

## SESSION 2: STUDENT HANDOUT

### Warm-up activity

#### Reader-responsible vs. writer-responsible writing culture

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|--|--|
| <b>1. Reader-responsible writing culture</b>   | <b>2. Writer-responsible writing culture</b>   |
| <ul style="list-style-type: none"><li>• Responsibility for understanding message is on the reader</li><li>• Avoids stating the obvious</li><li>• Avoids repetition</li><li>• Preference for complicated structures</li></ul> | <ul style="list-style-type: none"><li>• Responsibility for getting message across is on the writer</li><li>• Gives a lot of background information</li><li>• Repetition and summaries</li><li>• Language is clear and simple</li></ul> |

Source: Hinds, J. (1987). Reader versus writer responsibility: A new typology. In U. Connor & R. B. Kaplan (Eds.), *Writing across languages: Analysis of L2 Text* (pp. 141-152). Reading, MA: Addison-Wesley.

**Consider the Finnish and the Anglo-Saxon writing conventions, to which cultures do they belong?**

### Task 1

#### Paragraph structure and topic sentences

**Work in groups of 3.**

**Each group member reads a different text focusing on paragraph structure, topic sentences and transitions/coherence & cohesion. Discuss and decide together how you divide the texts between the three of you.**

**Text 1:** Purdue University. (2022). *On paragraphs*. Available at:

[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/paragraphs\\_and\\_paragraphing/index.html](https://owl.purdue.edu/owl/general_writing/academic_writing/paragraphs_and_paragraphing/index.html)

**Text 2:** Monash University. (2023). *Build clear paragraphs*. Available at: <https://www.monash.edu/student-academic-success/excel-at-writing/improve-your-writing/write-clearly/build-clear-paragraphs>

**Text 3:** Writing explained. (2023). *What is a paragraph?* Available at:

<https://writingexplained.org/grammar-dictionary/paragraph>

**After reading, get together with your group and analyse the brief paragraph below. Be prepared to justify and share your analysis with the whole class.**

**You can consider the following:**

Does the paragraph have a topic sentence?

Is the information in the paragraph logically organised? Does the information in the paragraph support and/or develop the idea presented in the topic sentence?

Are transitions or key words used to increase flow and show how sentences relate and connect to each other?

Does the paragraph contain a concluding sentence?

Does this text follow the guidelines given for writing paragraphs? Why/why not? Discuss in pairs/groups.

The Key River Water Treatment Plant is a state of the art facility which processes 20,000 tonnes of domestic wastewater yearly. Of this, 78% is recycled and the remainder treated before being pumped into the sea. The treatment process has three steps. First, primary solids are removed using dissolved air floatation, clarification and sedimentation. The water then undergoes two filtration stages, and finally chlorine disinfection. The extracted waste goes to the local landfill.

Source: Monash University (2018) Signposting – activity. [Online]. Student Academic Success. Available at: <https://www.monash.edu/research-writing-assignments/writing-clear-communication/signposting> [Accessed 19 January 2022].

## Task 2

### Peer review – assignment 2 (Time: altogether 30 min)

In pairs, teacher assigns.

1. Exchange your texts with your pair via email.
2. Read the given text twice (20 min) and **fill in the feedback form:**
  - First, focus on the questions in PART A
  - Read again and focus on the questions in PART B

What was positive about the text? What improvements would you make?  
Write down your comments on the form or on the text.

3. Get together with the author and explain your findings and suggestions (5+5 min).
4. Next, send the completed feedback form (and the text if you made comments on it) to your pair via email.

### Task 3: Effective definitions

Which one of the three definitions below is the most effective (that is, the most informative and concise)? What makes the others less effective?

- a) A biofuel is derived from renewable sources.
- b) A biofuel is a transportation fuel that is derived from renewable sources, such as plant biomass and municipal wastes.
- c) A biofuel is a transportation fuel. It is derived from renewable sources. For example, biomass and municipal wastes can be used for developing biofuel.

### Task 4: Sentence definitions

Study the numbered sentence definitions. The terms and characteristics are given, but the superordinates are missing. Add the missing **superordinates** from the box below to describe the class of things these objects/concepts belong to.

<b>approach</b>	<b>compound</b>	<b>field</b>	<b>mechanism</b>	<b>process</b>	<b>technology</b>
<b>component</b>	<b>device</b>	<b>tool</b>	<b>method</b>	<b>measure</b>	

1. **A machine** is any \_\_\_\_\_ that uses energy to perform some activity.
2. **Water distillation** is \_\_\_\_\_ in which volatile gases are removed in a degasification chamber.
3. **Body mass index (BMI)** is \_\_\_\_\_ of body fat based on height and weight that applies to both adult men and women.
4. **Methane** is a chemical \_\_\_\_\_ with the molecular formula CH<sub>4</sub>.

#### DEFINITIONS

An important writing tool you will need, particularly if you are writing for non-specialists, is definition -- or more specifically, extended definition. An extended definition is one or more paragraphs that attempt to explain a complex term. Some terms may be so important in your text, there may be so much confusion about them, or they may be so difficult to understand that an extended discussion is vital for the success of your writing.

## Task 5: Extended definition

Here is a list of common methods to amplify an extended definition:

1. Analysis of parts (What are its parts? classes? types? categories?)
2. Operating principles (How does it work?)
3. Applications/examples (How is it used or applied?)
4. Analogy / Comparison (Is it similar to something already familiar?)
5. History (What is its origin and background?)
6. Advantages/disadvantages (What are the strengths or the weaknesses?)
7. Requirements (Materials or conditions needed to make it work?)
8. Physical appearance/ features (What does it look like? What are its characteristic features?)

### EXTENDED DEFINITION (METHODS OF AMPLIFICATION) (pp. 29-39)

Take a look at the excerpts (A-F) on the extended definition of biofuel. Which method (1-8) has been used in each?

**Sentence definition:** A biofuel is a transportation [fuel](#) that is derived from renewable sources, such as plant biomass and municipal wastes.

- A** Currently, the fossil resources are not regarded as sustainable and questionable from the economic, ecology and environmental point of views [\[3\]](#). The burning of fossil fuels is a big contributor to increasing the level of CO<sub>2</sub> in the atmosphere which is directly associated with global warming observed in recent decades [\[4\]](#). The adverse effects of greenhouse gas (GHG) emissions on the environment, together with declining petroleum reserves, have been realized. Therefore, the quest for sustainable and environmentally benign sources of energy for our industrial economies and consumer societies has become urgent in recent years [\[5\]](#). Consequently, there is renewed interest in the production and use of fuels from plants or organic waste.
- B** Biofuels are divided into two categories: first and second generation biofuels. First generation biofuels are made from the [sugars](#) and [vegetable oils](#) found in arable crops, which can be easily extracted using conventional technology. In comparison, second generation biofuels are made from [lignocellulosic biomass](#) or woody crops, agricultural residues or waste, which makes it harder to extract the required fuel.
- C** [Biodiesel](#) is the most common biofuel in Europe. It is produced from oils or fats using [transesterification](#) and is a liquid similar in composition to fossil/mineral diesel.
- D** [Biodiesel](#) can be used as a fuel for vehicles in its pure form, but it is usually used as a [diesel](#) additive to reduce levels of particulates, [carbon monoxide](#), and [hydrocarbons](#) from diesel-powered vehicles. Biodiesel is produced from oils or fats using [transesterification](#) and is the most common biofuel in Europe.
- E** Pure biodiesel (B100) currently reduces emissions with up to 60% compared to diesel [Second generation B100](#).
- F** The main disadvantage of first generation biofuels is the food-versus-fuel debate, one of the reasons for rising food prices is due to the increase in the production of these fuels [\[8\]](#). Additionally it is claimed that biodiesel is not a cost efficient emission abatement technology.

### References:

[1] Wikipedia. Biofuel. Available at <http://en.wikipedia.org/wiki/Biofuel>. Retrieved 1<sup>st</sup> April, 2015.

[2] Naik, S.N., Goud, V.V., Rout, P.K & Dalai A.K. 2010. Production of first and second generation biofuels: a comprehensive review. *Renewable and Sustainable Energy Reviews*. Vol 14(2), 578–597.

Study the excerpts (A-F) above. List the amplification methods used in each excerpt below.

- A.
- B.
- C.
- D.
- E.
- F.

## Task 6: Elements of effective presentations

# What makes an effective presentation?

### Discuss in groups of 3-4:

- **Elements of an effective presentation in English?**
- **Secretary:** writes down your top-3 elements of an effective presentation in English.
- **Chair:** briefly reports on the main ideas of your discussion to the rest of us.



## Task 7: Interview audience members

# Get to know your audience

- 2 minutes for sketching a few questions related to your presentation
- After that, about 15 minutes for interviewing two-three members of your audience with those questions (small group talks)
- For example :
  - Explain the topic in one sentence
    - How much do your small group members know about it?
    - What would your small group members want/need to know about it?  
→ audience **interest**, **knowledge** and **attitude**
- Thinking about your purpose
  - How can you motivate the audience to listen to you?
  - How much background information do you need to give?
  - Is your audience's attitude likely to be in favour, neutral, opposed?  
→ What strategies will you use to adapt to that attitude?

## Task 8: Presentation beginnings

### How to begin a presentation?

We will watch the first 1-2 minutes of three different TED talks

#### **While you watch, make notes:**

How do the presenters begin their talks?

What do the presenters try to do by beginning in that way? Is it effective or not?

- In pairs, discuss the introductions in the presentations.
- Vote: the most effective beginning? (1, 2 or 3?)
- Be prepared to justify your vote!

1. (until 00.56) [Virginia Smith: How we could better predict and stop floods | TED Talk](#)
2. (until 00.40): [Gavin McCormick: Tracking the whole world's carbon emissions -- with satellites and AI | TED Talk](#)
3. (until 01.51): [Luis von Ahn: How to make learning as addictive as social media | TED Talk](#)