

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ОДЕСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ  
імені І. І. МЕЧНИКОВА  
ФАКУЛЬТЕТ РОМАНО-ГЕРМАНСЬКОЇ ФІЛОЛОГІЇ  
КАФЕДРА ІНОЗЕМНИХ МОВ ГУМАНІТАРНИХ ФАКУЛЬТЕТІВ

## **MASTERING ACADEMIC WRITING**

### **МЕТОДИЧНІ ВКАЗІВКИ**

до практичних та самостійних занять  
з навчальної дисципліни  
«Ділова іноземна мова (англійська)»  
для здобувачів другого (магістерського) рівня  
вищої освіти спеціальності 051 «Економіка»

**ОЛДІПІУС**

2023

УДК 811.111'243'276.6(076)

М37

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*Рекомендовано до друку вченою радою факультету  
романо-германської філології ОНУ імені І. І. Мечникова.  
Протокол № 1 від 30 серпня 2023 р.*

**М37** **Mastering Academic Writing** : методичні вказівки до практичних та самостійних занять з навчальної дисципліни «Ділова іноземна мова (англійська)» для здобувачів другого (магістерського) рівня вищої освіти спеціальності 051 «Економіка». / уклад. Т. Л. Караваєва. – Одеса : Олді+, 2023. – 44 с.

Методичні вказівки до практичних занять укладено відповідно до робочої програми навчальної дисципліни «Ділова іноземна мова (англійська)», яка є обов'язковою дисципліною для здобувачів другого (магістерського) рівня вищої освіти спеціальності 051 «Економіка».

УДК 811.111'243'276.6(076)

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## Передмова

Методичні вказівки “Mastering Academic Writing” розроблені до практичних та самостійних занять з навчальної дисципліни «Ділова іноземна мова (англійська)», зокрема для змістового модуля «Академічне письмо. Науковий дискурс» для здобувачів другого (магістерського) рівня вищої освіти денної та заочної форм навчання спеціальності 051 «Економіка».

Метою курсу «Ділова іноземна мова (англійська)» є формування у здобувачів вищої освіти комунікативної компетентності, необхідної для спілкування іноземною мовою в професійній сфері, в науковій діяльності та для подальшого навчання в аспірантурі.

Методичні вказівки створені з метою формування навичок аналізу та узагальнення інформації, написання таких типів текстів як есе, тези наукової доповіді, стаття та анотація, що є важливою складовою професійного розвитку майбутніх спеціалістів у сфері економіки.

Методичні вказівки складаються з 5 розділів, у яких надаються основні відомості про академічне письмо, про типи текстів. Теоретичні відомості супроводжуються низкою вправ для більш глибокого опрацювання матеріалу.

Результатом вивчення цього курсу буде здатність ефективно та переконливо висловлювати професійні ідеї у письмовому вигляді, роблячи важливий внесок у розвиток професійної науки та практики.

## UNIT I. Summary Writing

### Task 1. Read recommendations from “Udemy Editor” how to write a summary of an article.

/From: [https://blog.udemy.com/how-to-write-a-summary-of-an-article/?utm\\_source=adwords&utm/](https://blog.udemy.com/how-to-write-a-summary-of-an-article/?utm_source=adwords&utm/)

Creating a summary of an article means quickly telling the reader what the article is about. This summarization can be a few words or it can be an entire paragraph dedicated to the article.

How you summarize an article is dependent on a few factors. If the article is important to what you’re writing, you may want to summarize it with a bit more detail. If the article has a small connection to your work though, you can get away with summarizing a small piece of it.

Knowing how to summarize an article is an important aspect of writing. Being able to summarize an article is important, especially when you’re in college. It’s a part of college writing that practically every student will have to learn.

#### *Reading the Article*

When you want to summarize an article, of course you will have to read it. Before you actually read the article entire though, you should scan through it. Highlight some of the important points of the article. Make sure that you identify the thesis statement and the supporting points throughout. Try to get a good understanding of what the article is discussing.

After you’ve scanned through it and made your marks, read the article and look for the more specific details. If you find a particular section that looks important or is more difficult than the others, then you should read it over a few more times and note of there is anything there that you should put in your summary.

Ask yourself a few questions about the article. Make sure that you believe the article makes sense and that it seems credible. Even if you write a great summary about an article, it does no good as a reference if it isn’t written properly.

### *Writing in Your Own Words*

As you read through the article and write down certain facts and pieces of information, try to put it in your own words. Don't just change a few words around or rearrange them either. Use entirely new text to write what you're reading. It's important to keep things in your own words in order to prevent yourself from plagiarizing. In the world of writing, plagiarizing is unacceptable. Plagiarism is defined as directly copying the work of another without giving them credit.

If you have trouble putting things into your own words, don't worry. You can use dictionaries to help you come up with synonymous terms. You can also try to write a small phrase or two instead of a complete sentence. Writing things in your own words is a key tool.

### *Properly Summarize Each Section of the Article*

As you go through the article, you may notice it is broken up into different sections. Take the time to summarize each of these sections before moving on to summarize the next. Also keep in mind as you are summarizing that you should try to include as much information as possible about the content through paraphrasing without actively copying the work. This will ensure that you are giving credit to the original author while still actively avoiding plagiarizing the article.

### *Important Things to Remember*

As you continue to write the summary of your work, you should try to remind the reader that what you're writing comes from a different source. One way to do this is to refer to the author and say certain phrases, such as "the author believed this" or "The author concluded..." to emphasize the fact that this isn't your own words. Another thing to avoid is making direct quotes. A summary should be in your own words. You should never use quotes in a summary unless you are unable to rephrase the work in any other way.

### **What Users Expect from a Summary**

*Accuracy:* Users expect a summary to precisely sketch the content, emphasis and line reasoning from the original.

*Completeness:* Users expect to consult the original document only for more detail, but not to make sense of the main ideas.

*Readability:* Users expect a summary to be clear and straightforward, easy to follow and understand.

*Conciseness:* Users expect a summary to be informative yet brief and they may stipulate a word limit.

### **Organizing a Summary**

**Task 2. In column 1 tick (V) the features you think a summary should have**

		1	2
1	The author's name and the title of the article		
2	Graphs and tables		
3	Detailed explanations		
4	The author's main idea		
5	Details to support the idea		
6	Your own views on the problem		
7	As much of the original text as possible		
8	Quotations		
9	Formal expressions, linking words		

### *Language Focus*

#### **Useful Phrases for Summary Writing**

<b>The text</b>	<ul style="list-style-type: none"> <li>• is about...</li> <li>• deals with...</li> <li>• presents...</li> <li>• describes...</li> </ul>
<b>In the text</b>	<ul style="list-style-type: none"> <li>• the reader gets to know...</li> <li>• the reader is confronted with...</li> <li>• the reader is told about...</li> </ul>

<p><b>The author</b> (the narrator)</p>	<ul style="list-style-type: none"> <li>• says, states, points out that...</li> <li>• claims, believes, thinks that...</li> <li>• describes, explains, makes clear that...</li> <li>• uses examples to confirm/prove that...</li> <li>• agrees/disagrees with the view ...</li> <li>• contradicts the view</li> <li>• criticises/analyses/ comments on...</li> <li>• tries to express...</li> <li>• argues that...</li> <li>• suggests that...</li> <li>• compares X to Y...</li> <li>• emphasizes his point by saying that...</li> <li>• doubts that...</li> <li>• tries to convince the readers that...</li> <li>• concludes that...</li> </ul>
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About the structure of a text:

- The texts consists of...../may be divided into..... .
- In the first paragraph/exposition the author introduces..... .
- In the second part of the text/ paragraph the author describes..... .
- Another example can be found ..... .
- As a result..... .
- To sum up/ to conclude..... .
- In his last remark/ with his last remark/statement the author concludes that..... .

*Note: Writing summaries is an important skill for economists as it allows them to transform complex information into concise and understandable forms. Here are some tasks for economists to practice summaries:*

**Task 3. Summarise the Article from Task 1.** Cover the main points, the process of effective article summarization and the importance of avoiding plagiarism. Your summary should be around 100-150 words.

**Task 4: Economic News Highlights:** Provide concise summaries of the most important economic news stories of the week or month, including key statistics and their significance. (100-150 words).

**Task 5. Cryptocurrency Market Analysis:** Provide summaries of the latest developments in the cryptocurrency market, including price movements, regulatory news and adoption trends. (100-150 words).

**Task 6. Economic Article Summary.** Choose a recent economic article discussing the implications of artificial intelligence. Summarize the article's main arguments, potential benefits and challenges posted by AI integration. (150 words).

➤ **Remember: Although the summary is written last, it is read first.**

**Task 7. Answer the following questions:**

1. *What is the aim of a summary of an article?*
2. *What factors determine the style of the summary?*
3. *What do you have to start with before writing a summary?*
4. *What are the two stages in reading the article?*
5. *What's the difference between scanning and reading?*
6. *Why is writing things in your own words a key tool?*
7. *Name important things to remember while writing a summary.*

## UNIT II. Abstract Writing

**Task1. Read recommendations on writing abstracts from University of Southern California Libraries.**

/From: <https://libguides.usc.edu/writingguide/abstract#/>

**An abstract** summarizes, usually in one paragraph of 300 words or less, the major aspects of the entire paper in a prescribed sequence that includes:

- 1). the overall purpose of the study and the research problem(s) you investigated;
- 2). the basic design of the study;
- 3). major findings or trends found as a result of your analysis; and,
- 4). a brief summary of your interpretations and conclusions.

**The abstract allows you to elaborate upon each major aspect of the paper and helps readers decide whether they want to read the rest of the paper.** Therefore, enough key information [e.g., summary results, observations, trends, etc.] must be included to make the abstract useful to someone who may want to examine your work.

**How do you know when you have enough information in your abstract?** A simple rule-of-thumb is to imagine that you are another researcher doing a similar study. Then ask yourself: if your abstract was the only part of the paper you could access, would you be happy with the amount of information presented there? Does it tell the whole story about your study? If the answer is "no" then the abstract likely needs to be revised.

**NOTE: Abstract is one of the shortened forms of a scientific text submitting. Its purpose is to draw the readers' attention to the research by minimal number of language means.**

➤ *The requirements to the abstract structure and content are as follows:*

- **Information and content value.** Abstract should be a summarized presentation of the paper content. Some general phrases, not important details and generally accepted statements shouldn't be used in the abstract. Prehistory

(the history of the subject) may be described only in case when it is essential to cover the aim of the research.

- **Singularity.** Any repetitions of the article fragments should be avoided in the paper. The title of the article shouldn't be repeated in the abstract.
- **Clarity, logic and coherence of presentation.**
- **Small size.** The submitted abstract size should be **from 1800 to 2000 signs**.

### **Types of Abstracts**

There are four general types.

#### **Critical** **Abstract**

A *critical abstract* provides, in addition to describing main findings and information, a judgment or comment about the study's validity, reliability, or completeness. The researcher evaluates the paper and often compares it with other works on the same subject. Critical abstracts are generally 400-500 words in length due to the additional interpretive commentary. These types of abstracts are used infrequently.

#### **Descriptive** **Abstract**

A *descriptive abstract* indicates the type of information found in the work. It makes no judgments about the work, nor does it provide results or conclusions of the research. It does incorporate key words found in the text and may include the purpose, methods, and scope of the research. Essentially, the descriptive abstract only describes the work being summarized. Some researchers consider it an outline of the work, rather than a summary. Descriptive abstracts are usually very short, 100 words or less.

#### **Informative** **Abstract**

*The majority of abstracts are informative.* While they still do not critique or evaluate a work, they do more than describe it. A good informative abstract acts as a surrogate for the work itself. That is, the researcher presents and explains all the main arguments and the important results and evidence in the paper. An informative abstract includes the information that can be found in a descriptive abstract [purpose, methods, scope] but it also includes the results and conclusions

of the research and the recommendations of the author. The length varies according to discipline, but an informative abstract is usually no more than 300 words in length.

### **Highlight**

### **Abstract**

A *highlight abstract* is specifically written to attract the reader's attention to the study. No pretense is made of there being either a balanced or complete picture of the paper and, in fact, incomplete and leading remarks may be used to spark the reader's interest. In that a highlight abstract cannot stand independent of its associated article, it is not a true abstract and, therefore, rarely used in academic writing.

### **Writing Style**

**Use the active voice when possible**, but note that much of your abstract may require passive sentence constructions. Regardless, write your abstract using concise, but complete, sentences. Get to the point quickly and **always use the past tense** because you are reporting on a study that has been completed.

### **Formatting**

Abstracts should be formatted as a single paragraph in a block format and with no paragraph indentations. In most cases, the abstract page immediately follows the title page. The final sentences of an abstract concisely summarize your study's conclusions, implications, or applications to practice and, if appropriate, can be followed by a statement about the need for additional research revealed from the findings.

### **Composing Your Abstract**

Although it is the first section of your paper, the abstract should be written last since it will summarize the contents of your entire paper. A good strategy to begin composing your abstract is to take whole sentences or key phrases from each section of the paper and put them in a sequence that summarizes the contents. Then revise or add connecting phrases or words to make the narrative flow clearly and smoothly. Note that statistical findings should be reported parenthetically [i.e., written in parentheses].

Before handing in your final paper, check to make sure that the information in the abstract completely agrees with what you have written in the paper. Think of the abstract as a sequential set of complete sentences describing the most crucial information using the fewest necessary words.

➤ **The abstract to research paper should include the following components:**

1. Problem definition
2. Gaps in the literature
3. Aims & objectives
4. Material and methods
5. Findings / Conclusions

➤ **The following aspects of the article content should be presented in the abstract:**

- **subject, topic, aim of the paper** (in case when they are not specified in the title);
- **a method or methodology** (they are to be described in case of their novelty or if they are of the paper under consideration interest);
- **results of the research** (some new long-term results and data, important discoveries, conclusions refuting the conventional theories are preferable as well as, in author's opinion, the data of practical value);
- **conclusions** (they may include recommendations, assessment, suggestions, assumptions described in the article).

➤ **The abstract SHOULD NOT contain:**

- lengthy background or contextual information;
- redundant phrases, unnecessary adverbs and adjectives, and repetitive information;
- acronyms and symbols apart from generally accepted ones. In case of their important use they must be interpreted;
- references to other literature [say something like, "current research shows

- that..." or "studies have indicated..."];
- using ellipticals [i.e., ending with "..."] or incomplete sentences;
- jargon or terms that may be confusing to the reader;
- citations to other works, and
- any sort of image, illustration, schemes, figure, formulae or table, or references to them.

➤ **When is it necessary to write abstracts?**

Abstracts are usually required for:

- submission of articles to journals
- application for research grants
- completion and submission of theses
- submission of proposals for conference papers

***Language Focus***

**Academic Phrases & Vocabulary**

**1. Problem definition**

This paper reports on (strategies / functions / types...)

This study focuses on (strategies / functions / types...)

The main problem is that .....

One primary problem with ..... is that ..... There is a further problem with .....

This seems to be a common problem in (Tort law, Contract Law.....)

A challenging problem which arises in this domain is .....

A well-known problem with ..... is that it does not take into account the .....

Unfortunately, this approach results in problems related to .....

The main practical problem that confronts us is .....

Scholars still do not agree on / whether .....

**2. Gaps in literature**

As far as we know, no previous research has investigated .....

To our knowledge, no study has identified / found out / outlined ..... yet.

No study, to our knowledge, has considered .....

There is no previous research using ..... approach.

Other studies have failed to analyse / describe /account for .....

Only a few studies have shown .....

However, ..... has rarely been studied directly.

Despite the voluminous history of the research of ....., it is still an ambiguous notion.

Moreover, few studies have focussed on .....

The most decisive attempts to penetrate into the problem of ..... were made by .....

Compared with the vast literature on ....., there has been relatively little work on ..... . Nonetheless, there can be little doubt that ..... is necessary/ significant / crucial .....

### **3. Aims & objectives**

The objective of this research is to .....

The aim of this work is to develop .....

The ultimate/ overall goal of this thesis is to produce / prove / analyse / determine /identify / consider / compare / differentiate .....

Our research aims at finding a solution for this challenging problem of .....

The main objective is to .....

This research had a broad range of objectives. The first objective is .....

### **4. Material and methods**

The subject matter of the study (об'єкт дослідження) is .....

The scope of the study (предмет дослідження) is .....

**Research materials.** To meet the tasks identified above, *data* has been selected from ..... . It includes ..... constitutional documents /case notes /merit briefs / motions /

The analysis is based on the material of .....

The material under analysis is represented by .....

The ..... aspect of the ..... has been analysed with the help of certain ..... approaches, as well as general and special ..... methods.

## **5. Findings / Conclusions**

The result of the analysis is .....

What emerged from these efforts is .....

It is hoped that these studies will prove .....

It has been helpful to do some grouping of .....

The main advantage of using .....

Furthermore, a complete and thorough explanation ..... has been done .....

Lastly, a marked tendency has been shown .....

We believe the research to be relevant for the development of present-day .....

This thesis documents several key contributions made to the fields of .....

This thesis has made a number of significant contributions to the field of .....

The contributions made here have wide applicability.

It has significant benefits in terms of .....

There is a clear advantage in following the methods of .....

### **Task 2. Answer the questions:**

1. *What is an abstract?*
2. *When is it necessary to write abstracts?*
3. *What does any abstract include?*
4. *In what style (formal or informal) should an abstract be written? Why?*
5. *Is there any difference between a summary and an abstract?*
6. *How do you know when you have enough information in your abstract?*
7. *Name main types of abstracts.*
8. *How should abstracts be formatted?*
9. *What is a good strategy to begin composing your abstract?*
10. *What should you check before handing in your final paper?*
11. *Name the things a good abstract should not contain.*

**Task 3. Read the sample of an abstract and choose appropriate subheadings from below to fill in the blanks.**

<i>Purpose</i>	<i>Methods</i>	<i>Results</i>	<i>Implications</i>
1. _____	This paper analyzes how novices and experts can safely adapt and transfer their skills to new technology in the medical domain.		
2. _____	To answer this question, we compared the performance of 12 novices (medical students) with the performance of 12 laparoscopic surgeons (using a 2D view) and 4 robotic surgeons, using a new robotic system that allows 2D and 3D view.		
3. _____	Our results showed a trivial effect of expertise (surgeons generally performed better than novices). Results also revealed that experts have adaptive transfer capacities and are able to transfer their skills independently of the human-machine system. However, the expert's performance may be disturbed by changes in their usual environment.		
4. _____	From a safety perspective, this study emphasizes the need to take into account the impact of these environmental changes along with the expert's adaptive capacities.		

**Task 4. Match the questions and recommendations below.**

Writing an Abstract			
	Questions		Recommendations
1.	What is the problem?	a.	Explain your method.
2.	What has been done?	b.	Summarize the key findings and conclusions.
3.	What did you discover?	c.	Summarize the discussion and recommendations.
4.	What do the findings mean?	d.	Outline the objective, problem statement, research questions and hypotheses.

1	2	3	4

**Task 5. Since you are to state the methods employed in the research, here is some useful information on the latter from**

<https://www.scribbr.com/category/methodology/>

**An Introduction to Research Methods**

Research methods are specific procedures for collecting and analyzing data. Developing your research methods is an integral part of your research design. When planning your methods, there are two key decisions you will make.

First, decide how you will **collect data**. Your methods depend on what type of data you need to answer your research question:

- **Qualitative vs. quantitative:** Will your data take the form of words or numbers?
- **Primary vs. secondary:** Will you collect original data yourself, or will you use data that has already been collected by someone else?

- **Descriptive vs. experimental:** Will you take measurements of something as it is, or will you perform an experiment?

Second, decide how you will **analyze the data**.

- For quantitative data, you can use statistical analysis methods to test relationships between variables.
- For qualitative data, you can use methods such as thematic analysis to interpret patterns and meanings in the data.

### **Methods for collecting data**

Data is the information that you collect for the purposes of answering your research question. The data collection methods you use depend on the type of data you need.

#### *Qualitative vs. quantitative data*

Your choice of qualitative or quantitative data collection depends on the type of knowledge you want to develop.

For questions about ideas, experiences and meanings, or to study something that can't be described numerically, collect qualitative data.

If you want to develop a more mechanistic understanding of a topic, or your research involves hypothesis testing, collect quantitative data.

You can also take a mixed methods approach, where you use both qualitative and quantitative research methods.

#### *Primary vs. secondary data*

Primary data is any original information that you collect for the purposes of answering your research question (e.g. through surveys, observations and experiments). Secondary data is information that has already been collected by other researchers (e.g. in a government census or previous scientific studies).

If you are exploring a novel research question, you'll probably need to collect primary data. But if you want to synthesize existing knowledge, analyze historical trends, or identify patterns on a large scale, secondary data might be a better choice.

### *Descriptive vs. experimental data*

In descriptive research, you collect data about your study subject without intervening. The validity of your research will depend on your sampling method.

In experimental research, you systematically intervene in a process and measure the outcome. The validity of your research will depend on your experimental design.

To conduct an experiment, you need to be able to vary your independent variable, precisely measure your dependent variable, and control for confounding variable. If it's practically and ethically possible, this method is the best choice for answering questions about cause and effect.

### **Task 6. Complete the following table using information from Task 4.**

<b>Research methods for collecting data</b>			
<i>Research method</i>	<i>Primary or secondary?</i>	<i>Qualitative or quantitative?</i>	<i>When to use</i>
Experiment	?	?	To test cause-and-effect relationships.
Survey	?	?	To understand general characteristics of a population.
Interview/ focus group	?	?	To gain more in-depth understanding of a topic.
Observation	?	?	To understand how something occurs in its natural setting.
Literature Review	?	?	To situate your research in an existing body of work, or to evaluate trends within a research topic.
Case Study	?	?	To gain an in-depth understanding of a specific group or context, or when you don't have the resources for a large study.

**Task 7. Read the final part of the description of methods and complete the table above.**

### **Methods for Analyzing Data**

Your data analysis methods will depend on the type of data you collect and how you prepare it for analysis.

Data can often be analyzed both quantitatively and qualitatively. For example, survey responses could be analyzed qualitatively by studying the meanings of responses or quantitatively by studying the frequencies of responses.

#### *Qualitative analysis methods*

Qualitative analysis is used to understand words, ideas, and experiences. You can use it to interpret data that was collected from open-ended survey and interview questions, literature reviews, case studies, and other sources that use text rather than numbers. Qualitative analysis tends to be quite flexible and relies on the researcher's judgement, so you have to reflect carefully on your choices and assumptions.

#### ***To conclude:***

A summary and an abstract are both concise representations of a longer piece of text, but they serve slightly different purposes and are often found in different contexts.

### UNIT III. THESES WRITING

Theses - one of the types of scientific work where main thoughts, key aspects, ideas and author's concept are formulated. Theses differ from the article :

1) in volume : a thesis is the shortest piece (3-5 pages) of academic writing that focuses on a specific topic or research question. Theses are published in academic journals;

2) in structure.

The topic of theses should be quite narrow and understandable. Theses are an invariable component of reports at conferences. Theses are not a condensed rewrite of a scientific paper work .This is a separate text created according to its own canons.

**Requirements** for thesis design, as well as for article design, vary depending on the requirements of the conference organizing committee. Each organizing committee has its own presentation requirements report. Form is as important as content. And when it does not correspond to the approved norms or rules of writing, the organizing committee may refuse to promote the assembly.

The **structure** of a thesis can vary depending on the academic discipline, institution and specific requirements. However there is a general outline that most theses follow. Here's a typical structure:

- Title of the thesis
- Author's name
- Affiliation (university / department)
- Background information on the research topic
- Statement of the problem
- Objectives and scope of the research
- Significance of the study
- Literature

**Title of the thesis**

**Author's name**

**PhD in .....**

**University / department**

**City, country**

**e-mail**

**Introduction.** Text, text, text ...

**Aim.** Text, text, text ...

**Materials and methods.** Text, text, text ...

**Results and discussion.** Text, text, text ...

**Conclusions.** Text, text, text ...

**Task 1. Choose the topic and write the thesis.**

## UNIT IV. ARTICLE WRITING

### Task 1. Read the following steps to a good article.

**DEFINITION:** An article is an integral part of written communication. It is a piece of writing composed for a large audience. It can be published in either newspapers or magazines or scientific journals. Articles can be either formal or informal depending on the audience they are addressed to and the topic they deal with. Also, an article mostly contains the opinions and thoughts of the writer, backed by facts and evidence. Lastly, an article can describe events, occurrences, persons, places, experiences, etc.

### OBJECTIVES OF ARTICLE WRITING

An article is written with the following objectives:

- It brings out the topics or the matter of interest in the limelight
- The article provides information on the topics
- It offers suggestions and pieces of advice
- It influences the readers and urges them to think
- The article discusses various stories, persons, locations, rising-issues, and technical developments

### STEPS FOR ARTICLE WRITING

- Think of the topic you want to write an article about.
- Identify the concerning reading group
- Find the aim of writing the article
- Gather as much information as possible
- Identify the most significant details
- Arrange the information and the facts in a logical way

### POINTS TO CONSIDER

- Decide on the style of the article before you start writing.
- Always think of a short, clear, appropriate headline which attracts the reader's interest.
- The introduction should be interesting.
- The main body should consist of two or more paragraphs in which the topic is presented in detail.

- Each paragraph should deal with one aspect of the topic.
- The conclusion should give an appropriate ending to the article.

**Task 2. Classify the following into Do's and Don'ts of article writing.**

Add the writer's name	Do's
Write very lengthy articles	Don'ts
The title should be lengthy and clear	
The heading of the article should be short, clear and informative	
Only the introduction and the conclusion should be attractive and attention seeking	
Target the audience	
One can advise, suggest and give the solutions to a problem in any paragraph other than the starting one	
The language and the style of writing should be according to the concerning readers	
There must be only three paragraphs in an article – introduction, middle one, and conclusion	
Use proper punctuation	
Use any tense, person, voice, as many abbreviations, and self-made words while writing an article	
The article has to be easy to read	

**Language Focus:** The Vocabulary Shift—Verbs

**NOTE:** For written academic style, there is a tendency for academic writers to use a single verb when possible. In some fields this is a very noticeable stylistic characteristic.

**Task 3. Choose a verb from the list to replace each verb in italics to reduce the informality of the sentence. Note that you may need to add tense to the verb from the list. Write down any other single verbs that you think could also work in the sentences.**

*consider   decrease   develop   investigate   reach*  
*constitute   determine   eliminate   maintain   tolerate*

1. Many software manufacturers in developed countries *put up with* widespread copyright violations in less developed countries and often even offer local versions of their products.

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2. Scientists are *looking into* innovative drug delivery systems that can transport and deliver a drug precisely and safely to its site of action.

---

3. The purpose of this paper is to try to *figure out* what is lacking in our current understanding of the nature of corruption.

---

4. Researchers have *come up with* plug-in hybrid vehicles (PHEV) that can draw from two sources of energy: electrical energy from the grid and stored chemical energy in the form of fuel such as gasoline.

---

5. The defense attorney had to *make up* a compelling argument to counter the prosecution's evidence and sway the jury in favor of their client

---

6. The use of touch screen voting systems could *get rid of* many problems associated with traditional paper-based ballots.

---

7. The demand for legal services in the emerging technology sector has *gone up* to a great amount significantly, prompting many law firms to expand their expertise in intellectual property law. \_\_\_\_\_

8. Although labor unions in the U.S. have been able to *keep up* their membership numbers over the last two decades, they have been losing their political strength.

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9. To prevent the economy from *going down* further, the central bank implemented a series of measures to stimulate economic growth. \_\_\_\_\_

10. Many funding agencies worldwide are *thinking about* ways to give new researchers greater opportunities to receive grant money. \_\_\_\_\_.

**Task 4. In the space provided, write a few single verbs that could be used in place of the one in italics. In each case, try to find two or three possibilities and be prepared to discuss them.**

1. Researchers have *come up with* a number of models to describe the effect of certain cola drinks on dental enamel erosion.

\_\_\_\_\_  
\_\_\_\_\_

2. AIDS researchers have *run into* a variety of unexpected problems in their efforts to develop an effective vaccine.

\_\_\_\_\_  
\_\_\_\_\_

3. Recent studies on car scrapping have *brought up* the important question as to whether CO2 emissions can be significantly reduced by taking old cars out of service.

\_\_\_\_\_  
\_\_\_\_\_

4. Problems with the new data management software *showed up* soon after it was launched. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5. In the past five years, many studies have *looked at* the effect of different grassland management practices. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## V. ESSAY WRITING

### Task 1. Read about essays. In what ways do essays differ from articles?

#### ESSAYS

Did you know the word ‘essay’ is derived from a Latin word ‘exagium’, which roughly translates to presenting one’s case? So, essays are a short piece of writing representing one’s side of the argument or one’s experiences, stories, etc. Essays are very personalized.

An essay is generally a short piece of writing outlining the writer’s perspective. It is often considered synonymous with a story or a paper or an article. Essays can be *formal* as well as *informal*. *Formal essays* are generally academic in nature and tackle serious topics. *Informal essays* are more personal and often have humorous elements.

The type of essay will depend on what the writer wants to convey to his reader. There are broadly four types of essays:

1. ***Narrative Essays:*** This is when the writer is narrating an incident or story through the essay. So these are in the first person. The aim when writing narrative essays is to involve the reader in them as if they were right there when it was happening. So make them as vivid and real as possible. One way to make this possible is to follow the principle of ‘show, don’t tell’. So you must involve the reader in the story.

2. ***Descriptive Essays:*** Here the writer will describe a place, an object, an event or maybe even a memory. But it is not just plainly describing things. The writer must paint a picture through his words. One clever way to do that is to evoke the senses of the reader. Do not only rely on sight but also involve the other senses of smell, touch, sound etc. A descriptive essay when done well will make the reader feel the emotions the writer was feeling at the moment.

3. ***Expository Essays:*** In such an essay a writer presents a balanced study of a topic. To write such an essay, the writer must have real and extensive knowledge about the subject. There is no scope for the writer’s feelings or emotions in an expository essay. It is completely based on facts, statistics, examples etc. There are sub-types here like contrast essays, cause and effect

essays etc.

4. **Persuasive Essays:** Here the purpose of the essay is to get the reader to your side of the argument. A persuasive essay is not just a presentation of facts but an attempt to convince the reader of the writer's point of view. Both sides of the argument have to be presented in these essays. But the ultimate aim is to persuade the readers that the writer's argument carries more weight.

[/http://basiceducation.uobabylon.edu.iq/lecture.aspx?fid=11&lcid=86632/](http://basiceducation.uobabylon.edu.iq/lecture.aspx?fid=11&lcid=86632/)

**The ideal length** of an essay can vary depending on the purpose, audience and specific requirements. However, here are some general guidelines for essay lengths.

- **Short Essay** (300-500 words): A short essay is often used for brief reflections, responses to prompts or introductory writing assignments. It allows you to present your main points concisely.
- **Standard Essay** (500-800 words): Most academic essays and assignments fall within this range. It provides enough space to present a clear introduction, several body paragraphs and a conclusion with supporting analysis.
- **Extended Essay** (800-1.500 words or more): Longer essays are typically used for more in-depth analysis and research papers. They provide more room for detailed exploration of arguments and evidence.

For academic purposes, many essays fall within the 500-800 word range. However, the length can also depend on the specific assignment guidelines. It's essential to prioritize quality over quantity. Make sure your essay effectively communicates your ideas and supports them with evidence and analysis.

***The Pattern of Essays***

<p>Short essays (including exam answers)</p>	<ul style="list-style-type: none"> <li>- Introduction</li> <li>- Main body</li> <li>- Conclusion</li> </ul>
<p>Standard essays</p>	<ul style="list-style-type: none"> <li>- <b><i>Introduction</i></b></li> <li>- <b><i>Main body: Literature review</i></b>  <ul style="list-style-type: none"> <li><i>Case study</i></li> <li><i>Discussion</i></li> </ul> </li> <li>- <b><i>Conclusion</i></b></li> <li>- <b><i>References</i></b></li> <li>- <b><i>Appendices</i></b></li> </ul>
<p>Extended essays (dissertations and journal articles)</p>	<ul style="list-style-type: none"> <li><b><i>Abstract</i></b></li> <li><b><i>List of contents</i></b></li> <li><b><i>List of tables</i></b></li> <li><b><i>Introduction</i></b></li> <li><b><i>Main body: Literature review</i></b>  <ul style="list-style-type: none"> <li><i>Case study</i></li> <li><i>Findings</i></li> <li><i>Discussion</i></li> </ul> </li> <li><b><i>Conclusion</i></b></li> <li><b><i>Acknowledgements</i></b></li> <li><b><i>References</i></b></li> <li><b><i>Appendices</i></b></li> </ul>

**Task 2. Write an Essay having chosen one of the topics below:**

*Essay Topics*

- 1. The Role of Central Banks in Modern Monetary Policy:** Analyze the strategies and tool central banks use to control inflation and promote economic stability.
- 2. Globalization and Its Effects on National Economies:** Assess the pros and cons of globalization on individual countries and their citizens.
- 3. Labor Market Implications of Automation and AI:** Discuss how automation and artificial intelligence are reshaping job market and workforce dynamics.
- 4. Economics of Emerging Markets:** Investigate unique challenges and opportunities in emerging economies and their role in the global economy.
- 5. The Gig Economy and Labor Market Dynamics:** Investigate the rise of the gig economy and its effects on traditional employment models and worker rights.

**Task 3. Read the article below. Then read the topic sentences and put them in the right box. Where do you think this article is taken from?**

**JOIN IN RECYCLING SCHEMES**

Have you ever really stopped to think about how much rubbish you and your family throw away? Every day we produce incredible amounts of waste. If we don't do something about it, we are in danger of turning this whole planet into a gigantic rubbish dump. Throwing away rubbish also means we are throwing away our planet's precious resources.

1	
---	--

Aluminium cans are the perfect example. It costs less to recycle an aluminium can than to make a new one, and *one* person recycling *one* can a day would save 50 litres of petrol every year.

2	
---	--

Take advantage of recycling facilities in your city. You can divide your rubbish into different bags for glass, metal, plastics and paper, so these can be handled separately.

3	
---	--

After all, it's true what they say: "If you're not part of the solution, you're part of the problem."

*Topic sentences:*

*a. Recycling is easy, but we all have to play a part instead of leaving it to someone else.*

*b. So what can be done? Recycling is the answer.*

*c. There's no excuse for just throwing away your rubbish*

**Task 4. Read the following opening paragraphs and decide which are formal and which are informal, then write an appropriate headline. Finally, give the paragraph plan and complete the articles.**

- a. Want to escape from the monotony of daily life? Go to Monaco, with its luxurious hotels, 16th century palace and magnificent cathedral. Have cash to spare? Go to one of the famous casinos and try your luck. But don't overdo it.
- b. At a time when pollution is at its worst, governments are working on plans to find ways to reduce the problem. One suggestion being considered is to introduce free public transport in major European cities. This would certainly be one way of tackling the pollution which is slowly choking city dwellers.
- c. Twenty-three football supporters were seriously injured at yesterday's Cup Final as a security fence collapsed on spectators in the west stand. Overcrowding and lack of police control were blamed for the tragedy.

**Task 5. Read the following topics, identify the style they require and suggest an appropriate headline and a paragraph plan. Write any two of them (120-180 words).**

1. The newspaper you are working for has asked you to write an article on a recent disaster which hit the capital of your country.
2. The expert has been asked to write about the impact of AI on the job market.
3. You have been asked to write on the pressing issue of addressing climate change, a challenge that demands both governmental policies and individual responsibility.
4. A health and diet magazine has asked its readers to write an article giving their opinion on junk food.

5. The economist has been asked to produce a comparative analysis of the positive and negative effects of globalization on developed countries.

**Task 6. Answer the following questions:**

1. What is the purpose of an essay, and how does it differ from other forms of writing?
2. What are the elements of a well-structured essay?
3. What are the different types of essay and how do they vary in structure and content?
4. How can you effectively organize your thoughts and ideas before starting to write an essay?
5. How can you adapt your essay writing style for different audiences and purposes?

## *Additional Reading*

### **TEXT 1. Apple's China Wobble: When Politics Meets Tech!**

Apple has hit a snag in China with recent reports suggesting that Chinese government workers have been instructed to stay clear of iPhones. This news has caused Apple's shares to tumble for two consecutive days, wiping off almost \$200bn (£160bn) from its market valuation. Now, why is this a big deal? China isn't just any market for Apple; it's their third-largest, contributing to 18% of the company's total revenue last year. Plus, let's not forget, most Apple products are birthed in China, thanks to its major supplier, Foxconn.

Now, for our young economists, here's a term to grasp: "stock market valuation." It's the total value of all a company's shares of stock. It gives an idea of the company's overall worth. Apple, for instance, boasts the world's highest stock market valuation, nearing a whopping \$2.8 trillion. But this recent hiccup in China shows how geopolitical tensions and market decisions can impact a company's valuation.

This situation offers a lesson in the interconnectedness of global markets and geopolitics. Apple's stock dip, following the iPhone ban reports, underscores how decisions in one country can ripple across the world, affecting global businesses. It's a testament to the delicate dance of international business, where companies must navigate not just market demands, but also political landscapes.

*(The Curious Economist)*

### **TEXT 2. Interest rates in major economies are expected to fall in the future because of low productivity and ageing populations, according to a forecast.**

The International Monetary Fund (IMF) says increases in borrowing costs are likely to be "temporary" once high inflation is brought under control. Central banks in the UK, the US, Europe and other nations have been lifting interest rates to combat

the rate of price rises, otherwise known as inflation. In the UK, inflation is at its highest for nearly 40 years because of rising energy prices and soaring food costs. A number of factors are fuelling inflation, including Russia's invasion of Ukraine which has helped drive up energy costs.

There is a fairly large caveat in the analysis that it applies after the current period of high inflation is over, and then only if governments keep their debts in order. The report says "post pandemic increases in interest rates could be protracted until inflation is brought back to target". However over the coming years and decades it is making the point that what we consider as the "normal" level of interest rate has fallen in advanced economies including the UK.

There are many long term factors influencing these trends, from ageing, to migration, to tax and spend policy, and growth in the economy. But it points to a world, after the shocks of the past three years, where there is a new normal for interest rates. The Washington-based financial institution said ageing populations would be one factor likely to lower inflation.

Explaining why older people affect inflation, George Godber, fund manager at Polar Capital, said that they tend to spend less. "The amount that you spend relative to your income is highest when you're in your 20s, 30s and 40s - often that's maybe young families, when you've got households forming, you've got couples coming together, they tend to spend the most when they decorate and buy a car or whatever, and you as you get older in life you slow down your consumption," he told the BBC's Today programme.

Andrew Bailey, governor of the Bank of England, said recently that in the UK, the share of adults aged between 20 and 59 years-old has fallen to below 65% in the past decade "and it is set to decline further in the coming years". He said that this has been driven by a decline in birth rates as well as people living for longer.

The IMF also said low productivity - the measure of how many goods and services are produced - would bring inflation down.

**In a speech last month**, Mr Bailey said that prior to the financial crisis in 2008, UK productivity had been boosted by the country's manufacturing sector.

"But following the financial crisis, manufacturing productivity growth fell back sharply. This fall in manufacturing productivity is the main cause of the slowdown," he said.

Just prior to the Covid pandemic, the UK's interest rate was 0.75% but the Bank of England cut it twice in March 2020 to 0.1% as the country entered lockdown. The rate of inflation has risen steadily over the past couple of years and hit 10.4% in February - more than five times higher than the Bank of England's 2% target. Following the decision to raise UK interest rates again in March, the Bank of England said that it expected inflation "to fall sharply over the rest of the year".

*(BBC news)*

### **TEXT 3.           What the new BRICS currency could mean for Canada**

The BRICS countries (Brazil, Russia, India, China and South Africa) are poised to announce the establishment of a new trading currency at their summit in South Africa next month. The new, as yet unnamed currency will be backed by gold and other precious metals, helping to bolster its prospects of displacing the US dollar as the world's reserve currency.

Led by China, 'de-dollarization' is part of the emerging markets' strategy to counter the US's global economic and geopolitical hegemony. Whether the BRICS currency will succeed in ousting the dollar remains to be seen – commentators appear to be skeptical about whether the combined economic influence of the BRICS countries is sufficient to warrant a wholesale shift away from the dollar as the main currency of international trade.

The US remains the world's largest economy and likely will be for some time. While the greenback is still universally regarded as a safe store of value for international transactions, its burnish is beginning to fade, particularly since the US implemented heavy sanctions in the form of freezing bank accounts held by Russians. The level of US debt in an era of rampant inflation has also called into question the stability of the dollar.

The new BRICS currency has been strangely ignored by Western media,

including in Canada where it could have a significant impact on the Canadian economy. The value of the Canadian dollar is tied closely to that of the US dollar, in fact for most Canadians this is how their dollar is routinely measured, itself a reflection of the dependency of the Canadian economy on trade with the US, by far its largest trading partner. If the US dollar were to be displaced or even partly marginalized as the world's reserve currency, the effect on US markets would most likely shake the Canadian economy.

On the other hand, a shrinking greenback might boost the value of the Loonie, not just mathematically, but because the value of the Canadian dollar is itself closely linked to commodities including precious metals. As the BRICS have prepared for the launch of their new money, they have repatriated much of their foreign-held gold and have instigated a gold and precious metal buying spree. If their new money is genuinely backed by gold and precious metals, then they will need to hold enough of it to have a meaningful impact as a means of settlement in international trade. Gold is Canada's third-largest export, accounting for more than \$20 billion last year, and Canada is ranked seventh in the world in terms of gold reserves. If the new BRICS currency is successful, we can expect global demand for gold and precious metals to increase, raising the value of the Canadian dollar correspondingly.

It is beyond the scope of this short note to evaluate the benefits and drawbacks of a digital currency, but while a digital dollar could facilitate payments and encourage spending (especially retail) it also raises the spectre of greater government monitoring and interference in the private commercial activities of Canadians. We have already seen, during Covid-19 vaccine protests, how the federal government was willing to suspend bank accounts to combat what it considered to be 'undesirable' activity. A digital currency would only make this easier, especially if it results in the eventual elimination of cash. Of course, the Bank of Canada says this will never happen, but they have done the opposite of what they said they would do too many times before to be trusted.

Next month's launch of the new BRICS currency may be little more than a publicity stunt designed to flex China's and Russia's muscles in the face of escalating tension with the US. It is not yet known what the magnitude of the BRICS reserve will be when it goes online; some reports indicate that India is not yet ready to participate. But if it catches on, which it could easily do, the new BRICS currency would signify a monumental shift in the global order away from the US. This could have profound implications for Canadians both internationally and at home.

*(David Collins, University of London. MLI)*

#### **TEXT 4.                      Why China's economy won't be fixed**

Whatever has gone wrong? After China rejoined the world economy in 1978, it became the most spectacular growth story in history. Farm reform, industrialisation and rising incomes lifted nearly 800m people out of extreme poverty. Having produced just a tenth as much as America in 1980, China's economy is now about three-quarters the size. Yet instead of roaring back after the government abandoned its "zero-covid" policy at the end of 2022, it is lurching from one ditch to the next. House prices have fallen and property developers, who tend to sell houses before they are built, have hit the wall, scaring off buyers. Consumer spending, business investment and exports have all fallen short. And whereas much of the world battles inflation that is too high, China is suffering from the opposite problem: consumer prices fell in the year to July. Some analysts warn that China may enter a deflationary trap like Japan's in the 1990s.

Yet in some ways Japanification is too mild a diagnosis of China's ills. A chronic shortfall in growth would be worse in China because its people are poorer. Japan's living standards were about 60% of America's by 1990; China's today are less than 20%. And, unlike Japan, China is also suffering from something more profound than weak demand and heavy debt.

A decade or so ago China's technocrats were seen almost as savants. First they presided over an economic marvel. Then China was the only big economy to respond to the global financial crisis of 2007-09 with sufficient stimulatory force—some commentators went as far as to say that China had saved the world economy. In the 2010s, every time the economy wobbled, officials defied predictions of calamity by cheapening credit, building infrastructure or stimulating the property market. This feeble response to tumbling growth and inflation is the latest in a series of policy errors. China's foreign-policy swagger and its mercantilist industrial policy have aggravated an economic conflict with America. At home it has failed to deal adequately with incentives to speculate on housing and a system in which developers have such huge obligations that they are systemically important. Starting in 2020 regulators tanked markets by cracking down on successful consumer-technology firms that were deemed too unruly and monopolistic. During the pandemic, officials bought time with lockdowns but failed to use it to vaccinate enough people for a controlled exit, and then were overwhelmed by the highly contagious Omicron variant.

Why does the government keep making mistakes? One reason is that short-term growth is no longer the priority of the Chinese Communist Party. The signs are that Mr. Xi believes China must prepare for sustained economic and, potentially, military conflict with America. Today, therefore, he emphasises China's pursuit of national greatness, security and resilience. He is willing to make material sacrifices to achieve those goals, and to the extent he wants growth, it must be "high quality".

Mounting policy failures therefore look less like a new, self-sacrificing focus on national security, than plain bad decision-making. They have coincided with Mr. Xi's centralisation of power and his replacement of technocrats with loyalists in top jobs. China used to tolerate debate about its economy, but today it cajoles analysts into fake optimism. Recently it has stopped publishing unflattering data on youth unemployment and consumer confidence. The top ranks of government still contain plenty of talent, but it is naive to expect a bureaucracy to produce rational analysis or inventive ideas when the message from the top is that loyalty matters above all.

Instead, decisions are increasingly governed by an ideology that fuses a left-wing suspicion of rich entrepreneurs with a right-wing reluctance to hand money to the idle poor.

The fact that China's problems start at the top means they will persist. They may even worsen, as clumsy policymakers confront the economy's mounting challenges. The population is ageing rapidly. America is increasingly hostile, and is trying to choke the parts of China's economy, like chipmaking, that it sees as strategically significant. The more China catches up with America, the harder the gap will be to close further, because centralised economies are better at emulation than at innovation.

*(The Economist)*

#### **TEXT 5. The Gulf's boundless ambition to change the world**

If you thought the Middle East was stagnant, think again. The Gulf economies are among the richest and most vibrant on the planet, helped by a Brent crude oil price that rose back to over \$90 per barrel this week. A \$3.5trn fossil-fuel bonanza is being spent on everything from home-grown artificial intelligence models and shiny new cities in the desert, to filling the coffers of giant sovereign-wealth funds that roam the world's capital markets looking for deals. As the cash flows in, the chaos shows signs of receding, thanks to the biggest burst of diplomacy for decades. Saudi Arabia and Iran have negotiated detente in a rivalry that has lasted since the Iranian revolution in 1979. Civil wars in Syria and Yemen are killing fewer people, as their sponsors seek de-escalation. Following the Abraham accords between Israel and some Arab governments, Saudi Arabia is considering recognising the Jewish state, 75 years after its creation. The region's global clout is rising—four countries are about to join the BRICS club of non-aligned powers that want a less Western-dominated world. As it was explained, these shifts begin a new chapter in the Middle East marked by fresh opportunities and new dangers. The region's leaders are testing ideas that have caught on in much of the world, including embracing autocratic pragmatism as a substitute

for democracy, and multipolar diplomacy instead of the post-1945 American-led order. The Middle East is also a place where threats that will menace the world in the 2030s may play out early, including nuclear proliferation, extreme weather and even greater inequality, as weak countries fall further behind. Many occupants of the White House have left office wishing they could forget all about the Middle East. But whether you run a superpower or a small business, it matters as much as ever. Although it has only 6% of the world's people, it has a chokehold on the global economy. As the lowest-cost oil producer, its share of crude exports is 46% and rising. Its share of exports of liquefied natural gas, in great demand since Russia's pipelines to Europe shut down, is 30% and going up, too. Thanks to its location, 30% of all container trade and 16% of air cargo passes through the region. With \$3trn of assets, its sovereign-wealth funds are among the world's largest. Its wars and disorder often spill across borders; its refugees affect politics as far away as Europe.

The past two decades have been miserable in the Middle East. Democratic projects ended in failure and bloodshed, in Iraq after the American-led invasion of 2003 and in several countries after the Arab spring in 2011. Islamic State sought to kill its way to creating a caliphate, while in Syria Bashar al-Assad doused his own people in chlorine and nerve agents.

Yet now, three big changes are visible. First, the region is having to take more responsibility for its own security, as America's appetite to intervene militarily has evaporated. Recently, this geopolitical realignment has led to a desire to de-escalate conflicts.

Second, the energy transition creates an urgent need to escape the familiar pattern of oil booms and busts. Instead there is a powerful incentive for the Gulf to lift fossil-fuel production in the next decade before demand dwindles permanently, and spend the proceeds on diversifying local economies.

The final shift is a weariness in public opinion. Political experiments, whether democratic or Islamist, are tarnished. Instead, people across the Middle East yearn for economic opportunity. Forget Canada or Sweden: polls show the country young

Arabs admire most is the uae, with its stability and thriving economy under iron-fisted dynastic rule. At the same time, less Western involvement in security and trade also means less pressure for human rights or democracy.

Yet, the Middle East will have to overcome some big problems. Many of these are familiar. The region's more enlightened autocrats argue that they face a kind of "performance accountability" to improve the lot of their populations. But regimes with absolute rule tend towards decay. Other dangers are new—or, rather, looming more menacingly than ever. Now that Iran is on the threshold of becoming a nuclear-armed state, proliferation is a grave worry. Climate change means that one of the world's hottest, driest places faces even more extreme weather. Only some countries can afford the investments, such as redesigned cities and desalination projects, that they need to remain habitable.

*(The Economist)*

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7. <https://businessmanagementdaily.tradepub.com/category/finance>

*Навчальне видання*

## **MASTERING ACADEMIC WRITING**

### **МЕТОДИЧНІ ВКАЗІВКИ**

до практичних та самостійних занять з  
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*В авторській редакції*

Підписано до друку 31.08.2023 р. Формат 60x84/16.  
Папір офсетний. Гарнітура Times. Цифровий друк.  
Ум. друк. арк. 2,56. Наклад 15. Замовлення № 0923/021.  
Віддруковано з готового оригінал-макета.

Видавництво та друк: Олді+  
65101, Україна, м. Одеса, вул. Інглезі, 6/1  
Свідоцтво ДК № 7642 від 29.07.2022 р.

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