

UNIT 6-NEUROSCIENCE



READING I- The Lazy Brain

PREVIEW THE READING

A- Quick Discussion



Discuss these questions with your classmates.

1. What is an important decision you made recently in your life? Was it a good decision?
2. Is it easy for you to make big decisions about your life, or is it difficult? Why?
3. Look at the photo. What decision is the man making?

B- Preview Read the title. Read the caption under the photograph. What do you think the title means by "the lazy brain"?



The Lazy Brain Prefers Elevators

C- Vocabulary Here are some words from Reading 1. Read the sentences. Then write each bold word next to the correct definition below. You may need to change the form of some of the words.

1. The human brain is able to solve both simple and very **complex** problems.
2. **According to** scientists, the brain works harder when people are sleeping than when they are awake.
3. The brain **functions** similarly to the way a computer works in that it stores information, solves problems, and makes decisions about what to do.
4. In an **experiment** at the University of Southern California, researchers found that studying music at a young age makes children's brains grow faster.
5. The **subjects** in the experiment were children in Los Angeles who received music instruction at school for free.
6. Generally, it is a good idea to walk at a quick **pace** because it makes the heart work harder and burns more calories.
7. Students who work have to find the most **efficient** ways to use their time so that they can have enough time to study and do their homework.
8. People who **rely** too much **on** first impressions can make bad judgments about who someone really is. It takes time to really get to know how another person thinks.
9. Some people believe that dreams are the brain's way of solving problems, but it is very difficult to find **proof** for that because we can't study dreams easily.
10. If the brain likes being lazy, it **makes sense** that people want to get from one place to another in the shortest distance possible.

- a) _____ (n.) a scientific test that is done in order to study what happens and to gain new knowledge
- b) _____ (n.) the speed at which somebody walks, runs, or moves
- c) _____ (v.) to perform a particular job or role
- d) _____ (n.) information, documents, etc., that show that something is true
- e) _____ (adj.) difficult to understand or deal with
- f) _____ (n.) a person being used to study something, especially in an experiment
- g) _____ (prep.) as stated or reported by someone or something
- h) _____ (v. phr) to trust or have confidence in somebody or something
- i) _____ (v. phr.) to have a meaning that can be understood
- j) _____ (adj.) doing something well and with no waste of time, money, or energy



THE LAZY BRAIN

1 If you are a lazy person, don't worry—you might be able to blame your brain! At least, that's what the research suggests.

2 Being lazy doesn't just mean you take the elevator instead of the stairs. It can also mean the way you think and make decisions is

"lazy." The problem is that this all happens without our even knowing about it. So, what can we do about it? How can we make our brains less lazy?

3 To understand why the brain wants to be lazy, we must understand how the brain works. The brain is very **complex**, and it actually thinks in two different ways. The first way is the lazy way, and it is a good kind of lazy. It is the thinking we use when we add 1+1. It's the same lazy thinking we use when we drive to school or work. We don't have to think about how to do it—we just do it! **According to** scientists, we have thousands of these lazy thoughts every day.

4 So, why does the brain like lazy decisions? When we do things fast and we don't have to think, we save energy. The brain and body are always trying to save energy. If we save energy, we have more of it, and more energy means we can **function** better in the world. Think about how hard it is to think when we are tired or hungry. We make more mistakes because our brain is too tired.

5 In fact, research has shown that the brain is trying to save energy all the time. In an **experiment** at Simon Fraser University in Canada, scientists wanted to test how good the brain was at saving energy (Selinger et al. 2015). They asked nine **subjects** to walk on a treadmill. The subjects naturally walked at a **pace** that saved the most energy. Then the scientists made it more difficult. They added weight at the knees. As a result, the subjects' original pace was not the most **efficient** anymore. Immediately, they began to walk differently to save as much energy as possible. The brain was saving energy in real time. It happened without them even thinking about it.

6 So, it is good that the brain is lazy because it saves energy. But unfortunately, that's not the whole story. When people **rely on** lazy thinking in situations that require hard thinking, they can run into trouble.

7 For one, lazy thinkers are more likely to believe things without any **proof**. This means that they may accept that something is true even when it isn't. For example, let's say you meet someone new. He tells you, "I'm an honest person," and you assume he is. But in reality, he lies to people, even his friends. Unfortunately, your lazy brain doesn't let you question his honesty. You believe he's a good person because that was the easiest thought.

8 Lazy thinkers are also more likely to make bad decisions. One research study showed that businesspeople with lazy brains have ended up making terrible financial decisions. They didn't think things through; instead, they made quick decisions based on their emotions. Their companies lost money, and some of them lost everything. This is often because people with lazy brains are too confident. Their lazy thinking makes them think they know everything when they really don't.

9 So, how can people fight lazy thinking? Luckily, there is a way. Humans also have another kind of thinking—"hard thinking"—but it takes a lot more energy. Hard thinking is slower. It's the kind of thinking we use when we solve a difficult problem, like 17×24 . It's the kind of thinking we use when we make more difficult decisions, like when we decide on the career we want or where to live.

10 When we use hard thinking, the body isn't so happy because we are demanding a lot more energy from it. That explains why students get so tired after studying for a test. It explains why long conversations make people want to grab a cup of coffee. They need the caffeine because they feel like they're out of energy. They're not using their lazy brain anymore.

11 The problem is that many people don't use hard thinking enough, and that is what causes problems. So, the advice from scientists is to fight it. In other words, don't just accept everything you hear as true. Question it, and see if it really **makes sense** or not. Don't be too confident about what you know—remember that your first thoughts might be wrong, because they're from your lazy brain. Also, don't forget to take the stairs next time!

WORK WITH THE READING

A- Identify Circle the main idea of the article.

- a) Lazy thinkers are more likely to make bad decisions about money and finances.
- b) Some people have more lazy thoughts than others, but it is not their fault.
- c) The lazy brain helps people save energy, but it can also cause bad decisions.
- d) According to scientists, people are trying to save energy all the time.

B- Categorize Read the statements. Write T (true) or F (false). Then correct each false statement to make it true according to the article.

- ___ 1. People have hundreds of lazy thoughts a day.
- ___ 2. Lazy thinkers often believe things that are not true.
- ___ 3. When people have lazy brains, they don't feel confident about their decisions.
- ___ 4. The subjects in the experiment decided to change their pace.
- ___ 5. Choosing a career is an example of hard thinking.
- ___ 6. When people solve difficult math problems, they are using less energy.
- ___ 7. One way to fight lazy thinking is to think faster.

C- Explain Answer the questions. Write the paragraph number where the answer is found.

1. What kind of thinking do people use when they drive? Paragraph: ____
2. Why does the brain make lazy decisions? Paragraph: ____
3. How is hard thinking different from lazy thinking? Paragraph: ____
4. What advice do scientists give about how to fight lazy thinking? Paragraph: ____

D- Analyse Read each situation. Check (✓) if you think the situation uses lazy thinking or hard thinking. Compare your answers with a partner.

Situations	Lazy Thinking	Hard Thinking
1. driving to the store 2. reading a textbook 3. choosing a college 4. making coffee 5. buying milk at the store 6. multiplying 14 x 19 7. giving a friend advice 8. choosing a seat on the bus		

WRITING I

Adding Information

In order to add more information to what has already been said, you can use the following conjunctions and transitional adverbs:

Conjunctions: *and, as well as, not only...but also*

We have got a car **and** a bike.

We have got a car **as well as** a bike.

We have got **not only** a bike **but also** a car.

Transitional adverbs: *moreover, in addition, furthermore, what's more, besides, too, also*

We **also** spoke about sales projection.

Music has a great impact on our mental health. It's **also** a useful tool to help us learn languages.

In addition to this, we discussed about team building.

Regular physical exercise helps you burn those unwanted calories. **In addition**, it relieves stress.

Marketing plans give us an idea; **moreover**, they tell us about the market segmentation.

Mr. Rai has earned the respect of labourers everywhere. **Furthermore**, they know they can trust him.

Smoking is dangerous. **What's more**, it makes you smell bad.

Besides being a colleague, he is my best friend.

She looks really tired and she must be really hungry **too**.

I **too** think she is gorgeous.

Exercise 1: Complete the sentences with the given words in the box.

also too as well as besides furthermore

1. We did a lot of sightseeing on our vacation. We _____ bought a number of souvenirs.
2. Traffic congestion is a problem in my city. _____ this, the trains are very expensive.
3. _____ being unemployed, Michael is running out of money.
4. She's not only extremely successful, she's beautiful _____.
5. People who exercise regularly have more energy during the day and sleep better at night. _____, they tend to live longer.

Exercise 2: Complete the sentences with your own ideas.

1. Being lazy not only means you take the elevator instead of stairs, but it also _____.
2. Solving complex problems takes time. Moreover, _____.
3. I've been fortunate to find a career that I love. _____ as well.

Review of cause & effect structure words

Because

Obviously, while writing a cause and effect essay, the word you will use most is "because" but there are some useful variations.

Because	The economy is in recession because the banks crashed.
Because of	The economy is in recession because of the failure of the banks.
As a result	Demand in the labour market has fallen and as a result unemployment has risen.
As a result of	Unemployment has risen as a (direct) result of a fall in demand in the labour market.
As a consequence	More and more roads are being built and as a consequence air pollution is rising.
As a consequence of	International cooperation has improved as a consequence of globalisation
Thanks to	Literacy rates have improved thanks to better primary education.
Due to	Many commentators believe that the increase in crime is due to rising poverty levels.

Notes

1. “because” , “as a result” and “as a consequence” are used with a verb and “because of” , “as a result of” and “as a consequence of” with a noun
2. “due to” is normally used with negative situations and “thanks to” with positive situations.

Cause verbs

A useful variation is to use “because” as a verb. Here are the 3 main variations.

Cause	Violence in films has probably caused crime to rise.
Lead to	Intensive farming has led to many smallholders becoming unemployed
Result in	Poor diet and lack of exercise has resulted in a generation who will die younger than their parents.

Notes

You cause something to happen but it results in something happening

Other related verbs

These verbs can also sometimes be used to describe cause and effect

Make	Certain stars from the world of entertainment deserve their salaries as they make many people very happy.
Create	Excess consumption of fossil fuels has helped to create many of the environmental problems today.
Change	Mass immigration has undoubtedly changed many societies.
Affect	The problems of air pollution affect the quality of life in many parts of the world.

Notes

1. please note the spelling of “affect” as a verb and do not confuse it with “effect” the noun.

Nouns

The essential nouns are of course “cause” and “effect” but there are alternatives here;

Cause	One cause of this problem is a fall in educational standards.
Reason	There are a variety of reasons why this has happened/for this
Effect	Falling educational standards have had a variety of negative effects .
Result	One positive result of this would be better international cooperation.

Notes

You talk about the cause **of** something but the reason **for** it.

Exercise:

Choose the best option to fill in the blanks:

1. Receptionists must be able to store customer information _____ pass messages accurately.
A) or B) and C) but D) because
2. The new generation cannot understand the previous one _____ life has tremendously changed.
A) until B) so C) but D) because
3. Examine the text carefully _____ do not make any changes on it yet.
A) or B) while C) but D) because
4. Keep the food covered _____ the flies will contaminate it.
A) or B) and C) until D) though
5. The rioters _____ accepted the government's proposal _____ stopped the riot.
A) either, or B) neither, nor C) while, and D) though, or
6. She had an unpleasant experience _____ she was in Thailand.
A) while B) because C) whereas D) in case
7. The committee rejected the proposal _____ they did not think it was practical.
A) since B) though C) but D) due to
8. John welcomed his guests _____ offered them drinks.
A) while B) and C) as D) because
9. It's snowing today _____ there are no buses and I can't come to school.
A) because B) so C) otherwise D) whereas
10. Marko wrote his homework very quickly _____ making any mistakes.
A) because of B) though C) without D) in order to
11. Many people come to big cities _____ a job.
A) so that find B) to find C) in order to they find D) so as they find

12. It's Sunday today. _____, the school is closed.

A) But B) Because C) That's why D) In other words

13. Melisa didn't eat anything at the party _____ she was very hungry.

A) although B) despite C) therefore D) in case

14. The meeting had to be canceled _____ some technical problems at the meeting hall.

A) due to B) because C) thus D) without

15. _____ being very rich, he never shows off.

A) Other than B) Instead C) Despite D) Otherwise

16. My sister is not feeling well; _____, she is thinking of going to the party.

A) unless B) thus C) as well as D) however

17. Thomas was not telling the truth. _____, he was shouting at his brother.

A) Provided B) Although C) Consequently D) Moreover

18. Please try to come on time. _____, we may miss our flight.

A) unless B) however C) otherwise D) on the contrary

19. You should avoid eating oily food _____ live a healthy life.

A) so that B) in order to C) but D) so

20. I will give you my car, _____ you come back before 9 o'clock.

A) provided B) unless C) and D) so that

READING II- Problem-Solvers : Which One Are You ?



PREVIEW THE READING

A- Quick Discussion

1. Do you think people generally think only one way, or is it possible for someone to think in many different ways?
2. Think about a friend or family member who usually makes good decisions. Why do you think he or she is a good decision maker?

B- Preview Read the title of the article and skim the first two paragraphs. What is the purpose of the article? Check (✓) your answer.

- ☐ to explain how people solve problems in different ways
- ☐ to describe the kinds of problems people have at work
- ☐ to suggest why some people are more creative than others

C- Vocabulary Here are some words from Reading 2. Read the definitions. Then complete each sentence with the correct word.

arrogant (*adj.*) behaving in a proud or unpleasant way, showing little thought for other people

come up with (*v. phr.*) to find or produce an answer, a sum of money, etc.

deal with (*v. phr.*) to solve a problem, solve a task, etc.

have a gift (*v. phr.*) to be very good at doing something

impatient (*adj.*) annoyed or irritated by someone or something, especially because you have to wait for a long time

move on (*v. phr.*) to start doing or discussing something new

revolutionary (*adj.*) involving a great or complete change

view (*v.*) to have a personal opinion about or particular attitude toward something

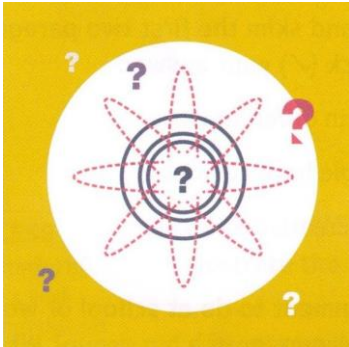
1. John is a very _____ person. He always thinks he has the best ideas, and he never thinks he is wrong.
2. The president of the college had a(n) _____ idea to provide free day care for students with young children.
3. Although I was not very happy with my test results, I decided to and begin thinking about how to do better on the next one.
4. Sometimes my co-worker can be very _____. He has trouble waiting for things, and he prefers to get projects done early, even if they aren't perfect.
5. My mother and father _____ problems very differently. My father usually makes decisions on his own, but my mother prefers to ask friends for their advice first.
6. My daughters both _____ for the arts. One is a successful painter, and the other plays the violin in an orchestra.
7. Many people _____ the boss as someone you should listen to and not disagree with, but in my opinion, it's good to speak up when you have a different point of view.
8. Even though Sami is only 13, he has already _____ a plan to study medicine and become a doctor when he gets older.

PROBLEM-SOLVERS: WHICH ONE ARE YOU?

PROBLEM SOLVERS: WHICH ONE ARE YOU?

1 At school, at work, in life—you're always solving problems. How you solve a problem may be very different from the way others do. You might want to fix it quickly, but others want to take their time. You might have a lot of creative ideas, but you take a lot of time to make decisions.

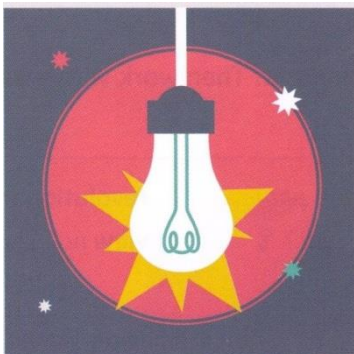
2 The way people think about problems varies greatly. Everyone is unique, but psychologists believe there are about five different kinds of problem-solvers in the world. And knowing which one you are can have a big impact on your ability to work with other people successfully. So, which one sounds the most like you?



QUESTIONERS

3 Questioners are people who think hard about a problem. They ask many questions to themselves and to others. The more complex the problem is, the more questions they will ask about it. Sometimes they even answer people's questions with a question. They want to make sure they have thought about everything before making a decision. Questioners are good because their questions make other people think harder, too. But the problem is these problem-solvers can also be very slow to solve a problem.

IDEATORS



4 Ideators are the idea people. They're the most creative thinkers in the room. They can easily influence people because their ideas are so unique, and people are impressed by their minds. Because Ideators **have a gift**, their solutions can be truly **revolutionary**. The negative side is that they can sometimes annoy other people because they care less about finding a solution. They think of lots of solutions, and some of them may never work. So they're slower decision makers.

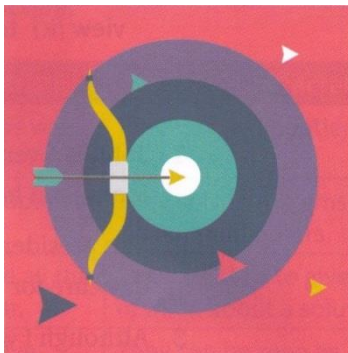
DIGGERS



problem.

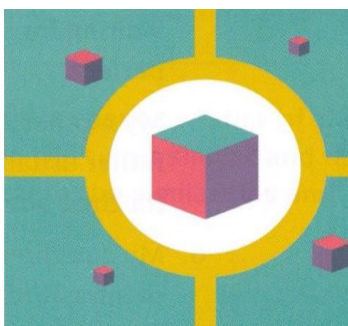
5 Diggers are good to have on a team because they think about all the details. They want to "dig into" a problem and break it down so they can see all of the facts. When they have them all, then they can make their final decision. Consequently, they usually feel very confident about their choices. However, they can be slow at making decisions, and they may not offer their opinions to others until the very end. This can make other people wrongly assume that they aren't really working on the

DOERS



6 For Doers, getting to a solution quickly is very important. They don't spend as much time asking questions or digging into problems. They prefer to focus on the present because they don't want to waste time thinking about the past. They try to keep things moving along in the right direction. Sometimes, Doers don't even wait to find the complete solution. For them, it's OK to just solve part of the problem and **move on**. So, Doers are excellent at solving things quickly, but sometimes other people see them as too **impatient**.

REASONERS



arrogant.

7 Reasoners are the people who like to keep things simple. When they **deal with** a complex problem, they prefer to focus on the most important elements. They don't want to worry about small details, which means they solve problems more quickly than other people. Also, for Reasoners, the "best" solution is the solution that they **came up with**. Unfortunately, they also have a hard time listening to other people's ideas. As a result, people sometimes see Reasoners as too confident or

8 When you figure out what kind of problem-solver you are, you can understand how you think. Perhaps more importantly, you will also begin to see how other people **view** you. That is very important because teamwork is one of the most important skills people need to succeed in today's world. In college, students are constantly asked to work in groups and do team projects. At work, you'll be a part of many teams, and you'll need to come to solutions together. When you know the strengths and your weaknesses of your thinking, you will be able to work with others to solve problems even more successfully.

WORK WITH THE READING

A- Identify What is the main idea of the article? Circle the answer.

- a. People are always solving problems in their lives, but some people take more time to solve problems than other people.
- b. Understanding the personalities of different kinds of problem-solvers can help people be more successful when working with others.
- c. Teamwork has become one of the most important skills in the workplace and at school because people always work in groups.
- d. Reasoners and Doers prefer to solve problems slowly, but Diggers, Ideators, and Questioners take more time making decisions.

B- Categorize Read each set of positive and negative characteristics. Then write the type of problem-solver they describe.

Type of problem-solver	Positive	Negative
1.	They solve problems very quickly.	They can be impatient.
2.	They help other people think more.	They solve problems slower than others.
3.	They are able to see all the details of a problem.	They are slow to give their opinion about a solution.
4.	They are able to solve problems faster than others.	They can be seen as arrogant.
5.	They come up with ideas that no one else thinks about.	They can annoy people who want a real solution.

C- Identify Read these sentences from Reading 2. Then answer the questions.
Find the sentences in the reading to help you.

1. (Paragraph 1) You might want to fix **it** quickly, but others want to take their time.
What does *it* refer to? _____
2. (Paragraph 3) **They** want to make sure they have thought about everything before making a decision.
Who does *they* refer to? _____
3. (Paragraph 4) **They** can easily influence people because their ideas are so unique.
Who does *they* refer to? _____
4. (Paragraph 4) They think of lots of solutions, and some of **them** may never work.
What does *them* refer to? _____
5. (Paragraph 5) When they have **them** all, then they can make their final decision.
What does *them* refer to? _____
6. (Paragraph 6) For **them**, it's OK to just solve part of the problem and move on. Who does *them* refer to? _____

CRITICAL THINKING STRATEGY

Classifying information

When you classify information, you arrange ideas into different types or categories according to how they are similar to each other. For example, in Reading 2, the author classified people into five different problem-solving types to show what is special about each one. When you classify, you are better able to see similarities and differences among the categories.

Categorize - Read about the different problem-solvers. Classify them according to the type of problem-solver they are. Go back to Reading 2 to help you.

- _____ 1. Everybody loves Rodolfo! He has the most interesting ideas, and he's always thinking of new ways to do something. The only problem is sometimes he doesn't stay focused on the real problem.
- _____ 2. Maryam is really good to have on our team because she helps us break down a problem into the smallest parts. Then each of us can work on a different detail at a time. Unfortunately, sometimes she can take a long time to figure out what those details are.
- _____ 3. Norbert is the guy you want on your team if you want something done on time. In fact, he's so fast that he usually finishes his projects early! Norbert is good for me because sometimes I am just way too slow at completing a project.

_____ 4. Rushi is such a patient person! He will go over and over and over something until he finds the answer he's looking for. Sometimes I say to him, "Well, what do you think?" His response? "I know what I think, but what do *you* think?"

_____ 5. Bridget is an interesting person. She's very smart, and she can deal with all kinds of problems, from simple to complex. However, she often doesn't really hear what other people are trying to say, and that can upset them.

WRITING II

40 USEFUL WORDS AND PHRASES FOR TOP-NOTCH ESSAYS

GENERAL EXPLAINING:

1. In order to

Usage: "In order to" can be used to introduce an explanation for the purpose of an argument.

Example: "In order to understand X, we need first to understand Y."

2. In other words

Usage: Use "in other words" when you want to express something in a different way (more simply), to make it easier to understand, or to emphasise or expand on a point.

Example: "Frogs are amphibians. In other words, they live on the land and in the water."

3. To put it another way

Usage: This phrase is another way of saying "in other words", and can be used in particularly complex points, when you feel that an alternative way of wording a problem may help the reader achieve a better understanding of its significance.

Example: "Plants rely on photosynthesis. To put it another way, they will die without the sun."

4. That is to say

Usage: "That is" and "that is to say" can be used to add further detail to your explanation, or to be more precise.

Example: "Whales are mammals. That is to say, they must breathe air."

5. To that end

Usage: Use "to that end" or "to this end" in a similar way to "in order to" or "so".

Example: "Zoologists have long sought to understand how animals communicate with each other. To that end, a new study has been launched that looks at elephant sounds and their possible meanings."

ADDING ADDITIONAL INFORMATION TO SUPPORT A POINT:

Students often make the mistake of using synonyms of “and” each time they want to add further information in support of a point they’re making, or to build an argument. Here are some cleverer ways of doing this.

6. Moreover

Usage: Employ “moreover” at the start of a sentence to add extra information in support of a point you’re making.

Example: “Moreover, the results of a recent piece of research provide compelling evidence in support of...”

7. Furthermore

Usage: This is also generally used at the start of a sentence, to add extra information.

Example: “Furthermore, there is evidence to suggest that...”

8. What’s more

Usage: This is used in the same way as “moreover” and “furthermore”.

Example: “What’s more, this isn’t the only evidence that supports this hypothesis.”

9. Likewise

Usage: Use “likewise” when you want to talk about something that agrees with what you’ve just mentioned.

Example: “Scholar A believes X. Likewise, Scholar B argues compellingly in favour of this point of view.”

10. Similarly

Usage: Use “similarly” in the same way as “likewise”.

Example: “Audiences at the time reacted with shock to Beethoven’s new work, because it was very different to what they were used to. Similarly, we have a tendency to react with surprise to the unfamiliar.”

11. Another key point to remember

Usage: Use the phrase “another key point to remember” or “another key fact to remember” to introduce additional facts without using the word “also”.

Example: “As a Romantic, Blake was a proponent of a closer relationship between humans and nature. Another key point to remember is that Blake was writing during the Industrial Revolution, which had a major impact on the world around him.”

12. As well as

Usage: Use “as well as” instead of “also” or “and”.

Example: “Scholar A argued that this was due to X, as well as Y.”

13. Not only... but also

Usage: This wording is used to add an extra piece of information, often something that’s in some way more surprising or unexpected than the first piece of information.

Example: “Not only did Edmund Hillary have the honour of being the first to reach the summit of Everest, but he was also appointed Knight Commander of the Order of the British Empire.”

14. Coupled with

Usage: Used when considering two or more arguments at a time.

Example: “Coupled with the literary evidence, the statistics paint a compelling view of...”

15. Firstly, secondly, thirdly...

Usage: This can be used to structure an argument, presenting facts clearly one after the other.

Example: “There are many points in support of this view. Firstly, X. Secondly, Y. And thirdly, Z.”

16. Not to mention/to say nothing of

Usage: “Not to mention” and “to say nothing of” can be used to add extra information with a bit of emphasis.

Example: “The war caused unprecedented suffering to millions of people, not to mention its impact on the country’s economy.”

WORDS AND PHRASES FOR DEMONSTRATING CONTRAST:

When you’re developing an argument, you will often need to present contrasting or opposing opinions or evidence – “it could show this, but it could also show this”, or “X says this, but Y disagrees”. This section covers words you can use instead of the “but” in these examples, to make your writing sound more intelligent and interesting.

17. However

Usage: Use “however” to introduce a point that disagrees with what you’ve just said.

Example: “Scholar A thinks this. However, Scholar B reached a different conclusion.”

18. On the other hand

Usage: Usage of this phrase includes introducing a contrasting interpretation of the same piece of evidence, a different piece of evidence that suggests something else, or an opposing opinion.

Example: “The historical evidence appears to suggest a clear-cut situation. On the other hand, the archaeological evidence presents a somewhat less straightforward picture of what happened that day.”

19. Having said that

Usage: Used in a similar manner to “on the other hand” or “but”.

Example: “The historians are unanimous in telling us X, an agreement that suggests that this version of events must be an accurate account. Having said that, the archaeology tells a different story.”

20. By contrast/in comparison

Usage: Use “by contrast” or “in comparison” when you’re comparing and contrasting pieces of evidence.

Example: “Scholar A’s opinion, then, is based on insufficient evidence. By contrast, Scholar B’s opinion seems more plausible.”

21. Then again

Usage: Use this to cast doubt on an assertion.

Example: “Writer A asserts that this was the reason for what happened. Then again, it’s possible that he was being paid to say this.”

22. That said

Usage: This is used in the same way as “then again”.

Example: “The evidence ostensibly appears to point to this conclusion. That said, much of the evidence is unreliable at best.”

23. Yet

Usage: Use this when you want to introduce a contrasting idea.

Example: “Much of scholarship has focused on this evidence. Yet not everyone agrees that this is the most important aspect of the situation.”

ADDING A PROVISO OR ACKNOWLEDGING RESERVATIONS:

Sometimes, you may need to acknowledge a shortfalling in a piece of evidence, or add a proviso. Here are some ways of doing so.

24. Despite this

Usage: Use “despite this” or “in spite of this” when you want to outline a point that stands regardless of a shortfalling in the evidence.

Example: “The sample size was small, but the results were important despite this.”

25. With this in mind

Usage: Use this when you want your reader to consider a point in the knowledge of something else.

Example: “We’ve seen that the methods used in the 19th century study did not always live up to the rigorous standards expected in scientific research today, which makes it difficult to draw definite conclusions. With this in mind, let’s look at a more recent study to see how the results compare.”

26. Provided that

Usage: This means “on condition that”. You can also say “providing that” or just “providing” to mean the same thing.

Example: “We may use this as evidence to support our argument, provided that we bear in mind the limitations of the methods used to obtain it.”

27. In view of/in light of

Usage: These phrases are used when something has shed light on something else.

Example: “In light of the evidence from the 2013 study, we have a better understanding of...”

28. Nonetheless

Usage: This is similar to “despite this”.

Example: “The study had its limitations, but it was nonetheless groundbreaking for its day.”

29. Nevertheless

Usage: This is the same as “nonetheless”.

Example: “The study was flawed, but it was important nevertheless.”

30. Notwithstanding

Usage: This is another way of saying “nonetheless”.

Example: “Notwithstanding the limitations of the methodology used, it was an important study in the development of how we view the workings of the human mind.”

GIVING EXAMPLES:

Good essays always back up points with examples, but it’s going to get boring if you use the expression “for example” every time. Here are a couple of other ways of saying the same thing.

31. For instance

Example: “Some birds migrate to avoid harsher winter climates. Swallows, for instance, leave the UK in early winter and fly south...”

32. To give an illustration

Example: “To give an illustration of what I mean, let’s look at the case of...”

SIGNIFYING IMPORTANCE:

When you want to demonstrate that a point is particularly important, there are several ways of highlighting it as such.

33. Significantly

Usage: Used to introduce a point that is loaded with meaning that might not be immediately apparent.

Example: "Significantly, Tacitus omits to tell us the kind of gossip prevalent in Suetonius' accounts of the same period."

34. Notably

Usage: This can be used to mean "significantly" (as above), and it can also be used interchangeably with "in particular" (the example below demonstrates the first of these ways of using it).

Example: "Actual figures are notably absent from Scholar A's analysis."

35. Importantly

Usage: Use "importantly" interchangeably with "significantly".

Example: "Importantly, Scholar A was being employed by X when he wrote this work, and was presumably therefore under pressure to portray the situation more favourably than he perhaps might otherwise have done."

SUMMARIZING:

You've almost made it to the end of the essay, but your work isn't over yet. You need to end by wrapping up everything you've talked about, showing that you've considered the arguments on both sides and reached the most likely conclusion. Here are some words and phrases to help you.

36. In conclusion

Usage: Typically used to introduce the concluding paragraph or sentence of an essay, summarizing what you've discussed in a broad overview.

Example: "In conclusion, the evidence points almost exclusively to Argument A."

37. Above all

Usage: Used to signify what you believe to be the most significant point, and the main takeaway from the essay.

Example: "Above all, it seems pertinent to remember that..."

38. Persuasive

Usage: This is a useful word to use when summarizing which argument you find most convincing.

Example: "Scholar A's point – that Constanze Mozart was motivated by financial gain – seems to me to be the most persuasive argument for her actions following Mozart's death."

39. Compelling

Usage: Use in the same way as "persuasive" above.

Example: "The most compelling argument is presented by Scholar A."

40. All things considered

Usage: This means "taking everything into account".

Example: "All things considered, it seems reasonable to assume that..."



WRITING TASK: Write a **well-organized** essay on one of the topics below:

1. Some people make vital decisions in a really short time. Do you think this is right?
2. Today some youngsters spend most of their time in front of the computer and their smart phones. What problems does this habit cause and what are some ways to overcome this problem?
3. What are the causes and effects of laziness in school life?

Edit- Complete the self-assessment checklist before you hand in your essay.

SELF-ASSESSMENT	Yes	No
Does the essay include an introductory paragraph, two / three body paragraphs, and a concluding paragraph?		
Does the essay start with an introductory paragraph with a hook and give important background information regarding the topic?		
Is there a clear thesis statement?		
Do the body paragraphs provide details and / or examples?		
Does the concluding paragraph summarize the information you have put in the essay?		
Did you check your essay for punctuation, spelling, and grammar?		

