



# Reading and Writing in Academic Contexts

## CELEN048 (2024–25)

Name: \_\_\_\_\_

Group: \_\_\_\_\_





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## LESSON AIMS

This lesson will help you to:

- [1] understand the purpose of this course and how it will be delivered and assessed
- [2] analyse different types of genre
- [3] identify features of academic writing and vocabulary

## Introduction to genre and genre analysis

### Task 1

Discuss with your partner the methods you would use to communicate with the following people:

- Your family
- Your friends
- Your classmates
- Your teacher
- Your colleagues / your boss

### Task 2

Compare WeChat and Email:

- Which is the more appropriate way to communicate with your tutors?
- Would the language you use in an email to your tutor be similar or different to WeChat messages to friends / family?

| Genre             | Language features |
|-------------------|-------------------|
| WeChat messages   |                   |
| Email             |                   |
| Newspaper         |                   |
| Student essays    |                   |
| Textbooks         |                   |
| Research journals |                   |

### Task 3

Open the following two sources from your IWA reading list (available on Moodle):

*Source 1: O'Connor and Steckelberg (2023)*

*Source 2: Lieberman (2013)*

What types of sources are these?

*Source 1:* \_\_\_\_\_

*Source 2:* \_\_\_\_\_

### Task 4

Use the texts to fill in the missing information in the table below.

|  | <b>Newspaper article</b> | <b>Book chapter</b> |
|--|--------------------------|---------------------|
| <b>Author</b><br>Who wrote the text?   |                          |                     |
| <b>Author (Purpose)</b><br>Why did they write this text?                       |                          |                     |
| <b>Audience</b><br>Who will read the text?                                     |                          |                     |
| <b>Audience (Purpose)</b><br>Why will they read the text?                      |                          |                     |
| <b>Content</b><br>What is the text about?                                      |                          |                     |
| <b>Register</b><br>Is the language formal or informal?                         |                          |                     |
| <b>Organisation</b><br>Are there any images, headings, subheadings?            |                          |                     |
| <b>Organisation</b><br>Are the texts organised differently or in the same way? |                          |                     |

# Introduction to academic writing

## Task 5

- a. Compare the two paragraphs below and decide which one is more academic.

### Paragraph 1

Nowadays, we're living longer all around the world. There are lots of things which can make people live longer in different parts of the world. There are so many reasons why people live longer, e.g. clean water, good life habits and so on. In the past, water quality was really terrible but these days it's good. And before, people would do bad things like smoking but now people understand that smoking is bad for you. What are the reasons for these changes? Maybe now people understand the importance of drinking clean water and smoking danger, which had led to people having more and more healthy lives.

### Paragraph 2

Life expectancy is increasing globally for several reasons. The availability of clean drinking water is a major factor contributing to increased life expectancy (Smith and Jones, 2021). In the past, it was difficult to purify water before drinking but with advancements in purification technology, it has become easier to clean water before drinking. Another reason is an awareness of forming healthy habits such as eating well and avoiding smoking. Anti-smoking laws have emerged around the world as governments become aware of the dangers of smoking (Lee, 2018). Due to an increased enforcement of these laws, there has been a sharp decline in smoking, leading to increased life expectancy.

- b. What are the differences between the language used in the two paragraphs that makes one more academic than the other?

## Task 6

Match the items generally avoided in academic writing with the examples a-i on p.7.

| <b>Items a-i</b> | <b>Examples of items which are generally avoided</b>  |
|------------------|---|
|                  | can't / don't / won't / they're / haven't   |
|                  | look up / go out / find out / check out / look at   |
|                  | dodgy / loo / skint / dude  |
|                  | I / me / you / we / us / our *  |
|                  | thing / good / bad / get / do / make  |
|                  | and so on / etc. / among others   |
|                  | What are the reasons for this?<br>What should be done about this?   |
|                  | And the second reason is ...<br>So, a large number of people were infected ...<br>But this was not the only cause ... |
|                  | really / terrible / sadly / surprisingly / nice / amazing / horrible  |

|  |   |                              |
|--|---|------------------------------|
| <b>a.</b> Slang words  | <b>b.</b> Emotive words and phrases   | <b>c.</b> Phrasal verbs      |
| <b>d.</b> Run on expressions   | <b>e.</b> Contractions  | <b>f.</b> Direct questions   |
| <b>g.</b> Certain conjunctions which should not be used to begin sentences as they're designed to be used in the middle of sentences | <b>h.</b> Words which have a wide range of meanings so they may cause confusion (vague words) | <b>i.</b> Personal pronouns* |

\* These may be used in some types of texts depending on the author's purpose and intended audience.

## Task 7

Look at Paragraph 1 from Task 5 again. Underline all the items which are generally avoided in academic writing. Then, think how they could be removed or replaced.

## Academic vocabulary

### Task 8

Think about vocabulary you might find in a reading text with the title:

*Melted, pounded, extruded: Why many ultra-processed foods are unhealthy*

Why might this text cause you difficulty as a reader?

### Task 9

Read the text on p. 8 (an extract from O'Connor and Steckelberg, 2023) and highlight any unfamiliar words. Can you guess their meaning from the context?

### Task 10

Choose four words from the text and add them to the table below. Next to each word, guess

|    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |

the meaning of the word and write down your ideas.

### Task 11

Check in an online English-English dictionary. Did you guess correctly? If not, note the correct definitions.

## Task 12

Circle two general academic vocabulary items in the reading below. Then, underline two subject-specific vocabulary items. Share your answers with your group and check if you agree that the words are general or subject-specific.

### **Melted, pounded, extruded: Why many ultra-processed foods are unhealthy**

Industrial processing changes the structure of food. Experts say it can affect how much you eat and absorb, your weight and risk for chronic disease.

By Anahad O'Connor and Aaron Steckelberg

#### **The journey of two corn kernels**

Almost all foods undergo some level of processing. Even fresh vegetables like baby carrots are washed, peeled, cut and packed by machines at processing facilities before they arrive at grocery stores. But ultra-processed foods are transformed from simple ingredients into industrial products with unusual combinations of flavours, additives and textures, many of which are not found in nature.

Ultra-processing degrades the internal structure or "food matrix," the complex internal structure that not only holds the corn together, but influences the bio-availability of the nutrients, how our bodies use the food and whether we feel full after eating it.

Across the globe, governments are embracing the idea that ultra-processed foods are a big contributor to poor health. Many countries have issued dietary guidelines encouraging people to include more unprocessed foods in their diet, and some, like Brazil, Belgium, Israel and Uruguay, have published dietary guidelines explicitly urging people not to eat ultra-processed foods.

In the United States, where ultra-processed foods make up 58 percent of the calories Americans consume, government experts are examining the link between ultra-processed foods and obesity, and their findings could influence the government's influential Dietary Guidelines for Americans.

But supporters of the packaged food industry say processed foods are an essential part of the food supply. "Processed foods in general help create a more affordable, available, and accessible food environment," said Bryan Hitchcock, chief science and technology officer for the Institute of Food Technologists, in an email. "Processing technologies, particularly at the industrial scale, add value, safety and nutrition while reducing costs and food loss and waste."

## Task 13

Using a vocabulary notebook to record useful academic language can help improve your reading and writing. Create a digital notebook (e.g. OneNote or other similar applications) or start a handwritten one in a notebook. Throughout the semester, add specific terms or phrases to your notebook. Using the format below or your own, add 3-4 terms or phrases from this lesson to your notebook.

| Term | Translation | Word form | Definition | Sentence |
|------|-------------|-----------|------------|----------|
|      |             |           |            |          |
|      |             |           |            |          |
|      |             |           |            |          |
|      |             |           |            |          |

# Lesson 1.2



## LESSON AIMS

This lesson will help you to:

- [1] analyse essay tasks
- [2] apply skimming and scanning techniques when reading
- [3] locate and read items on a reading list
- [4] take notes on a reading list source

### Analysing essay tasks

#### Task 1

Analyse the following essay task:

| <i>Outline the main developments in sustainable agriculture since 2010.</i> |  |
|---|--|
| Task Type   |  |
| Topic   |  |
| Controlling Idea  |  |

#### Task 2

Analyse the following task types in the same way:

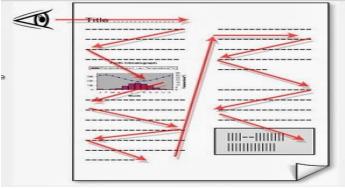
- a. Explain what is meant by UPFs.
- b. Evaluate the impact of smartphones on education.
- c. Give 2 reasons for the global increase in obesity.
- d. Analyse the impact of climate change on human health.

#### Task 3

Analyse your IWA task:

***Explain two reasons for the prevalence of UPFs (ultra-processed foods)  
in the global food system***

## Reading with a purpose

|  |   |
|--|---|
| <b>Skimming</b><br> | <b>Skimming a text:</b><br>This involves getting an overall impression of a piece of text. To do this you would look quickly through the text paying particular attention to any headings and subheadings and read the introduction and conclusion. Skimming is helpful if you are trying to decide whether text would be useful to read. |
| <b>Scanning</b><br> | <b>Scanning a text:</b><br>This involves searching for a specific piece of information in a text. Like skimming, rather than reading word-by-word, run your eyes down the page to find what you are looking for. Scanning is useful if you need to find information such as facts, figures or ideas.                                      |

### Task 4

Open the O'Connor and Steckelberb (2023) online newspaper article. Skim and scan the text to find background information on and an explanation of UPFs (ultra-processed foods).

### Task 5

Read the text more closely. While reading, highlight the relevant information. Then, write short responses to the questions below.

a. What is the major difference between processed and ultra-processed foods?

b. What is meant by 'refining' grains?

c. Why are refined starches used in ultra-processed foods?

d. From a manufacturer's perspective, what are some benefits of extrusion cooking?

e. What could be some drawbacks of extrusion cooking?

f. What is one criticism of the Nova classification system?

## Introduction to reading and note-taking

### Reading with a purpose: Taking notes

Good note-taking:

- Helps you avoid copying directly from sources (plagiarism)
- Helps you to focus on what is important in your reading
- Helps you to understand and remember what you are reading
- Helps you plan and structure your writing assignments

When taking notes, consider the following questions:

- How much detail do you need to include?
- Do you need to find any specific information from the text?
- Can you take complex ideas and explain them in a simple way?
- Do you notice any links or relationships between ideas? Can you briefly explain these in your own words?

**NOTE:** Good note-taking will help you understand complex ideas and make connections between them.

### Common note-taking styles:

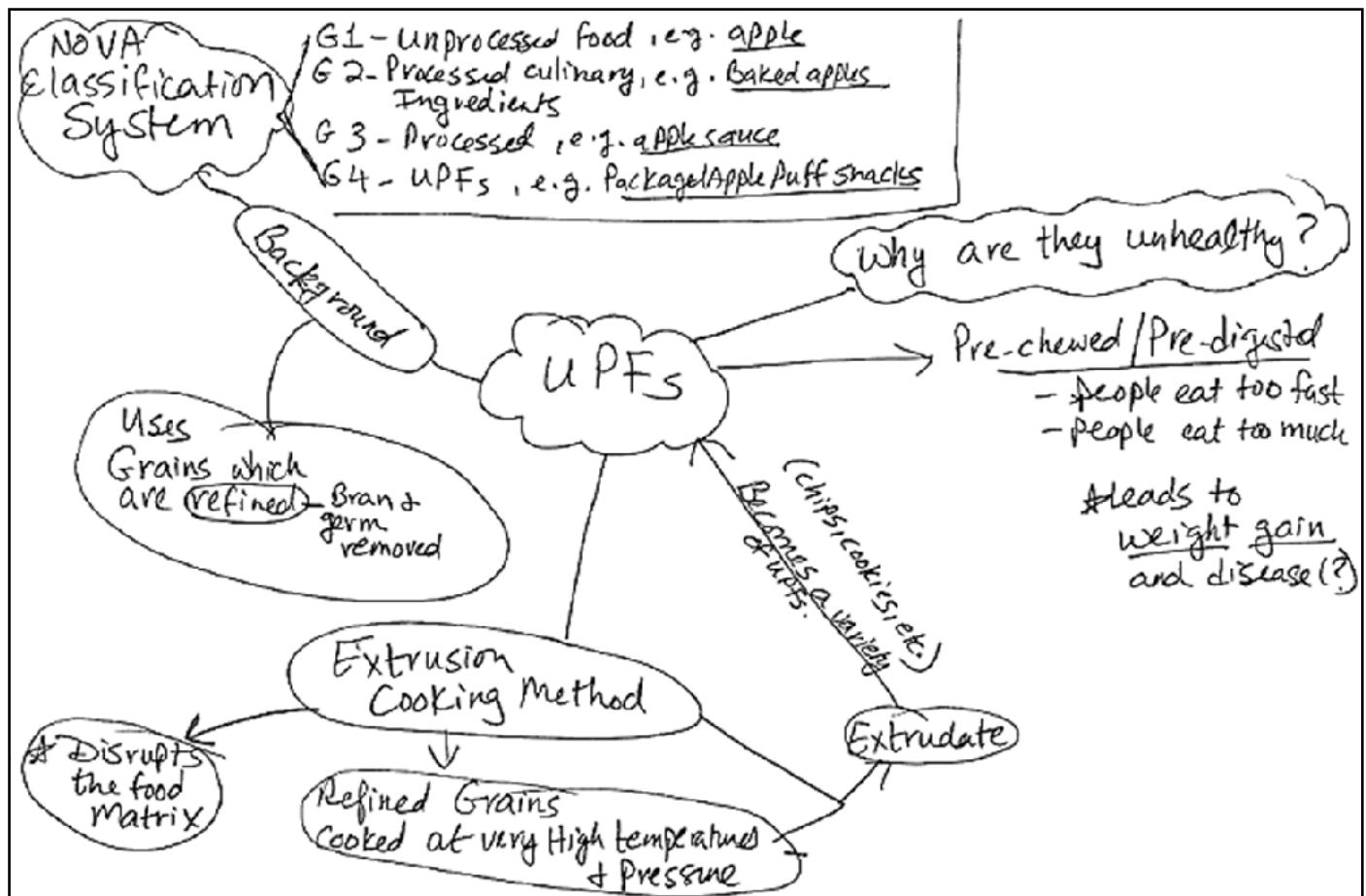
- Pattern notes, e.g. mind map
- Cornell notes
- Margin annotations and highlighting
- A mix of styles (your own style)

## Task 6

Choose your style, and take notes on what UPFs are. You can read the article again and use your answers to the questions in Task 5.

## Task 7

Compared to your notes, what has the sample notes below done better? What could be improved in the sample notes?



|                  |  |
|------------------|--|
| In-text citation | (O'Connor and Steckelberg, 2023)<br><b>OR</b><br>O'Connor and Steckelberg (2023)   |
| Reference        | O'Connor, A. and Steckelberg, A. (2023) 'Melted, pounded, extruded – Why many ultra-processed foods are unhealthy.' <i>The Washington Post</i> , June 27th 2023. |

| Vocab & Questions   | Notes   |
|---|---|
| <b>Ultra-processed foods (n)</b><br><br>'Industrial formulations<br>'made up entirely of substances extracted from other foods or<br>'synthesised in laboratories.<br>Manufactured through 'extrusion moulding, and frying' | <u>Background info</u><br>*Almost all foods are processed<br>UPFs, especially, → increased appetite, weight gain, disease<br><u>Characteristics of UPFs</u><br>- degrades the food matrix—not recognisable as any food in nature<br>- use methods like extrusion cooking<br><u>Extrusion Cooking</u><br>Starts with whole grains: wheat, rice, oats, corn, then nutrients are removed, e.g. bran and germ>>> Refined starches<br><br>Cooking extrudes—use very intense pressure and temperature to melt refined starches >>> becomes 'melt' >>> final product is called extrudate →→→ |
| <b>Refined Grains (n)</b><br><br>Grains from which nutrients have been removed  |   |
| <b>Extrudate (n)</b><br><br>The product resulting from extrusion cooking, which becomes a variety of UPFs.  | <b>Ultra-processed food</b><br>final products: e.g., breakfast cereals, corn chips, puffs, snack bars, cookies, doughnuts, baby food<br><br>NOVA Classification System<br>G 1: Unprocessed or minimally processed foods, e.g. apple<br>G 2: Processed culinary ingredients, e.g. home-baked apples<br>G 3: Processed foods, e.g. packaged applesauce<br>G 4: Ultra-processed foods, e.g. packaged apple puff snacks   |
| <b>Pre-chewed food (n)</b><br><br>UPFs are called pre-chewed foods because they digest very quickly<br><br>Are all health effects of UPFs negative?   | <b>Health effects of UPFs</b><br>People eat UPFs much faster, people eat more<br>↓<br>Obesity   |
| Why would people eat more UPFs? Taste, addiction?   | Pre-chewed foods → absorbing more calories → changes in gut hormone   |

# Lesson 1.3



## LESSON AIMS

This lesson will help you to:

- [1] locate relevant information from a source
- [2] take notes on a reading list source
- [3] write a short essay using your notes

## Reading and note-taking

### Task 1

In the previous lesson, you read a text about UPFs. Compare your notes with a partner. In what ways are your notes similar or different?

### Task 2

Imagine you had to write a short essay titled:

*Explain what is meant by Ultra-processed Foods (UPFs)*

Do you think you have enough information to write it?

Look at the box below to help you decide and discuss with your partner.

Look at the sample IWA. How many sources are used in the introduction/first paragraph?

Do you think it is enough to use one source to write an essay?

What could be the problem with only using one source?

When using only one source, does it show you have read widely? Why/why not?

Does it show you have a good understanding of the topic? How/why?

### Task 3

Go to the IWA reading list and open the source by Lieberman, 2013.

Read the article and take notes of any relevant information to help you write a response to the essay task.

*Explain what is meant by UPFs*

Compare your notes with your classmates. Do you have the same 'relevant information'?

Look at the sample notes 1-4 and decide which are the most effective. Explain why.

## Sample 1

Lieberman, 2013

- Since ind. rev., food is more processed.  
↑ more desirable, easier to store, more convenient, cheaper

- Sellers, parents, schools provide food type we prefer.



↙  
ppl prefer food w sugar, salt, fat - large amounts.

e.g. supermarket, ↑ 'ready to eat' food. > 'real food'

UPFs - Changes how we eat

↳ less fibre, to quicker to digest coz food breaks down more easily

- Doesn't suit r bodies
- blood sugar levels fall  
∴ we're hungry again → causes obesity, diabetes.

Ind. Diet

- hi % carbs, esp sugar, refined starches.
- low in protein
- hi saturated fats
- v low in fibre
- low in vitamins + minerals (except salt)
- nutrient poor
- rich in calories

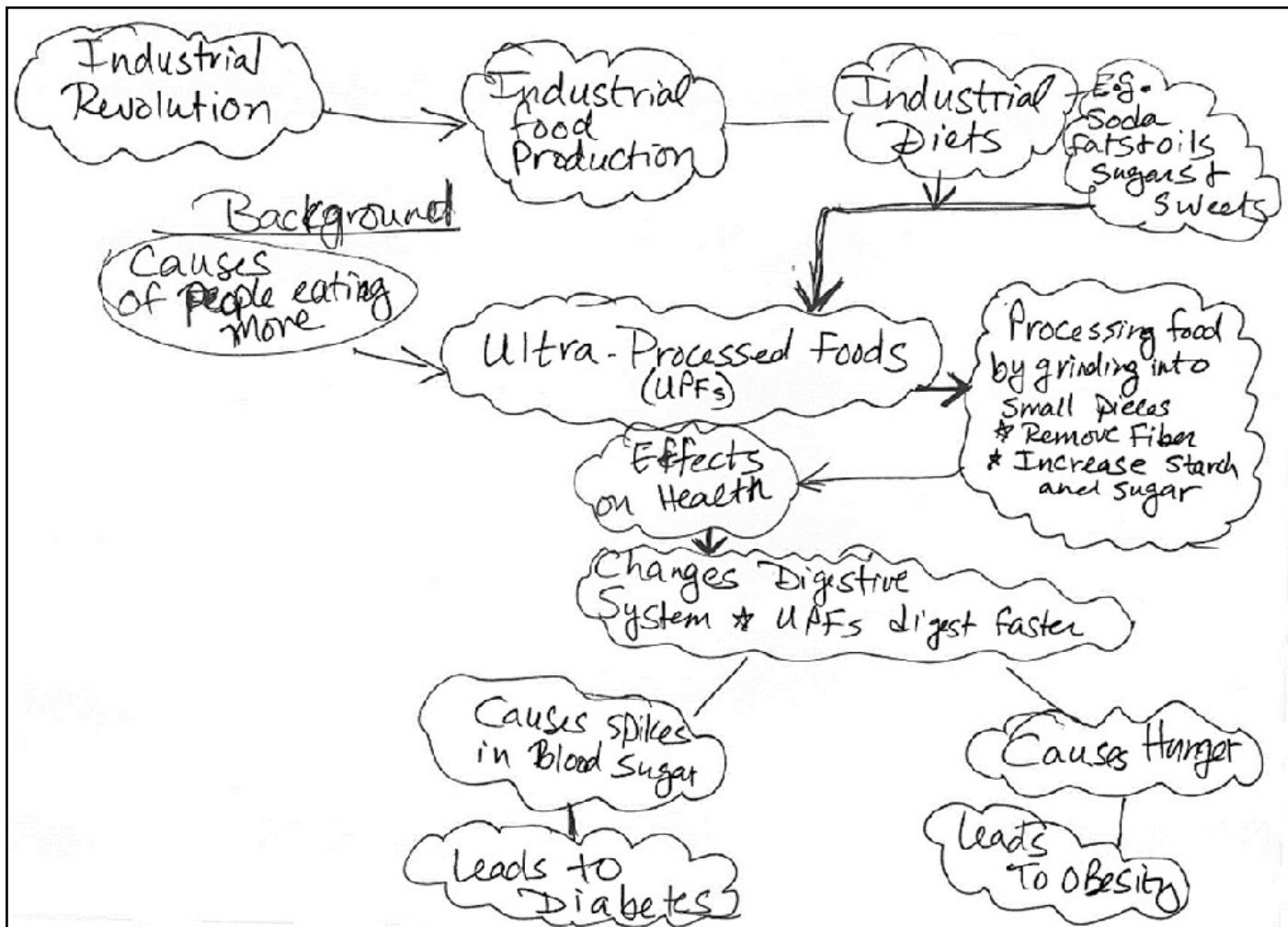
Summary

- Agriculture - More food, but worse quality
- Fd Industrialis. - made this worse
- has fed more ppl  
But 800 m still don't have enuf.  
1.6 B obese.

## Sample 2

| Vocab & Questions                                       | Notes   |
|---|---|
| How did the industrial food revolution change our diet? | Before 1970s, food production by small scale farmers<br>After 1970s, Large corp. took over<br>Led to <b>Industrial food: definition:</b> Food producers learned to make food cheaply & efficiently  |
| How did this happen?<br>→ Machines<br>→ Govt. subsidies | → led to surplus of fat, starch, sugar, salt<br>Surplus → decrease in price<br><br>This means producers have cheap, key ingredients for processed food production: fat, starch, sugar, salt<br><br>Led to more processed food available cheaply<br><br>→ prevalence of processed food |
| What is the difference?                                 | Farmers<br>Food producers   |

## Sample 3



## Sample 4

### Industrial Diets

#### Introduction - Changes in food

According to science fiction shows like Star Trek, food in the future will be produced by replicators. All you have to do is walk up to a machine that looks like a microwave and command it to produce something you desire like "Tea, Earl Grey, hot" or "macaroni and cheese" and, voila, the atoms necessary to make the dish will be assembled in just the right way. This fantasy of future food is actually not that far off from the way many people sustain themselves today and makes the differences between Paleolithic and agricultural era diets seem fairly trivial. Even though farmers neither hunt nor gather they do at least grow and process their food. How about you? Did you grow or raise anything you ate today? In fact, did you even have to process it? The average American or European consumes about a third of all meals outside the house, and when we cook, we mostly unwrap, combine, and heat different ingredients. I love to cook, but the most intensive work I usually do is to peel a carrot, dice an onion, or grind stuff in a food processor.

#### Background - Changes in diet - Cause - Indus. Rev.

From a physiological perspective, the Industrial Revolution changed our diets as much if not more than the Agricultural Revolution. As chapter 8 reviewed, by switching from hunting and gathering to herding and cultivating, the first farmers increased the amount of food they could obtain, but at a cost. Farmers not only must work hard, but the food they produce is less diverse, less nutritious, and less certain than what a hunter-gatherer eats. By using machines to produce, transport, and store food in the same way we do textiles and cars, the Industrial Revolution abated some of these trade-offs and magnified others. These shifts began in the nineteenth century, but they intensified after World War 2, especially in the 1970s, as gigantic industrial corporations took over the business of making and producing food from small-scale farmers. In much of the developed world, the food we eat is now as industrial as the cars we drive and the clothes we wear.

\* Industrial diet → Result of changes in food production

The biggest change brought about by the industrial food revolution is that food producers (one cannot really call them farmers) have figured out how to grow and manufacture as cheaply and efficiently as possible exactly what people have desired for millions of years: fat, starch, sugar, and salt. The result of their ingenuity is a superabundance of inexpensive calorie-dense food. Consider sugar. The only really sweet food a hunter-gatherer can eat is honey, which usually requires walking many miles to find a hive, climbing the tree, smoking out the bees, and then bringing the honeycomb back. Sugarcane became a crop in the Middle Ages, and its cultivation accelerated during the eighteenth century, largely by using slaves to produce massive quantities in plantations. With the end of slavery in the late nineteenth century, industrial methods were

## Reading into writing

### Task 4

Use both sets of notes that you have completed from the two texts (Lieberman, 2013 and O'Connor and Steckelberg, 2023). Select relevant information to write a short paragraph (approx. 150 words) in response to the task:

*Explain what is meant by UPFs.*

You will email this to your tutor as an attachment in Task 5.

### Task 5

Sending an email:

- a. Read the example email below. Identify 5 features that should be included in all emails.

**Subject:** Formatting an email at UNNC and/or in a professional context

Dear RWAC Students,

This week in class we have discussed **genre** and the idea of **register** in writing, and how important it is to find the correct register for a situation. Our primary responsibility in RWAC is to teach you how to write an academic essay but there is at least one other form of writing you will have to do at UNNC that has a register you might usefully learn now: writing emails.

Most of you will have careers which will likely require some form of professional communication. Email is still the main way to apply for jobs, correspond with clients, and interact with colleagues, including your workplace superiors.

**Email is not WeChat**, and it is important that you understand that so that you can avoid problems at UNNC or in your future workplace.

Be advised that every email you send at UNNC should include the following items:

- A Subject header: My homework / A question about referencing
- A Salutation: Hi Lewis / Dear Professor Jones
- A Message: Please see in the attachment my short paragraph
- A Valediction: Best wishes / Kind regards/ See you next week
- Your name: Jiahua Zhang / Jason

Best wishes, and enjoy the RWAC course,

Lewis

- b. Considering the five features you identified above, send a short email to your tutor introducing yourself. Send your paragraph from Task 4 as an attachment.



## LESSON AIMS

This lesson will help you to:

- [1] understand the structure of an essay
- [2] compare student genres and non-student genres
- [3] reflect on your diagnostic writing
- [4] develop ideas for your IWA

### Task 1

Discuss together what was covered in the Week 1 lessons:

- What did we do in each lesson?
- What did you learn that was useful?
- What did you find difficult to understand?

### Task 2

Sample IWA task:

*Explain two reasons for the global increase in life expectancy*

- What does the essay task ask you to do?
- Identify the keywords in the essay title. What is the focus of the task?
- Do you need to check the meaning of any unfamiliar vocabulary in the task?
- Discuss with a partner what information you would expect to find in an essay written in response to this task title. See the box below for useful discussion language.

#### Useful discussion language:

- ⇒ I think we would find ...
- ⇒ There will probably be information about ...
- ⇒ I expect there will be some ...
- ⇒ The essay might have ...

*E.g., Definitions, specific health and medical vocabulary ...*

### Task 3

Work together to put the sections of the sample essay into the correct order on p. 20.

**NOTE:** The essay below was written by a student and is not a model.

**A.** In addition to government intervention in healthcare, a healthy lifestyle has also contributed to the increased lifespan all over the world. There are many aspects of lifestyle influencing lifespan such as diets, doing exercise, and personal choices in drinking or smoking. Firstly, some research findings indicate that healthy eating habits such as eating less cured food and more vegetables can cause a decline in cancer mortality rates (Chen *et al.*, 2018). Secondly, exercising is another significant contributor to the rise in life expectancy. According to a study conducted in the Health and Retirement Study, there are lifestyles factors, such as walking, that can lead to being free of disability and an increase in longevity (MPG, 2014). Finally, personal choices about drinking or smoking can also influence longevity. Researchers have found that males who live a wholesome life free of smoking and follow a moderate pattern of drinking alcohol are expected to have longevity 11 years more than others who do not. In addition, females who have a healthy lifestyle were found to be 12 years longer than those who do not (MPG, 2014). Compared to healthy patterns of drinking, drinking alcohol abnormally can lead to a reduction in fitness and decrease lifespan. Therefore, a healthy lifestyle is one of the likely factors causing increased life expectancy globally.

**B.** Positive government intervention, namely increased expenditure in healthcare is one of the main reasons leading to longevity worldwide. According to Roser, Ortiz-Ospina and Ritchie (2013), life expectancy increased by approximately 1%-4% all around the world from 1991-2014 because of this increased health expenditure. One vital effect of spending more money on healthcare is the development of vaccination (Rappuoli *et al.*, 2014). It has been reported by WHO (2014) that vaccination has prevented 2.5 million deaths per year and it may save five lives per minute. Recently global data shows that from 1970-2010, lifespan increased by more than 10% thanks to vaccination. As a result, from 1990-2010, communicable diseases decreased by nearly 8%. In addition, infant immunization has grown from less than 50% to 90% (Rappuoli *et al.*, 2014), which has also led to a longer life span. Lastly, the government has trained workers and volunteers to help improve health conditions. For instance, Ethiopia has trained many voluntary workers to contribute to their communities. Additionally, many experts are being trained to work in health careers. As a result, in countries such as Ethiopia, life expectancy at birth, from 1997 to 2018, increased by nearly 16% and in Brazil, it increased by more than 7% (Freeman *et al.*, 2020). Thus, positive government intervention, such as raising expenditure in healthcare, plays an important role in the increasing lifespan all around the world.

**C.** Recently, life expectancy has attracted widespread attention all over the world. Life expectancy is referred to by calculating the number of years which a person can expect to live on average. At the beginning of the 19th century, the worldwide life expectancy was not so high. The data shows that the global average was less than 40 years. However, it started to increase in the middle of the 20th century. In 1950, the average age worldwide rose to nearly 50 years. At present, life expectancy continues to grow. Data from Rappuoli *et al.* (2014) shows that life expectancy in the United States has risen to over 70 years. In addition, life expectancy in Ethiopia, also increased to 66 years in 2018 (Freeman *et al.*, 2020). Many factors have resulted in the increase of life expectancy around the world such as education, lifestyles, and water quality. This assignment will focus on only two main reasons for improved lifespan. The first reason is positive government intervention in healthcare and the second one is healthy lifestyles.

**D.** In conclusion, the purpose of this essay was to identify two main reasons for the increase in life expectancy globally, which were positive government interventions in healthcare and healthy lifestyles. Increased health expenditure has allowed for medical advancements such as vaccines, which have had a huge impact on longevity. Additionally, training medical staff and volunteers have also helped communities reduce infant mortality, resulting in higher life expectancy. From the perspective of healthy lifestyles, factors such as good diets and exercise have reduced incidents of disease. Avoiding poor lifestyle choices such as smoking and drinking have also contributed to healthier populations with increased life expectancy. If governments continue to invest in healthcare and people make good decisions regarding their lifestyles, it seems likely that the human lifespan will keep growing. Additionally, medical advancements, such as cures for cancer, will likely contribute to this trend. Perhaps in the near future, living beyond 100 years of age will become the norm.

### Apply the Labels A-D

|                  |
|------------------|
| Introduction     |
| Body paragraph 1 |
| Body paragraph 2 |
| Conclusion       |

### Discuss:

- How did you decide which order to put the essay in?
- What words or phrases helped you decide how to order the sections?

### Task 4

1. Compare the student essay with the book chapter (Lieberman, 2013). What are the main differences and similarities you notice? *E.g., The book chapter is much longer.*
2. Who do you think will read the student essay? Who is the intended audience?
3. Who do you think will read the book chapter? Who is the intended audience?
4. What is the purpose of the student essay? What is the writer trying to do/show?
5. What is the purpose of the book chapter? What is the writer trying to do/show?
6. Does your writing need to be at the *same level* as the book chapter?

### Key Academic Skills: The audience - who will be reading your writing?

In Week 1 we discussed reading with a purpose. Academic writers should also have a clear purpose in mind.

- The writer should think about the audience (e.g. is this for an expert or for a non-specialist reader?). This will help guide the style, what is included in the essay, and how ideas are organised.
- The writer must also remember that for specific types of writing (such as an academic essay), the reader has specific expectations with regard to style and content.

At UNNC you will read a wide range of academic texts, such as essays, journal articles and specialist coursebooks, so it is important to understand their purpose and audience. In your undergraduate studies, your professors will be reading your writing. You need to make sure you clearly address the task and display your knowledge and understanding.

## Task 5

The audience (the reader):

Who is **the audience (the reader)** for these two types of text? Tick the relevant boxes below.

| Student essay            | ✓ | Book chapter             | ✓ |
|--------------------------|---|--------------------------|---|
| Teacher/lecturers        |   | Teacher/lecturers        |   |
| Non-specialist reader    |   | Non-specialist reader    |   |
| Students                 |   | Students                 |   |
| Specialists in the field |   | Specialists in the field |   |

The purpose of the text:

What is the **purpose** of these two types of text? Tick the relevant boxes below.

| Student essay                                       | ✓ | Book chapter   | ✓ |
|---|---|--|---|
| To display knowledge and understanding of the topic |   | To display knowledge and understanding of the topic. |   |
| To show their own research on the topic             |   | To show their own research on the topic              |   |
| To comment on the research of others                |   | To comment on the research of others                 |   |
| To further develop research                         |   | To further develop research                          |   |
| To reach peers/colleagues in this field             |   | To reach peers/colleagues in this field              |   |

When finished, compare and discuss your answers. See useful discussion language below.

### Useful discussion language:

- ⇒ I think/I feel that ...
- ⇒ Maybe the audience is ...
- ⇒ For me, the people most likely to read this would be ...
- ⇒ The overall purpose of ... is to ...

## Task 6

1. Look at the sample IWA on pp. 22-23. In the introduction section, read the underlined sentences. What do these sentences **do** (what is the function of each of these sentences)? What information do they give the reader?
2. What do the first sentences in **body paragraphs 1 and 2** do?
3. What do the underlined sentences at the ends of **body paragraphs 1 and 2** do?
4. What information do the underlined sentences give the reader? How does this information connect with anything else highlighted in the essay?
5. What do you notice about the underlined sentence in the conclusion?
6. How do these sentences connect to the IWA task?

## SAMPLE IWA

**Task title:** Explain two reasons for the global increase in life expectancy.

Recently, life expectancy has attracted widespread attention all over the world. Life expectancy is referred to by calculating the number of years which a person can expect to live on average. At the beginning of the 19th century, the worldwide life expectancy was not so high. The data shows that the global average was less than 40 years. However, it started to increase in the middle of the 20th century. In 1950, the average age worldwide rose to nearly 50 years. At present, life expectancy continues to grow. Data from Rappuoli *et al.* (2014) shows that life expectancy in the United States has risen to over 70 years. In addition, life expectancy in Ethiopia, also increased to 66 years in 2018 (Freeman *et al.*, 2020). Many factors have resulted in the increase of life expectancy around the world such as education, lifestyles, and water quality. This assignment will focus on only two main reasons for improved lifespan. The first reason is positive government intervention in healthcare and the second one is healthy lifestyles.

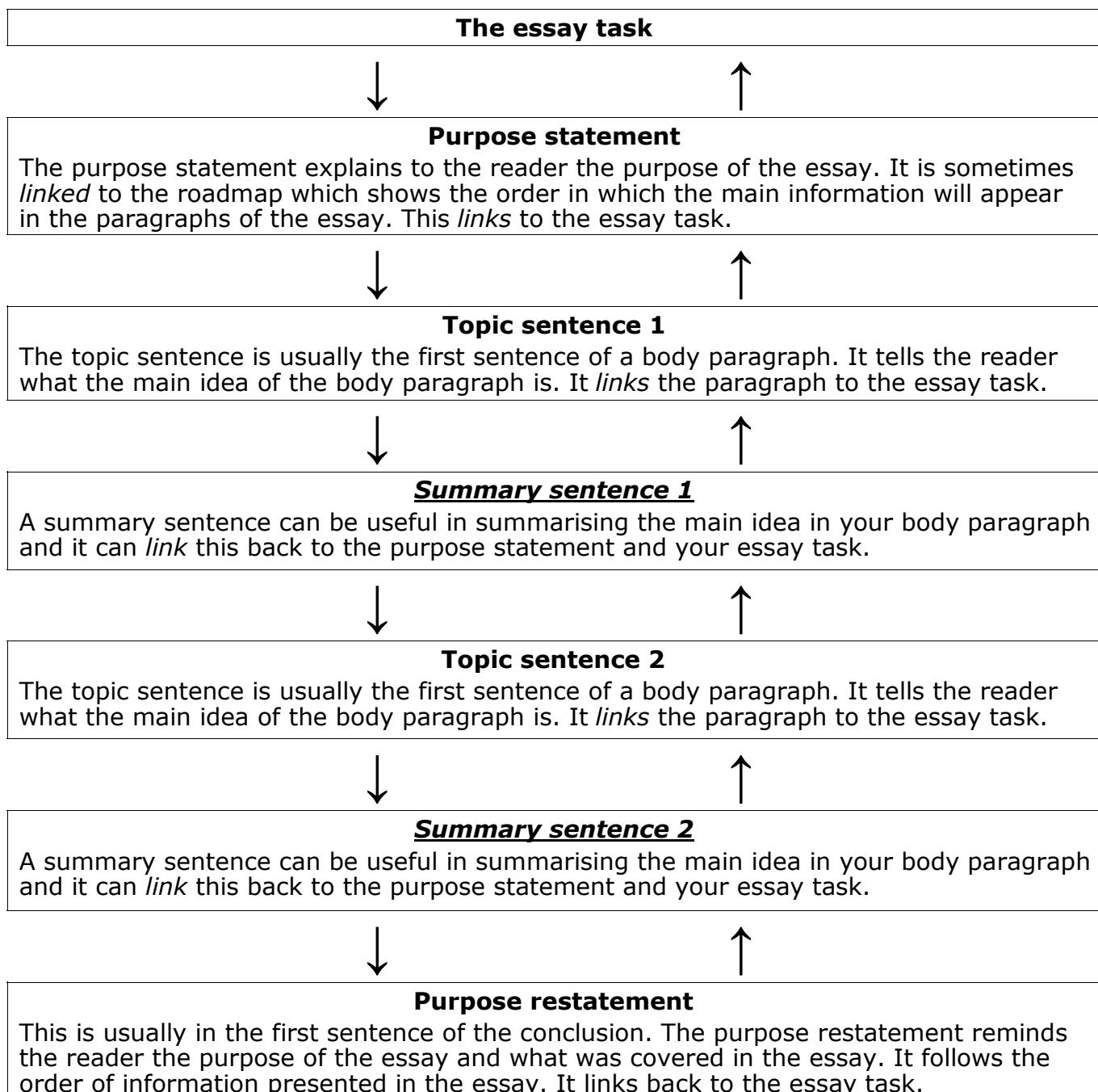
Positive government intervention, namely increased expenditure in healthcare is one of the main reasons leading to longevity worldwide. According to Roser, Ortiz-Ospina and Ritchie (2013), life expectancy increased by approximately 1%-4% all around the world from 1991-2014 because of this increased health expenditure. One vital effect of spending more money on healthcare is the development of vaccination (Rappuoli *et al.*, 2014). It has been reported by WHO (2014) that vaccination has prevented 2.5 million deaths per year and it may save five lives per minute. Recently global data shows that from 1970-2010, lifespan increased by more than 10% thanks to vaccination. As a result, from 1990-2010, communicable diseases decreased by nearly 8%. In addition, infant immunization has grown from less than 50% to 90% (Rappuoli *et al.*, 2014), which has also led to a longer life span. Lastly, the government has trained workers and volunteers to help improve health conditions. For instance, Ethiopia has trained many voluntary workers to contribute to their communities. Additionally, many experts are being trained to work in health careers. As a result, in countries such as Ethiopia, life expectancy at birth, from 1997 to 2018, increased by nearly 16% and in Brazil, it increased by more than 7% (Freeman *et al.*, 2020). Thus, positive government intervention, such as raising expenditure in healthcare, plays an important role in the increasing lifespan all around the world.

In addition to government intervention in healthcare, a healthy lifestyle has also contributed to the increased lifespan all over the world. There are many aspects of lifestyle influencing lifespan such as diets, doing exercise, and personal choices in drinking or smoking. Firstly, some research findings indicate that healthy eating habits such as eating less cured food and more vegetables can cause a decline in cancer mortality rates (Chen *et al.*, 2018). Secondly, exercising is another significant contributor to the rise in life expectancy. According to a study conducted in the Health and Retirement Study, there are lifestyle factors, such as walking, that can lead to being free of disability and an increase in longevity (MPG, 2014). Finally, personal choices about drinking or smoking can also influence longevity. Researchers have found that males who live a wholesome life free of smoking and follow a moderate pattern of drinking alcohol are expected to have longevity 11 years more than others who do not. In addition, females who have a healthy lifestyle were found to live 12 years longer than those who do not (MPG, 2014). Compared to healthy patterns of drinking, drinking alcohol abnormally can lead to a reduction in fitness and decrease lifespan. Therefore, a healthy lifestyle is one of the likely factors causing increased life expectancy globally.

In conclusion, the purpose of this essay was to identify two main reasons for the increase in life expectancy globally, which were positive government interventions in healthcare and healthy lifestyles. Increased health expenditure has allowed for medical advancements such as vaccines, which have had a huge impact on longevity. Additionally, training medical staff and volunteers have also helped communities reduce infant mortality, resulting in higher life expectancy. From the perspective of healthy lifestyles, factors such as good diets and exercise have reduced incidents of disease. Avoiding poor lifestyle choices such as smoking and drinking have also contributed to healthier populations with increased life expectancy. If governments continue to invest in healthcare and people make good decisions regarding their lifestyles, it seems likely that the human lifespan will keep growing. Additionally, medical advancements, such as cures for cancer, will likely contribute to this trend. Perhaps in the near future, living beyond 100 years of age will become the norm.

### **The essay task and the function of key sentences:**

These are some key sentence types from the essay. Why are they important? How do they help the reader? How would they help you when you write your essay?



## Task 7

Open your diagnostic writing. Read and discuss the questions below with a partner. See useful discussion language in box below.

1. What are you most confident about in your writing?  
E.g., *being able to clearly express my ideas.*
2. What are you least confident about in your writing?  
E.g., *being able to support my ideas with suitable evidence from the sources.*
3. Highlight / underline any key sentences, like those used in Task 3, in your own writing.

### Useful discussion language:

- ⇒ I think/I feel that the most confident about ...
- ⇒ I'm probably the least confident about ...
- ⇒ I would like to work on ...
- ⇒ Right now, I'm most nervous about ...
- ⇒ My ... is probably alright.

### Peer review of diagnostic writing:

An important aspect of learning is through feedback. This is usually provided by the teacher. Another important way to develop as learners is to provide feedback to each other. This can help us reflect on our own learning and informs the different ways that knowledge is built. Learning does not only take place in isolation, at university and beyond you will be expected to work together to develop and deepen your understanding.

Remember, at this stage feedback is not meant to be critical or negative. It is important for us to practise looking at our work together as objectively as possible in order to improve.

## Task 8

Exchange papers with a classmate. Read their writing and:

1. Underline anything you do not understand.
2. Circle anything which is not connected to the topic.
3. Write any feedback your classmate might find useful.

### Reflection

- Do you agree with the feedback? Is there anything you could improve?
- You wrote a definition in your diagnostic writing. Could this be used in your IWA? Would you need to make any changes?
- In which section of your essay would you put your definition? (See the outline of the structure on the next page.) Why would you put your definition in this section?

| Essay outline structure |
|-------------------------|
| Introduction            |
| Body paragraph 1        |
| Body paragraph 2        |
| Conclusion              |

This semester's IWA task:

***Explain two reasons for the prevalence of ultra-processed foods (UPFs) in the global food system***

1. What does the IWA task ask you to do?
2. How many reasons do you need to provide? How will that affect the way you organise your ideas in your essay?
3. What are the keywords? Is there any unknown vocabulary?
4. What is the focus of the essay task?

**Discuss:**

1. Brainstorm reasons for this prevalence and make notes in the box below.

2. Convenience and financial incentives are two possible reasons for the prevalence of UPFs. Discuss how and why this could be true.

**Reflection**

- What do you need to do next to start writing your IWA?
- Have you read enough sources yet to start writing? What will you read next?
- Where can you find the IWA Reading List?

## Lesson 2.2

### LESSON AIMS

This lesson will help you to:

- [1] develop note-taking techniques
- [2] learn more about paraphrasing techniques
- [3] develop an understanding of academic misconduct
- [4] learn more about citations and acknowledging sources

#### Task 1

For homework, you read the Gearhardt *et al.*, 2023 text.

In pairs, use your answers from the homework to discuss the following questions:

1. Which two ingredients / additives appearing in UPFs may be addictive?
2. What are the characteristics of addiction?
3. Why are UPFs more addictive than minimally processed foods?
4. What point is made about addictive food and 'brain reward systems'?
5. How do additives make UPFs more addictive?
6. Which information from the text might you use in your IWA?

#### Task 2

Read the excerpt from Gearhardt *et al.*, 2023 and the excerpt from a student's IWA. Answer the questions below:

#### **From Gearhardt *et al.*, 2023**

Not all foods have addictive potential. The YFAS asks people to report on intake of foods with high levels of refined carbohydrates or added fats, such as sweets or salty snacks. These types of foods are most strongly implicated in the behavioural indicators of addiction, such as excessive intake, loss of control over consumption, intense cravings, and continued use despite negative consequences.

### **From a student's essay**

*UPFs may cause addiction among a large number of people. Behavioural indicators of addiction, such as excessive intake, loss of control over consumption, intense cravings, and continued use despite negative consequences are all associated with UPFs (Gearhardt et al., 2023).*

1. In what ways is this student's IWA similar to or different from the source from Gearhardt et al., 2023?
2. What comments do you think the teacher will write on this student's essay? Why?
3. How does the student indicate that this information is from a source?

### **Key Academic Skills: Using information from sources – Paraphrasing**

When you use ideas from sources in academic writing, it is important to paraphrase the ideas from the source.

This means not to copy each word directly from the source text. Instead, you should use your own words to express the same idea from the source.

Paraphrasing is an important skill at university and will be required when you use sources to complete university assignments.

### **Task 3**

1. From the Key Academic Skills box above, what do you understand by paraphrasing?
2. Why is it important to paraphrase?
3. If a person wants to paraphrase the ideas from a text, what strategies or advice could you give?

### **Key Academic Skills: Why do we need to paraphrase?**

Every time a writer uses ideas from a source, they must paraphrase, because:

- a) Paraphrasing shows that you understand the source so that the source's ideas can be used in your own work.
- b) Paraphrasing shows that you respect the author of the source. You respect the author by using their ideas for support, but not using the exact language that they used. Simply copying their exact words is called **academic dishonesty, or plagiarism**.
- c) A function of paraphrasing is that it helps ideas from the source fit better into your essay, as it can match your writing style more closely.

**Plagiarism** means copying the exact same words from a source. It also refers to when someone uses the ideas from a source but does not indicate that the source has been used.

In the student example in Task 2 above, the student could be accused of academic **dishonesty or plagiarism**.

## Key Academic Skills: How do we paraphrase?

Paraphrasing starts when we take notes. An effective way to paraphrase is to understand what the text is saying and then make notes of the key ideas in your own words.

When you are note-taking, it can be helpful to do a combination of the following:

- Simplify the language: Use simpler words and shorter sentences to make the meaning clearer and easier to understand.
- Combine Ideas: Merge two or more sentences into one to create a more concise version without losing the original meaning.
- Alter the Voice: Switch from active to passive voice, or passive to active, to change the sentence structure.
- Condense the information: Shorten the text by removing unnecessary details, keeping only the most important points.
- Use definitions: Where appropriate, replace specific terms with their definitions or descriptions to explain the concept in different words.

There are some less effective ways to reword a sentence that you can use, but please remember that these do not constitute effective paraphrasing on their own, e.g. using synonyms, using different word forms, using different grammar forms.

### Task 4

Look at the following section from the Gearhardt *et al.*, 2023 text again, and also at the student's notes below. Then answer the questions below:

#### From the Gearhardt *et al.*, 2023 text

Not all foods have addictive potential. The YFAS asks people to report on intake of foods with high levels of refined carbohydrates or added fats, such as sweets or salty snacks. These types of foods are most strongly implicated in the behavioural indicators of addiction, such as excessive intake, loss of control over consumption, intense cravings, and continued use despite negative consequences.

#### Student's Notes

(Gearhardt et al., 2023)

- Most likely addictive foods = refined carbohydrates & added fats  
e.g. sweets, salty snacks

Show signs of addictive behaviour

e.g. - eating 2 much

- Can't control what u consume

- Wanting 2 much food

- Continuing eating, even though u know it's bad 4 u.

1. Look at the language of the student's notes. Is this academic language? Why / why not?
2. Match the notes to any synonyms you find in the original text.
3. Find one place where the student used a different word form from the original text.
4. The student did not paraphrase the following phrases: 'refined carbohydrates', or 'added fats'. Why?
5. Find examples of any symbols, short forms of words or abbreviations in the notes.

### **Key Academic Skills: Note-taking and paraphrasing**

Good note taking habits means that you will only take notes on information which is important to your purpose in writing.

When note-taking, remember:

- Do not copy full sentences from the source text. Only make notes of main ideas.
- When taking notes, use your own words.
- Your notes do not need to use academic language, because the notes are only for yourself. It is only when you write your essay that you will have to use academic language.
- If you have taken good notes, you will not need to rely on the source text so much when you are writing.

Good note taking habits can therefore help students avoid **unintentional plagiarism**, or **unintentional academic misconduct**

Sometimes, when taking notes, there are specific words, terms, or specific names of organisations, which cannot be paraphrased, such as 'refined carbohydrates' or 'The WTO'.

## Task 5

Take notes on the rest of the "What types of foods can be addictive" section of the Gearhardt *et al.*, 2023 (on Moodle).

## Task 6

Look at three different versions of student notes on Moodle, and discuss with your partner:

1. Which of the notes are most like yours?
2. Which notes are effective / less effective?
3. What makes notes effective?
4. How does the task and purpose influence the way you take notes?

## Task 7

When writing, how can you show which information is your own, and which information comes from your sources?

## **Key Academic Skills: Acknowledging your sources – citations**

Another key academic skill which is needed at university is the use of citations to acknowledge where your information has come from. If you use support from other sources, you have to let the reader know this. If you do not cite, this means that you are trying to say that the ideas are your own – this is similar to 'stealing ideas from others'. This is considered **academic misconduct**.

### **Task 8**

What information do you include in an in-text citation? If you are not sure, check the *CELE Citation and Referencing Guide* available on Moodle.

### **Task 9**

Answer the following questions about citations:

- What is your family name? \_\_\_\_\_
- What is your given name? \_\_\_\_\_

Write down the family name of your OCSa teacher.

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What does *et al.* mean in the citation (Gearhardt *et al.*, 2023)?

Refer to the CELE Citation and Referencing Guide if you do not know the answer.

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Read the sentences and citations below. Which one is correct and which two are incorrect?

- a. It is now possible to produce food more cheaply than before. (Lieberman, 2013)
- b. It is now possible to produce food more cheaply than before (Lieberman, 2013).
- c. It is now possible to produce food more cheaply than before. (Lieberman 2013).

## **Key Academic Skills: Understanding names on reading lists**

Identifying given names and family names can be challenging if you are new to academic writing. On a reading list, usually the family name appears first, followed by a comma, and then the first letter of the writer's given name (the initial): e.g. Gearhardt, A.

Outside of academic journals (e.g. a website, a newspaper, a book), the writer's name can appear in either format:

1. Ashley Gearhardt
2. Gearhardt, Ashley

- If there is no comma, the family name is usually at the end
- You can notice that in number 2 above, the comma comes after the family name

## Task 10

Now, use the notes that you took in Task 5 to write a short paragraph about **how addiction can cause widespread prevalence of UPFs**.

- Use your own ideas as well as the ideas from the source to support your writing.
  - Do not look at the source when you write.
  - Use citations where necessary.
  - Write in an academic style – remember the ‘items to avoid’ from Lesson 1.1.
  - Write about 50 – 70 words.

## Task 11

Exchange paragraphs with a partner. Read your partner's paragraph and compare it to the relevant section of the Gearhardt et al., 2023 text.

Underline each part of your partner's paragraph which needs to be changed because it is the same as or too similar to the original wording in the source text.

## **Reflection**

What is meant by the following terms?

- Paraphrasing
- Academic misconduct
- Plagiarism
- Citations

What advice can you give to students to avoid academic misconduct?

How does the material from today's lesson apply to your other classes?

## **IWA Plan**

A plan helps you to organise your notes into main ideas. Here are some key questions to think about when making a plan:

- Which ideas in your notes are suitable to answer the essay task?
- Which are not suitable or relevant to the essay?
- How can you include these ideas in your writing?

A plan helps you to put your ideas into a logical order, so that when you are writing, you can follow your plan and you do not have to stop writing to go searching for other things.

**The IWA Plan Template can be found on Moodle.**

## **Homework exercises**

**A.** Watch the first part of the video hosted in Week 2 of the RWAC Moodle page (00:00-11:18): Read through all the questions before starting and make notes as you are watching. Information may not be in order.

1. What are three main worries teachers have about students using AI?

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2. What are the two options that schools and universities have for how to deal with AI use?

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3. What do teachers and students think about banning AI use?

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**B.** While watching the video, note the positive and negative aspects mentioned.

| <b>Positive aspects of AI in education</b>            | <b>Negative aspects of AI in education</b>                 |
|---|--|
| It can help students to understand difficult concepts | Assessments do not measure learning if it is not your work |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |

**C.** Now watch and take notes on the rest of the video (11:18-15:45).

Write a **short paragraph** (3-5 sentences) summarising and paraphrasing the section on the science of learning. The paragraph should:

- explain what desirable difficulties are
- give a clear example of desirable difficulties
- explain how desirable difficulties help students decide whether to use AI or not

Use the following questions to help you take notes as you watch to get information for your paragraph.

- What is required for learning to occur?  
\_\_\_\_\_
- How does using GPS affect us and why?  
\_\_\_\_\_
- Give an example of the difference between active learning and passive learning?  
\_\_\_\_\_
- What are desirable difficulties?  
\_\_\_\_\_
- How can AI affect learning?  
\_\_\_\_\_

Now write your short paragraph a) summarizing desirable difficulties, b) giving one example and c) explaining how they relate to students using AI in education.

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**D.** After watching, write one rule for responsible use of AI at university.

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## Lesson 2.3



### LESSON AIMS

This lesson will help you to:

- [1] explore responsible use of AI in education and its potential benefits and drawbacks
- [2] better understand “desirable difficulties” in learning and how AI might affect learning
- [3] explore how to use AI responsibly based on ethical considerations and the effect on learning
- [4] make decisions about when AI use is acceptable or unacceptable

### Task 1

Discuss two or three of the questions below in pairs or groups:

- |  |
|--|
| 1. What do you understand by the term "AI"? How would you explain it to someone who is not familiar with the concept?  |
| 2. Have you ever used AI tools or software in your academic life? If yes, what tools did you use, and for what purpose? If no, why not?                                      |
| 3. How do you think AI can be beneficial for students in their learning process? What specific advantages can it offer?  |
| 4. What potential drawbacks or challenges are there in using AI for academic purposes? How might it negatively affect learning?  |
| 5. In your opinion, why is it important for us, as students, to discuss the use of AI in education?  |
| 6. What AI software or tools are you aware of that can assist students in their academic work? Have you used any of these?   |
| 7. In what ways do you think AI could support your learning and help you achieve your academic goals?  |
| 8. What uses of AI should be considered to be unfair or cheating?  |
| 9. Considering the potential benefits and drawbacks of AI in education, do you believe there should be limits on its use? If so, what kind of limitations would you suggest? |

### Task 2

Look at the examples below which paraphrase sections of the video about AI in education you watched for homework. With a partner, identify the sections of each paragraph which **a)** explain desirable difficulties, **b)** give an example of desirable difficulties, and **c)** explain how desirable difficulties relate to AI. **Compare** these to the ideas in your paragraph.

#### Example 1

In contrast to the perception that technology should make learning easy, research shows that effective learning requires active engagement and a degree of productive struggle, termed "desirable difficulties." Passive learning approaches feel easier but lead to worse retention compared to effortful active learning. For example, using

tools like GPS navigation can cause disengagement and hinder the development of navigation skills when they are used passively. AI similarly short-circuits parts of the learning process by making tasks too easy, but it could also be leveraged to motivate learners to grapple with challenging material. The key is for students to use AI critically, using it only when it allows them to embrace desirable difficulties rather than avoid them.

### **Example 2**

Desirable difficulties are learning experiences that require effort and feel challenging but ultimately lead to better long-term retention and understanding of information. One example of this is putting students in small groups to solve unfamiliar problems, which may be frustrating, but results in deeper learning than passively watching a lecture. When deciding whether to use AI tools for learning, students should consider if the technology is helping them engage in desirable difficulties, like slowly working through a challenging text, or if it is simply making the work easier, for example, using a chatbot to avoid reading altogether. Embracing desirable difficulties, even when assisted by AI, is crucial to deep understanding and meaningful learning.

### **Task 3**

Your tutor will divide you into two groups, A and B, to review different sections of the video.

**Student A:** Exploring the risks and opportunities of AI

**Watch 2:29-07:34** of the video hosted on Moodle and answer the following questions:

1. What do teachers and students think about banning AI use?

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2. What options are suggested to stop AI use?

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3. Why do you think some teachers want to move assignments into class or track writing? What happens when students use AI lazily?

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4. Why might it not be a good idea to ban AI use?

5. What are the main reasons/ways that teachers find AI useful?

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6. What are the reasons mentioned for not banning AI?

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7. What are some of the problems mentioned regarding AI?

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**Student B:** Exploring the risks and opportunities of AI

**Watch 07:34-11:18** of the video hosted on Moodle and answer the following questions:

1. What are 3 different ways students might use AI?

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2. What are the different views on using AI for research?

Positive:

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Negative:

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3. What are the different views on using AI for generating ideas?

Positive:

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Negative:

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4. What are the different views on using AI for writing?

Positive:

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Negative:

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5. What are some of the problems with using AI?

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6. What is the point of grading and assessment?

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**After watching.** Discuss your answers with a partner.

#### Task 4

Predict some of CELE's rules for using AI appropriately in writing.

## Task 5

CELE has developed AI Student Guidelines for use in Year 1. The guidelines are divided into green light, orange light and red light. Why do you think they might be divided in this way?

|        |   |
|--------|---|
| Green  | These are acceptable uses of AI, and you are encouraged to use it in these ways.                        |
| Orange | These are warnings about the issues you may face when using AI.   |
| Red    | These are ways you must not use AI. If you use AI in these ways you are at risk of academic misconduct. |

Your teacher will provide you with some information taken from the guidelines. Work in pairs to decide whether you think each one should be categorised as green light, orange light or red light.

When you have finished categorising the information, find the AI Student Guidelines on Moodle. Check your answers.



## LESSON AIMS

This lesson will help you to:

- [1] review notetaking techniques
- [2] study how information from different sources can be used to develop a paragraph (synthesising sources)

## Review

Can you define these terms?

|                                  |  |
|----------------------------------|--|
| Cardiovascular Disease (CVD)     |  |
| Cardio-Respiratory Fitness (CRF) |  |
| Atherosclerosis                  |  |
| Clot                             |  |
| Blood pressure                   |  |
| Cholesterol                      |  |
| Lipoprotein                      |  |
| HDL                              |  |
| LDL                              |  |
| Scavenge                         |  |
| Aerobic Exercise (AE)            |  |
| Resistance Training (RT)         |  |

## Task 1

You are writing an essay to answer the following question:

*Describe two ways in which individuals can improve their health*

What do you need to do first when you get an essay task?

---

What information do you think you will need to answer the task? Discuss your ideas in groups (refer to the videos you watched for homework). Write your ideas in the space provided below:

When approaching an essay question, you should first do some background reading to get ideas for your essay. In your case, the videos you watched for homework and the vocabulary task should have given you some general understanding of the information you will need to answer this question.

**Discuss with a partner:** Why do people do exercise? What type of exercise do you do? When you exercise, how long do you exercise for? Which of the activities pictures below do you think are the best for health?



## Task 1 (Cont.)

After this discussion and previous readings, you should have enough background information to respond to the task:

### ***Describe two ways in which individuals can improve their health***

From this background knowledge, you might have identified **diet** and **exercise** as two important factors. These could each be a topic for a main body paragraph. More specifically, the body paragraph on exercise might focus on reducing the chance of CVD. This will be one paragraph of around 250 words in an essay with 800 words total.

In this lesson we will focus on **CVD** and **exercise** to plan one of the body paragraphs.

However, as our word count is limited (800+/-10%), we will try to identify the most effective types of exercise in order to explain these in more detail. Focusing only on the most effective types of exercise should also allow us to make our paragraph more analytical.

## Focused reading and developing research questions

Referring back to the question and information from the background reading (in this case your homework and discussion), you now need to think of research questions to help you read in a focused way.

## Task 2

In a group, do the following:

- Discuss what research questions are and why they are important.
  - Write a research question for the essay task above.
- 
- 
- 

## Task 3

Read an excerpt from **Source 1 (WHO, 2024)** below and identify information that might be useful to answer the research question in Task 2. Remember to use the note-taking strategies that we have practised, e.g. highlight and make margin notes.

### **What are cardiovascular diseases?**

Cardiovascular diseases (CVDs) are a group of disorders of the heart and blood vessels. They include:

- coronary heart disease – a disease of the blood vessels supplying the heart muscle
- cerebrovascular disease – a disease of the blood vessels supplying the brain
- peripheral arterial disease – a disease of blood vessels supplying the arms and legs

Heart attacks and strokes are usually acute events and are mainly caused by a blockage that prevents blood from flowing to the heart or brain. The most common reason for this is a build-up of fatty deposits on the inner walls of the blood vessels that supply the heart or brain [atherosclerosis]. Strokes can be caused by bleeding from a blood vessel in the brain or from blood clots.

### **What are the risk factors for cardiovascular disease?**

The most important behavioural risk factors of heart disease and stroke are unhealthy diet, physical inactivity, tobacco use and harmful use of alcohol. The effects of behavioural risk factors may show up in individuals as raised blood pressure, raised blood glucose, raised blood lipids, and overweight and obesity.

In your group, compare the useful information you identified. Did you highlight the same information? Could you use this information to answer the research question you wrote in Task 2?

- Transfer your notes on the excerpt above to a separate page. Include a citation.

### **Task 4**

Read **Source 2 (Lieberman, 2020)**. Using the skimming and scanning strategies that we have been practising, quickly identify useful information that answers your research question in the first paragraph.

When finished, in your group, compare the useful information you identified. Did you highlight the same information? Could you use this information to answer the research question you wrote in Task 2?

- Transfer your notes on the first paragraph to a separate page. Include a citation.

### **Task 5**

Read the remainder of the **Source 2 (Lieberman, 2020)** text in your groups to identify useful information that answers your research question.

- In order to speed up this process, divide the reading between your group members.
- In your section of the text, underline any unknown vocabulary and guess the meaning from the context. You can check the meaning later.

In your group, compare the useful information you identified. Could you use this information to answer the research question you wrote in Task 2?

- Transfer your notes on the excerpt above to a separate page. Include a citation.

## Task 6

Review the information you have put on the separate sheet:

- Is the information complete, i.e. do you have enough information to write a paragraph about the role of exercise in preventing CVD and improving health?
- With the information you have, will you be able to clearly and accurately explain how exercise helps prevent CVD?

What other information do you want to know? In your group, write another research question below:

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## Task 7

Considering your research question from Task 6, skim **Source 2 (Lieberman, 2020)** and see if there is information that might be useful.

Carefully read the text in your groups; you can divide the reading between your group members.

Remember, highlight and make margin notes before transferring information to your separate sheet.

Review your notes with your group:

- Do you now have enough information?
  - Are there any problems: lack of clarity, lack of explanation, contradictions in the information?
  - Write another research question to provide you with enough information to write a paragraph about the role of exercise in preventing CVD and improving health.
- 
- 

## Task 8

Refer to **Source 3 (Shaw, Brown and Shaw, 2021)**. Quickly identify useful information to answer your research question from Task 7?

Carefully read the relevant sections of text that help you to answer your research question and follow the reading and note-taking stages with which you should now be familiar.

Review your notes.

- Review your notes in groups.

## Task 9

Read and take notes on **Source 4 (Hsu et al., 2019)**.

- Review your notes in groups.

### **Discuss with your groups:**

How would you organise the information from your notes into a paragraph?

# Lesson 3.2



## LESSON AIMS

This lesson will help you to:

- [1] link ideas to enhance readability
- [2] organise ideas into a logical order
- [3] write topic and main idea sentences
- [4] write an essay roadmap

## Note-taking to planning: synthesis and coherence

In Lesson 3.1, you read and took notes on some sources to answer the question:

*Describe two ways in which individuals can improve their health*

You should refer back to the question at all stages of the writing process. When writing a longer essay it can be easy to lose focus and possibly go off-task or off-topic.

### Task 1

As you read an essay task, you should ask yourself these questions:

- What are the different components? (e.g. task, topic, controlling ideas)
- Do you have enough information to answer the essay task?

After you have taken notes from various sources to answer the essay task, what is the next stage of the writing process?

---

Refer back to your notes from Lesson 3.1:

- What different types of information did you find while reading and note-taking?

### Task 2

Your tutor will now give you some sample notes from the previous lesson.

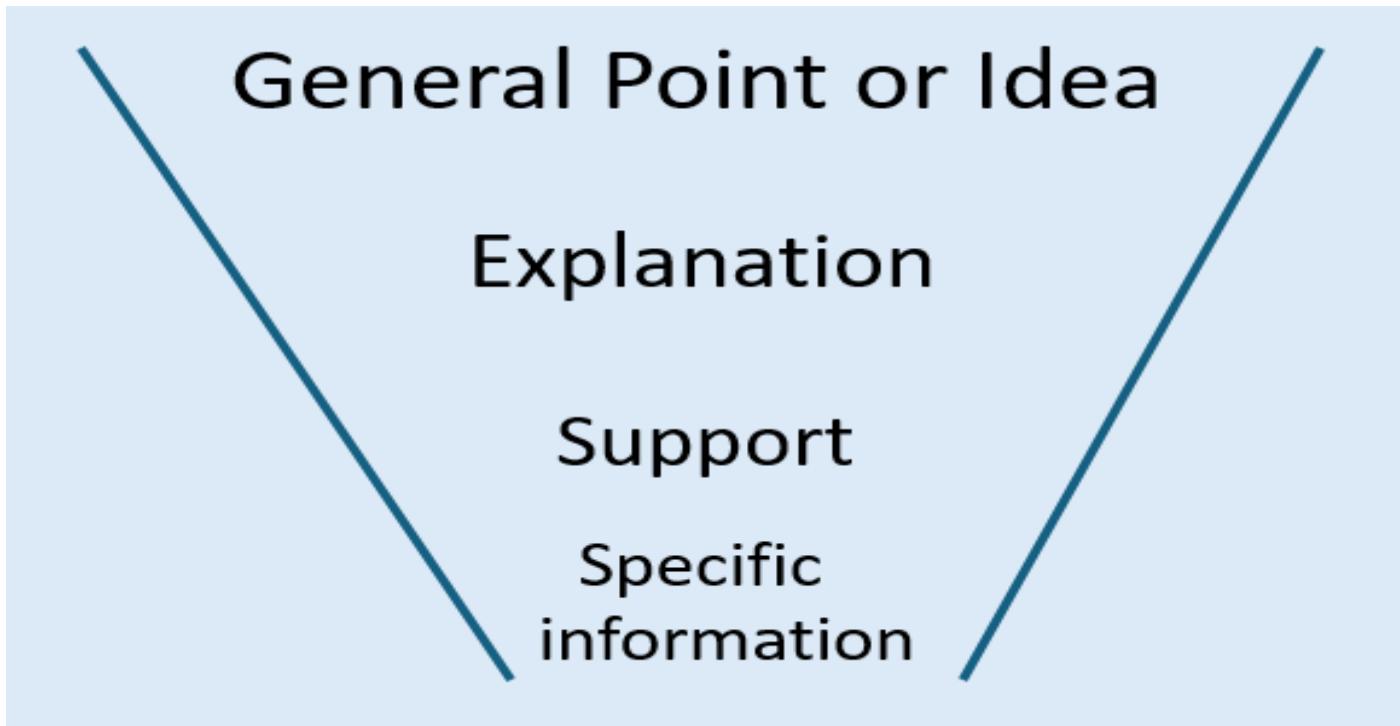
- Organise these notes logically

## Planning: synthesis and coherence

In the previous task, you organised the notes into a logical order. How did you choose this order? The diagram below might help you answer this question.

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---



### Task 3

If you have not already organised the notes from Task 2 from general to specific, do this now. When finished, check with another group: Do they have a similar organisation? Is there more than one way to organise these notes from general to specific?

## Coherence and topic sentences

Last week, we discussed topic sentences.

With your partner, discuss the following:

- What is a topic sentence?
- Where do they appear in an essay?
- What is their function?
- How do they help the reader?

## Task 4

Work together in your groups to write a topic sentence about exercise, CVD and health:

---

---

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Is your topic sentence similar to the sample on the slide?

## Cohesion in a paragraph

### Task 5

Look at **Sample Paragraph 1** on the handout. Underline examples of linking words, such as however or furthermore that connect clauses, sentences, paragraphs, or other words. The purpose of linking words is to make communication smoother and more logical when moving from one idea to another.

Look at **Sample Paragraph 2** on the handout. Complete the gaps with appropriate linking words.

## Identifying the main idea of a paragraph

### Task 6

What is the main idea of **Sample Paragraph 2** on the handout? Go back to the essay question. Does your topic sentence clearly show how this paragraph addresses the task? Discuss this in your groups .

## Coherence across the essay

### Task 7

The essay is: *Describe two ways in which individuals can improve their health*

We have discussed one way, which is exercise.

What other ways can individuals improve their health?

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Based on one of your ideas, write a topic sentence for the second body paragraph of the essay.

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---

Look at the template below. You must use this when you are writing your plan for your IWA.

**Discuss with a partner:**

- How does what you have learned so far in RWAC help you to fill in this in?

### Main Body Paragraph 1

**Topic sentence (Idea / Argument):** Which reason do you want to write about here?

- Write a full sentence OR a bullet point

**Support (Evidence / Explanation / Example):**

- Use bullet points / notes
- There is NO need for full sentences

**Source(s):**

(What have you read that will help you write this part of your essay?)

A minimum of two sources is **required** in each body paragraph

# Lesson 3.3



## LESSON AIMS

This lesson will help you to:

- [1] plan and write an exam answer
- [2] review and revise the note-taking and planning process for an exam

### Task 1

*Describe two lifestyle practices that can help prevent cardiovascular disease (CVD)*

Analyse the question. How is it different to the IWA question discussed in Lessons 3.1 and 3.2?

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---

### Task 2

In a group, discuss these questions:

How does the exam planning process differ from the IWA process?

---

---

How does this change the strategies you use to plan your essay?

---

---

As this question is similar to that of Lessons 3.1 and 3.2, you can use the ideas from these lessons. However, you will not have as much time to write a plan as you have for coursework.

### Task 3

In your groups, decide what information you can use from Lessons 3.1 and 3.2 and discuss what type of information you will need to answer an exam question. Write your ideas below:

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---

---

Look back at the notes from Lessons 3.1 and 3.2. Are these useful?

Would you change these in any way? How much and which information will you use?

---

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#### Task 4

We will now read **Input Text 2** on pp. 54 and 55. What is the subject of this text? How might this help you answer the exam task?

---

---

What type of information will you need to answer the exam task (Task 1)? Skim and scan the text to find useful information in Input Text 2. Take notes using the techniques you have already practiced for note-taking, e.g. highlighting, making margin notes, using note-form (symbols, abbreviations, and synonyms to help you paraphrase when you write), and transferring your notes to a separate page.

Exchange your notes with a partner. Are your partner's notes:

- relevant to the question?
- detailed enough, but not too detailed?

#### Task 5

You will not have time to write a detailed plan, but you should organise your notes in a coherent order. Working in your groups, you now have 10 minutes to do this.

#### Task 6

What information will you need in the introduction of an exam answer? How will it differ from an IWA introduction? Discuss.

## Task 7

You have 50 minutes to complete your exam answer. You will then submit your essay for feedback. While you are allowed to refer to your notes, it is important not to directly copy sentences from the input text. You must refer to both input texts.



## **FEEDBACK FROM TUTOR:**

## **Exam Writing Practice 1**

### **Question:**

*Describe two lifestyle practices that can help prevent cardiovascular disease (CVD)*

### **Input Text 2**

#### **Preventing Heart Disease**

##### **Following a healthy diet**

For years, research into connections between diet and heart disease focused on individual nutrients like cholesterol (and foods high in dietary cholesterol, like eggs), types of fats, and specific vitamins and minerals. This work has been revealing, but it has also generated some dead ends, along with myths and confusion about what constitutes a heart-healthy diet. That's because people eat *food*, not nutrients.

- The best diet for preventing heart disease is one that is full of fruits and vegetables, whole grains, nuts, fish, poultry, and vegetable oils; includes alcohol in moderation, if at all; and includes moderate amounts of red and processed meats, refined carbohydrates, foods and beverages with added sugar, sodium, and foods with trans fat.
- A randomized controlled trial found that a *Mediterranean diet* supplemented with extra-virgin olive oil or nuts, both rich sources of unsaturated fat, reduced the incidence of major cardiovascular events amongst patients with cardiovascular disease over a 4.8-year follow-up period.

The *Mediterranean diet* is a primarily plant-based eating plan that includes daily intake of whole grains, olive oil, fruits, vegetables, beans and other legumes, nuts, herbs, and spices. Other foods like animal proteins are eaten in smaller quantities, with the preferred animal protein being fish and seafood. Although the pyramid shape suggests the proportion of foods to eat (e.g., eat more fruits and vegetables and less dairy foods), it does not specify portion sizes or specific amounts. It is up to the individual to decide exactly how much food to eat at each meal, as this will vary by physical activity and body size. There are additional points that make this eating plan unique:

- An emphasis on healthy fats. Olive oil is recommended as the primary added fat, replacing other oils and fats (butter, margarine). Other foods naturally containing healthful fats are avocados, nuts, and oily fish, like salmon and sardines; among these, walnuts and fish are high in omega-3 fatty acids.
- Choosing fish as the preferred animal protein at least twice weekly and other animal proteins of poultry, eggs, and dairy (cheese or yogurt) in smaller portions either daily or a few times a week. Red meat is limited to a few times per month.
- Choosing water as the main daily beverage, but allowing a moderate intake of wine with meals, about one to two glasses a day for men and one glass a day for women.

## **Research on the Mediterranean diet**

Research has consistently shown that the Mediterranean diet is effective in reducing the risk of cardiovascular diseases and overall mortality. A study of nearly 26,000 women found that those who followed this type of diet had 25% less risk of developing cardiovascular disease over the course of 12 years. The study examined a range of underlying mechanisms that might account for this reduction, and found that changes in inflammation, blood sugar, and body mass index were the biggest drivers. Similar benefits were found in a meta-analysis of 16 prospective cohort studies following more than 22,000 women for a median of 12.5 years. Those who had the highest adherence to a Mediterranean diet showed a 24% lower risk of cardiovascular disease and 23% lower risk of premature death compared with those who had the lowest adherence.

One interesting finding of this eating plan is that it dispels the myth that people with or at risk for heart disease must eat a low-fat diet. Although it does matter which types of fats are chosen, the percentage of calories from fat is less of an issue. The PREDIMED study, a primary prevention trial including thousands of people with diabetes or other risk factors for heart disease, found that a Mediterranean diet supplemented with extra virgin olive oil or nuts and without any fat and calorie restrictions reduced the rates of death from stroke by roughly 30%. Most dietary fats were healthy fats, such as those from fatty fish, olive oil, and nuts, but total fat intake was generous at 39-42% of total daily calories, much higher than the 20-35% fat guideline as stated by the Institute of Medicine.

- A 2020 study focused on dietary scores for 4 healthy eating patterns: Healthy Eating Index-2015; Alternate Mediterranean Diet Score; Healthful Plant-Based Diet Index; and Alternate Healthy Eating Index. Despite different scoring methods, each of these patterns emphasizes higher intake of whole grains, vegetables, fruits, legumes, and nuts, and lower intakes of red and processed meats and sugar-sweetened beverages.
- The study found that those who adhered most to healthy eating patterns had a 14% to 21% lower risk of cardiovascular disease when compared with those who adhered least. The findings also showed that these different healthy eating patterns were similarly effective at lowering risk across racial and ethnic groups and other subgroups studied, and that they were statistically significantly associated with lower risk of both coronary heart disease and stroke.
- Sodium and potassium are two interrelated minerals that play major roles in regulating blood pressure and a healthy heart. Eating less salty foods and more potassium-rich foods may significantly lower the risk of cardiovascular disease. Sodium-rich foods, especially from processed breads, packaged snacks, canned goods, and fast-food meals can increase cardiovascular disease risk. Potassium is found in many foods, especially fruits, vegetables, legumes, and low-fat dairy.

(Word Count: 877)



## LESSON AIMS

This lesson will help you to:

- [1] analyse the use of sources in academic texts
- [2] understand academic citation and referencing conventions
- [3] identify the use of integral and non-integral citations in texts
- [4] navigate the assessment descriptors
- [5] use citations in your own writing

### Task 1

Together, review what you learnt in Week 3:

- What did you find the most useful?
- What did you find the most challenging?
- Do you have any questions about anything covered in Week 3?

### Task 2

Read the sample IWA below:

*Give two reasons for the global increase in life expectancy*

Can you think of any possible reasons for the increase in life expectancy globally?

e.g. *Advances in healthcare and medicine*

Work in pairs, A and B. Student A will read Sample A (below) and complete the questions below. Student B will read Sample B (on the next page) and complete the questions below.

#### Sample A

The term life expectancy is defined as the length of time that a person is expected to live (Roser, Ortiz-Ospina and Ritchie, 2017). In recent decades, global life expectancy has witnessed a significant increase, which means that an increasing number of people have longer lives. According to Roser, Ortiz-Ospina and Ritchie (2017), global life expectancy has increased from 45.7 years to 72.6 years between 1950 and 2017, which is a nearly 30 years enhancement. In countries like Switzerland and Japan, people's life expectancy even exceeds 80 years (Klenk *et al.*, 2016). This has led to a growing interest from the public in the reason behind this remarkable progression. This essay will argue that governmental preventions in smoking and the improvements in female education are 2 factors that cause people to have longer lifespans.

Does Sample A:

- a) provide clear background information/context?
- b) provide a definition of any key words?
- c) explain how many reasons for the increase in life expectancy the essay will give?
- d) explain what those reasons will be and in what order they will appear in the essay?

## **Sample B**

In the rapidly developing world, the significant increase of life expectancy in recent years is affected by multidimensional factors such as medical innovations and economic development. For instance, since the founding of the PRC in 1949, Chinese life expectancy has increased significantly more than tripled from 35 years in 1949 to 76.3 years in 2015. There are two probable factors lead to this phenomenon: the decrease of inequality and the progress of water quality.

Does Sample B:

- a) provide clear background information/context?
- b) provide a definition of any key words?
- c) explain how many reasons for the increase in life expectancy the essay will give?
- d) explain what those reasons will be and in what order they will appear in the essay?

When both Student A and Student B are finished, discuss your answers together:

- Student A will now read Sample B, and Student B will now read Sample A.
- Decide which example you prefer and explain to each other why. E.g., "*I prefer Sample ... because I felt it was more ...*"

## **Task 3**

Student A, in Sample A, underline the information from the sources and circle the information from the writer.

## **Sample A**

*Give two reasons for the global increase in life expectancy*

The term life expectancy is defined as the length of time that a person is expected to live (Roser, Ortiz-Ospina and Ritchie, 2017). In recent decades, global life expectancy has witnessed a significant increase, which means that an increasing number of people have longer lives. According to Roser, Ortiz-Ospina and Ritchie (2017), global life expectancy has increased from 45.7 years to 72.6 years between 1950 and 2017, which is a nearly 30 years enhancement. In countries like Switzerland and Japan, people's life expectancy even exceeds 80 years (Klenk *et al.*, 2016). This has led to a growing interest from the public in the reason behind this remarkable progression. This essay will argue that governmental preventions in smoking and the improvements in female education are two factors that cause people to have longer lifespans.

Student B, in Sample B, underline the information from the sources and circle the information from the writer.

## **Sample B**

*Give two reasons for the global increase in life expectancy.*

In the rapidly developing world, the significant increase of life expectancy in recent years is affected by multidimensional factors such as medical innovations and economic development. For instance, since China's founding in 1949, Chinese life expectancy has increased significantly more than tripled from 35 years in 1949 to 76.3 years in 2015. There are two probable factors lead to this phenomenon: the decrease of inequality and the progress of water quality.

### Task 3 (Cont.)

- Working together, explain how you identified the information from the source and information from the writer?
- Are the first two sentences from the source or the writer? How do you know?
- What is missing from Sample B?

## The importance of citing sources

### Task 4

In the full sample A essay below:

- 1) Highlight the information that has come from different sources in different colours
- 2) In the references, highlight the authors in the same colours as the citations.
- 3) How many sources are used in the whole essay?
- 4) What information is given in the Reference List at the end of the essay?
- 5) How are the references organised in the Reference List?

*Give two reasons for the global increase in life expectancy*

The term life expectancy is defined as the length of time that a person is expected to live (Roser, Ortiz-Ospina and Ritchie, 2017). In recent decades, global life expectancy has witnessed a significant increase, which means that an increasing number of people have longer lives. According to Roser, Ortiz-Ospina and Ritchie (2017), global life expectancy has increased from 45.7 years to 72.6 years between 1950 and 2017, which is a nearly 30 years enhancement. In countries like Switzerland and Japan, people's life expectancy even exceeds 80 years (Klenk et al., 2016). This has led to a growing interest from the public in the reason behind this remarkable progression. This essay will argue that governmental preventions in smoking and the improvements in female education are 2 factors that cause people to have longer lifespans.

One explanation for the better longevity could be the governments' interference in smoking behaviour. Over the years, countries have taken various measures to prevent people from tobacco consumption. For instance, Ethiopia imposed taxes on tobacco products in 2019, making them more expensive (Freeman et al., 2020), thus discouraging the cigarette transaction to a great extent. Another case is Indonesia, which placed strict restrictions on promotions and advertising of tobacco products in order to attract fewer people to purchase them (The Jakarta Post, 2017, cited in OECD, 2018). Consuming less tobacco could have a profound impact on individuals' health. This is because there is a strong correlation between smoking and early deaths (MPG, 2017). According to OECD (2018), smoking is one of the main risk factors of non-communicable diseases (NCDs) such as cancer and cardiovascular disease (CVD), and these diseases are the leading causes of mortality over the world, especially for people over 60 years old. Therefore, the deaths caused by these NCDs tend to be mitigated by controlling cigarette smoking. It has been observed that due to the implementation of smoking control programs, there was a significant decline in CVD mortality in several industrialized countries from 1970s to 2010s, leading to an extension of life expectancy (Klenk et al., 2016). Hence, due to the effort taken by the government in managing tobacco consumption, individuals would be less likely to suffer and die from those diseases. This means people are able to have a healthier and longer life span, which can be increased by at most 7 years (MPG, 2017).

As well as the actions taken by countries to reduce cigarette consumption, the improvement in female education has also played a significant role in rising life expectancy globally. Women's access to education has increased in recent decades. For example, in Brazil, female illiteracy has decreased from 27% to 6.5% between 1980 and 2016 (Freeman et al., 2020). Better female education has contributed to children's health. Firstly, women can acquire knowledge of children's health interventions. This means that mothers are more likely to know what could be threatening to their children's health and lives and are able to take corresponding measures. A typical case is that in Asian-pacific countries, mothers receiving education generally have higher DTP3 immunization coverage for their children (OECD, 2018). Therefore, children can be protected from infectious diseases such as diphtheria (OECD, 2018). Secondly, women can obtain a higher social status since they are able to find a well-paid job after receiving a higher-level education. Because of this, women are less likely to be stressed about their livelihoods which means that they will be healthier as their immune systems will not be weakened by depression (Wilkinson and Pickett, 2020). This is also beneficial to children's survival. According to OECD (2018), better maternal health is related to healthier children and less preterm birth and low birth weight. Thus, as females receive more educational opportunities, their parenting knowledge and health are strengthened, so children are unlikely to die young and have longer lives.

In conclusion, the government's preventive measures related to smoking and the increase of women's educational opportunities are 2 reasons that contribute to improving global life expectancy. Individuals are discouraged from smoking behaviour due to various measures used by governments to restrain the sale of tobacco products, resulting in less mortality associated with non-infectious diseases, leading to an improvement in people's life span, particularly the aging groups. Through better female education, women's parenting knowledge and social status have been enhanced, so they can protect their children from life threats and have better health conditions to give birth to healthier infants, thereby reducing child mortality rate. The life expectancy will probably continue to rise in the future, which might lead to an increase in elderly population. Therefore, in order to cope with this demographic transition, governments may be required to adjust the current health systems, making them capable to cover the needs of caring from the old people.

(Word Count: 789)

### **Reference List:**

Freeman, T., Gesesew, H.A., Bambra, C. Guiglani, E., Popay, J., Sanders, D., Macinko, J., Musolino, C. and Baum, F. (2020) 'Why do some countries do better or worse in life expectancy relative to income? An analysis of Brazil, Ethiopia, and the United States of America'. *International Journal of Equity Health* 19, 202 pp. 1-17. <https://doi.org/10.1186/s12939-020-01315-z>

Klenk, J., Keil, U., Jaensch, A., Christiansen, M. and Nagel, G. (2016) 'Changes in life expectancy 1950–2010: contributions from age- and disease- specific mortality in selected countries'. *Population Health Metrics*, 14 (20) pp. 1-11. <https://doi.org/10.1186/s12963-016-0089-x>

MPG (2017) 'A healthy life-style increases life expectancy by up to seven years' Available at: <https://www.mpg.de/11407661/healthy-lifestyle-increases-%20lifeexpectancy/> (Accessed: 25th October 2021).

OECD (2018) *Health at a glance: Asia/Pacific 2018: Measuring progress towards universal health coverage*. OECD Publishing, Paris. DOI: [https://doi.org/10.1787/health\\_glance\\_ap-2018-13-en](https://doi.org/10.1787/health_glance_ap-2018-13-en)

Roser, M., Ortiz-Ospina, E. and Ritchie, H. (2017) 'Life expectancy', *Our World in Data*. Available at: <https://ourworldindata.org/life-expectancy/> (Accessed: 30th October 2021).

Wilkinson R. and Pickett, K. (2011) *The Spirit Level: Why equality makes societies stronger*. New York: Bloomsbury Press.

## Task 5

Look for examples of the following citation conventions from Task 4.

- a) **3 or fewer** authors need to all be named

e.g. \_\_\_\_\_

- b) For **4 or more** authors we use *et al.*

e.g. \_\_\_\_\_

- c) A secondary citation (when the source refers to another source)

e.g. \_\_\_\_\_

The student (writer) did not originally read this information from the Jakarta Post, they read this in OECD, so it needs to be cited and acknowledged correctly. This is called a **secondary citation**.

**NOTE:** A secondary citation is in chronological order, which means the earliest year is first.

e.g. (Smith, 2006, cited in Jones, 2019)

## Task 6

Review Lesson 2.2 to help you discuss the following:

- Why is it important to use citations when writing an essay?

## Task 7

In the RWAC IWA Descriptors document on Moodle, the Task Fulfilment category requires you to demonstrate the following areas in your essay:

### **Task Fulfilment**

- Task response:
  - provides an appropriate answer to the task, using source information
  - addresses all elements of the task title (two reasons)
  - avoids irrelevant content, incl. unnecessary repetition of ideas
- Development of ideas:
  - depth of ideas (explaining in detail to show understanding, e.g. using causal chains)
  - ideas supported using evidence, i.e. explanations, examples, and/or data when appropriate
- (Mechanics of) Referencing skills:
  - correct formatting of references (incl. alphabetical order)
  - matching citations and reference list
  - accuracy of citation formatting (incl. family names and punctuation)
  - acknowledgement of sources

## Key Academic Skills: Acknowledging sources

Remember, in academic contexts it is vital as a writer to show where your information has come from using the correct citation and referencing conventions and acknowledging the author(s) correctly.

There are many styles of referencing. This semester in CELE we will use our version of Harvard referencing in the CELE Citations and Referencing Guide. When you go to your chosen discipline, you may use a different system. If you are unsure, always check with your teacher to find out what is the preferred referencing style.

## Citations in academic writing

### Task 8

#### Non-integral citations

The most common citations that you will see and use in academic writing are non-integral citations.

These are citations where the name and date of publication is included in brackets.

#### Examples:

The term life expectancy is defined as the length of time that a person is expected to live (Roser, Ortiz-Ospina and Ritchie, 2017).

A typical case is that in Asian-pacific countries, mothers receiving education generally have higher DTP3 immunization coverage for their children (OECD, 2018).

- In the above non-integral citation examples, underline where the citation (source information) is.
- Which is more *prominent*, **the information or the author(s)?**

#### Integral citations

Integral citations put the author's name outside brackets, and the year of publication in brackets.

#### Examples:

According to OECD (2018), better maternal health is related to healthier children and less preterm birth and low birth weight.

Research by Freeman *et al.*, (2020) points out that some less developed countries are also focusing on creating more equal opportunities for their citizens, with positive results.

- In the above integral citation examples, underline where the citation (source information) is.
  - In the above integral citation examples, what is more *prominent*, **the information or the author(s)?**
- Why might a writer place more prominence on the author or on the information?
  - How could this change the meaning of the text?

## Task 9

Rewrite the following extracts, which all are from the source Roser, M., Ortiz-Ospina, E. and Ritchie, H. (2017):

1. Rewrite using an integral citation:

While the decrease in child mortality has contributed to the rise in life expectancy, it is important to realise that this is only a partial explanation and not the only factor.

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2. Rewrite using a non-integral citation:

Japan's life expectancy was thirty years higher than life expectancy in Nigeria.

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3. Rewrite using a secondary citation:

[Originally from a 2002 study by Jim Oeppen and James W. Vaupel]

Rather than viewing increases in life expectancy as isolated achievements, they should also be understood as wider continual global developments.

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Read the information below. Underline any information you think is important.

**Key Academic Skills: Using integral and non-integral citations in academic writing**

In academic writing, information from sources is presented using **integral** or **non-integral citations**.

Your choice of whether to use integral or non-integral citations, and your choice of reporting verbs can help you to show your own **voice** in your writing. Understanding how to use citations accurately enables you to have more control over your writing and can allow you to communicate ideas and information more clearly.

- **Non-integral citations** shift the **focus from the author to the information**. These are citations in which the name, date of publication is included in brackets at the end of the sentence or clause.
- **Integral citations** shift the **focus onto the writer of the information**. These citations are usually found at the beginning of a sentence or clause with reporting verbs. This can show how you **position yourself** towards the information in the source (e.g., to create distance from an author's views/opinions: Li (2019) repeatedly claims that ...).

By using integral citations, you can add your own *voice* by choosing an appropriate reporting verb (e.g. state, argue, claim, note or suggest).

### **Practice:**

Consider the difference between the two sentences below.

Research by Freeman *et al.* (2020) **states** that some less developed countries are also focusing on creating more equal opportunities for their citizens, with positive results.

Research by Freeman *et al.* (2020) **argues** that some less developed countries are also focusing on creating more equal opportunities for their citizens, with positive results.

### **Reporting verbs**

Reporting verbs vary in terms of strength. **States** is considered neutral and one of the most common reporting verbs whereas **argues** has a stronger effect. The verb you choose will impact on your overall writing. You should decide which verb conveys the meaning you want as **accurately** as possible.

If you do decide you want to use integral citations, think about *why* you are using this, what you are trying to show, and make sure you are using accurate reporting verbs to convey the correct meaning.

### **Examples of reporting verbs**

- Argues, asserts, refutes, agrees, counters, criticises, shows, supports, claims, concludes, acknowledges, states, explains, illustrates, establishes, analyses, examines, concedes, observes, notes, implies, speculates, supposes, views, regards

### **Practice:**

Try rewriting an integral citation from earlier in the lesson using one of the above reporting verb examples. What do you notice about the changes this makes to your writing?

## Task 10

Open your Diagnostic Writing from Week 1.

How did you show information from the sources? Did you use any citations?

- Using what you have learnt today, think about how you can improve your use of citations in your Diagnostic Writing. Did you include any citations? Could they be improved? Could you go back and add this to your writing?

### Reflection

Discuss these together:

- Do you have a better understanding of the use of integral and non-integral citations?
- Will this be useful for your IWA and your future studies?
- How will this help you to improve your general academic writing?
- What questions do you still have?

### Additional examples of integral citations:

\*These are only a few examples of reporting verbs. You need to decide if and when to use them and remember that it can change the meaning and effect of your writing.

| Subject   | *Reporting Verb   | Remainder of the sentence   |       |   |                   |
|---|---|---|-------|---|-------------------|
| Their research<br>This example  | highlights<br>demonstrates<br>illustrates<br>shows<br>indicates<br>suggests | significant increases in life expectancy in Ethiopia and Brazil.<br><br>that some less developed countries are also focusing on creating more equal opportunities for the citizens with positive results. |       |   |                   |
| Research by Freeman <i>et al.</i> (2020)<br><br>Freeman <i>et al.</i> (2020) provide an example which | points out<br>shows<br>suggests<br>indicates<br>claims                      | that some less developed countries are also focusing on creating more equal opportunities for citizens,   | which | highlights<br>demonstrates<br>illustrates<br>shows<br>indicates<br>suggests | positive results. |

### Additional information:

The *RWAC IWA Descriptors* and the *CELE Citations and Referencing Guide* can be found on Moodle.

**LESSON AIMS**

This lesson will help you to:

- [1] learn more about paragraph structure for main body paragraphs
- [2] practice writing topic sentences for main body paragraphs

**Task 1**

Read the essay title below, and brainstorm as many ideas as you can:

*Explain two reasons for the global increase in life expectancy*

**Task 2**

You are going to read an essay in which 'increased government expenditure in healthcare' is the reason given for the global increase in life expectancy. Predict two things that you will read about in the paragraph.

1. \_\_\_\_\_
2. \_\_\_\_\_

## Task 3

Read the paragraph and check if any of your predictions were correct.

Positive government intervention in healthcare is one of the main reasons leading to longevity worldwide. Firstly, one of the most important contributions is to increase the number of healthcare facilities. More availability of hospitals, hospital beds, medicines and other medical equipment is likely to have had a significant increase in life expectancy. According to Roser, Ortiz-Ospina and Ritchie (2013), life expectancy increased by approximately 1 – 4% all around the world from 1991 – 2012 because of increased health expenditure. They also point out that the most significant increases in life expectancy were found in Sub-Saharan African countries which previously did not invest in healthcare – increased government spending in this area increased life expectancy by as much as 10 years in some cases (Roser, Ortiz-Ospina and Ritchie, 2013). This information suggests, therefore, that structured government programmes aimed at ensuring the healthy condition of a population can have extremely positive effects on life expectancy. Secondly, vaccination programmes have also been effective. The WHO (2014) reported that vaccination can prevent 2.5 million deaths per year when put to good use. Rappuoli *et al.* (2014) support this by adding that between 1990 and 2010, communicable diseases decreased by nearly 8%, and that infant immunization from diseases such as smallpox grew from less than 50% to 90% globally. Once children have been protected from diseases at an early age, it is likely to help them to develop a strong immune system which can increase their chances of living for longer. The development of more coherent healthcare systems with government investment have contributed significantly to life expectancy, and with the continuation of such programmes, this situation is likely to remain.

## Task 4

Discuss: What do you remember about the following points from previous classes?

1. Structuring your main body paragraph
2. Managing voice

### Key Academic Skills: Paragraph structure 1

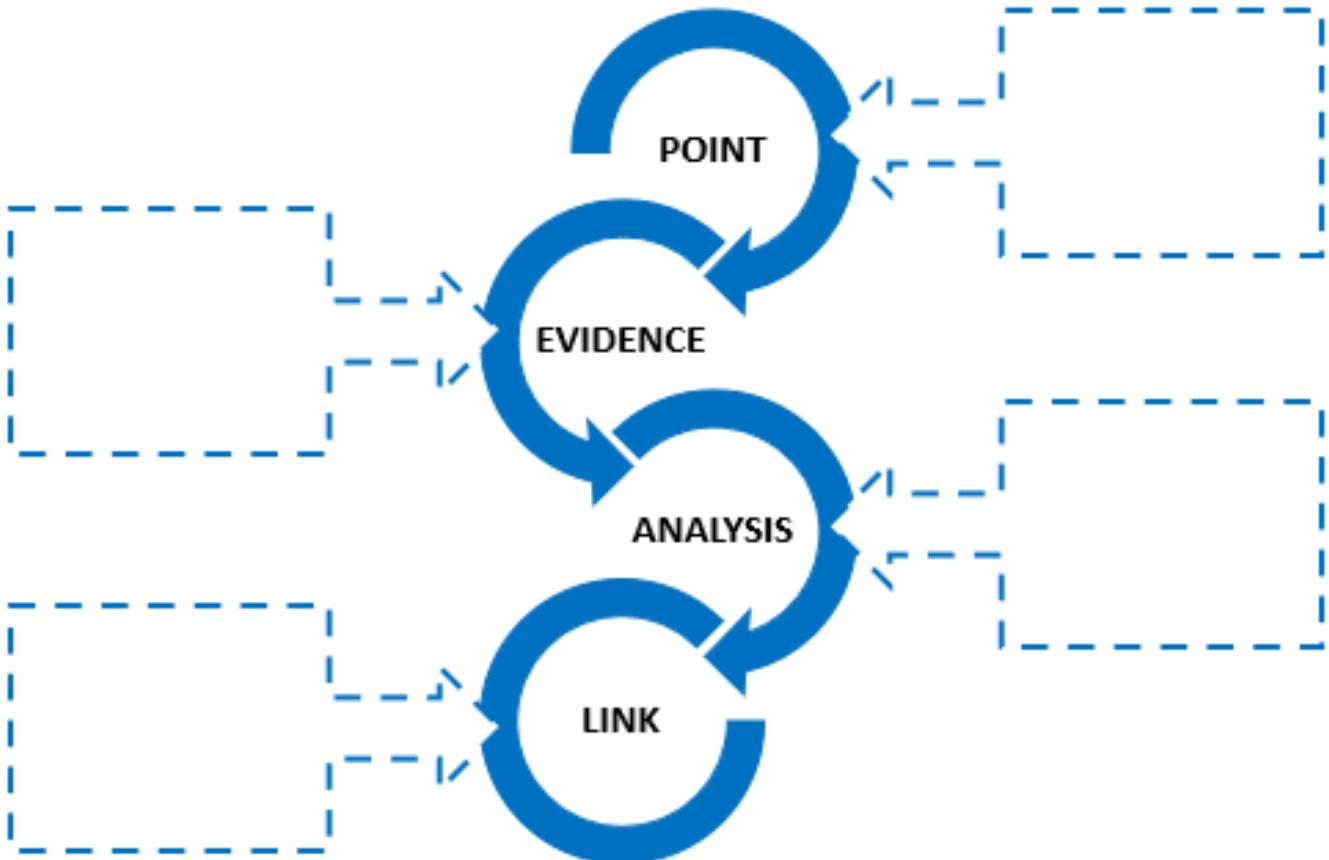
In Week 3, we looked at paragraph structure where a paragraph moved from more general information at the beginning to more specific information. A paragraph can begin with a general point, which is then explained further and supported with evidence or examples from a source.

Therefore, when reading, it is important to look for ideas which can help you to explain your main points. When reading, you can also look for examples which you can use as evidence in your essay.

## Task 5

A formula that can be followed when structuring a paragraph is PEAL, which stands for **POINT, EVIDENCE, ANALYSIS, and LINK**.

1. What is the specific **purpose** of each of these sections? Fill in the boxes below with your ideas.
2. In which of the sections will you show your understanding of sources?



## Task 6

Read the paragraph from Task 3 and do the following:

1. Use different colours to show which sentences relate to the sections POINT, EVIDENCE, ANALYSIS and LINK
2. The main idea is healthcare expenditure, but what are the writer's sub-points?  
Sub-point 1 \_\_\_\_\_  
Sub-point 2 \_\_\_\_\_

## Task 7

With a partner, discuss the following questions:

1. Is it important for every paragraph to follow the PEAL structure?
2. Can you think of a situation when a PEAL structure may not be appropriate?

## **Key Academic Skills: Paragraph structure 2**

When writing paragraphs, it is important to be flexible in your approach. Sometimes you might find that a basic PEAL paragraph structure will work, and other times it will not.

For example, you may want to use multiple different sources to support your main ideas. Also, you might need to spend more time explaining the point which you want to make.

It is important, though, to maintain a balance of source voice and writer's voice in a paragraph.

## **Topic sentences**

### **Task 8**

Look back at the first sentence of the paragraph in Task 3, and answer the questions below:

1. What is the purpose of this sentence?
  2. Write a similar sentence to begin the next paragraph of this essay, based on your ideas from Task 1 of this lesson. Write your sentence below:
- 
- 
- 

## **Key Academic Skills: Topic sentences**

The topic sentence is one of the most important sentences of a paragraph, or an essay. The purpose of this sentence is to introduce the main idea, or the main topic, of the paragraph. By reading this sentence, the reader should know what the main topic of the rest of your paragraph is.

The key features of a topic sentence are as follows:

- It should mention the main topic, or the main idea, of the paragraph
- It should use language which connects the topic to the essay question
- It should use language to link this paragraph to the other paragraphs in the essay

### **Task 9**

Based on the Key Academic Skills box above, do the following:

1. Highlight the key features of the topic sentence back in Task 3.
2. Highlight the key features of the topic sentence which you wrote in Task 8. If necessary, edit your sentence so that it includes the key features of a topic sentence
3. Look at the topic sentence that your partner wrote in Task 8. Did they include all of the features of a topic sentence?

## Task 10

Look at your IWA plan from Week 4. Write the topic sentence for Body Paragraph 1 below:

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## Task 11

Now, look at your writing from Lesson 3.3:

1. In different colours, highlight the PEAL structure in your paragraph
2. Add comments for yourself about how you can edit your paragraph, based on PEAL
3. Write / rewrite your topic sentence

## Task 12

Look back at your IWA plan:

1. Will the PEAL structure work with your plan?
2. Add any notes / reminders which may be helpful

### Reflection

Look at your writing from Lesson 3.3.

Based on your tutor's feedback, and today's lesson, write down three areas where you need to improve:

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How can you use your tutor's feedback in other Year 1 modules?

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Will ideas from today's lesson help you in your other Year 1 modules? How?

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## Lesson 5.2

### LESSON AIMS

This lesson will help you to:

- [1] analyse a text for coherence and cohesion
- [2] write more coherently and cohesively
- [3] edit writing for cohesion

#### TASK 1

1. What progress have you made in your IWA as a result of the feedback you received in Week 4?
2. What do you remember about paragraph structure from any information you have learned on the course so far?

#### TASK 2

In the previous lesson, we read one body paragraph from an essay with the following title:

*Explain two reasons for the global increase in life expectancy*

Below is an edited version of the second body paragraph of that essay. Read the paragraph and summarise the main idea in one or two sentences.

#### Version A

It is highly possible that a decrease in inequality can lead to an increase in life expectancy around the world. Inequality can be defined as significant differences in the job status, income levels and social status between different sections of a society (Wilkinson and Pickett, 2011). People who feel that they have a lower job status, income level and social status are more likely to suffer from physical and mental stress. Physical and mental stress can result in some people seeking unhealthier activities. Smoking, alcoholism and eating unhealthily are examples of the unhealthy activities which physically and mentally stressed people might seek. Smoking, alcoholism and eating unhealthily can reduce life expectancy by about five to ten years (MPG, 2017; Wilkinson and Pickett, 2011). Fewer gaps between the rich and poor can lead to a higher average life expectancy for a country. Two countries which have the highest life expectancies are Japan and Sweden. Japan and Sweden have more egalitarian societies.

Main idea:

## TASK 3

With your partner:

1. Discuss what things made the previous paragraph difficult to read.
2. Highlight / underline parts of the paragraph which made it difficult to read.

## TASK 4

Read another version of the same paragraph. Underline any language that is different between the two versions.

### Version B

It is highly possible that a decrease in inequality can lead to an increase in life expectancy around the world. Inequality can be defined as significant differences in the job status, income levels and social status between different sections of a society (Wilkinson and Pickett, 2011). People who feel that they have a lower status are more likely to suffer from physical and mental stress. This stress can result in some people seeking unhealthier activities, such as smoking, alcoholism and eating unhealthily, and these types of lifestyle behaviours can reduce life expectancy by about five to ten years (MPG, 2017; Wilkinson and Pickett, 2011). Fewer gaps between the rich and poor can lead to a higher average life expectancy for a country. Two countries which have the highest life expectancies are Japan and Sweden, and these countries have more egalitarian societies.

### **Key Academic Skills: Cohesion in writing**

Cohesion is important in writing. It refers to how a writer uses words or phrases to link the ideas or pieces of information together.

## Task 5

Read Version B above:

1. Find two examples of a word which refers to something which has already been mentioned.

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2. Find one example of a linking phrase the writer uses which helps to signal to the reader what is coming next.

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3. Find an example of where the writer does not include some words because this idea is already clear to the reader.

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4. Find a noun phrase which summarises ideas mentioned previously.

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5. Find two places where the writer has combined two short sentences together.

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## Task 6

Look at the words in **bold** below and answer the questions below

### Version B

It is highly possible that a decrease in **inequality** can lead to an increase in **life expectancy** around the world. **Inequality** can be defined as significant differences in the job status, income levels and social status between different sections of a society (Wilkinson and Pickett, 2011). People who feel that they have a lower status are more likely to suffer from physical and mental stress. This stress can result in some people seeking unhealthier activities, such as smoking, alcoholism and eating unhealthily, and these types of lifestyle behaviours can reduce **life expectancy** by about five to ten years (MPG, 2017; Wilkinson and Pickett, 2011). Fewer gaps between the rich and poor can lead to a higher average **life expectancy** for a country. Two countries which have the highest **life expectancies** are Japan and Sweden, and these countries have more egalitarian societies.

1. Why has the writer repeated the words 'life expectancy' and 'inequality' several times in this part of the paragraph?

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2. What words are you likely to repeat several times in your IWA? Why?

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## **Key Academic Skills: Ways to make writing more cohesive**

Repeated words or ideas – writers often repeat the main words of a paragraph / section. This helps the reader to follow the writer’s main idea. It can also help a writer to add emphasis. However, it is also important to avoid too much repetition.

Reference words – words such as ‘this’, ‘these’ ‘it’, or ‘which’ are words which can refer to something which has been previously mentioned. This can avoid too much repetition.

Linking words – words like ‘for example’, ‘such as’, ‘however’, and ‘furthermore’ can also link ideas, and they can signal to the reader what type of information is coming next.

Omitting words – sometimes words can be omitted when the meaning is clear from the context. For example, something might be clear because it has already been mentioned.

Summary nouns – these are nouns which summarise what the writer wants to describe. This can also help to avoid repetition. For example, referring to a series of points as ‘facts’ instead of repeating the points

### **Task 7**

Try to make the sentences below more cohesive by using **reference words**, **linking words** or by **omitting unnecessary words**.

1. Stress can affect a person’s life in many ways. The first way that stress can affect a person’s life is a lack of sleep. The second way stress can affect a person’s life is that stress can lead to other unhealthy lifestyle behaviours.

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2. Life expectancy can be negatively influenced by unhealthy lifestyle behaviours. Excessive drinking or smoking are two unhealthy lifestyle habits.

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3. Research suggests that people who have healthier lifestyles live up to between 5 and 10 years longer than those who do not have healthier lifestyles.

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4. Better treatment and medicines means that people are ill for a shorter amount of time. As a result of getting better treatment and medicines, they can live a longer and healthier life.

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## Task 8

Look at the pairs of texts below. In each pair, choose which text you think is more cohesive. Be ready to explain your decision.

### Text A

Managing levels of stress is an important factor in maintaining a healthy life. One way of managing stress is to take regular breaks from your work or study. An example of a break could simply be a chat with a friend, or going outside for a very short walk.

### Text B

Managing levels of stress is an important factor in maintaining a healthy life. Moreover, one way of managing stress is to take regular breaks from your work or study. Besides, an example of a break could simply be a chat with a friend, or going outside for a very short walk.

### Text C

Inequality can cause different amounts of economic pressure in a society. High levels of stress can result from greater levels of pressure economically, and unhealthy lifestyle habits can often be a result of this.

### Text D

Inequality can cause different amounts of economic pressure in a society. Greater amounts of pressure can lead to high levels of stress, and this can lead to unhealthy lifestyle habits.

### Key Academic Skills: Linking words and the order of information in a sentence

Linking words – Avoid overusing linking words such as 'moreover', 'furthermore' or 'besides'. You might be able to use vocabulary and a logical progression of ideas as well as other methods to keep a text cohesive.

Old/known and new information – in English, older, or already-known information often appears first in a sentence, and new information appears at the end of the sentence. This new information then becomes the old/known information of the following sentence. This can add logic to a text, and make it easier for the reader to follow the development of ideas.

## Task 9

In each sentence below, label the old/known and new information as it appears.

- It is highly possible that a decrease in **inequality** can lead to an increase in life expectancy around the world.

- |  |                        |
|--|------------------------|
| <u>Old information</u>   | <u>New information</u> |
| • <b>Inequality</b> can be defined as <b>significant differences in the job status, income levels and social status between different sections of a society</b> (Wilkinson and Pickett, 2011). |                        |

- People who feel that they have a lower status are more likely to suffer from physical and mental stress.
- This stress can result in some people seeking unhealthier activities, such as smoking, alcoholism and eating unhealthily,
- and these types of lifestyle behaviours can reduce life expectancy by about five to ten years (Wilkinson and Pickett, 2011; MPG, 2017).
- Fewer gaps between the rich and poor can lead to a higher average life expectancy for a country.
- Two countries which have the highest life expectancies are Japan and Sweden, and these countries have more egalitarian societies.

## Task 10

Read a sample topic sentence of another paragraph on the same issue. Choose which sentence from each pair is the more suitable sentence to follow on from the previous one.

|     | <b>Topic sentence / sentence 1</b>  |
|-----|---|
|     | An additional reason contributing to increasing life expectancy is the continuous development of water quality.   |
|     | <b>Sentence 2</b>   |
| 2 A | Water quality has been significantly improved by more effective water purification and sanitation.  |
| 2 B | Water purification and sanitation have played an unequivocal role in the improvement of water quality.  |
|     | <b>Sentence 3</b>   |
| 3 A | Water is an important medium for the transmission of microorganisms and toxic substances, so cleaner water can significantly reduce human morbidity and mortality (Angelakis <i>et al.</i> , 2021).   |
| 3 B | According to Angelakis <i>et al.</i> (2021), human morbidity and mortality are greatly increased by toxic substances which are transmitted through water.   |
|     | <b>Sentence 4</b>   |
| 4 A | It was not until the nineteenth century onwards that theories about personal hygiene and water purification were gradually spread, which led to improvements in both water quality and people's behaviour (Angelakis <i>et al.</i> , 2021). |
| 4 B | Reductions in human morbidity and mortality became more noticeable from the nineteenth century onwards when theories about water purification and personal hygiene became more widespread (Angelakis <i>et al.</i> , 2021).                 |
|     | <b>Sentence 5</b>   |
| 5 A | For example, in the early twentieth century, Finland invested heavily in improved water purification, as a result of a large number of deaths from typhoid fever.   |
| 5 B | For example, deaths from typhoid fever significantly affected Finland until the early twentieth century, when there was a large investment in water purification tech.  |
|     | <b>Sentence 6</b>   |
| 6 A | This investment has resulted in the disappearance of typhoid in Finland, therefore positively affecting life expectancy there (Juuti, 2001).  |
| 6 B | Life expectancy was improved as a result of this investment because typhoid fever was eliminated there (Juuti, 2001).   |

# Coherence

## Task 11

Read this student's paragraph about equality and life expectancy and identify the main problem with the text.

Fewer gaps between the rich and poor can lead to a higher average life expectancy for a country. Two countries which have the highest life expectancies are Japan and Sweden. The capital of Japan is Tokyo and Sweden's capital is Stockholm. Stockholm is quite well known as being one of Europe's coldest capital cities. Other capital cities which have extremely low temperatures are Warsaw in Poland and Oslo in Norway. Norway offers beautiful scenery and can be a good place to go for people who are interested in skiing. Being good at skiing can also increase life expectancy.

### Key Academic Skills: Coherence in a text

Coherence refers to the logical ordering of ideas within sentences, within paragraphs, across paragraphs, and throughout whole documents.

Achieving coherence in a paragraph can be done by ensuring that the paragraph's ideas are linked to, and support the topic sentence.

Achieving coherence across an essay can be done in the following ways:

- by making sure the body paragraphs follow the same order as stated in the introduction (roadmap)
- by making sure that the body paragraphs have a clear topic sentence
- by checking that an essay's conclusion accurately summarises the main ideas from the essay's body paragraphs

## Task 12

Look at the writing which you did in Lesson 3.3. Check it for cohesion by doing the following, and rewrite any sections which you feel could be more cohesive:

1. Repetition – are the key words repeated as appropriate?
2. Reference words (this / these, which) – check your text and add in reference words like these ones where you can.
3. Omitting words – are there any words that you can omit because the ideas are already clear?
4. Linking words – are there any unnecessary linking words (moreover, besides, furthermore)? These words might not be necessary if the vocabulary and ideas are already clear.
5. Given and new information – do your sentences follow a pattern where old information begins a sentence, and new information comes at the end?

## **Homework exercise**

Read the text below. As you read, underline / highlight any devices which generate cohesion, and be ready to explain why. We have already read the section in *italics*, so that section will be a review.

### ***Explain two reasons for the global increase in life expectancy.***

*It is highly possible that a decrease in inequality can lead to an increase in life expectancy around the world. Inequality can be defined as significant differences in the job status, income levels and social status between different sections of a society (Wilkinson and Pickett, 2011). People who feel that they have a lower status are more likely to suffer from physical and mental stress. This stress can result in some people seeking unhealthier activities, such as smoking, alcoholism and eating unhealthily, and these types of lifestyle behaviours can reduce life expectancy by about five to ten years (Wilkinson and Pickett, 2011; MPG, 2017). Fewer gaps between the rich and poor can lead to a higher average life expectancy for a country. Two countries which have the highest life expectancies are Japan and Sweden, and these countries have more egalitarian societies. Societies with this quality are also more likely to have more widespread access to medical facilities, which can further increase life expectancy (Klenk et al., 2016). However, it is not only some developed countries which can achieve a higher life expectancy in this way. Research by Freeman et al., (2020) points out that some less developed countries are also focusing on creating more equal opportunities for their citizens, with positive results. Their research demonstrates significant increases in life expectancy in Ethiopia and Brazil. During the period of 1997 – 2018, Ethiopia's life expectancy increased from 50 years to 66 years old, and in Brazil, from 68 to 75 years old. One of the main reasons for these increases in both countries is reduced inequality, lower unemployment and more effective social welfare programs (Freeman et al., 2020). A greater focus on reducing inequality can therefore continue to increase life expectancy globally.*

# Lesson 5.3

## LESSON AIMS

This lesson will help you to:

- [1] examine the use and purpose of hedging in academic writing
- [2] understand how hedging can change the meaning and accuracy of a text
- [3] apply hedging appropriately and effectively in your own writing

## Accuracy in academic writing

Academic writing aims to be as accurate as possible in the way it conveys information.

### Task 1

Read the sentence from the sample paragraph below:

- How has the writer conveyed information accurately in the sentence below?

Their research demonstrates significant increases in life expectancy in Ethiopia and Brazil. During the period of 1997 – 2018, Ethiopia’s life expectancy increased from 50 years to 66 years old, and in Brazil, from 68 to 75 years old (Freeman *et al.*, 2020).

Extract from the sample paragraph (Lesson 5.2)

- How do the underlined words in example 1 below affect the overall **accuracy** of the information? Do they make the sentence *more* or *less* accurate and believable? Explain why.

### Example 1:

It is highly possible that a decrease in inequality can lead to an increase in life expectancy around the world. Inequality can be defined as significant differences in the job status, income levels and social status between different sections of a society (Wilkinson and Pickett, 2011).

### **Example 2:**

A decrease in inequality leads to an increase in life expectancy around the world. Inequality means the significant differences in the job status, income levels and social status between different sections of society (Wilkinson and Pickett, 2011).

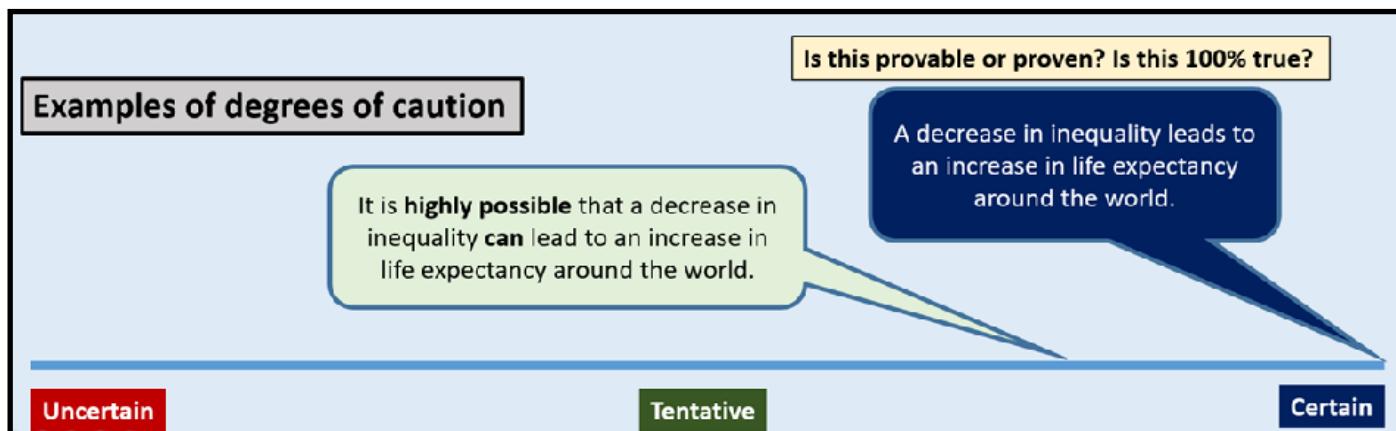
- How does the *meaning* of the sentence change when the underlined words in Example 1 are removed, as shown in example 2?
- How does this affect the overall accuracy of the information?
- Compare **Example 1** and **Example 2**. Which do you think is *more* accurate and believable? *Why?*

### **Key Academic Skills: Hedging language to show caution**

Hedging language, also known as cautious or tentative language, is a way of softening the language by making the claims less certain.

Hedging is often used in the sciences when presenting results.

It is also used in other disciplines to avoid presenting conclusions or ideas as facts, making the writing more accurate, and can distance the writer from the claims being made.



### **Task 2**

Underline any words or phrases which change the certainty of the text.

It is highly possible that a decrease in inequality can lead to an increase in life expectancy around the world. Inequality can be defined as significant differences in the job status, income levels and social status between different sections of a society (Wilkinson and Pickett, 2011). People who feel that they have a lower status are more likely to suffer from physical and mental stress. This stress can result in some people seeking unhealthier activities, such as smoking, alcoholism and eating unhealthily, and these types of lifestyle behaviours can reduce life expectancy by about five to ten years (Wilkinson and Pickett, 2011; MPG, 2017). Fewer gaps between the rich and poor can lead to a higher average life expectancy for a country.

*(cont. on next page)*

Two countries which have the highest life expectancies are Japan and Sweden, and these countries have more egalitarian societies. Societies with this quality tend to have more widespread access to medical facilities, which can further increase life expectancy (Klenk *et al.*, 2016). However, it is not only some developed countries which can achieve a higher life expectancy in this way. Research by Freeman *et al.*, (2020) points out that some less developed countries are also focusing on creating more equal opportunities for their citizens, with positive results. Their research demonstrates significant increases in life expectancy in Ethiopia and Brazil. During the period of 1997 – 2018, Ethiopia's life expectancy increased from 50 years to 66 years old, and in Brazil, from 68 to 75 years old. One of the main reasons for these increases in both countries is reduced inequality, lower unemployment and more effective social welfare programs (Freeman *et al.*, 2020). A greater focus on reducing inequality can therefore continue to increase life expectancy globally.

### Task 3

Evaluate the following sentences and decide whether the hedging used is appropriate. If it is not, correct the sentences.

1. In societies with high infant mortality rates many people may die in the first few years of life.
2. The graph shows that life expectancy appears to be rising slowly.
3. The data seems to suggest that Wilkinson and Pickett's (2011) argument is correct.
4. It may be difficult to find a simple yet detailed description of what 'life expectancy' actually means.
5. The COVID-19 pandemic could have had an impact on global life expectancy.
6. For Japan, we can see that life expectancy in 2015 might have been 82.3 years.
7. Undoubtedly, these problems could have begun last year.

#### **Before choosing hedging language, consider the following:**

- How certain are you about the claim?
- Do you think research can prove that this claim is true?
- Is the claim a fact or an opinion?



## Task 4

Edit the following sentences to include appropriate hedging language to support your degree of certainty:

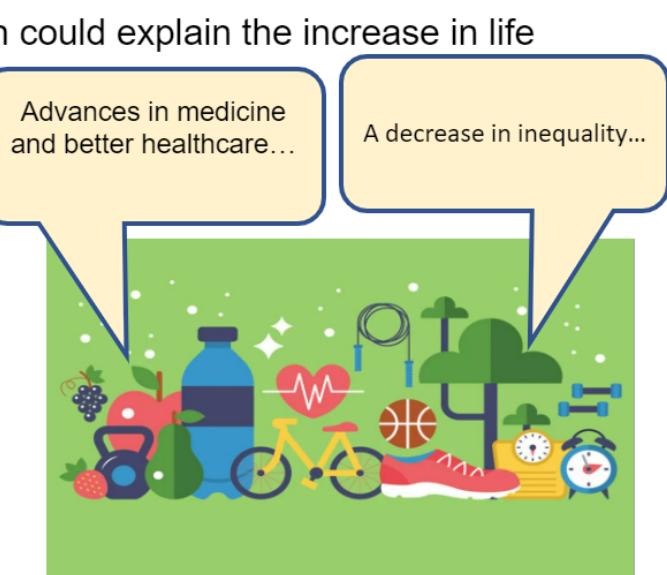
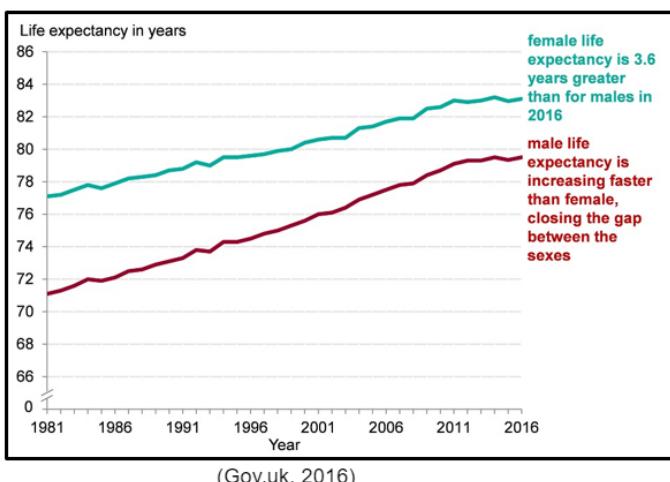
1. Eating natural organic food prevents cancer.
2. Smoking causes heart disease.
3. Obesity rates are decreasing in China.
4. Modern diet has had a positive impact on life expectancy in China in the last decade.
5. All food will be more processed in the future.
6. The food industry contributes to obesity.
7. Food policy and politics are fundamental to the work of nutritionists and dietitians.

## Task 5

- Look at the essay title below related to some of the reading we have done in class.
  - In your groups, decide on one possible reason for this increase.
  - Working together, write statements which support this.
- 
- 
- 
- 

### Explain two reasons for the global increase in life expectancy

Together, discuss the different reasons which could explain the increase in life expectancy.



### Examples:

One of the main reasons for the global increase in life expectancy is a decrease in inequality.

Inequality in society means differences in work, education, social status and income.

This causes stress, mental health issues and unhealthy lifestyles, like smoking, drinking and unhealthy diets.

Improving equality in societies means people access more education and work opportunities and have more health awareness and access to healthcare.

**Is this all 100% true? Is this accurate?**

**What can you do to increase the accuracy in your writing?**

### Task 6

Together or independently, use your sentences and complete a sample body paragraph to respond to the task. Include hedging language where necessary (see examples below) and use what you have learnt in the previous lesson about coherence and cohesion.

## Hedging language to show caution

| Hedging language                      | Examples  |
|---------------------------------------|---|
| can                                   | Inequality in society <b>can</b> be defined as differences in work, education, social status and income.  |
| could                                 | One of the main reasons for the global increase in life expectancy <b>could</b> be a decrease in inequality.  |
| might/may                             | This <b>might/may</b> cause stress, mental health issues and unhealthy lifestyles, like smoking, drinking and unhealthy diets.  |
| verb                                  | This <b>tends to...</b> This <b>appears to...</b> This <b>seems to...</b> This <b>suggests that...</b>  |
| adverbs for probability and frequency | It is <b>highly possible/probable</b> that a decrease in inequality...This is <b>likely</b> due to...Which is <b>unlikely</b> to...This is <b>frequently/often/sometimes</b> a result of... |
| expressing quantity                   | Few/some/several/many less developed countries are also focusing on creating more equal opportunities for their citizens. <b>One of the main reasons...</b>                                 |
| would + verb + that                   | This <b>would suggest that</b> improving inequality in societies <b>could</b> improve more individuals' access to education and work opportunities.   |
| Impersonal 'it' + passive voice       | <b>It has been suggested</b> that improving inequality in societies <b>could...</b><br><b>It is believed</b> that improving inequality in societies <b>may...</b>                           |

### Reflection:

- Compare your body paragraphs with other groups
- Have they used the hedging language accurately?
- How can you apply hedging to your own IWA essay?



### LESSON AIMS

This lesson will help you to:

- [1] identify key features of an introduction paragraph
- [2] plan an introduction paragraph

#### Task 1

What type of information would you expect to find in the introduction paragraph to an essay?  
Write your ideas below:

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#### Task 2

Look at the following essay title:

***Explain two reasons for the global increase in life expectancy***

Read the introduction paragraphs on the next few pages from three different essays written by three different students.

1. Identify what type or category of information they included.
2. What are the strengths and weaknesses of each introduction paragraph?

**NOTE:** The example introduction paragraphs below are from students and may contain errors in grammar, vocabulary and academic style.

**Student A**

In the rapidly developing world, the significant increase in life expectancy in recent years is affected by multidimensional factors such as medical innovations and economic development. For instance, according to the National Health and Family Planning Commission of the People's Republic of China (2016, cited in Chen *et al.*, 2018) since China's founding in 1949, Chinese life expectancy has increased significantly more than tripled from 35 years in 1949 to 76.3 years in 2015. There are two probably factors lead to this phenomenon: the decrease of inequality and the progress of water quality.

**Type of information included****Strengths****Weaknesses****Student B**

Recently, life expectancy has attracted worldwide attention. Life expectancy is referred to as calculating the number of years which a person can expect to live on average. At the beginning of the 19th century, the worldwide life expectancy was not so long. And the data shows that the global average number even cannot reach 40 years. However, mankind entered the era of longevity in the middle of the 20<sup>th</sup> century. In 1950, the average number worldwide got to nearly 50 years. At present, life expectancy continues to grow. Data from Rappuoli *et al.* (2014) shows that life expectancy in the United States has risen to over 70 years. In addition, life expectancy in Ethiopia, has also increased from to 66 years in 2018 (Freeman *et al.*, 2020). Many factors have resulted in the increase of life expectancy around the world such as education, lifestyles, and water quality. This assignment will focus on only two main reasons. The first reason is positive government intervention in healthcare and the second one is healthy lifestyles.

**Type of information included****Strengths****Weaknesses**

## **Student C**

In recent years, there has been growing interest in global increase in life expectancy. It is a significant topic around the world and people are greatly concerned about it. Data from the research (Klenk. et al., 2016) demonstrates that the numbers of people who live longer are growing worldwide, increasing almost linearly every ten years since 1840. The result above therefore shows a giant leap in lifespan. There might have a great number of reasons. However, this essay will concentrate on merely two of the key factors which are healthy lifestyle and the gross domestic product (GDP).

### **Types of information included**

#### **Strengths**

#### **Weaknesses**

## **Task 3**

Look at the following three essay titles and answer the questions below.

1. Give two reasons for the global increase in obesity
2. Evaluate the impact of smartphones on education
3. Analyse the impact of climate change on human health

- A. Which words in the essay titles would need to be defined or explained? Underline them.
- B. Why can it be important to define or explain the meaning of key words that appear in the essay title?
- C. Should you use a dictionary or Baidu to search for a definition? Why/Why not?
- D. What words from your IWA title do you think you might need to define?
- E. Where will you search for a definition?

## Task 4

Look at the phrases below for definitions. Tick the phrases which are correct ✓, and write X next to the ones which are not.

|   |   | ✓ or X |
|---|---|--------|
| 1 | Life expectancy <b>is referred to as</b> the length of time a person is expected to live.   |        |
| 2 | Life expectancy <b>can be defined as</b> the length of time a person is expected to live.   |        |
| 3 | Life expectancy <b>means</b> the length of time a person is expected to live.   |        |
| 4 | Life expectancy <b>refers as</b> the length of time a person is expected to live.   |        |
| 5 | Life expectancy, or the length of time a person is expected to live, is a long-studied area. ( <i>notice the use of commas here</i> ) |        |
| 6 | Life expectancy <b>means a definition of</b> the length of time a person is expected to live.   |        |

### Key Academic Skills: Introductions and definitions

An important part of an introduction paragraph is to define the main terms of the essay. There are different reasons for this. There may be many different meanings of a topic, but the reader needs to know which definition YOU will use for your essay.

A definition is more trustworthy, or reliable, if it comes from an appropriate source, rather than the dictionary or just from the writer's head. Dictionaries are written by people who are experts in language; however, research papers are written by experts in the field which you are studying.

Using a source to find a definition shows the reader that you have done appropriate research, and therefore the reader builds trust with you as a writer.

## Task 5

Introduction paragraphs sometimes have extra background information on a topic. Think about your IWA title. Which of the following types of background information (a-d) might you include and why? What could you say for each? Make notes for each on the next page.

- a) Some statistics
- b) Opposing views about the topic
- c) A short history of the topic – how it developed
- d) Your own ideas

## Task 6

An introduction often begins with some general information and then the information becomes more specific. Why do you think that is? Look at the student examples on pp. 84 and 85 to help you. Make notes on both the content of, and how you will structure, your IWA intro below:

## **Key Academic Skills: The moves of an introduction**

An introduction often moves from the general to the specific.

Firstly, the general topic needs to be introduced to the reader, as well as its definition if necessary. There may also be a need to give extra background information if you think the reader needs more help in activating their background knowledge on the topic.

Then, an introduction paragraph makes a transition from this background information to the purpose statement and the roadmap.

## Task 7

Look at the three sample introduction paragraphs on pp. 84 and 85 again.

Which essays make a smooth transition from the background information to the focus of the student's essay? How is this done?

## Task 8

Look at the final sentence in Student A's introduction and Student C's introduction on pp. 84 and 85, and at the final 2 sentences of Student B's introduction. What is the function of these sentences in the introduction paragraph?

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### Key Academic Skills: Introduction paragraphs – purpose statement and roadmap

**Purpose statement:** Where you tell your readers why you are writing the essay.  
What is the purpose of this essay?

**Roadmap:** This sentence outlines what your essay will include, similar to a map of your essay. It tells the reader which main ideas you will write about. The ideas you write here are presented in the same order as the body paragraphs in which they will appear.

## Task 9

Read the roadmap sentences for the essay title below and decide:

1. Which roadmap(s) is suitable? Why?
2. Which ones are not suitable? Why not?

### ***Explain two reasons for the global increase in life expectancy***

- a) Therefore, this essay will discuss life expectancy.
- b) There are different reasons for the increase in life expectancy, and the purpose of this essay is to discuss two reasons for these.
- c) This essay will therefore explain two main causes for the rise in life expectancy: improvements in water quality and the progress made toward social equality.
- d) This assignment will focus on only two main reasons. The first reason is positive government intervention in healthcare and the second one is healthy lifestyles.
- e) This essay will discuss that there are many reasons for the increase of life expectancy. There are many reasons such as vaccines, being a healthy person, governments provide better healthcare, an improved global economy, and this essay will discuss two of those reasons.

## Task 10

Look back at examples a-e in Task 9. Underline any key noun-phrases used.

## Task 11

Look at the sample IWA on Moodle. Use the information from today's lesson to analyse and discuss the structure of the introduction paragraph.

## Task 12

Use the table below to plan the introduction paragraph for your own IWA.

|   | <b>Areas to consider</b>   | <b>Notes</b> |
|---|--|--------------|
| 1 | How will you introduce the topic?<br><br>Will you start with a definition or will you introduce the topic first, and then define it?   |              |
| 2 | Where will you get a definition of the main word(s)?<br><br>Which source will you use?   |              |
| 3 | What extra background information will you include?<br><br><ul style="list-style-type: none"><li>• Do you need statistics?</li><li>• Do you need any 'opposing views'?</li><li>• Do you need any 'historical developments'?</li><li>• Do you need anything else?</li></ul><br>Which sources can you use to find the information that you need? |              |

|   |  |  |
|---|--|--|
| 4 | <p>How will you make a transition from the background information to your own essay?</p>   |  |
| 5 | <p>How will you write the purpose statement?</p> <p>What are the two reasons that you will include in the roadmap?</p> <p>How can you use noun phrases for clarity here?</p> |  |
| 6 | <p>Other information:</p> <p>Do you need anything else?</p>  |  |

## Lesson 6.2



### LESSON AIMS

This lesson will help you to:

- [1] identify key features of a conclusion paragraph
- [2] plan a conclusion paragraph
- [3] analyse a whole essay to further understand the concepts of coherence and cohesion within academic texts

### Review

In Lesson 6.1, you looked at introductions for the following essay title:

*Explain two reasons for the global increase in life expectancy*

These are the final two sentences from Student B's introduction on p. 84:

Many factors have resulted in the increase of life expectancy around the world such as education, lifestyles, and water quality. This assignment will focus on only two main reasons. The first reason is positive government intervention in healthcare and the second one is healthy lifestyles.

### Task 1

Below are the topic sentences from the body paragraphs of this student's essay. Can you choose an appropriate order for these paragraphs?

| Sentence number | Topic Sentence Essay Paragraph   |
|-----------------|--|
|                 | In addition to the government intervention in healthcare, a healthy lifestyle has also contributed to the increased lifespan all over the world. |
|                 | Positive government intervention in healthcare is one of the main reasons leading to longevity worldwide.  |

## Task 2

From the list below, decide which features should always be included in a conclusion, which may be included, and which should not be included.

| Possible features                   | Yes | Maybe | No |
|-------------------------------------|-----|-------|----|
| Important new ideas                 |     |       |    |
| Recommendations/future implications |     |       |    |
| Citations                           |     |       |    |
| Restated purpose statement          |     |       |    |
| Background information              |     |       |    |
| A brief summary of the main body    |     |       |    |

## Writing conclusions

The purpose of a conclusion is to:

- Repeat the purpose statement in paraphrased form
- Summarize the key ideas from the main body
- Make a final comment or recommendation on the topic if required

## Sample Conclusion

(1) In conclusion, the purpose of this essay was to identify two main reasons for the rise of lifespan, which were positive government interventions in healthcare and healthy lifestyles. (2) Increased health expenditure allowed for medical advancements such as vaccines, which have had an enormous impact on longevity. (3) Additionally, training medical staff and volunteers has also helped communities reduce infant mortality, resulting in higher life expectancy. (4) From the perspective of healthy lifestyles, factors such as good diets and exercise have reduced incidents of disease. (5) Avoiding poor lifestyle choices such as smoking and drinking have also contributed to healthier populations with increased life expectancy. (6) If governments continue to invest in healthcare and people make good decisions regarding their lifestyles, it seems likely that the human lifespan will keep growing. (7) Additionally, medical advancements, such as cures for cancer, will likely contribute to this trend. (8) Soon, living beyond 100 years of age will become the norm.

## Task 3

Discuss the questions below in your groups to help you understand what final comments could be added to a conclusion.

1. What main ideas did you include in your IWA?
2. What do you think will happen to UPFs in the coming years? What predictions can you make about the future of UPFs?
3. What recommendations could you give about UPFs?
4. What warnings could you give about UPFs?

## Task 4

Study the sample conclusion on p. 92. Decide the role that each sentence is performing. Fill in the table below by indicating the corresponding sentence number next to the function.

| Sentence | Function  |
|----------|---|
|          | Summarizes ideas from the first main idea (BP1)       |
|          | Summarizes more ideas from the second main idea (BP2) |
|          | Summarizes more ideas from the first main idea (BP1)  |
|          | Summarizes ideas the second main idea (BP2)           |
|          | Rephrases the purpose statement (paraphrased)         |
|          | Speculates about the future of the topic              |

## Task 5

Look at the phrases below which are commonly seen in conclusions. Try to categorize them into the correct column in the table.

|   |  |  |
|---|--|--|
| A final factor is ...                                   | This assignment has provided the main reasons for X. | The second major cause is that ...                                 |
| This essay shows that x and y are two main causes of z. | Firstly, it can be seen that ...                     | The purpose of this essay was to identify the main reasons for ... |

| Restatement of purpose statement | Summarizing content |
|----------------------------------|---------------------|
|                                  |                     |
|                                  |                     |
|                                  |                     |

### Reflection

1. How does the opening of the conclusion generate coherence across the essay?
2. What do you notice about the verb tenses in the conclusion? How are they different from those in the introduction or the body of the text?
3. Are new sources introduced in the conclusion? Why/why not?

## Task 6

Begin to plan your conclusion paragraph, including a restatement of your purpose statement and a summary of the main body ideas. You can use the language from Task 5 above to help you.

## Task 7

Read the student essay below. Note that you have already examined the introduction and conclusion. Find and underline the following items:

- Purpose statement
- Paraphrased Purpose statement
- Roadmap
- Topic sentence of BP1
- Topic sentence of BP2

When finished, discuss how these sentences generate cohesion across the essay.

Recently, life expectancy has attracted widespread attention all over the world. Life expectancy is referred to as calculating the number of years which a person can expect to live on average. At the beginning of the 19th century, the worldwide life expectancy was not so long. The data shows that the global average number even cannot reach 40 years. However, mankind entered the era of longevity in the middle of the 20<sup>th</sup> century. In 1950, the average age worldwide got to nearly 50 years. At present, life expectancy continues to grow. Data from Rappuoli *et al.* (2014) shows that life expectancy in the United States has risen to over 70 years. In addition, life expectancy in Ethiopia, has also increased from to 66 years in 2018 (Freeman *et al.*, 2020). Many factors have resulted in the increase of life expectancy around the world such as education, lifestyles, and water quality. This assignment will focus on only two main reasons for improved lifespan. The first reason is positive government intervention in healthcare and the second one is healthy lifestyles.

Positive government intervention, namely increased expenditure, in healthcare is one of the main reasons leading to longevity worldwide. According to Roser, Ortiz-Ospina and Ritchie (2013), life expectancy increased by approximately 1%-4% all around the world from 1991-2014 because of this increased health expenditure. One vital contribution of spending more money on healthcare is the development of vaccination (Rappuoli *et al.*, 2014). It has been reported by WHO (2014) that vaccination has prevented 2.5 million deaths per year and it may save five lives per minute. Recently global data shows that from 1970-2010 lifespan has increased by more than 10% thanks to vaccination. As a result, from 1990-2010, communicable diseases have decreased by nearly 8%. In addition, infant immunization has grown from less than 50%to 90% (Rappuoli *et al.*, 2014), which has also led to a longer life span. Lastly, the government has trained workers and volunteers to help improve health conditions. For instance, Ethiopia has trained many voluntary workers to contribute to their communities. Additionally, many experts are being trained to work in health careers. As a result, in countries such as Ethiopia, life expectancy at birth, from 1997 to 2018, has increased by nearly 16% and in Brazil, it has increased by more than 7% (Freeman *et al.*, 2020). Thus, positive government intervention, such as raising expenditure in healthcare, plays an important role in the increasing lifespan all around the world.

In addition to the government intervention in healthcare, a healthy lifestyle has also contributed to the increased lifespan all over the world. There are many aspects of lifestyle influencing the lifespan such as diets, exercises, and personal choices in drinking or smoking. Firstly, some research findings indicate that healthy eating habits such as eating less cured food and more vegetables can cause a decline in cancer mortality rates (Chen *et al.*, 2018). Secondly, exercising is another

significant contributor to the rise in life expectancy. According to a study conducted in the Health and Retirement Study, there are lifestyles factors, such as walking, that can lead to being free of disability and an increase in longevity (MPG, 2014). Finally, personal choices about drinking or smoking can also influence longevity. Researchers have found that males who live a wholesome life free of smoking and moderate pattern of drinking alcohol are expected to have longevity 11 years more than others who do not. In addition, females who have a normal pattern of lifestyles were found to be 12 years longer than those who do not (MPG, 2014). Compared to healthy patterns of drinking, drinking alcohol abnormally can lead to a reduction in fitness and decrease lifespan. Therefore, a healthy lifestyle is one of the likely factors causing increased life expectancy globally.

In conclusion, the purpose of this essay was to identify two main reasons for the rise of lifespan, which were positive government interventions in healthcare and healthy lifestyles. Increased health expenditure allowed for medical advancements such as vaccines, which have had an enormous impact on longevity. Additionally, training medical staff and volunteers has also helped communities reduce infant mortality, resulting in higher life expectancy. From the perspective of healthy lifestyles, factors such as good diets and exercise have reduced incidents of disease. Avoiding poor lifestyle choices such as smoking and drinking have also contributed to healthier populations with increased life expectancy. If governments continue to invest in healthcare and people make good decisions regarding their lifestyles, it seems likely that the human lifespan will keep growing. Additionally, medical advancements, such as cures for cancer, will likely contribute to this trend. Soon, living beyond 100 years of age will become the norm.

## Task 8

Discuss with a partner: What you remember about cohesion in academic writing? (Lessons 3.2 and 5.2)

Look at both body paragraphs of the student essay above and circle examples of cohesion.

### **Ways to make writing more cohesive**

Repeated words or ideas – writers often repeat the main words of a paragraph / section. This helps the reader to follow the writer's main idea. It can also help a writer to add emphasis. However, it is also important to avoid too much repetition.

Reference words – words such as 'this', 'these' 'it', or 'which' are words which can refer to something which has been previously mentioned. This can avoid too much repetition.

Linking words – words like 'for example', 'such as', 'however', 'furthermore' can also link ideas, and they can signal to the reader what type of information is coming next.

Omitting words – sometimes words can be omitted when the meaning is clear from the context.

Summary nouns – these are nouns which summarize what the writer wants to describe. This can also help to avoid repetition.

## Task 9

In Lesson 5.3 you learned about hedging. Look at the sample again and put a box around language which indicates hedging.

# Lesson 6.3



## LESSON AIMS

This lesson will help you to:

- [1] understand the use of linkers expressing cause and effect relationships
- [2] review your work in readiness for submission

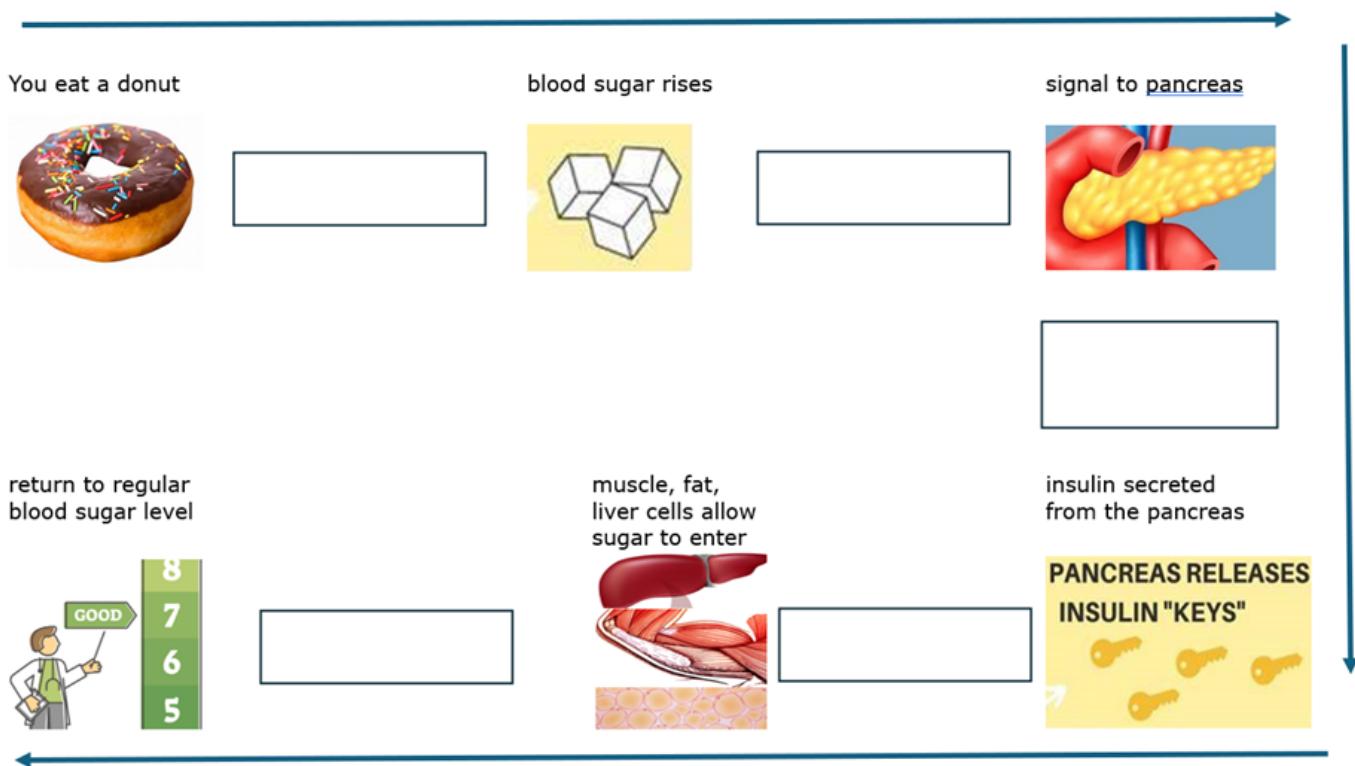
### Task 1

Brainstorm words or phrases, either nouns or verbs, that show a cause or an effect.

| Cause | Effect |
|-------|--------|
|       |        |
|       |        |
|       |        |
|       |        |
|       |        |
|       |        |
|       |        |
|       |        |
|       |        |
|       |        |

## Task 2

Use cause-effect language to complete the following diagram:



## Task 3

Based on the diagram above, write a short paragraph explaining the role of insulin using your cause-effect terms.

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## Task 4

In the previous task you probably used mostly verbs. Your tutor will now show you a list of words, decide if these can be used as a verb or noun, or both, and complete the table below.

| <b>Verbs</b> | <b>Nouns</b> |
|--------------|--------------|
|              |              |
|              |              |
|              |              |
|              |              |
|              |              |
|              |              |
|              |              |

## Task 5

Check your paragraph for Task 3. What type of sentence structures did you mostly use — simple, compound, or complex? Could you have used a compound or complex sentence instead of two simple sentences? Alternatively, would it have been more appropriate to have started a sentence with a cause-and-effect phrase to link it to the previous sentence?

Your tutor will now show you a list of words. Decide if these cause-and-effect phrases are appropriate in linking two clauses to make a compound or complex sentence, or to link two sentences.

| <b>Join two clauses</b> | <b>Link two sentences</b> |
|-------------------------|---------------------------|
|                         |                           |
|                         |                           |
|                         |                           |
|                         |                           |
|                         |                           |
|                         |                           |
|                         |                           |

## Task 6

Check your paragraph for Task 3 reflecting on your answers to the questions in Task 5. Revise your use of cause-effect language and rewrite the short paragraph explaining the role of insulin using the diagram from Task 2 and your knowledge from the homework video.

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## Task 7

The vocabulary we have used for these tasks so far is standard cause-effect language. However, there are often more specific words and phrases that can be used to show cause-effect relationships.

Look back at the vocabulary used in the diagram in Task 2 and see if you can find any words that might show the cause-effect relationship more precisely.

## Task 8

Use the cause-effect linking words below in an appropriate gap to complete the paragraph.

Type two diabetes (T2DB) can be prevented by following an appropriate diet. Most dietary advice on T2DB prevention focuses on reducing body weight as the perceived wisdom is that obesity is seen as a risk factor for T2DB. However, as Lustig (2021)

|                    |                   |                   |                 |
|--------------------|-------------------|-------------------|-----------------|
| <b>responsible</b> | <b>the result</b> | <b>stimulates</b> | <b>leads to</b> |
| <b>enabling</b>    | <b>effect</b>     | <b>the reason</b> | <b>leads to</b> |

points out, obesity and T2DB are both symptoms of the same underlying metabolic dysfunction, namely insulin insensitivity, which occurs when an excessive sugar intake \_\_\_\_\_ the hormone insulin to lose its \_\_\_\_\_. Insulin is \_\_\_\_\_ for removing sugar from the bloodstream and \_\_\_\_\_ the storage of this in muscle, fat and liver cells (Lieberman, 2013; Lustig, 2021). However, if insulin levels remain high for an extended period this \_\_\_\_\_ the cells of these organs becoming less sensitive to insulin, which in turn \_\_\_\_\_ the pancreas to pump out more insulin. The overworked pancreas eventually fails with \_\_\_\_\_ that the body cannot control high sugar levels, which can lead to adverse health outcomes (Lieberman, 2013; Lustig, 2021). Although the physiological mechanisms clearly point to high sugar levels as \_\_\_\_\_ behind T2DB, the focus of much government advice has been on reducing weight (UKHSA, 2018; NHS, 2024).

## IWA review

### Task 9

Discuss the following with your partner. What do you think is the difference? Match the word with its definition.

|  |   |
|--|---|
|  | A process of reading and making changes to a first draft to improve quality and ensure clarity of writing.                        |
|  | A process of careful re-reading and correcting mistakes in spelling, punctuation, and formatting before submitting an assignment. |

- a. Editing
- b. Proofreading

**You will now have time to work on your IWA draft in preparation for submission.**

### Task 10

You are going to use the checklist on the next page to edit and proofread your IWA draft before submitting it. If you are unable to answer 'yes' to any item, then try to note the issue and how you may resolve it. Ask your tutor for guidance as required. Remember, it is better to use this checklist honestly to identify weaknesses you can address before submitting your draft. If you simply answer 'yes' to everything without checking carefully, it will not be a very useful exercise.

## IWA draft submission checklist

|   |     |   |
|---|-----|---|
| Item to Check   | Y/N | If no, highlight the problem section, and write a suggestion to improve the issue and change your answer to yes |
| <b>Overall structure</b>  |     |   |
| The introduction has background information                                       |     |   |
| The introduction has a clear purpose statement and roadmap                        |     |   |
| The main body is organised logically  |     |   |
| There is a conclusion, beginning with a restated purpose statement                |     |   |
| The conclusion has a summary of key ideas (paraphrased)                           |     |   |
| The conclusion has a final comment if required                                    |     |   |
| <b>Paragraph organization</b>   |     |   |
| Body Paragraph 1 has a clear topic sentence with a main idea                      |     |   |
| Body Paragraph 2 has a clear topic sentence with a main idea                      |     |   |
| Body Paragraph 1 supporting details are all related to the main idea              |     |   |
| Body Paragraph 2 supporting details are all related to the main idea              |     |   |
| Body Paragraph 1: In-text citations have been included for each supporting detail |     |   |
| Body Paragraph 1: Information from at least 2 different sources has been included |     |   |
| Body Paragraph 2: In-text citations have been included for each supporting detail |     |   |
| Body Paragraph 2: Information from at least 2 different sources has been included |     |   |
| Body Paragraph 1 is cohesive and coherent   |     |   |
| Body Paragraph 2 is cohesive and coherent   |     |   |
| <b>Language features</b>  |     |   |
| There is a balance of simple, compound, and complex sentence structures           |     |   |

|   |  |  |
|---|--|--|
| The verb tenses appear to be correct  |  |  |
| The verbs agree with their subjects   |  |  |
| There are no spelling, punctuation, or spacing errors   |  |  |
| There are no items in the essay that should be avoided in this genre of writing   |  |  |
| Claims have been hedged appropriately   |  |  |
| <b>In-text citations and the reference list</b>   |  |  |
| There are no items in the essay that should be avoided in this genre of writing   |  |  |
| Claims have been hedged appropriately   |  |  |
| <b>In-text citations and the reference list</b>   |  |  |
| Citations have been included whenever necessary   |  |  |
| Citations are accurately formatted according to CELE guidelines   |  |  |
| Every in-text citation has a corresponding entry in the reference list  |  |  |
| The reference list is formatted according to CELE guidelines  |  |  |
| <b>Task fulfillment and submission requirements</b>   |  |  |
| The essay is formatted according to CELE guidelines<br><br>Font: Verdana, 11 point<br><br>Spacing: 1.5 between lines, double space between paragraphs<br><br>Page numbers included at the bottom middle of page<br><br>Text is aligned to the left margin |  |  |
| Word count is added at end and within the requirements. 800 words (+ or - 10%)  |  |  |
| The required minimum number of sources has been used  |  |  |

**LESSON AIMS**

This lesson will help you to:

- [1] analyse a short text for clarity and concision
- [2] edit a piece of writing for clarity and concision

**Task 1**

1. What do you think 'individual wellbeing' means?
2. What factors can affect our wellbeing?

**Task 2**

Look at the essay title and discuss the questions below:

*Describe two lifestyle practices that can positively affect individual wellbeing*

1. Brainstorm different lifestyle practices which can influence individual wellbeing.
2. Make brief notes on how these lifestyle practices can positively affect individual wellbeing.

Brainstorm your ideas here:

### Task 3

You are going to read a paragraph, written by a student, in which 'sleep' is the main idea.

Before you read, think of 3 reasons why sleep can positively affect individual wellbeing.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Task 4

Read the student's paragraph quickly. Which of your ideas from the previous task were mentioned?

**NOTE:** The paragraph below was written by a student and may contain errors.

The other way to increase wellbeing is sleeping well, both sleep quantity and quality are important. Enough sleep can help maintain best physical health, mental, and emotional functioning and cognitive performance (Broadbent, 2018). Sleeping well needs both quantity and quality. Short sleep makes the body have no time to finish repairing muscle, consolidating memory and releasing hormones regulating growth and appetite. When we are sleeping, it is a good time to nurture body and soul. To achieve good sleep, quantity and quality alone are not enough. Everyone's biological sleep need is different, the sleeping time that adjust to self is best. For example, students need approximately 9.5-11 hours per day, but adults need approximately 7.5-8 hours per day (Broadbent, 2018). Insufficient sleep is very bad to brain and health. There will be a lot of behaviours about sleep problems perhaps appear, such as poor diet and inactive lifestyles. These could induce accidents and Disease like cancer and cardiovascular disease (RSPH, 2017). So it is beneficial to sleep well. Sleep can also strengthen memory, it helps to form or strengthen the pathways of brain cells to make brain develop (US Department of Health and Human Services, 2011). Sleep gives heart and vascular system a much-needed rest. It helps promote cardiovascular health.

### Task 5

Cohesion can be created by repeating the same idea in slightly different ways. Read the paragraph again. Underline where ideas are repeated to add to cohesion. For a review of cohesion, see Lesson 5.2.

## Task 6

Read the paragraph again, and do the following:

1. Highlight in one colour any phrases / ideas connected with 'physical health'.
2. Highlight in another colour any phrases / ideas connected with 'mental health'.

## Task 7

Look at the teacher's version of the paragraph on the slide:

1. Based on the colours (or lack of colours) which you see, discuss the paragraph's organisation.
2. By looking at the colours, what impression do you get of the paragraph?
3. Is there anything you would like to change about the organisation of this paragraph?

### **Key Academic Skills: Clarity and concision**

One way of being concise is to avoid unnecessary repetition of the same phrases or ideas in different parts of the paragraph. This can give the impression that the writer is disorganized. However, remember that repetition of the main idea can sometimes help the reader.

For clarity, it is important to try to keep the supporting ideas together. First discuss one supporting idea fully before moving on to another idea.

Clarity also means having fully developed ideas so that the reader can follow them easily. In order to develop your ideas, ask yourself questions like:

- What does this mean?
- How does this work?
- Why is this information relevant?
- What does the information from this source actually mean and does it need further explanation to help the reader?

## Task 8

Look at the paragraph again. Add a comment or write a question where you think information is confusing, undeveloped or not explained. Look at the teacher's example to help you.

## Task 9

Read the rest of teacher's comments on the same paragraph. Discuss with your partner:

- What are the main problems in this paragraph?
- What areas should the student focus on next?

## Task 10

Here are the first two sentences of another version of the same paragraph. Finish writing the paragraph. Remember to:

1. Avoid repeating the same phrase unnecessarily
2. Keep the information about related ideas grouped together
3. Use appropriate cohesive devices ('this', 'these' etc.) as necessary

*Another way to improve wellbeing is a sufficient amount of sleep. Doing so benefits wellbeing by helping maintain physical health and cognitive performance (Broadbent, 2018). \_\_\_\_\_*

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## Task 11

Exchange papers with a partner. Read your partner's paragraph and answer the following:

1. Are any phrases / ideas repeated unnecessarily?
2. Is the information in the paragraph presented logically? Why / Why not?
3. Is the writing cohesive? Is each sentence linked to the one before? How does the writer present old/known and new information (Review Lesson 5.1)?

## Task 12

Review one body paragraph of your IWA:

1. Write down the main idea of the paragraph.
2. Write down the supporting ideas.
3. Underline any words / phrased which are repeated unnecessarily.
4. Highlight in different colours any information which is related to each supporting idea.
5. Write down any questions that you think the paragraph has not answered.

# Lesson 8.2



## LESSON AIMS

This lesson will help you to:

- [1] read for the RWAC exam
- [2] read a text for general information and specific information
- [3] infer meaning from context
- [4] understand vocabulary in context and cohesion across a text

## RWAC Reading and Writing exam practice

### Task 1

Discuss the following questions with your partner:

1. How often do you read in your free time?
2. What types of books do you like reading?
3. What was the last book you read? What was it about?
4. How do you feel about reading in English? In what ways is it difficult?
5. Do you take notes while reading for enjoyment?

### Task 2

Look at the different ideas in the box, and then answer the questions below.

- Deadlines
- Individual study time
- Writing an essay
- Making arrangements for dinner with friends
- Silence
- Travel
- My dormitory mates

1. Which three items in the box above cause you the most stress?
2. What do you do to ease your stress?
3. What could universities do to ease students' stress?

## RWAC Reading and writing exam practice

Below is an example RWAC exam. We will go through a variety of tasks to help you understand the format of this exam. Scan Input Text 1 and the exam questions before starting Task 3 on page 113.

### **Input Text 1: Towards a health promoting university**

#### **1. \_\_\_\_\_**

Universities are increasingly recognizing the importance of how they can promote health through effective wellbeing strategies. Wellbeing is usually associated with feelings of general happiness and satisfaction with life. Notable influences on an individual's wellbeing include career satisfaction, a sense of belonging, social conditions, the environment, and lifestyle factors. The **inclination** for universities to embrace a healthy settings approach and participate in the *healthy universities network* appears to be increasingly popular. A healthy university is one in which the learning environment and organizational culture enhances the health, wellbeing and sustainability of its community, while also enabling them to achieve their full potential. Physical activity is an integral feature of this concept, as declining levels of physical activity is a significant area of concern not only in general populations, but also within the university context.

#### **2. \_\_\_\_\_**

Job markets are becoming increasingly global, and therefore more competitive. This implies that having a degree will become even more important in the future. While this demand is poised to **escalate**, there is concern regarding the declining wellbeing of higher education students, potentially hindering their capacity to fulfil these increasing demands. Various international research studies point towards a concerning trend linking higher education attainment with heightened instances of deteriorating mental health, anxiety issues, eating disorders, and psychological distress. Particularly alarming is a recent Australian study revealing that nearly four fifths of higher education students reported elevated levels of psychological distress at various stages.

#### **3. \_\_\_\_\_**

Poor wellbeing can have significant implications on students' ability to engage with their studies. Some researchers suggest that the cultural and social adjustments experienced by first-year students when they relocate to attend university may result in feelings of social and cultural disconnection, which can negatively affect wellbeing. This can sometimes lead to the circumstance that for some students their first year at university becomes their last. There are also similar findings regarding wellbeing among university staff. Research indicates that high levels of stress associated with the profession, decreased funding, high student-to-staff ratios and work overload were among the factors identified. Stress can trigger the body's response to a perceived threat to danger, known as the *fight-or-flight* response. During this reaction, certain hormones like adrenaline and cortisol are released. This quickens the heart rate, slows digestion, shunts blood flow to major muscle groups, and

changes various other automatic nervous functions, giving the body a burst of energy and strength. These processes can enhance cognitive capacities, including memory and attention span. For example, in situations where individuals experience moderate stress, they are compelled to engage in critical thinking, problem-solving, and quick decision-making. A certain amount of stress can motivate individuals to perform better, increase their focus and alertness, and enhance their productivity levels. This optimal level of stress can also help build resilience and coping skills, making individuals better equipped to handle future challenges. However, when stress starts interfering with an individual's ability to live a normal life for an extended period, it becomes more dangerous. The longer the stress lasts, the worse **it** is for both the mind and body. Being exhausted, unable to concentrate, or irritable for no good reason, are examples of stress-induced symptoms. The long-term activation of the stress response system and the overexposure to cortisol and other stress hormones that come with it can disrupt almost all of the body's processes. This can lead to increased risk for a variety of physical and mental health problems, including anxiety, depression, heart disease, high blood pressure, sleep problems, and memory and concentration **impairment**. Chronic stress also suppresses the body's immune system, making it harder to recover from illnesses. Although the implementation of strategies to improve the attractiveness of study and working conditions is highly recommended, it is unlikely that factors causing stress and work / study dissatisfaction will change in the foreseeable future. Therefore, strategies which help alleviate stress and improve wellbeing could be the best course of action to address the issue.

#### 4. \_\_\_\_\_

Engaging in physical activity can have a substantial impact on the physical and mental health of individuals, both of which are closely interconnected with overall wellbeing. The importance of exercise in promoting physical health is widely acknowledged. Specifically, research consistently shows a strong correlation between increased levels of physical activity and reduced risks of various types of cancer. For example:

- Breast cancer: Numerous studies have indicated that women who engage in regular physical activity have a reduced risk of developing breast cancer compared to those who are sedentary. A 2016 meta-analysis of 38 cohort studies revealed that women with the highest levels of physical activity had a 12-21% lower risk of breast cancer than those with the lowest levels of physical activity.
- Colon cancer: A 2016 meta-analysis of 126 studies found that individuals who participated in the most intense physical activity had a 19% decreased risk of colon cancer compared to those who were the least physically active.

This is because exercise has many biological effects on the body, some of which have been proposed to explain associations with specific cancers. These include preventing high blood levels of insulin, which has been linked to cancer development and progression.

Exercise also benefits a person's social health, meaning that person is more able to develop meaningful connections with others, such as friends, colleagues, classmates, family and romantic partners. Work pressures and technology can seriously affect a person's social health, so it is important to introduce opportunities for the development of social health in the modern lifestyle. One of the best ways of doing this is through movement, or exercise. Any form of physical exercise boosts our endorphins, which makes a person feel good. When exercise is done with others, it can help individuals bond with each other, contributing to their social health. This is supported by studies of exercise patterns of football players who prepare for a match on their own versus those who prepare by practicing with others. Similar feelings are regularly reported by runners. Completing an activity such as this alone can be extremely challenging, and runners are more likely to quit when running alone compared to when they are running in groups. As in the previous example, running in a group creates a social bond, and peer encouragement helps a runner to continue until the end. This leads to a feeling in the group that everyone has achieved something together, forging a strong and specific bond, which improves a person's social health.

## **5. A decline in exercising ability**

Nevertheless, despite a growing understanding of the benefits of exercise, studies reveal that the physical fitness levels of individuals tend to deteriorate upon entering the realm of higher education. This decline has been attributed to prolonged periods of physical inactivity during academic pursuits and busy examination periods, compounded by financial constraints that limit access to fitness facilities and activities. The lack of support for social interactions within higher education institutions exacerbates this situation. Recent findings in Australia underscore this issue, with a mere 24% of students reporting sufficient support for socializing, underscoring a contrast as 37% of students feel a lack of any support at all in this crucial aspect of student life.

**(1187 words)**

## **PART 1: READING COMPREHENSION**

### **Reading for main ideas (1-4)**

**1-4.** Match each of the headings below (A-D) with the section (1-4) that **best** fits the heading.

- A. Rising demands at a cost
- B. Overcoming some problems
- C. A new type of study institution
- D. What can affect work and study?

(4)

## **Reading for detail**



## Inferencing

For questions 7 and 8, choose the **best** option.

- 7.** Based on the information provided in **section 3**, what inference can be made about cortisol?

  - A. It always makes stress worse.
  - B. It can help people be more productive over extended periods of time.
  - C. An amount of cortisol can have benefits. (2)

**8.** Based on the information provided in **section 5**, what inference can be made the impact of social support on student wellbeing?

  - A. Lack of social support has no significant impact on student wellbeing.
  - B. Students who receive adequate social support are less likely to experience psychological distress.
  - C. Academic success is the primary determinant of student wellbeing. (2)

## **Vocabulary: guessing meaning from context (9-11)**

- 9.** Choose the **best** explanation for the word **inclination** in **section 1**:

  - A. being hesitant about something
  - B. being ready, or willing, to do something
  - C. being more popular among others
  - D. being friendly

**(1)**

**10.** Choose the **best** explanation for the word **escalate** in **section 2**:

  - A. To become bigger or more serious
  - B. To reduce or become less serious
  - C. To be more competitive
  - D. To cause more worry

**(1)**

**11.** Choose the **best** explanation for the word **impairment** in **section 3**:

- A. Working well together
  - B. Strengthening
  - C. Weakening
  - D. Suggesting
- (1)

#### **Cohesion: links across text (12-14)**

For each of questions 12-14, choose the **best** option.

**12.** What does **this concept** refer to in **section 1**?

- A. Organisational culture
  - B. A sustainable community
  - C. The healthy university network
  - D. A learning environment
- (1)

**13.** What does **these increasing demands** refer to in **section 2**?

- A. Student wellbeing
  - B. Competitive job markets
  - C. International research studies
  - D. Having a degree
- (1)

**14.** What does **it** refer to in the middle of **section 3**?

- A. Chronic stress
  - B. Living a normal life
  - C. Being exhausted
  - D. Danger
- (1)

#### **Paraphrasing: keeping the same meaning**

**15.** The following sentence is underlined in **Section 1**:

'A *healthy university* is one in which the learning environment and organizational culture enhances the health, wellbeing and sustainability of its community, while also enabling them to achieve their full potential'

Choose the **best** paraphrase from the options A-D below. Only **one** option does **not** change the meaning in some way.

- A. A *healthy university* is defined as one where the learning and organisational culture are aimed towards helping students achieve the best results they can while teaching the benefits of health, wellbeing and sustainability to the local community.
- B. A healthy university has health, wellbeing and sustainability as the main focus, while the community works alone to reach their potential.

- C. A *healthy university* is organised in such a way that staff and students are able to work to their maximum ability, while also prioritising their health, wellbeing and sustainability.
- D. A *healthy university* is one in which the community is obliged to be in maximum sustainable health and wellbeing, and also reach the best of their ability.

(2)

**16.** The following sentence is underlined in **Section 2**:

'Particularly alarming is a recent Australian study revealing that nearly four fifths of higher education students reported elevated levels of psychological distress at various stages.'

Choose the **best** paraphrase from the options A-D below. Only **one** option does **not** change the meaning in some way.

- A. A recent study, conducted in Australia, highlighted that at certain times almost eighty percent of third-level students felt increased psychological distress, which is an especially concerning finding.
- B. It is very concerning to note that four fifths of Australian higher education students reported constant higher levels of psychological distress, according to recent research conducted there.
- C. A disturbing revelation is that more than eighty percent of higher education students in Australia feel greater amounts of psychological distress at various times, according to recent research there.
- D. Almost four fifths of Australian university students reported higher levels of psychological distress during exams, which was a concerning finding in a recent study there.

(2)

— END of exam questions —

### Task 3

Read sections one and two of Input Text 1 and answer these questions:

1. According to section 1, what is a *healthy university*?
2. What does section 2 say about job markets and university degrees?

### Task 4

Which heading below would best fit section one? Which one would best fit section two?

- A. Rising demands at a cost
- B. Overcoming some problems
- C. A new type of study institution
- D. What can affect work and study?

## **Key Exam Skills**

In the RWAC exam, you will have to read two texts – Input Text 1 and Input Text 2. Input Text 1 will be followed by multiple choice questions.

You will be asked to match headings to paragraphs, or sections of a text. To do this, you will have to identify the main idea of the paragraph.

- A possible strategy is to read all of the headings first
- Then read the first paragraph
- Looking at the headings again, which one most closely matches the main idea of the text?
- Justify your answer:
  - Look for synonyms between the heading and paragraph
  - Look for similar ideas in the heading that are expressed in the paragraph
- Then read paragraph 2 and continue this strategy for the rest of the questions

## **Task 5**

Read the rest of Input Text 1 and match the rest of the headings to the correct sections. Be ready to explain your answers.

## **Task 6**

Complete questions 5 and 6 from the exam (*true/false*). Remember to read the question first, and then the appropriate section of the text. Underline the part of the text that you think explains the answer.

## **Key Exam Skills – Inferencing (inferring meaning)**

Sometimes, writers do not say something directly, but instead they give the reader clues, allowing the reader to draw their own conclusions about the real meaning intended.

For example, imagine you are reading the following sentence. What meaning is being implied by the writer? (That is, what meaning can the reader infer from the text?)

“Despite the continued government recommendations, the company still has not started to implement new wellbeing policies.”

- We can infer that the company is being criticized.
- We can infer that the company should implement new wellbeing policies, and soon.

We also do this when speaking. For example, if your teacher walks into the room and says ‘oh, it’s very warm in here,’ your teacher is probably implying that someone should turn off the heating or open the window.

## **Task 7**

Complete questions 7 and 8 for Input Text 1.

## Task 8

Look at this part of the text from section 5. Without using a dictionary, search for any clues which can help explain the meanings of the words in **bold**. Guess the meaning of the words based on their context.

Nevertheless, despite a growing understanding of the benefits of exercise, studies reveal that the physical fitness levels of individuals tend to <sup>1</sup>**deteriorate** upon entering the realm of higher education. This decline has been attributed to prolonged periods of physical inactivity during academic pursuits and busy examination periods, <sup>2</sup>**compounded by** <sup>3</sup>**financial constraints** that limit access to fitness facilities and activities. The lack of support for social interactions within higher education institutions <sup>4</sup>**exacerbates** this situation.

## Task 9

Complete questions 9 - 11 of the exam.

## Task 10

Look at this part of the text from section 2. What do the words / phrases in **bold** refer to?

Job markets are becoming increasingly global, and therefore more competitive. <sup>1</sup>**This** implies that having a degree will become even more important in the future. While <sup>2</sup>**this demand** is poised to escalate, there is concern regarding the declining wellbeing of higher education students, potentially hindering their capacity to fulfil these increasing demands. Various international research studies point towards a concerning trend linking higher education attainment with heightened instances of deteriorating mental health, anxiety issues, eating disorders, and psychological distress.

1. \_\_\_\_\_
2. \_\_\_\_\_

## Task 11

Complete questions 12 – 16.

### Key Exam Skills – Exam review

The RWAC Reading exam has six types of questions:

1. Reading for main ideas
2. Reading for detail
3. Inferencing
4. Vocabulary – guessing meaning from context
5. Cohesion – links across a text
6. Paraphrasing

### Reflection

1. Which question types did you find easy? Which did you find difficult? Why was that?
2. What can you do over the coming weeks to help you prepare for this part of the reading exam?

# Lesson 8.3

## LESSON AIMS

This lesson will help you to:

- [1] locate supporting ideas in a text for writing purposes
- [2] write a main body paragraph for a short essay
- [3] notice some appropriate academic language for writing
- [4] give peer feedback

### Task 1

In what ways can exercise impact a person's wellbeing? Brainstorm ideas in the space below.

#### Exam information

The RWAC exam has two parts. In the first part of the exam, for Input Text 1, you will answer multiple choice questions. In the second part of the exam, you will use both input texts to write an essay.

- The essay should be around 400 words
- The question will be related to the topic of the texts
- The question will be about the effects of something, for example how exercise can impact a person's wellbeing
- You must use ideas from **both** input texts as support for your own ideas

## Task 2

With a partner, discuss how writing in an exam is similar or different from writing the IWA? Which do you think will be easier or more difficult for you? Why?

## Task 3

Before you start writing your exam essay, you will need to read the input texts. For this task:

- Read the exam question first. Then, by highlighting and annotating the texts, identify parts of both input texts that are relevant to answering the question.

**Task:** Explain two impacts of exercise on wellbeing.

**Write approximately 400 words.**

**Note:**

- You must use ideas from both input texts to support your essay
- Paraphrase your ideas

## Input Text 2: Workplace stress: What it is and how to overcome it

**1.** Work-related stress is the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope. Stress occurs in a wide range of work circumstances but is often made worse when employees feel they have little support from supervisors and colleagues, as well as little control over work processes. There is often confusion between 'pressure' and 'stress', and sometimes this is used to excuse bad management practice. Pressure in the workplace is unavoidable due to the demands of the contemporary work environment. Pressure perceived as acceptable by an individual may even keep workers alert and motivated, however, when that pressure becomes excessive or otherwise unmanageable, it can lead to stress.

**2.** Feeling overwhelmed by stress at work can affect an individual's physical and mental health. The problems caused by heavy workloads, or tight deadlines can impact mood, cause anxiety and even lead to depression. Stress generally activates a person's inherent 'fight-or-flight' response system, which prepares the body to either confront the threat (fight), or run away from it (flight). For example, is it more effective to fight a dangerous animal, or to run away from it? If stress is short-term, or at a moderate level, the hormones such as adrenaline and cortisol released by the body are highly effective, because the increased heart rate and blood sugar level lead to more alertness, which can cause a person to escape from the dangerous animal. However, if this level of stress is too high, the prolonged increased heart rate, high blood sugar, and blood pressure mean that the heart must work harder, which can render it ineffective and less efficient. These responses can trigger many physical

problems such as heart disease, inflammation, diabetes, and a slower metabolism. In a work context, moderate levels of stress can lead to higher productivity, but when a person encounters highly stressful situations on a daily basis, either from constant heavy workloads, or overly-demanding bosses, this may create prolonged stress, or chronic stress. In this case, the heart works less effectively, with the potential to lead to the physical problems mentioned earlier.

**3.** One way of easing stress is to maintain a well-balanced diet abundant in essential nutrients, such as vitamins, minerals, and antioxidants, which is vital for maintaining optimal body function, including cognitive processes. Adequate nourishment not only enhances the ability to manage stress by strengthening immune responses and regulating hormones but also supports mental well-being. Certain food items like oily fish, nuts, seeds, and leafy greens contain omega-3 fatty acids and magnesium, known for their potential in alleviating symptoms of anxiety and depression. Conversely, overindulgence in processed foods, sugary snacks, and caffeine can lead to fluctuating energy levels, thereby impacting emotional stability and exacerbating stress levels.

**4.** A second way is through regular physical activity. Engaging in regular exercise has been shown to decrease the levels of stress hormones in the body, including adrenaline and cortisol, making it beneficial for individuals managing stress and panic attacks. Research suggests that elite male athletes had notably lower cortisol levels and heart rates compared to untrained males. This is because physical activity allows individuals to simulate anxious responses, helping them learn to control and cope with these reactions in various similar situations. For this reason, well-trained athletes often experience lower levels of anxiety in high-pressure situations, such as public speaking. Moreover, exercise promotes the release of endorphins, natural chemicals in the brain that act as pain relievers and mood enhancers. This may be why running, or any form of aerobic exercise, like playing tennis or hiking in nature, can induce feelings of relaxation and positivity. Engaging in regular physical activity can also enhance individuals' overall wellbeing through the boost in self-assurance, mood elevation, and the enhancement of sleep quality, which is frequently negatively affected by stress, depression, and anxiety.

**5.** Another benefit of exercise is the idea of 'flow'. Flow, also known as 'being in the zone', is characterized by a loss of sense of self, losing track of time and is remembered as highly enjoyable. Activities which are inherently enjoyable, and which focus attention away from the self and onto the activity are more likely to produce flow experiences, and exercise is a key activity which can produce 'flow'. Being totally engaged in a tennis match, or a gentle run in which you are enjoying the surroundings while also focusing on your running rhythm are extremely beneficial for focusing the mind on the specific activity that is being completed. Flow means that the daily events which may cause stress are forgotten, and most importantly the benefits that this can bring to a healthy mental state are unquestionable. Flow can serve as an important function for motivation and the development of certain skills. For example, the feeling of flow is one that an individual may want to repeat – participation in exercise in which an individual is 'in the zone' is highly motivational,

and the link between flow, motivation and a healthy mental state can become a virtuous circle.

6. There are many more methods for easing stress, such as ensuring adequate and restful sleep, as well as activities such as mindfulness and meditation. The key is to find time away from work, sometimes alone, but not forgetting the importance of support from peers. This support most likely takes the form of going for walks together, having dinner or coffee, and simply having someone to talk to about anything. Then, a person can return to the work tasks on hand feeling refreshed.

(929 words)

## Task 4

Discuss in pairs:

1. Look at the essay question again. What type of information could you include in the introduction paragraph?
2. Compare your ideas, highlights and annotations from the main body paragraphs. Tell your partner exactly what you are going to write. Use your notes from Task 3 to help.

## Task 5

Here is the introduction paragraph. Finish the roadmap with your own ideas and then write Body Paragraph 1 of your essay.

### **Task:** Explain two impacts of exercise on wellbeing

The twenty first century has seen an increasing interest in the topic of wellbeing. According to Input Text 1, wellbeing can be defined as being satisfied with life, and feeling happy in general. A person's social and mental wellbeing can be affected by work factors such as high workloads and upcoming deadlines (Input Text 2), while stress can also be caused by the increasing importance of achieving higher qualifications, and other adjustments needed when starting university (Input Text 1). It is important, therefore, to identify how wellbeing can be enhanced. This essay will discuss two impacts which exercise can have on wellbeing.

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## Task 6

Before reviewing the sample answer to the question, 'Explain two impacts of exercise on wellbeing', with a partner, fill in the blanks below with hedging language.

A first impact of exercise on wellbeing is its effect on social health. Social health refers to the connections people have with others, such as friends, family and colleagues. According to Input Text 1, although activities such as running can be done alone, doing exercise with others <sup>1</sup> \_\_\_\_\_ more beneficial for wellbeing. When exercising with others, a connection with them <sup>2</sup> \_\_\_\_\_ to be formed, which can possibly <sup>3</sup> \_\_\_\_\_ experiencing better social health (Input Text 1).

Another reason why exercise can create positivity is the feeling in the group that each member has achieved a goal together. Offering encouragement to peers during the activity is important, and then the group will <sup>5</sup> \_\_\_\_\_ good about their collective achievement (Input Text 1). Creating positive social connections in this way can <sup>6</sup> \_\_\_\_\_ improved social wellbeing.

## Task 7

Read the sample answer on Moodle and answer the following questions:

1. What two impacts does the writer mention?
2. Did you identify any of these impacts when you were annotating or highlighting the text?
3. Which Input Text does the writer's ideas come from in each paragraph?
4. In Body Paragraph 1, underline any reason / explanation why exercise positively affects social wellbeing.

## Task 8

Check your answers.

## Task 9

Exchange books with a partner. Read the body paragraph that your partner wrote for Task 5 and do the following:

1. Underline the topic sentence. Make a comment if anything is missing or unclear.
2. Underline any explanation or reason why your partner's topic actually improves wellbeing.
3. Highlight anything that has not been paraphrased from the input texts. Make a comment to show why you have underlined this.
4. Add a comment next to any hedging language that you see, label it 'hedging'.
5. Add a comment anywhere that your partner did not hedge, but you think they should have. Write 'hedging needed here'.
6. Circle any language used to introduce causes or effects.

## Academic tutorials

### Key Academic Skills: Academic tutorials

In Week 9 you have an academic tutorial. What is the purpose of this?

This academic tutorial is a short discussion based on the feedback on your IWA. The academic tutorial is student led, which means that students have control over what is spoken about. The student is in control by asking the tutor questions based on the IWA feedback, or discussing changes that have been made to the IWA based on the draft.

## Task 10

Which of the following questions do you think are suitable for the academic tutorial, and which are not? Why / why not?

1. Is my essay good?
2. I do not understand your comment here. Could you explain it again?
3. You mentioned that my topic sentence was not clear enough. I have changed it slightly. Is it clearer now?
4. How many sources should we use in each body paragraph?
5. What grade do you think my essay will get?
6. You said that my conclusion did not have enough information. What other type of information could I include?
7. I have no specific questions, but how can I make my essay better?

## Task 11

Write down any questions that you would like to ask about your IWA.



## LESSON AIMS

## This lesson will help you to:

- [1] reflect on your academic tutorial
  - [2] practice completing reading comprehension tasks for the RWAC exam
  - [3] notice cause and effect relationships in writing
  - [4] describe cause and effect relationships in your own writing

## Task 1

In Week 9 you had your academic tutorial with your tutor. Can you remember your feedback and any advice you received? Based on your tutor's feedback and advice, write down **three** areas where you feel that your IWA still needs work.

1. \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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## Task 2

Discuss the following question with your partner:

- In what ways does technology affect human behaviour?

### Task 3

Complete the comprehension questions for Input Text 1. Consider how you want to approach this task. Will you read the questions first or the text first? Remember to highlight and annotate key information.

## **Input Text 1: Introduction: Understanding Human Behaviour**

Human behaviour is interesting. In education, many names spring to mind when discussing the psychology of human behaviour, and some notable ones include Ivan Pavlov and his experiment on dogs, B.F. Skinner and Sigmund Freud. The purpose of this article is not however to name drop some prominent historical figures. The purpose is instead to consider some of the leading studies, past and present, that have helped to shape our understanding behind what people do and why.

### **1.**

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Leaving discussions about animal testing ethics aside for now, an early preference of seminal experimentalists in the field of human psychology was to conduct tests which would evaluate natural reactions to deliberate actions. Stanley Milgram's study into the influence of human obedience when deferring to authority figures, such as high-ranking military officers, was both enlightening and concerning. **This** is because he found that people were prepared to potentially harm others when ordered to do so, in spite of their better judgments. An example of this can be seen in the military, where complete obedience by lower ranking members to higher authority is required. In times of conflict, soldiers have committed **atrocious** acts simply because they were ordered to, not because they wanted to. These soldiers took deliberate action in response to authority.

### **2.**

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The influence of groupthink also led to some interesting outcomes. Groupthink is a phenomenon that occurs when a group of well-intentioned people makes irrational decisions spurred on by the urge to conform. When this occurs, people tend to follow what the others are doing, or not doing, as in case of *the bystander effect*. This is characterized by an inability of a group to help an individual in emergency situations, as people wrongly assume others would act or provide help. A **bystander** is likely to take no action for something which is happening around them simply because no one else is doing anything about it, therefore reinforcing the notion of groupthink. For example, when travelling on the bus, one reason why people are staring at their phones is because everyone else is doing it. Even if a person doesn't particularly enjoy looking at their phone, it is likely that they will do it to avoid being different or standing out. The technology in this case encourages people to behave in a way which fits in with a group in a particular circumstance.

### **3.**

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Additionally, it is often thought that the behaviour of children in particular often comes from their observations of the actions of the adults in their lives. Albert Bandura drew attention to the power of observation on behaviour in his theory of social learning. The 1977 bobo doll experiment is evidence for this. In this experiment, when adults modelled aggression towards the doll, children also tended to imitate such behaviour. Alternatively, in situations in which the reverse was true,

the behaviour was also somewhat predictable. It is easy to imagine how, given the tendency for human deference to authority, the power of the group and the role of observation, human behaviour can be shaped by the conditions we create and promote.

#### 4. \_\_\_\_\_

Discussions of human behaviour, however, do not simply stop here. A key aspect of the human experience is to seek lasting, fulfilling relationships. Feelings of attachment, compassion, caring and intimacy are all necessary for creating these long-lasting relationships. Although these feelings are mostly associated with romantic relationships, they also have important implications for **platonic** relationships more generally. To make any type of relationship last, a serious investment in the above suggested characteristics is necessary, and people generally tend to make this investment. More recently, attention has been drawn to just how influential emotions are in relationships. Psychologist Johnathan Haidt claims that nonrational evolutionary forces such as emotions, rather than rational processes, motivate human behaviour. He argues that despite potentially wishing to act in a certain, rational way, emotions may make it very challenging, if not impossible. Heartbreak is one example which can be used to illustrate this. If a person is unlucky in love and has their heart broken, he or she might wish to not care and just carry on as normal. However, the overpowering nature of emotions make this very difficult to do, causing the person to continue behaving in a way that is against their wishes.

#### 5. The changing role of personality

Also important in understanding human behaviour at a base level is the role that personality plays. Conscientiousness is one personality trait which receives a significant amount of attention. It describes the degree of thoroughness and care people apply to what is happening around them. **This ability** is of interest to researchers. In addition to conscientiousness is what psychologist Sophie Von Stumm calls 'intellectual curiosity'. This is the tendency to seek out and engage in opportunities for effortful cognitive activity. **It** is often referred to as a hunger to learn. However, the technology available today has significantly affected this human desire for curiosity. The internet has provided us with the entirety of information known to man, so that if a person wants to know about anything, a quick search will provide the answer. This has led to a reduced need to memorise anything, and a reduced need for the effortful and engaging cognitive activity, reduced curiosity, reduced attention spans, and perhaps therefore even reduced conscientiousness. To offset these distractions a strong personality is important.

#### 6. Time, stress and technology

Another interesting area that helps to understand human behaviour is the notion and importance of time. The availability of time that a person has often influences how much they are willing to help another person. An example of this is the good Samaritan experiment run by psychologists John Darley and Daniel Batson in 1978.

Having recruited participants that they believed would normally help others, they found that under time and task pressures the willingness of these individuals to stop and help someone in perceived need dramatically dropped. For example, when not in a hurry 63 percent of the participants would stop and help an injured person, whereas in a rush only 10 percent did. Time is also something which is less available in large parts due to technological progress in our lives. Although technology's aim is to help an individual to feel more relaxed, the effect can often be the opposite. Whether it is a tablet, a smartphone or a laptop computer, workers now have twenty-four access to email and other work communication applications. Even though it may be after work hours, or the weekend, employers or customers often feel no hesitation about sending enquiries at these times, often unreasonably expecting quick responses. Employees often are expected to take work home too. **The result of this** is a lack of time for more important things such as friends and loved ones, walks in the park, kindness and helping others. It could be argued that the stress created by technology has altered human behaviour significantly.

**(1167 words)**

## **INPUT TEXT ONE: QUESTIONS**

### **Reading for main ideas**

**1-4.** Match each of the headings below (A-D) with the paragraph (1-4) that **best** fits the heading. Note that the introduction and paragraph 6 are **NOT** included.

- A. The Importance of Observation
- B. The Power of Love
- C. Groups and Individual Behaviour
- D. The Influence of Authority

(4)

### **Reading for detail**

**5.** According to **paragraph 3**, the bobo doll experiment illustrated that observing others is a strong predictor of behaviour.

- A. TRUE                   *if the statement agrees with the information*
- B. FALSE                  *if the statement contradicts the information*
- C. NOT GIVEN            *if there is no information about this*

(1)

**6.** According to **paragraph 6**, the good Samaritan experiment showed that 10% of people would be willing to help an injured person when not in a rush.

- A. TRUE                   *if the statement agrees with the information*
- B. FALSE                  *if the statement contradicts the information*
- C. NOT GIVEN            *if there is no information about this*

(1)

## Inferencing

For questions 7 and 8, choose the **best** option.

**7.** Based on the information provided in **paragraph 1**, what inference can be made about the relationship between authority and obedience?

- A. Authority has little effect on the actions of individuals.
- B. Authority figures can cause people to behave against their natural reactions.
- C. The human tendency to obey authority always causes harm to others. (2)

**8.** What does the writer imply about the *bystander effect* in **paragraph 2**?

- A. It can prevent an individual from taking action because no one else is doing anything.
- B. When a group observes someone in distress, they will always help them.
- C. A group may not offer help to an injured person because they do not want to. (2)

## Vocabulary: guessing meaning from context

**9.** Choose the **best** synonym for the word **atrocious** in **paragraph 1**:

- A. obedient
- B. generous
- C. horrible
- D. kind (1)

**10.** Choose the **best** synonym for the word **bystander** in **paragraph 2**:

- A. an observer
- B. a group leader
- C. a local authority figure
- D. a lonely person (1)

**11.** Choose the **best** synonym for the word **platonic** in **paragraph 3**:

- A. romantic
- B. friendly
- C. emotional
- D. financial (1)

## Cohesion: links across text

For questions 12-14, choose the **best** option.

**12.** What does **this** refer to in **paragraph 1**?

- A. human obedience
- B. Stanley Milgram's study
- C. Why Stanley Milgram's study was enlightening and concerning

**13.** What does **this ability** refer to in **paragraph 5?**

- A. The skill of being able to pay attention to your surroundings
- B. Being intellectually curious
- C. Having an outgoing personality
- D. A hunger to learn

(1)

**14.** What does **it** refer to in **paragraph 5?**

- A. conscientiousness
- B. intellectual curiosity
- C. cognitive activity
- D. attention span

(1)

**Paraphrasing: keeping the same meaning**

**15.** The following sentence is underlined in **paragraph 2:**

'Groupthink is a phenomenon that occurs when a group of well-intentioned people makes irrational decisions spurred on by the urge to conform.'

Choose the **best** paraphrase from the options a-d below. Only **one** option does **not** change the meaning in some way.

- A. The need to conform means that people make decisions which are well intentioned, and this is known as groupthink.
- B. Groupthink is something that happens when the need, or desire to be part of the main group forces people who generally have good intentions to act out of character.
- C. Groupthink is when people make hurried decisions because they want to be part of a group.
- D. Groupthink happens when the need, or desire, for inclusion in a group causes individuals to behave in certain ways.

(2)

**16.** The following sentence is underlined in **paragraph 6** of Input Text 1:

'Having recruited participants that they believed would normally help others, they found that under time and task pressures the willingness of these individuals to stop and help someone in perceived need dramatically dropped.'

Choose the **best** paraphrase from the options a-d below. Only **one** option does **not** change the meaning in some way.

- A. Research shows that people who would usually help others are less willing to do so if they are in a rush.
- B. People who are normally willing to help others will do so regardless of time constraints.

- C. If people are in a rush, they are not willing to help others.
- D. The impact of time on people's willingness to help others is not clear. They may or may not be willing to provide help, depending on their situation.

(2)

— END of exam-type questions —

## Cause and effect language: review

### Task 4

In each of the following sentences underline the **cause** and the **effect**, and label each with either a **C** or an **E**. Circle the vocabulary used to link the cause to the effect. See question 1 for an example. Note that there might be more than one cause-effect relationship. In this case use the labels **C<sup>2</sup>** and **E<sup>2</sup>**.

**E**

**C**

1. Many non-communicable diseases are a result of over-consumption of UPFs.
2. Type 2 diabetes is caused by eating too much sugar.
3. Eating a meal high in sugar causes your blood glucose levels to rise, stimulating the pancreas to produce insulin.
4. Insulin in the bloodstream binds to insulin receptors in liver, muscle and fat cells causing these cells to open 'insulin gates', which results in sugar entering these cells.
5. Blood sugar levels are regulated as a result of the above chain of events.
6. If more people were to eat fewer UPFs, their likelihood of developing insulin resistance would diminish.
7. There has been a reduction in UPF consumption among some groups in society since the introduction of awareness campaigns, which might be a factor in a dip in the share prices of big food companies.
8. As the awareness campaigns enjoyed some success big food lobbied the government to stop these.

### Task 5

Complete the table on the next page. Try to include as many words in each column as possible. (Hint: subordinators can often be used to begin a sentence.)

| <b>Cause-effect coordinators</b> | <b>Cause-effect subordinators</b> |
|----------------------------------|-----------------------------------|
|                                  |                                   |
|                                  |                                   |
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|                                  |                                   |
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|                                  |                                   |

## Task 6

Put the following points into a logical cause-effect sequence. Number 1 has been done for you.

1. people find it difficult to resist sugar / evolution has programmed people to crave sugar / food companies like to add sugar to food

*People find it difficult to resist sugar because evolution has programmed people to crave it; therefore, food companies like to add sugar to food.*

*Or*

*Because evolution has programmed people to crave sugar, people find it difficult to resist. As a result, food companies like to add sugar to food.*

2. it is difficult for parents to resist their children's demands / the habit of eating junk food is established early / food companies target children through advertisements using cartoon characters / a lifetime of junk food consumption
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3. the research might be biased / scientists funded by big food manufacturers/ the public is misinformed about UPFs / scientists need money for research / scientists might feel an obligation to their sponsors
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## Task 7

Read the excerpt below and note the cause-effect relationships.

Source: Lieberman, D. (2013) *The Story of the Human Body*. New York: Penguin.

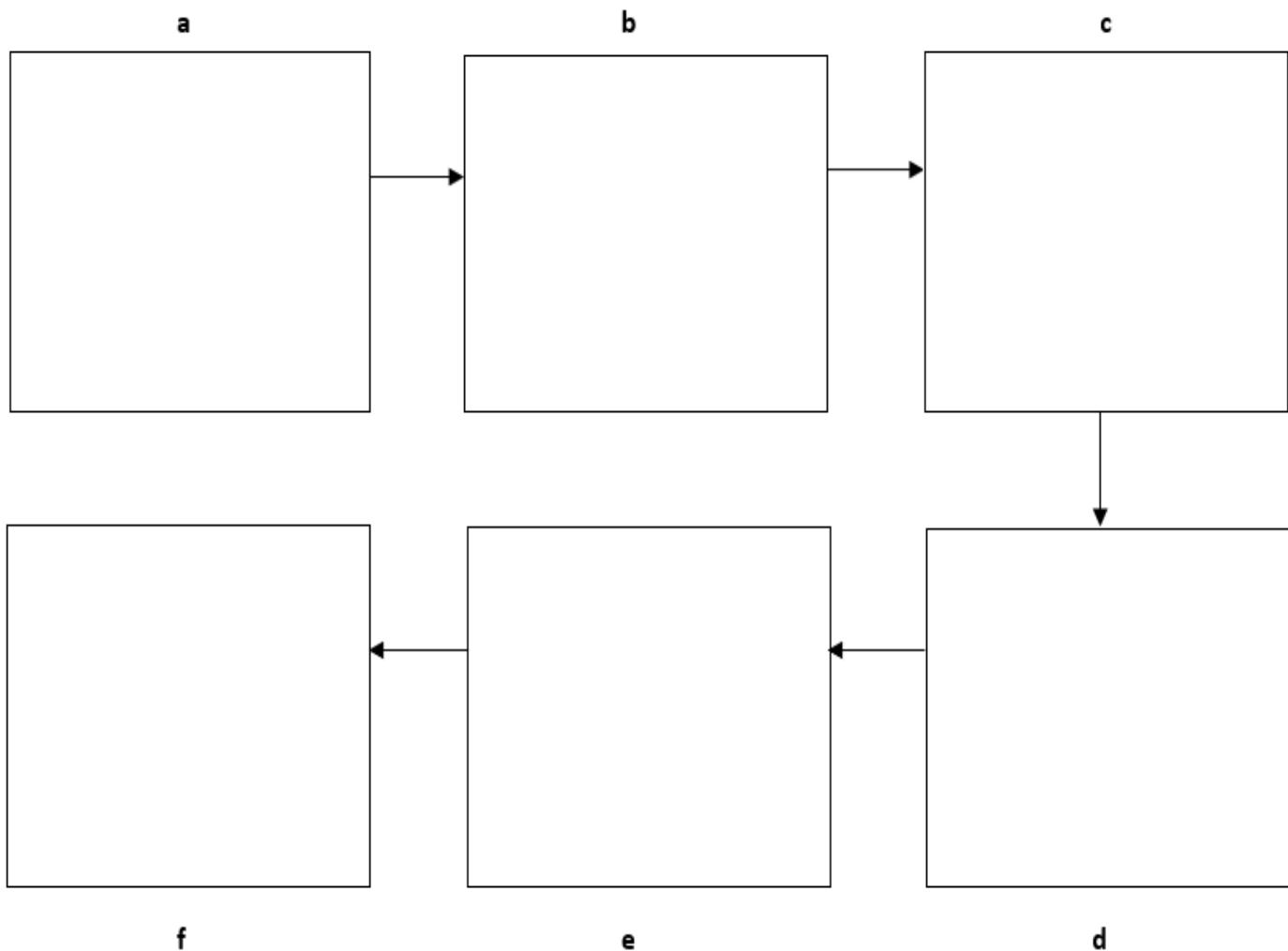
Between 1975 and 2005, the worldwide incidence of type 2 diabetes increased by more than sevenfold, and the rate keeps accelerating, not just in developed countries but also in developing nations. Type 2 diabetes is caused by too much sugar and too little physical activity. At a fundamental level, type 2 diabetes begins when fat, muscle, and liver cells become less sensitive to the effects of insulin.

Insulin resistance, i.e. a lack of sensitivity to insulin, can happen in many different kinds of cells, including in muscles, fat, the liver, and even the brain. Although the precise causes of insulin resistance are incompletely understood, insulin resistance in muscle, fat, and liver cells is strongly associated with high levels of triglycerides from excess visceral fat. Most notably, people with abundant visceral fat, especially fatty livers, have a significantly greater risk of developing insulin resistance. The biggest contributors to fatty livers and other forms of visceral fat are foods with large quantities of rapidly digestible glucose and fructose, often from too much high fructose corn syrup or table sugar (sucrose). In this regard, soda, juice, and other sugary foods with high levels of fructose and no fiber are especially dangerous because the liver readily converts most of the fructose into triglycerides, which build up in the liver and are consequently released straight into the bloodstream.

Recognizing that excess visceral fat provokes insulin resistance, which in turn underlies type 2 diabetes, explains why this disease is almost entirely preventable.

## Task 8

Now, try to complete the table below to illustrate the cause(s) of Type 2 Diabetes.



## Task 9

Write your own short paragraph using cause-effect language and the notes you made in the diagram to write a short paragraph explaining the cause(s) of Type 2 Diabetes.

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# Lesson 10.2

## LESSON AIMS

This lesson will help you to:

- [1] read and take notes for an exam
- [2] plan an exam-type essay
- [3] write a timed-essay

### Task 1

In Lesson 10.1, you read and completed comprehension questions for Input Text 1.

Below is Input Text 2. Use Input Text 1 and Input Text 2 to complete the writing task.

### **Input Text 2: Technology and Human Behaviour**

Technology has had a significant impact on almost every area of life in the past decade. It was not long ago that technology was limited and people relied on cassette tapes, hard disks, and then CDs to store and retrieve data. Taking gaming as an example, the evolution of technological developments can be charted quite clearly, with machines such as Amstrads, Ataris and Amigas giving way to Nintendo Megadrives and Wii's, X-box's and PlayStations. This says nothing of handheld devices like the 1990s Nintendo Gameboy and Sega Gamegear which have been replaced by all encompassing, multi-function mobile phones. Fast forward to more recent years and in 2024 society is on the fifth iteration of the PlayStation with all immersive games, online Avatars and VR and AR experiences. Phones have morphed from immobile fixed devices that were wired into a house to mobile tech that now acts as, amongst other things, a travel agent, bank card, camera and music player all with 24/7 internet access. On the surface this technological advancement may seem to be a blessing. However, its impact on human behaviour is a little more concerning when delving beneath the surface.

In many ways it appears that society today is unable to function without mobile phones. If you observe people at various moments in time, such as when sitting outside and having a drink with friends or loved ones, it does not take long to notice some striking features. The first is that almost everyone is holding a phone. Simply looking at tables, it is rare to not see mobile devices placed next to customers' drinks in many instances. The negative health effects of nicotine and cigarettes are well

documented, but the addictive nature of mobile technology is equally troubling. A quick screen time check will confirm this for many. Yes, there are times in which being contactable is necessary, but at other times, it becomes intrusive. When people are unable to detach, it is important to critically consider why. Phone addiction is clearly apparent by simply noticing how many people are looking at their phones as they walk, ride a subway, eat meals or study in a classroom. It is worth questioning if this is healthier and more sustainable than being in the moment, reading a book or physically talking to others. Although it may well be worth supporting spending time in a more constructive manner, it is equally possible that some of these issues are also being perpetuated by convenience, habit and normalisation.

Another negative impact of technology is regarding social and group interactions. Although technology can be helpful in certain contexts and allow for connections to be made with likeminded people, the flipside is when groupthink takes a darker turn. Bullying is a serious issue online, and technology certainly enables this by allowing large groups to connect, which significantly increases the likelihood of online bullying. People may participate in bullying simply because everyone else is doing so. The ability of technology to allow the loudest to be heard can also be concerning. Equally worrying for parents is the influential impact of technology on young children and adolescents who are trying to find their place in the world. It might be argued that the technology itself is not the issue, simply how it is used. However, these two often go hand in hand, and regulating its use can be highly challenging.

Although technology can reduce inequalities and promote notions of equity, it can be highly problematic in an academic context. Despite technology helping to speed up work processes it also provides ample opportunities for distraction, which is not the same thing necessarily as taking breaks. This is because technology can be designed to take advantage of sub-conscious human decision making. Many apps are built based on the suggestions of marketing specialists and psychologists, and their design is deliberately attention grabbing, action influencing and habit forming. This is certainly the case with many online games, associated avatars, limited time offer promotions and competitive game playing features which attract many students, and can also cause continuous distraction during study periods. An illustration of this can be watching students working on an essay in class. It is possible that their attention will constantly be diverted by online notifications or chatting with friends online, instead of focusing on their work.

One final point worth exploring in terms of technology and human behaviour is the impact on interpersonal relationships. On one hand technology enables people to keep in contact with loved ones when away from them, which is usually a positive development. This was certainly the case during the pandemic. However, in other ways people can find technology distracting when holding face-to-face interactions, diverting attention, and reducing engagement. It might be argued that modern technology's distractive ability is no different to a traditional TV, but this is inaccurate due to the portable nature of modern technology. While TVs did cause distraction, at

least they were limited to a person's home so they could not disrupt interactions outside the home. As far as relationships are concerned, technology can also promote idealised and unrealistic perceptions of relationships. For instance, when looking at friends' social media, we only see happy moments and smiling pictures, indicating perfect, ideal lifestyles. This may cause a person to question the lack of an ideal state in their own life, leading to unhappiness, jealousy, and depression.

Like many features, technology can enrich or lessen the quality of lives. Perception and expectations are important obviously, but like most things in life moderation, balance and the extent to which individual's feel happy or content are probably the most important determinants of whether the influence on human behaviour is deemed to be positive or negative.

**(956 words)**

## **Part 2: ESSAY QUESTION**

**Task:** *Describe two impacts of technology on human behaviour*

**Write approximately 400 words.**

**Note:**

- You must use ideas from both input texts to support your essay
- Paraphrase your ideas
- Write your plan on scrap paper
- You can skip every other line if you wish

Use the space below to write your essay:

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# Lesson 10.3

## LESSON AIMS

This lesson will help you to:

- [1] understand the assessment criteria for the IWA
- [2] understand feedback and respond to it appropriately

### Task 1

1. What were the main pieces of information or advice you received in your Week 9 academic tutorial?
2. What things do you still need to do for your IWA before the submission deadline?

### Task 2

In today's lesson, we are going to review various aspects of paragraph development. We will do this through a similar IWA topic, and hopefully the ideas from this lesson can help you work on your own IWA before the submission deadline.

First, look at the Example IWA title below, and try to remember the different reasons that we discussed in Weeks 5 and 6 of the course.

Example IWA title: ***Explain two reasons for the global increase in life expectancy***

### Task 3

Your IWA will be assessed based on three criteria. These criteria are:

- Task Fulfilment (50%)
- Cohesion and Coherence (30%)
- Academic language (20%)

In pairs, what do you think is assessed in each criterion? Add the ideas from the box to the correct column in the next table. An example has been done for you.

|  |  |
|--|--|
| <ul style="list-style-type: none"><li>• How the introduction and conclusion paragraphs are organized</li><li>• How relevant the essay's ideas are</li><li>• How well the source ideas are paraphrased</li><li>• How well ideas are developed</li><li>• Vocabulary</li><li>• Whether the information in the paragraph is logically presented (logical flow of information)</li><li>• Effective use of sources</li></ul> | <ul style="list-style-type: none"><li>• Grammar</li><li>• Academic style</li><li>• Correct use of citation</li><li>• Does the essay actually address the task?</li><li>• Whether each paragraph has an identifiable main idea</li><li>• Correct use of cohesive devices</li><li>• How accurate the reference list is</li></ul> |
|--|--|

| Task Fulfilment | Coherence and Cohesion   | Academic Language |
|-----------------|--|-------------------|
|                 | <ul style="list-style-type: none"> <li>How the introduction and conclusion paragraphs are organized</li> </ul> |                   |

Now, compare your answers with the IWA Descriptors on the CELE Assessment Moodle page.

## Task 4

This is the first body paragraph of a student's essay. With the above IWA assessment criteria in mind, read the paragraph and try to insert feedback on the following:

- Task fulfilment (relevance and development of ideas)
- Coherence and Cohesion
- Academic language

Some feedback comments have already been added as an example.

**NOTE:** The paragraph below was written by a student and may contain language and other errors.

The development of good economic conditions **is considered a major factor\***. With regard to economic growth, it increases life span indirectly in two ways, which are to reduce infant mortality and to extend how long a person lives. According to Meredith (2006, cited in Balabanova *et al.*, 2013), Ethiopia used to be one of the poorest countries in Africa. However, since the 1980s, the development of the economy has led to higher and higher GDP. As a result, economic growth enabled medical technology to progress, which apparently decreased infant mortality (Meredith, 2006, cited in Balabanova *et al.*, 2013). **For instance, it was after the start of vaccinations that infant mortality decreased to near zero in the Netherlands\*\*** (Wijhe *et al.*, 2016). Moreover, as the deathrates of infant fell quickly, by contrast, life expectancy increased. Apart from promoting medical technology, economic growth also made it possible for many countries to provide

proper care for the old. Consequently, a rise of maximum life expectancy was caused (Oeppen and Vaupel, 2002, cited in Roser and Ritchie, 2019). Their research proved a rising trend of maximum life expectancy as the areas changing from the poorer to the richer. Besides, when a country's GDP rises more and more, this means that there is less and less inequality in that country. Less inequality also leads to increased life expectancy (Wilkinson and Pickett, 2010). Similar to decreasing infant mortality, longevity also increases the life expectancy. Furthermore, longevity means that a person can live a long time. Longer life expectancy guarantees more people could live and work. Then as more people are able to participate in the labour market, it promotes economic growth in turn and forms into a beneficial cycle finally.

\* **Comment 1:** *The topic sentence is incomplete. How can you make sure that it is linked to the essay title?*

\*\* **Comment 2:** *This point is lacking some explanation, especially of the cause-effect chain leading to a decrease in infant mortality, that would make this point clearer to the reader. Refer to the Lesson 10.1; e.g. before vaccines: many children died of infectious disease <- no immunity to disease; after vaccines developed -> children have immunity -> deaths from infectious disease decrease dramatically*

## Task 5

Your teacher will now show you the same paragraph with some feedback comments by a CELE tutor.

1. Which comments were similar with yours?

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2. Together with your partner, write an action plan for this student:

- What should the student do next?

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- Which improvements will take more time for the student to fix?

## Task 6

Using the teacher's feedback, edit the paragraph to create an improved version.

*Investment in healthcare is considered a major factor for increasing life expectancy. This increases life expectancy in two ways, which are a reduction of infant mortality and an extension of life span.*

1. Look again at the different parts of the IWA marking criteria in Task 3. Which of these do you find most difficult to do?
  2. Based on the information in this lesson, which aspects of your own IWA do you need to work on?



## LESSON AIMS

This lesson will help you to:

- [1] better understand sentence structure (review)
- [2] improve cohesion in writing (review)
- [3] check writing for coherence (review)
- [4] practice cause and effect language (review)

### Task 1

Read the following paragraph and identify any problems you find in sentence structure. Highlight the sentences that need to be revised.

Type two diabetes (T2DB) can be prevented by following an appropriate diet. Most dietary advice on T2DB prevention focuses on reducing body weight. As the perceived wisdom is that obesity is seen as a risk factor for T2DB. However, obesity and T2DB are both symptoms of the same underlying metabolic dysfunction, namely insulin insensitivity. Which occurs when an excessive sugar intake leads to the hormone insulin losing its effect. Insulin is responsible for removing sugar from the bloodstream and enabling the storage of this in muscle, fat and liver cells. However, if insulin levels remain high for an extended period this leads to the cells of these organs becoming less sensitive to insulin, which in turn stimulates the pancreas to pump out more insulin and overworks the pancreas it eventually fails with the result that the body cannot control high sugar levels and lead to adverse health outcomes. Although the physiological mechanisms clearly point to high sugar levels as the reason behind T2DB. The focus of much government advice has been on reducing weight. Moreover, much of the dietary advice focuses on reducing fat in the diet in preference to carbohydrates, such as bread and pasta. However, this advice is flawed as these are often refined carbohydrates. And carbohydrates are quickly released into the bloodstream as sugar, in contrast, fat in the diet, including saturated fat, does not cause a rapid rise in blood sugar.

## Task 2

Rewrite the excerpt below to improve the cohesion of the text.

The environmental context can be changed. A better environment can make it easy for individuals to take heart-healthy actions. The individuals can do this in the normal course of their lives. If they do this normally it can have a population impact. The impact can be better than clinical interventions. Clinical interventions are used to treat people (with CVD).

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## Task 3

Organise the following sentences in order to make a coherent paragraph. The first one has been labelled for you.

- a. One aim of this programme was to reduce sodium intake, which is regarded as a risk factor for high blood pressure. ( )
- b. Examples of these include medicines to lower blood pressure. ( )
- c. As sausages are a UPF containing many times the minimum daily requirement of sodium one approach was to reduce the amount of sodium used in their production. ( )
- d. More importantly, this likely played a role in the decline in risk from 30% to 7% of someone in Finland aged between 30 and 70 dying of CVD. ( )
- e. A good illustration of this can be seen in the *North Karelia Project* launched in the early 1970s in Finland, where CVD rates were among the highest globally. ( )
- f. Changing the environmental context so that individuals can easily take heart-healthy actions in the normal course of their lives can have a greater population impact than clinical interventions that treat individuals. ( )
- g. Cardiovascular disease risk factors are currently addressed at the individual level through screening and medication. ( 1 )
- h. This contributed to sodium intake decreasing approximately 25% between the early 1980s and early 2010s. ( )
- i. However, this approach fails to prevent almost half of the disease burden caused by elevated blood pressure. ( )

## Task 4

For the paragraph in Task 3, identify the topic and the main idea.

Topic:

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Main idea:

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## Task 5

For the paragraph in Task 3, identify the function of each sentence.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_
- h. \_\_\_\_\_
- i. \_\_\_\_\_

## Task 6

In the same paragraph, identify and underline any cohesive devices used.

## Task 7

In the same paragraph, circle any cause and effect language.

# Lesson 11.3



## LESSON AIMS

This lesson will help you to:

- [1] analyse two sample answers
- [2] improve your own writing by reflecting on possible improvements to the samples

### Exam writing sample analysis

#### Sample 1

##### **Describe two impacts of technology on human behaviour**

With the development of the times, technology is very convenient for humans. It can allow people to do everything they need and to find out any information that they want. This has changed people's behaviour. This essay will describe two ways that technology has affected human behaviour.

Technology can influence human behaviour by groupthink. Although technology can be helpful in certain contexts, the flipside is when groupthink takes a darker turn. This can cause bullying, which is a serious issue online, and technology allows people to connect, but this increased the possibility of online bullying, and technology enables bullying to happen. People bully someone because everyone else is doing this, and that's why groupthink happens. Technology always allows the loudest to be heard, and this is worrying for parents and their children, because parents are always afraid that their children will be bullied. The problem is how technology is used.

Technology also causes people to be more stressed. We think that technology is supposed to make us feel more relaxed, but actually, the effect can often be the opposite. Moreover, laptops, tablets and smartphones mean that workers can read their emails all the time. Furthermore, the boss always expects employees to read their emails all the time and has no hesitation to send enquiries at these times. And that means that workers will be stressed, because they are often expected to take work home too. Furthermore, because workers are stressed, they don't have any time with loved ones, walks in the park, kindness and helping others. So, technology has altered human behaviour significantly.

This essay has described two ways that technology has affected human behaviour. Technology causes people to behave according to groupthink, and it also makes people more stressed. In future, stronger government action is needed to regulate this problem. The actions of the whole of society are also important.

**(311 words)**

## Task 1

Read the introduction in Sample 1 and answer the following questions:

- Is there a purpose statement?
- Does it respond to the task question?
- Are there any areas that can be improved in the introduction?

## Task 2

Read Body Paragraph 1:

- Can you identify any issues with the paragraph structure?
- How can this paragraph be improved? Provide one or two suggestions.

## Task 3

Read Body Paragraph 2:

- Can you identify any issues with this paragraph?
- How can this paragraph be improved? Provide suggestions.

## Task 4

Read Sample 2 on the next page.

- Compare both samples and notice the differences in paragraph development and source use. What are the differences?
- How does the student use sources? Is the use of sources effective? Why (not)?

## **Sample 2**

### **Describe two impacts of technology on human behaviour**

Technology now offers an increasing number of functions which offer significant convenience to modern lifestyles, such as allowing individuals to book holidays, listen to music, play games and conduct bank transactions. Despite these advantages, it can be argued that technology also has negative effects on human behaviour. This essay will describe two negative impacts of technology on human behaviour. It affects human interaction, and causes reductions in attention spans.

One negative effect of technology is the changes caused to human interaction and the related effects on relations between people. Although technology has increased the ease of maintaining contact with friends and family, there are negative effects on face-to-face conversations. These conversations are now regularly interrupted by people looking at phones, or watching videos instead of talking to each other. This is also obvious when travelling or sitting in cafes. It is more almost more common for people to look at their mobile devices rather than speak together. One possible reason for this has been the idea of 'groupthink', where people engage in an activity because the surrounding people are doing it. This suggests that it is easier, or less embarrassing for people to look at their phones rather than perhaps being the only ones speaking when everyone else is silent.

Another negative effect of technology on human behaviour is the effects on attention spans. There are strong reasons to believe that people are unable to concentrate on activities for a long period of time. There are regular notifications from social media and other apps which often cause users to look at their phones in the middle of a conversation or study period. For example during a lesson, students can regularly become distracted by notifications, or may simply feel the need to check their devices for messages or updates from their contacts. One possible reason for this is the deliberate design of apps. It is suggested that apps are designed with the suggestions of psychologists and marketing specialists, whose aim is to constantly attract people's attention to their apps. The addictive nature of smartphone apps, therefore is one reason why technological devices can cause shorter attention spans.

This essay has described two negative effects of technology on human behaviour. It has had negative effects on the amount of face-to-face conversation time, and also arguably is a reason for shorter attention spans. Although technology does have many advantages, it is important to raise awareness of potential negative effects on human behaviour. Only when people are fully aware of these effects, can they start to address this.

**(424 words)**







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