

English for  
Academic Study

New edition

# Reading

Course Book

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# Book map

	Unit	Skills focus
1	<b>Reading for academic purposes</b>	
	<b>Reading for academic purposes</b>	<ul style="list-style-type: none"> <li>■ Reading for general understanding</li> <li>■ Reading for specific details</li> <li>■ Paragraph reorganization</li> <li>■ Inferring meaning from context</li> <li>■ Identifying word class</li> <li>■ Reading for a purpose</li> <li>■ Recalling information</li> <li>■ Highlighting information to aid recall</li> <li>■ Practising effective reading habits</li> <li>■ Reflection: Development of reading skills</li> </ul>
	<b>The SQ3R reading and study system</b>	<ul style="list-style-type: none"> <li>■ Reading and mind mapping</li> <li>■ Summarizing the SQ3R system</li> </ul>
2	<b>Sustainable energy</b>	
	<b>Using waste, Swedish city cuts its fossil fuel use (1)</b>	<ul style="list-style-type: none"> <li>■ Short-answer questions: Checking understanding and recall</li> <li>■ Synonyms and word classes: Practising word classification</li> <li>■ Synonyms in sentences: Practice in using synonyms</li> </ul>
	<b>Using waste, Swedish city cuts its fossil fuel use (2)</b>	<ul style="list-style-type: none"> <li>■ Short-answer questions: Checking understanding and recall</li> <li>■ Differentiating between main ideas and supporting details</li> <li>■ Ways of making notes</li> <li>■ Creating mind maps</li> <li>■ Summarizing in note form</li> </ul>
3	<b>The business of science</b>	
	<b>Stop selling out science to commerce</b>	<ul style="list-style-type: none"> <li>■ Reading practice: Timing reading; identifying the writers' viewpoint</li> <li>■ Practising short-answer questions: Developing text recall</li> <li>■ Understanding rhetorical questions and identifying the thesis</li> <li>■ Scanning and close reading practice</li> <li>■ Reading recall, focusing on a specific question</li> <li>■ Inferring meaning from context</li> <li>■ Paragraph reorganization: Looking at the logic of the text</li> <li>■ Text-referring words: Developing understanding</li> </ul>
	<b>Is business bad for science?</b>	<ul style="list-style-type: none"> <li>■ Predicting text content: Reflecting on own views</li> <li>■ Comparing texts and reading for detail</li> <li>■ Scanning and close reading practice</li> <li>■ Identifying and using reporting language (direct and indirect)</li> <li>■ Understanding and using modifying language</li> </ul>
4	<b>Society today</b>	
	<b>Growing grey</b>	<ul style="list-style-type: none"> <li>■ Considering the title and the introduction</li> <li>■ Considering subheadings: Using them to assist understanding</li> <li>■ Considering displayed information: Important details</li> <li>■ Making notes from memory: Discussion</li> <li>■ Writing a summary</li> </ul>

Unit	Skills focus
<b>Well connected? The biological implications of 'social networking'</b>	<ul style="list-style-type: none"> <li>■ Considering the title and abstract</li> <li>■ Reading, making notes and drawing conclusions</li> <li>■ Writing a summary</li> </ul>

## 5 Food security

<b>Diet and sustainability key to feeding the world: A food security report</b>	<ul style="list-style-type: none"> <li>■ Surveying the text</li> <li>■ Search reading: Practising fast, accurate reading</li> <li>■ Identifying functions of the text; annotating text</li> <li>■ Examining the writer's choice of language for emphasis; identifying meaning from context</li> </ul>
<b>The challenge of feeding 9 billion people</b>	<ul style="list-style-type: none"> <li>■ Understanding the focus task</li> <li>■ Predicting specific content in a text</li> <li>■ Identifying the main ideas</li> <li>■ Addressing the focus task; note-making and discussion</li> <li>■ Logic and language: Organizing paragraphs into a logical order</li> <li>■ Working out meaning from context; considering word class</li> </ul>
<b>Closing the yield gap</b>	<ul style="list-style-type: none"> <li>■ Predicting the content of the text</li> <li>■ Identifying the function of paragraphs</li> <li>■ Annotating the text using the Cornell system</li> <li>■ Asking questions about the text</li> <li>■ Predicting the content of the text</li> </ul>
<b>Dealing with the situation</b>	<ul style="list-style-type: none"> <li>■ Identifying the main ideas in the text; matching headings to sections</li> <li>■ Identifying and dealing with assumed knowledge</li> <li>■ Making use of displayed information</li> <li>■ Producing notes</li> </ul>

## 6 Human resource management

<b>Background and origins of people management</b>	<ul style="list-style-type: none"> <li>■ Defining the topic; considering own ideas</li> <li>■ Expanding definitions</li> <li>■ Completing notes: Building background information</li> <li>■ Vocabulary extension: Producing sentences to activate use of words</li> <li>■ Developing ideas about the topic</li> <li>■ Reading for general understanding: Considering section headings</li> <li>■ Making use of the text: Simulate preparation for a group presentation</li> <li>■ Identifying and summarizing key points</li> <li>■ Main points and supporting ideas: Considering the function of sentences</li> </ul>
<b>International human resource management</b>	<ul style="list-style-type: none"> <li>■ Speed-reading exercise</li> <li>■ Using research as evidence</li> <li>■ Identifying the writer's purpose</li> <li>■ Focus task: Preparing notes to support a writer's discussion</li> </ul>

	Unit	Skills focus
7	<b>Sustainable fashion</b>	
	<b>Material diversity</b>	<ul style="list-style-type: none"> <li>■ Pre-reading task: Reflection and discussion</li> <li>■ Analyzing the title</li> <li>■ Understanding the main ideas of the text: Matching headings to sections</li> <li>■ Identifying functions of the text; practice in annotating text</li> <li>■ Identifying the writer's purpose: Annotating text</li> <li>■ Producing a selective summary: Scanning text and selecting ideas</li> </ul>
	<b>Sustainable fashion</b>	<ul style="list-style-type: none"> <li>■ Short-answer questions: Identifying main and supporting ideas</li> <li>■ Finding supporting information</li> </ul>
	<b>The future of eco-fashion: A design-driven approach</b>	<ul style="list-style-type: none"> <li>■ Analyzing the title</li> <li>■ Working out meaning from context</li> <li>■ Asking questions about the text</li> <li>■ Reading for a purpose: Using annotation, summarizing</li> <li>■ Dictionary work: Identifying words and definitions</li> </ul>
8	<b>The Tipping Point</b>	
	<b>The Tipping Point: How Little Things Can Make a Big Difference</b>	<ul style="list-style-type: none"> <li>■ Selecting appropriate information</li> <li>■ Reading and discussion; examining specific points</li> </ul>
	<b>Mental epidemics</b>	<ul style="list-style-type: none"> <li>■ Pre-reading: Definitions</li> <li>■ Identifying functions of the text</li> <li>■ Reading for specific information</li> <li>■ Unfamiliar words: Identifying word meaning from context and function</li> <li>■ Identifying word class</li> <li>■ Analyzing the writer's choice of expression</li> <li>■ Writing a selective summary: Deconstructing a question</li> </ul>
	<b>An interview with Malcolm Gladwell</b>	<ul style="list-style-type: none"> <li>■ Vocabulary: Identifying terms and discussion</li> </ul>
	<b>The Tipping Point by Malcolm Gladwell: Book review</b>	<ul style="list-style-type: none"> <li>■ Short-answer questions: Focusing on the text, discussion</li> <li>■ Checking reading speed</li> <li>■ Discussion: Improving reading strategies</li> <li>■ Matching questions to sections in the text</li> <li>■ Academic language: Examining text, reflection</li> </ul>

## Aims of the course

The purpose of this book is to help you develop the academic reading skills you need to deal effectively with the reading and research you will need to carry out during your academic study. This course will particularly focus on reading for a specific academic purpose, working on effective reading strategies, detailed comprehension of sentences and paragraphs, and **text analysis**.

## Structure of the course

**Unit structure:** There are eight units in the book. Each unit explores a key aspect of reading, such as *Considering the title and abstract*, and teaches it in the context of a specific topic area, e.g., *Growing grey*. You will have the opportunity to read texts on these and other topics in a separate Source Book. The reading tasks in any unit will be based on the unit topic.

**Key reading skills:** These are introduced where it is felt you need specific information on an area of reading. They usually appear at the end of a task and can be referred to either before you start the task, during the task, or when you have completed it.

**Study tips:** These are included for ease of reference when you are revising what you have studied. They either summarize the outcome of a series of activities or are a summary of other information contained in the unit.

**Unit summary:** Each unit is followed by a unit summary, giving you the opportunity to reflect on what you have learnt.

## Additional material

**Glossary:** Words or phrases in **bold** in the text (or **bold** and underlined in the task instructions) are explained in the glossary on pages 110–111.

## Working with the course

When you are reading in another language, you not only need to deal with the vocabulary and grammatical aspects of the text, but also understand the writing conventions associated with it. This can be particularly challenging with academic texts where the written conventions are even more important. The book will help you in two ways by:

- providing you with guided instruction on how to understand the structure of academic text
- giving you the opportunity to practise reading in a similar context to the one you will use in your future studies

What you put into the course will determine how much you get out of it. Obviously, if you want to improve your academic reading, it is essential to practise the skill. You should therefore prepare well for the sessions, as well as participating actively in them.

## Course aims:

### 1 Reading for a specific academic purpose

This will help you find the relevant information in written sources that will help you complete an academic task. For example, you may need to:

- **combine information from a variety of sources** in order to complete an assignment on a specific question
- **research a new topic for an introductory overview** in order to assist with listening to a series of lectures on that topic
- **add new knowledge to what you already know about a topic** in order to carry out a variety of functions; add to your general understanding of a topic, write about your specialist area of interest, take notes for future exam revision, etc.

### 2 Working on effective reading strategies

The main strategies you will be looking at are:

#### a. Skimming

This involves looking at a text *quickly* for one of the following purposes:

- identifying what the text is about (the topic)
- identifying the main idea of the text
- deciding how useful the text is for your purposes
- deciding how you will make use of the text

Skimming a text might involve looking at some or all of the following features of the text:

- title
- section headings
- abstract or summary provided by the writer
- first and last paragraphs
- first and last sentences of intervening paragraphs
- **topic sentences** in each paragraph (see also Glossary: **paragraph leaders**)

Another form of skimming is when you are **previewing** a book to decide how useful it is for your purposes. In this situation, you might also look at one or more of the following:

- information about the author and/or publication details
- contents page
- **foreword** and/or introduction
- index

#### b. Predicting

This means using what you already know about the topic, what you want to learn about the topic from the text, and what you have learnt from your previewing, to guess what kind of information the text will contain and *how useful* it will be. You will be surprised how much you already know about a text before you even begin reading. Brainstorming your **prior knowledge** will help you to understand the text.

#### c. Scanning

This involves *finding words* (or other symbols, such as figures) that have particular importance for you. When you are scanning, you already know the form of the words or symbols you are looking for. When you scan, you normally focus on small parts of the text only.

#### d. Search reading

This involves quickly finding *ideas* that are important for you. This is different from scanning, because you don't know the exact words you are looking for in advance and cannot make a direct match.

#### e. Identifying the main ideas

This involves understanding the writer's *main points*. It may be possible to do this quite quickly after skimming the text. However, with more difficult texts, it may only be possible to identify the main ideas after more detailed reading.

#### f. **Careful reading**

This involves reading *slowly and carefully* so that you have a clear understanding of the text (or the part of the text that you are most interested in). You might do this in order to understand the *details* of the text or to **infer meaning** that is not directly stated (see g. below).

#### g. **Inferring**

This involves obtaining meaning from the text that the writer has *not explicitly stated*. Sometimes the writer expects you to fill gaps in the text for it to make sense. Sometimes you may wish to infer *why the author wrote the text*, i.e., the writer's purpose, and also the writer's attitude to what he/she is writing about.

#### h. **Dealing with unfamiliar words**

When you find a word you don't understand in a text, you first need to decide whether it is *necessary* to understand the word. Perhaps you can understand enough of the text without understanding the word – in which case you can ignore it. Alternatively, the context in which the word is located may allow you to guess the meaning of the word well enough to continue reading. If neither of these applies, you may have to look up the word in a dictionary. If you find you are using a dictionary so much that you cannot read the text at a reasonable speed, the text may be too specialized for you; in this case you should consider finding another one which deals with the same topic in a more generalized way.

An approach to dealing with new vocabulary is to decide whether you:

- need to know the word now to help you understand the text and use it later under different circumstances. In this case, you will need some way of recording the word, e.g., in a vocabulary notebook. You will also have to decide whether to rely on working out the meaning of the word from context, or whether you need to check in a dictionary.
- only need to know the word now to help you understand the text. This is often the case with technical words or low-frequency words; these are words that are not often used in English, even by native speakers of the language, except for specialist reasons. Of course, if you are reading a text in your academic area, you will need to know certain specialist vocabulary. You will need to record this vocabulary as well as use it so it becomes part of your **active vocabulary**, i.e., words that you use to communicate effectively.
- don't need to know this word either now or in the future. If the word does not prevent you from understanding the rest of the text, you probably do not need to worry about it. If the word occurs several times, however, you may feel it is necessary to work out its meaning or look it up and record it.

### 3 **Detailed comprehension of sentences and paragraphs**

In an academic context, much of your reading work will involve dealing with complete texts and extracting information from them in various ways, i.e., reading purposefully in order to make use of *content*. However, in order to fulfil your reading purpose, you may sometimes find it necessary to have a very precise understanding of specific sentences and paragraphs. There may be obstacles to your understanding in terms of grammar or ideas, or the text's organization or a combination of these. This is one area the course will help you solve.

Detailed comprehension involves analyzing the relationship between ideas within a specific sentence or between a sequence of sentences of up to paragraph length – or even beyond. This precise knowledge might be required, for example, to infer meaning, to view the content critically, to enhance overall understanding or to formulate precise understanding.

### 4 **Text analysis**

It is often helpful to understand the way a text is organized in order to make the best use of the information it contains. The organization of a text can be considered at the global level; for example, the way that the text is organized into sections and paragraphs according to the purpose of the text and the type of text. In a report of an experiment, for example, it is very common to see the pattern of organization on page 12.

- title
- abstract
- introduction/background
- methods
- results
- conclusions
- **references**/bibliography

Another aspect of organization that can be useful to examine is how information is organized logically at the local level, i.e., within **complex sentences** or paragraphs.

As you have seen, there are many different aspects of academic reading that you will consider during the course. Although it is important to be aware of all these different aspects, it is also important to:

- **develop a flexible reading style.** Becoming a better academic reader is not just about mastering different aspects of reading. It is also important to decide which is the best way to read a text, depending on the particular academic purpose that you have for reading it.
- **remember that the more you read, the better you will read.** Regular independent reading outside the classroom is essential for any student wishing to develop reading abilities such as fluency, greater reading speed, vocabulary acquisition and the strategies associated with successful reading.

You can improve your academic reading level by making decisions about:

- **why** you are reading
- **what** you are reading
- **how** you are reading
- **how well** you are reading

In this unit you will:

- handle rhetorical questions and identify the thesis
- quickly identify the main points of the text
- infer meaning from context
- identify and use reporting language and modifying language

## Text

**Stop selling out science to commerce, Text 3a** (Source Book pp. 12–13)

Text 3a is an article from *New Scientist* on how commercial pressure influences scientific research.



## Task 1

### Fast reading

#### 1.1 Read Text 3a to get a general understanding of the content.

Read as quickly as you can to get a general idea of the text. Note the time before you begin reading and note it again when you have finished. There are 854 words in the text.

#### 1.2 When you have finished reading the text, tick (✓) the statement you think most closely reflects the writers' point of view.

1. Governments should give more support to universities. ☐
2. Researchers should avoid involvement with commercial or military interests. ☐
3. Academic research should be carried out with an open mind. ☐
4. Universities must only serve the interests of the general public. ☐

## Task 2

### Short-answer questions

#### 2.1 Re-read the text and try to answer the following questions from memory.

Answer as many questions as you can. Then check the text to find any other answers. Use no more than seven words to answer each question.

1. Which commercial sectors have been most criticized because of their harmful influences?

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2. Give one example of how universities are influenced by the commercial sector.

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3. In what way are many universities linked to military interests?

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4. What are the tobacco and oil industries particularly believed to be guilty of?

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5. What is 'blue-sky' research?

Research which:

- a. favours the commercial sector
- b. has no immediate commercial value
- c. is investigating global warming
- d. is not very important

6. Why is 'low-input' agriculture receiving very little scientific attention?

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7. What other area linked to agricultural production is often neglected?

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8. What phrase in Section 4 refers to various types of weapon?

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9. Which academic institution is challenging the influence of the commercial sector?

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10. What does 'SGR' stand for?

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11. What final recommendation do the writers make?

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12. What is the source of this text?

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### Task 3 Understanding rhetorical questions and identifying the thesis

Text 3a consists of an introduction, four more sections and a conclusion. The first sentence of the introduction asks a question. This type of question is known as a rhetorical question, i.e., one that the writer goes on to answer.




#### 3.1 Re-read the opening summary paragraph and identify the rhetorical question.

Choose the correct answer to the question.

1. Yes, they have a negative impact.
2. No, people are indifferent.
3. We are not sure of the answer.

#### 3.2 Complete the flow chart to identify the writers' thesis.

There is no thesis statement in the text, but you can identify the thesis by picking out the key phrases.

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

2. *negative impact on science*  

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

4. *cannot be ignored*

#### 3.3 Write the thesis in one sentence below. Use your notes from the flow chart to help you.

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#### 3.4 Compare your sentence with that of another student and discuss the differences.

##### Study tip

Understanding the writer's thesis is a key element in understanding the text.

### Task 4 Scanning and close reading practice

#### 4.1 Look at Section 1 of Text 3a. Which of the following do you consider to be the best summary heading? Why?

1. Huge industrial influence on research is a major problem.
2. Commercial interests in research have only short-term benefits.
3. Interference in research is limited to certain academic disciplines.

**4.2 Re-read Section 2 and provide a suitable short title for the section. You can use a phrase from the text.**

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**4.3 Re-read Section 3. Which do you consider to be the best summary heading?**

- 1.** Governments always support commercial enterprise.
- 2.** Short-term interests come first.
- 3.** The public never benefits from research activities.

**Explain your decision below.**

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**4.4 Re-read Section 4. What is the key point the writers make?**

Sometimes it is not immediately clear what the writer's key point is. First, identify the topic of the section you are reading and then ask yourself: What is the writer saying about the topic?

- 1.** Military interests come first in research activities.
- 2.** Public interests are not being considered.
- 3.** Scientists are manipulated by political interests.

**4.5 Re-read the conclusion. What do the writers conclude? Summarize the key idea in no more than three words.**

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**Compare your ideas with another student.**

## Task 5

## Focus task and reading recall

Remember that the Focus task will help direct your reading and the use you make of the text(s) to synthesize ideas.

### FOCUS TASK



To what extent should academic research be supported by commercial interests and political decisions?

## 5.1 Read and underline the key words in the Focus task. Then follow the steps.

**Step 1:** Re-read the text and then put it away.

**Step 2:** Recall any information that would help you answer the Focus task question, writing short notes, phrases or even single words.

**Step 3:** Check your notes with other students.

**Step 4:** Write a summary in response to the Focus task question using your combined notes.

### Task 6

### Inferring meaning from context

## 6.1 Study the phrases in the table below and identify them in Text 3a. Write the possible meaning of each one in the table.

Try to work out their meaning by using the context in which you find them – without using a dictionary.

Phrase	Possible meaning	Line(s)
academic landscape		
commercial mindset		
conflicts of interest		
research is undermined		
cornerstone of science		
'blue-sky' research		
the roots of conflict		
becoming discomfited		
ethical standards		
to this end		
they could do worse than		

**Check your ideas with another student.**

### Key reading skills: Word combinations

Familiar words are often combined into unfamiliar phrases in a new context. Remember to use your existing knowledge of the words and look for contextual and grammatical clues to guess the meaning of the unfamiliar phrases.

## Task 7

## Paragraph reorganization

7.1

**In the following paragraph (extracted from Text 3a), the sentences are in the wrong order. Number the sentences to create a logical sequence.**

Make use of lexical clues to help you. Before you start, look at the final sentence of the previous paragraph.

A new report from the organisation Scientists for Global Responsibility (SGR) exposes problems so serious that we can no longer afford to be indifferent to them.

1. We found a wide range of disturbing commercial influences on science, and evidence that similar problems are occurring across academic disciplines. ☐
2. But we also looked at the oil and gas, defence and biotech sectors, which have been subjected to less scrutiny. ☐
3. The damaging influence of two of these, pharmaceuticals and tobacco, has been noted before. ☐
4. The report looks at the impact of five commercial sectors on science and technology over the past 20 years. ☐

**Now check your rearrangement against the original order in the text.**

## Task 8

## Text-referring words

8.1

**Look at the text to find the text-referring words in the table. Note down the idea or word(s) that each one refers to.**

Line	Text-referring word(s)	Refers to ...
33	This	<i>most of the previous paragraph, i.e., the conflict between traditional academic and business-oriented research</i>
38	they	
47	these tactics	
54	This	
87	them	
100	These	
109	them	
109	They	

### Key reading skills: Understanding text-referring words

Text-referring words take their meaning from the surrounding text; they may refer back to words or ideas that have already been used, or forward to ideas that will be expanded on later in the text. They include pronouns, nouns and short phrases that refer to things and ideas that have already been mentioned. They therefore avoid the need for the author to keep repeating him/herself. It is important to be aware of the way that text-referring words clarify the progression of ideas and make the text more cohesive.

## Text

### Is business bad for science? Text 3b (Source Book pp. 14–16)

This text is based on an article from an online newsletter, *I-sis News*, which looks further into commercial pressure on scientific research.



## Task 9

### Predicting text content

**Predicting** the content of a text will help you read with more speed and fluency. It may also help you to identify the writer's purpose and to recognize 'new' knowledge.

#### 9.1 Think about the title: *Is business bad for science?*

- a. Discuss why big business might equal bad science with another student.
- b. Add four more reasons why business can be bad for science.

1. pressure to complete research too quickly

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

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

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

5. \_\_\_\_\_

#### 9.2 Suggest one reason why science can be 'bad for business'?

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#### 9.3 Now read to see if your ideas were the same as those in Text 3b.

While you are reading, you can also time yourself. Note the time before you begin reading and note it again when you have finished. There are 1,300 words in the text.

#### Study tip

Predicting involves using the knowledge you already have about a topic to help you understand a text you are going to read on that topic.

9.4 **Tick (✓) a statement that most closely reflects the writer's viewpoint.**

1. Scientific research needs to be carried out in a more businesslike way. ☐
2. The public is not gaining adequate benefit from research aimed at developing new drugs. ☐
3. There is a serious conflict between investors' interests and appropriate scientific practice. ☐
4. Scientists and universities have very limited commercial sense. ☐

**Discuss your views.**

**Task 10** **Comparing texts and reading for detail**

You have now read two texts on the relationship between business and scientific research.

10.1 **Think about the two texts you have read on the same topic: the relationship between business and scientific research. Are there any significant differences between them?**

Summarize your answer and then explain it to another student.

10.2 **Re-read Text 3b and complete the short-answer questions.**

1. Which area of scientific research is the focus of this text?  
\_\_\_\_\_
2. Who were the delegates to the London conference in 2001?  
\_\_\_\_\_
3. Name the two sorts of research mentioned by Ziman.  
\_\_\_\_\_
4. Which type of research did Weatherall appear to favour?  
\_\_\_\_\_
5. How did Weatherall think that scientific research could be protected?  
\_\_\_\_\_
6. Why was Olivieri ethically opposed to certain research?  
\_\_\_\_\_
7. What term did Monbiot use to describe typical government attitudes to research?  
\_\_\_\_\_
8. Identify the phrase Monbiot used to demonstrate what he wanted scientists to do.  
\_\_\_\_\_

9. Who wrote the report about the London conference?

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10. What concern did Pisano express about science's relationship with business?

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10.3 **Select parts of the text that seem very similar to or very different from Text 3a.**

**Note:** You could use different colours to highlight 'similar' and 'different' information.

## Task 11

## Scanning and close reading practice

Academic texts often contain references to experts within the relevant field. In Text 3b, the opinions of a number of academics and scientists are mentioned.

11.1 **Read the brief summaries below. Then scan the text for information, matching each opinion to the relevant expert.**

- a. Select the experts in various areas from the following list: Pisano, Weatherall, Olivieri, Ziman, Monbiot, Saunders and Mae-Wan Ho. **Note:** In some cases, more than one expert may be linked to a summary.
- b. Scan the text to find information which relates to the summaries below and complete the table.
  1. Research institutions clearly need outside funding, but at the same time they need to guard against exploitation by business interests.
  2. Only a few business enterprises have made significant financial gain from funding medical research.
  3. Governments, businesses, institutions and scientists should all share some blame for conducting inappropriate scientific research.
  4. Scientific research should serve the interests of society as a whole, not just the few.
  5. Some drug companies are guilty of promoting medical malpractice by concealing the results of their funded research.
  6. The biotech industry cannot be managed in the same way as other modern industries.
  7. Funding of research is often misdirected in order to suit the aims of business or government interests.

Summary	Expert
1.	Weatherall
2.	
3.	
4.	
5.	
6.	
7.	

## Task 12 Identifying and using reporting language

Academic texts often contain references to experts within the relevant field. In Text 3b, the opinions of a number of academics and scientists are mentioned.

The text contains an interesting range of reporting language. This is the way that the writer tells the reader, i.e., 'reports', what the various experts referred to in the text said or wrote about. The first speaker at the London conference who is reported in this way is Professor John Ziman. Note the various ways, in paragraph 5, in which the writer of the text reports Ziman's ideas:

1. *the late John Ziman ... who categorized research as ...* (lines 72–75)
2. *Ziman described instrumental ...* (lines 85–86)
3. *Ziman noted that although non-instrumental ...* (lines 93–94)
4. *Ziman argued that ...* (line 104)

**12.1 It is important to recognize the different ways that Ziman's viewpoint is expressed in this paragraph. Look at the list of reporting language above and identify whether each one is direct or indirect reporting. Tick (✓) the appropriate column in the table below.**

	1.	2.	3.	4.
Direct				
Indirect				

### Key reading skills: Identifying reporting language

Being able to identify reporting language will help you to read more effectively and will help you write academic texts such as essays, reports and dissertations.

### Study tip

Verbs such as *highlight*, *assert* and *put forward* are used in academic texts to report ideas and opinions. Learning such reporting language will help your academic writing.

**12.2 Read through the remainder of the text and highlight more examples of reporting language. You may be able to find up to 25 different examples in the complete text.**

Discuss these examples and decide which of them you might be able to use in your academic writing.

**12.3 Look back at the opinions of academics in Task 11. Using different reporting verbs, practise reporting what various experts said about scientific research.**

Try to avoid using the same verb as the one used in the original text.

**Example:** Weatherall *emphasized that* research institutions clearly needed outside funding, but at the same time, they needed to guard against exploitation by business interests.

### Study tip

There is no better way of developing your use of reporting language than putting it into practice.

## Task 13

## Understanding and using modifying language

Adjectives and adverbs are used to modify or say more about other words in texts. They serve an important role in informing the reader about the writer's attitude, bias and overall writing purpose. They also perform an evaluative role so that the reader can critically consider the importance or relevance of certain ideas, opinions or facts.

**Remember**

Adjectives are used to modify nouns. **Example:** This is a *controversial* question.

Adverbs are used to modify verbs [1], adjectives [2] or other adverbs [3]. **Example:** She read very [3] *quickly* [1] through the *extremely* [2] long agenda.

**13.1 Re-read paragraphs 2 and 3 (lines 12–47) of Text 3b. Then complete the table with the words or phrases from the text that modify the words and phrases in the left-hand column.**

Consider how the modifying language helps you understand the text.

Word or phrases	Modifying language
1. The impact	<i>substantial</i>
2. demand	
3. return	
4. questions	
5. scientists and institutions	
6. business tactics	
7. serves	

**13.2 Re-read paragraph 5, (lines 72–108) and find seven more examples of the way adjectives and adverbs are used to modify other words.**

- Record the words and modifiers in the table.
- Consider what impact the modifying language in this paragraph has for the reader.

Word or expression	Modifying language
1.	
2.	
3.	
4.	
5.	
6.	
7.	

## Unit summary

Some new activities have been introduced in this third unit. You have also had further practice in the skills and activities introduced in earlier units.

1

**Look back over the work you have done and think about how successfully you carried out the various tasks. As you check, tick (✓) the appropriate box in the table below.**

Skills and techniques	very well	quite well	need more work	not covered
Recalling text from memory				
Identifying the writer's thesis				
Scanning for specific ideas or information				
Inferring meaning from context				
Identifying the lexical and logical links in a paragraph				
Using previous knowledge to predict text content				
Identifying and putting reporting language into practice				
Identifying and using modifying language				

2

**Complete the following statements with phrases from the word box. You will not need one phrase.**

text-referring words	help to modify	a thesis statement outlines
reporting language refers to		a rhetorical question
understood a text	use your prior knowledge	

- The more you can recall, the more you will have \_\_\_\_\_.
- \_\_\_\_\_ is one that the writer or speaker answers themselves.
- \_\_\_\_\_ the argument, belief or claim made by the writer.
- \_\_\_\_\_ link between words, names or concepts in a text.
- In order to predict the content of a text, it is usually necessary to \_\_\_\_\_.
- \_\_\_\_\_ statements made by some other speaker(s) or writers(s).

For web resources relevant to this book, see:

**[www.englishforacademicstudy.com](http://www.englishforacademicstudy.com)**

These weblinks will provide you with further help in inferring meaning from context and in using reporting language.