Abstract

Motivation/Research object/Methods/Results/Conclusion
Types: Informative~/Descriptive~/Structured~

"megacities" are defined as urban areas with 10 million or more inhabitants. By 2015 it its _estimated_ that Asia (where much of the worldwide process of urbanization is taking place) may contain as many as 60 megacities housing more than 600 million people **in total**. This number will **dramatically increase** over the next decades with more than 2 billion people living in megacities by the end of this century. Low carbon performance is **a fundamental aspect** of the sustainable planning of a new urban development. Sustainable master planning has four components, **namely** operating energy use, embodied energy associated with buildings, energy supply infrastructures, and other infrastructures, and other infrastructures such as transport, waste, water, sewage, etc. these aspects need to be understood to inform the concept design at its earliest stage, especially if designed to **cater for** the needs of global megacities where ramifications of poorly integrated planning could result in profound and long-lasting impacts on carbon and energy intensity. This paper describes how these aspects of low carbon planning and design can be assessed by using urban scale modeling, namely the energy and environmental prediction model, at a whole city and building plot level.

Introduction

Literature review

➢ A specific topic of interest to you
➢ Include a critical analysis of the relationships between different opinions of others
➢ Related to your research

Citation	
Present tense	opinion/theoretical concepts or methods
Past tense	Recounting previous events or results
Present perfect tense	State recent research results/direct relevance

Useful verbs:

Claim/believe/**assume**/indicate/note/remark/state/show/**point out**/ assert/**confirm**/**advocate**/ Suggest/consider/hypothesize/conclude/comment**/emphasize**/**illustrate**/propose/establish/ Maintain/explain..
Accept/admit/agree/**doubt**/deny/**argue**…

Model:

Information-prominent
Among the six areas regarding poverty headcount living on less than $1.25 a day, sub-Saharan Africa **constituted the highest ratio** up to almost 50% of its population. (World Bank, 2012)
Author-prominent
The World Bank (2012) **stated that** south Asia ranked the second in the chart regarding

poverty headcount living on less than $1.25 a day among six areas in the world.
Weak author-prominent
As a report from the World Bank (2012) indicated, the top two areas regarding poverty headcount living on less than $1.25 a day were sub-Saharan Africa and south Asia, with about 50% and 37% of their population **respectively**.

Methodology

Research objective/Research subjects/research location/materials/procedure/data analysis
Useful verbs

Research objective	Was initiated
Materials	Were translated/piloted and modified
	Were given to
	Was gathered
procedure	Were developed/sent to/given to
Data analysis	Were computer-analyzed/determined/conducted

Rewrite Model:

Poison ivy infection **is considered by** some people to b e humorous. But it is not funny at all. A rash that has the intensity of a fresh mosquito bite and lasts for several days **is caused by** contact with the plant. Poison ivy infection **has been studied by** scientists **for centuries**, but no preventive pills or inoculation **has been found**. The poisonous substance in the plant is called urushiol. After the skin is touched by urushiol, the exposed area will soon be covered by blisters and weeping sores.

Procedure:

Firstly, the logs are placed in the shredder. **Then** they are cut into small chips which are mixed with water and acid. **After that**, the mixture is heated and crushed to a heavy pulp which is cleaned. It is **also** chemically bleached. **Later**, it is passed through rollers to be flattered. **Then** sheets of wet paper are produced. **Finally**, the water is removed from the sheets which are pressed, dried and refined **until** the finished paper is produced.

Expression for method section

Subjects	Choose/include/recruit/volunteer/participate
Materials	Be composed of/be located/be installed/be equipped with/obtain/supply
Procedure	Carry out/conduct/follow/perform/propose
Data analysis	Be scored/percentage/be determined/be computed/be conducted

Model:

A group of MBA students from a major metropolitan state university **were recruited as participants for the investigation**. The questionnaire survey **was conducted** after the topic of the BSC had been discussed in the course. The 136 students who **enrolled** in a managerial accounting course **completed** the questionnaire. Background information about the participants **is presented in** table 2. **As it shown**, the majority of participants are male. **The mean age** of the participants was **approximately** 29. The number of years of work experience was 6 **on average**.

Having explained the directions, the students began to write.

➢ After the teacher explained the directions,…

The schedule was in effect for only one year, with students achieving better results.

➢ Students achieved better result, although the schedule was in effect for only one year.

➢ Many school administrators seem interested in making simple and inexpensive changes because they have been overly receptive to simplistic solutions.

➢ Many people are reluctant to install solar energy systems because of the large capital investment required.

Design a questionnaire

Open~	Closed~
● Eliciting rich qualitative data	● Eliciting quantitative data
● Encouraging thoughts and free expressions	● Encouraging mindless replies
● Discouraging responses from less literate respondents	● Easy for respondents at any literacy level
● Taking longer to answer and may put some people off	● Quick to answer and may improve the response rate
● More difficult to analyze-responses might be misinterpreted	● Easy to code and analyze

Report Results

Graphic description

introducing	The pie/chart shows the percentage of…
	The **vertical axis** shows…
	The **horizontal axis** compares…
Referring a graph	**As** can be seen/it can be seen from the graph…
	As shown in graph X…
	From the graph above, it may/**concluded**/shown/**estimated**/calculated/**inferred**/can be seen that..
	The graph shows/**presents/provides/illustrates that**…
	According to table X…
Describing a graph	There was a minimal/**slight**/slow/gradual/**steady** rise…
	There was a rapid increase…
	There was a(n)
	marked/large/**dramatic**/steep/**sharp**/**abrupt**/**striking**/notable/**outstanding** decrease/**decline**/**reduction**/fall/drop
	There was a **sudden fluctuation**
Describing a curve/trend	**Convex/concave**; top/bottom; a slope/peak/plateau; a gradual/slight increase; a sharp/steep rise; the peak; a rapid/abrupt fall; a slight dip; a slow fall;
	It shows an **upward/downward** trend
Making a conclusion	**To sum up**; in conclusion

		It appears that…
		The two charts **clearly show**..
Adjectives to highlight		**Apparent**/**clear**/**interesting**/**obvious**/**revealing**/**significant**

Comparison and contrast

comparison	contrast
Like/**similar to**/both/ **as well as**/in the same way/the same as/**similarly**/**likewise**/have … in common	Although/**whereas**/but/instead/**unless**/yet/however/while/unlike/**be different from**/differ/**conversely**/**the reverse/on the contrary/contrary to/even though/**on the other hand

Model

Nowadays, personal computers are **commonly used among** university students in doing research work or dealing with different documents. Choosing a suitable personal computer is **related to** many factors. **The chart above shows** the major factors influencing the purchase of personal computers by male and female students.

According to the chart, the male and female students are **compared in terms of** the following factors when purchasing personal computer: price, band and technical function. As the chart shows, 78% female students **consider** the price important when purchasing their personal computers and male students **are less concerned with** the price. **Interestingly**, the percentages of male and female students who **stress** the brand **are similar**, which are 83% and 85% **respectively**. **Besides, as seen from the chart**, 92% male students pay attention to the technical function **while only** 46% female students care about this factor.

From the chart, we can see that the factors influencing the purchase o personal computers **are different** among male and female students. It`s better for them to **balance these factors** before making a final decision.

Discussing results

➢ A brief **synopsis of key findings**
➢ **Summarize** the results in relation to each research **objective or hypothesis**
➢ **Relate** the findings to the literature or the results reported by other researchers
➢ Discuss possible **mechanisms and explanations** for the findings
➢ Discuss the **limitations** of the present study and point out the crucial future research direction
➢ **Conclude** with brief paragraph that summarizes the clinical **implications** of research

Causal markers

causes
Because/**owing to the fact that**..
The fact that .. Is due to/may be due to..
The reason for/cause of.. is/could be that..
.. is/may be one effect/result/consequence of

Be caused by/due to/
results from/arises from
Effect
Therefore/so/thus/**hence/consequently**/for this reason/**as a consequence**/as a result
…, As a result/consequence of which…
…, **With the result that**…
Owing to the fact that…
The effect/result/consequent of.. is that ..
…results in/**leads to/produces**/causes/is the cause of/**give rise to/brings about**..

Model 1

There are several factors **to be taken into account** when studying why some plants become weak or die. **One reason** is that water is out of control. **On the one hand,** dryness in the soil **causes** the leaves to wilt, and may **give rise to** the death of the plant. **On the other hand**, too much water may **make** the leaves droop or become yellow. Sunshine is **also** essential for plants. If it is too strong, the soil may be baked and the roots killed. **However**, if there is not enough sunshine, the leaves will become pale and the stems thin. **Consequently**, the plant may die.

Model 2

<div align="center">**Effects of watching too much TV**</div>

TV was invented with positive contribution to our life **in terms of** entertainment and education. **However**, while enjoying its benefits, we are now **upset** by its physiological and psychological adverse **effects on** human beings.

One of the physiological effects is **eye strain**. **It is true that** there are some specifications for watching TV: the room should be adequately lit, the TV should be 5 meters away from our eyes, and it should be placed at the same height as our eyes. **However**, these do not **prevent** our eyes **from** getting tired if we keep watching TV for a long time. **Another effect** is obesity, which is **widely observed in** people who like watching TV and eating snacks every day. TV is such a powerful machine that people cannot get away from it- it is **addictive**.

Apart from the physiological effects, TV also causes psychological effects, one of which is the result of being **exposed to** violence. After seeing so many violent scenes on TV, people might start considering violent actions in real life. Being **insensitive** to the suffering of other people often causes people to become **alienated**. **Also**, after coming home from work people **seek to** relax in front of the TV, and **generally** people prefer watching TV to talking to each other. **Lack of interpersonal communication** may **give rise to** the **possibility of** divorce. **In a word**, watching too much TV would cause damage to our psychological mood.

In short, inventions are meant to be beneficial to human beings **on condition that** we know how to benefit them. TV is one of such inventions that need to be used for the right purpose- being educated and entertained for a reasonable period of time according to different ages. We may, then, be safe from or at least reduce the negative physiological and psychological effects of it.

Strengthening & weakening

S
●   Certainty/evidence/fact
●   Very/pretty/**quite**/clearly/obviously/**undoubtedly**/certainly/of course/indeed/**inevitably**/**invariably**/always/**literally**

● Key/central/**crucial**/basic/fundamental/**major**/principal/essential/**significant**
● Show/prove/establish/confirm/conclude/determine
W
Appear/**argue**/doubt/estimate/seem/speculate/**suggest** **Largely**/likely/**mainly**/maybe/perhaps/**possibly**/probably/rather/**relatively**/**seemingly**/somewhat/sometimes

Concluding research

- **Summary of the research**
- **analysis and evaluation**
- **implications of the research**
- **limitation**
- **recommendation for future study**

Restating

The present study is designed to determine …
The purpose of this investigation is to…
This study set out to tackle …
The aim of this study is to determine…
The project undertaken is to evaluate …
The current study aims to determine whether…
This project is aimed to …
The current/present **study/project/investigation** set out/aims to/is designed to/is aimed to **evaluate/determine/tackle…**

Key words

Categories: disciplines/methods/data sources/locations/topics