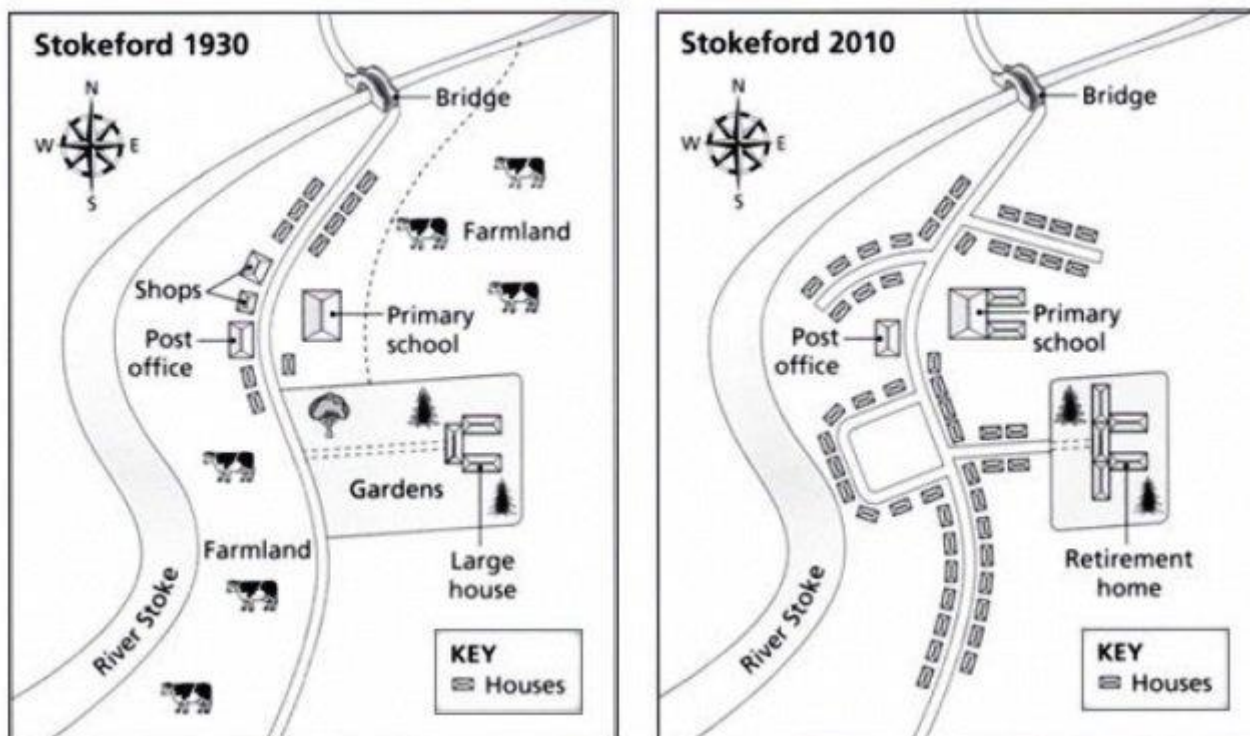
THE MAPS BELOW SHOW THE CHANGES THAT HAVE TAKEN PLACE IN THE VILLAGE OF STOKEFORD BETWEEN 1930 and 2010.

INSTRUCTIONS →

DESCRIBE THE KEY CHANGES TO THE TOWN AS SHOWN IN THE PICTURES.

SUMMARIZE THE INFORMATION SHOWN IN THE PICTURES BY SELECTING AND REPORTING THE MAIN FEATURES, AND MAKE COMPARISONS / CONTRASTS WHERE RELEVANT.

Write at least 150 words (and no more than 175 words).



The two maps illustrate how the village of Stokeford, situated on the east bank of the River Stoke, changed over an 80-year period from 1930 to 2010.

There was considerable development of the settlement over these years and it was gradually transformed from a small rural village into a largely residential area.

The most notable change is the presence of housing in 2010 on the areas that were farmland back in 1930. New roads were constructed on this land and many residential properties built. In response to the likely increase in population, the primary school was extended to around double the size of the previous building.

While the post office remained as a village amenity, the two shops that can be seen to the north-west of the school in 1930, no longer existed by 2010, having been replaced by houses. There also used to be an extensive property standing in its own large gardens situated to the south-east of the school. At some time between 1930 and 2010, this was extended and converted into a retirement home. This was another significant transformation for the village.

[185 WORDS]

Please note that this sample essay / text is over the maximum word limit (of 175) which shows that there is not much space to include very much detail at all. That is why it is essential to select just a couple of main features to write about.

Also, please note that there are NO PERSONAL PRONOUNS at all in this text.

In addition, notice that there is NO CONCLUSION → DESCRIBING / COMPARING / CONTRASTING are where you will earn points.

SUPPLEMENT: How to Write an Academic Text for OPTION B (Diagram)

[Page 8]

An OPTION A process diagram question can contain a wide variety of different types of graphics. It could be a natural process such as the water cycle, a manufacturing process or a diagram of a system.

There are 5 steps to writing a well-organised academic text (or short essay):

- 1) Analyse the question
- 2) Identify the main features
- 3) Write an introduction
- 4) Write an overview
- 5) Write the details paragraphs

The importance of steps 1 and 2 cannot be overemphasised. It is essential that this planning stage is completed properly before the writing actually starts.

Below is a model academic text/essay structure that can be used as a guideline.

Ideally, the text/essay should have 4 paragraphs (although, if done correctly, this could be presented as one single academic paragraph):

PARAGRAPH 1 = INTRODUCTION

PARAGRAPH 2 = OVERVIEW

PARAGRAPH 3 = 1ST MAIN FEATURE

PARAGRAPH 4 = 2ND MAIN FEATURE

PRACTICE QUESTION / TASK:

TASK →

THE FOLLOWING DIAGRAMS SHOW A STRUCTURE THAT IS USED TO GENERATE ELECTRICITY FROM WAVE POWER.

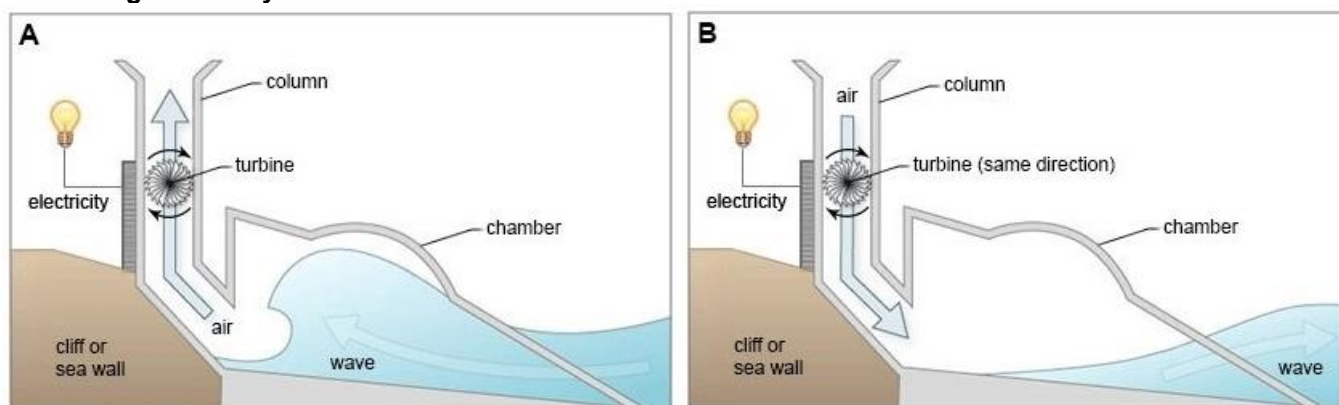
INSTRUCTIONS →

DESCRIBE THE KEY PARTS OF THE PROCESS AS SHOWN IN THE PICTURES.

SUMMARIZE THE INFORMATION SHOWN IN THE PICTURE BY SELECTING AND REPORTING THE MAIN FEATURES, AND MAKE COMPARISONS / CONTRASTS WHERE RELEVANT.

Write at least 150 words (and no more than 175 words).

Generating Electricity from The Sea



STEP 1 – ANALYSE THE QUESTION / TASK

The overall format of every OPTION A question / task is the same. Every question / task consists of 3 things:

(1) A brief description of the graphic:

"THE DIAGRAMS BELOW SHOW A STRUCTURE THAT IS USED TO GENERATE ELECTRICITY FROM WAVE POWER."

(2) The instructions:

"DESCRIBE THE KEY PARTS OF THE PROCESS AS SHOWN IN THE PICTURES. SUMMARISE THE INFORMATION BY SELECTING AND REPORTING THE MAIN FEATURES, AND MAKE COMPARISONS WHERE RELEVANT."

(3) The graphic:

THE DIAGRAM / DIAGRAMS.

Sentence 2 clearly states what must be done in order to fulfil the task. You must do 3 things:

- 1) Select the main features.
- 2) Write about the main features.
- 3) Compare the main features.

All three tasks refer to the 'main features' of the graphic. You **do not have to write about everything**. Just pick out 2 or 3 key features and there will be plenty to write about.

STEP 2 – IDENTIFY THE MAIN FEATURES

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The graphic in an OPTION A process diagram question should not be difficult to understand. There are not usually any numbers to analyse as in other types of question, just a diagram to interpret or, as in this practice question, two diagrams which each show part of the process.

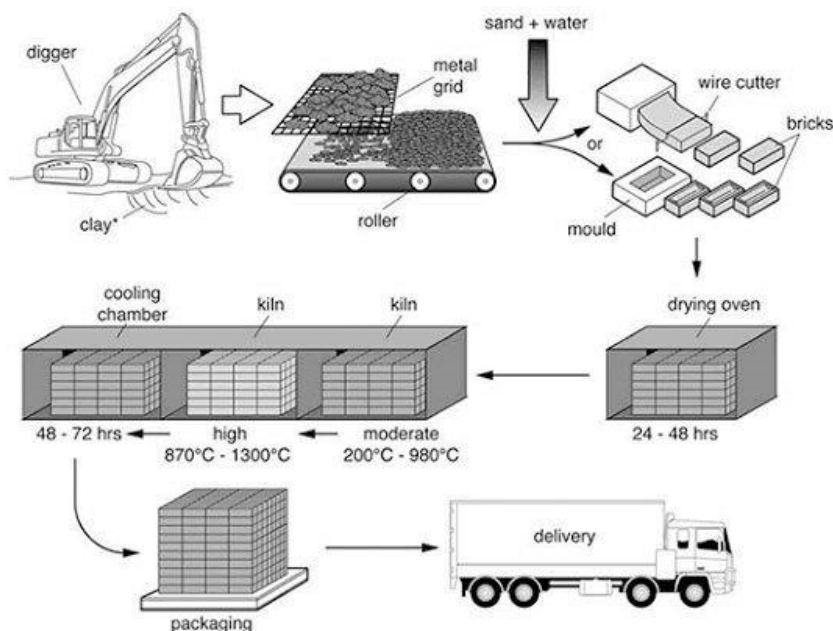
All you are looking for are the main features. These should be the easiest things to spot. There will be a lot of information in the graphic to help you identify them, especially, titles, labels and captions.

Here are some useful questions to ask **before you begin writing**:

1) Is it a linear or a cyclical process?

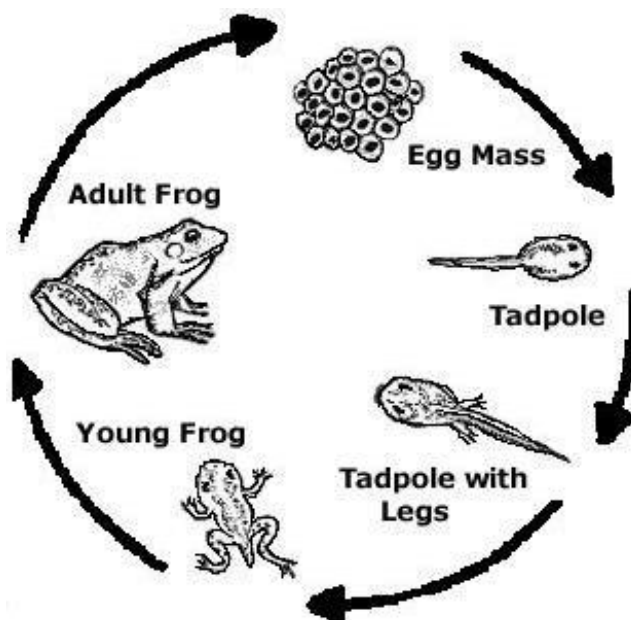
- A linear process starts and finishes at different places.
- It will often involve the manufacture or creation of something, starting with the raw materials going in at one end and the finished product coming out the other end.
- An example of this can be seen in this diagram question / task about the manufacture of bricks.

LINEAR PROCESS



A cyclical process, on the other hand, is a process that goes back to the beginning and repeats over and over again, such as the life cycle of a frog or a butterfly.

CYCLICAL PROCESS



2) Where does the process start and end?

- For a linear process this will usually be obvious. It may be harder to determine for a cyclical process so it is important to examine the graphic carefully to find out.

3) How many steps are there to the process?

- If there are a lot, it can be helpful to number them from 1 to whatever number the final stage is.

4) Can the process be easily broken down into stages?

- In the brick-making graphic, for example, there are three stages:
 - 1) Creating the bricks from clay
 - 2) Manufacturing the finished product by drying and firing
 - 3) Packaging and delivery

In the life cycle graphic on the previous page, there are also three distinct stages as the frog passes through different stages of development – egg, juvenile, adult.

5) What are the raw materials? What is produced at the end of the process?

- These questions obviously apply only to manufacturing processes.

For other types of process, it might be more appropriate to ask the following question.

6) What is the end result of the process?

- This question is relevant for this practice OPTION A process diagram question which shows a process that creates something using a particular structure. The end result is the production of electricity.

So, what main features stand out in the practice graphic?

This graphic does not contain very much detail. There are only two stages to the process:

Stage 1: Electricity is generated as the wave flows into the structure (Diagram A).

Stage 2: Electricity is also created as the receding wave draws air back down the column (Diagram B).

NOTE: Other diagrams are more complex and you may have to go through them stage by stage to work out what is happening and then pick out just 2 or 3 main features to write about.

Now the actual essay / text writing can begin. Here is a reminder of the 4-part structure that should be used.

PARAGRAPH 1 = INTRODUCTION

PARAGRAPH 2 = OVERVIEW

PARAGRAPH 3 = 1ST MAIN FEATURE

PARAGRAPH 4 = 2ND MAIN FEATURE

STEP 3 – WRITE AN INTRODUCTION

In the introduction, simply paraphrase the question, that is, say the same thing in a different way. This can be done by using synonyms and changing the sentence structure. For example:

QUESTION / TASK: "THE DIAGRAMS BELOW SHOW A STRUCTURE THAT IS USED TO GENERATE ELECTRICITY FROM WAVE POWER."

INTRODUCTION (PARAGRAPH 1):

The two diagrams illustrate a method of creating electricity from the force of waves using a specifically designed man-made construction.

This is all that needs to be done for the introduction.

STEP 4 – WRITE AN OVERVIEW (PARAGRAPH 2)

In the second paragraph, a general description of the diagram/s or process should be given.

No details should be given here - the detail comes later in the essay.

State the information simply.

No elaborate vocabulary or grammar structures are required, just appropriate words and correct verb tenses.

For example:

OVERVIEW (PARAGRAPH 2):

The structure, consisting of a wave chamber and a tall column containing a turbine, is erected on a steeply sloping coastal cliff or sea wall where it is subject to the movement of the ocean waves.

STEP 5 – WRITE THE 1ST DETAIL PARAGRAPH

Paragraphs 3 and 4 are where more detailed information should be included. In paragraph 3, the first key feature should be explained in more detail.

For this question, the first stage of the process should be expanded upon.

Here it is again:

Stage 1: Electricity is generated as the wave flows into the structure (Diagram A).

And this is an example of what could be written:

PARAGRAPH 3: The first diagram shows how the incoming wave fills a large chamber and forces the air inside this space up the column and through the turbine. The pressure of the air rotates the turbine which generates a current of electricity. The process does not end there for the structure is able to continue producing power as the sea recedes as can be seen in the second diagram.

STEP 6 – WRITE THE 2ND DETAIL PARAGRAPH

For the fourth and final paragraph, you do the same thing for the remaining key features or, for this question, the second stage of the process.

Here it is again:

Stage 2: Electricity is also created as the receding wave draws air back down the column (Diagram B).

This is an example of what could be written:

PARAGRAPH 4: As the water now flows away from the structure, it draws air back down the column and downwards through the turbine in the same direction as the previous upward flow of air. The turbine continues to turn, thus generating even more electricity.

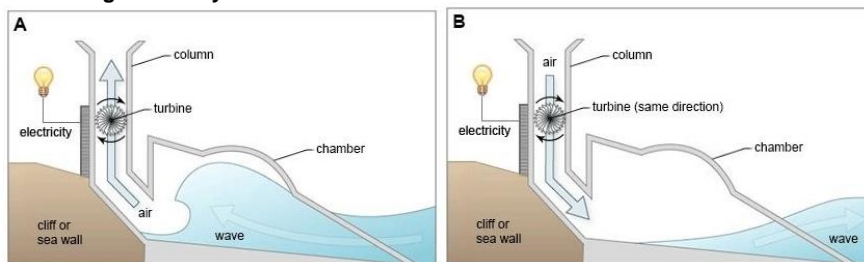
Below the four paragraphs are brought together to create the finished essay / text.

TASK → THE FOLLOWING DIAGRAMS SHOW A STRUCTURE THAT IS USED TO GENERATE ELECTRICITY FROM WAVE POWER.

INSTRUCTIONS → DESCRIBE THE KEY PARTS OF THE PROCESS AS SHOWN IN THE PICTURES. SUMMARIZE THE INFORMATION SHOWN IN THE PICTURE BY SELECTING AND REPORTING THE MAIN FEATURES, AND MAKE COMPARISONS / CONTRASTS WHERE RELEVANT.

Write at least 150 words (and no more than 175 words).

Generating Electricity from The Sea



The two diagrams illustrate a method of creating electricity from the force of waves using a specifically designed man-made construction.

The structure, consisting of a wave chamber and a tall column containing a turbine, is erected on a steeply sloping coastal cliff or sea wall where it is subject to the movement of the ocean waves.

The first diagram shows how the incoming wave fills a large chamber and forces the air inside this space up the column and through the turbine. The pressure of the air rotates the turbine which generates a current of electricity. The process does not end there for the structure is able to continue producing power as the sea recedes as can be seen in the second diagram.

As the water now flows away from the structure, it draws air back down the column and downwards through the turbine in the same direction as the previous upward flow of air. The turbine continues to turn, thus generating even more electricity.

[165 WORDS]

Please note that this sample essay / text is within the allowed word limit; however, depending on the diagram(s) there may not much space to include very much detail at all. That is why it is essential to select just a couple of main features to write about.

Also, please note that there are NO PERSONAL PRONOUNS at all in this text.

In addition, notice that there is NO CONCLUSION → DESCRIBING is where you will earn points.