English for academic study:
Extended writing & research skills

新世纪标准大学英语　　教师用书

学术英语写作教程

原著　Joan McCormack
　　　and John Slaght
改编　清华大学外语系

高等教育出版社
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The University of Reading

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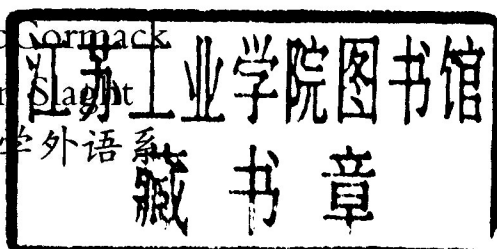　　　　and John Slaght

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前　言

随着我国大学英语教学改革的不断深入与发展，大学本科生对英语学习有了更高的要求。许多学生在通过了大学英语四级考试后，希望尽快进入选修课程的学习，如：实用写作、高级听说、英美社会与文化、报刊选读等，以便更有针对性地加强某项语言技能或提高某方面的语言能力和文化素养。从多数院校的实际情况看，高年级或通过大学英语四级考试后的学生开设英语选修课程已成为高校大学英语课程建设与发展的一个重要的方面。

为了更好地适应大学英语教学这一发展趋势以及学生的需要，高等教育出版社引进了由英国里丁大学开发、Garnet出版社出版的本系列教材，并将其列入《新世纪标准大学英语》系列教程。这套教材以学术性写作和阅读为主体，针对具有较好英语基础的大学生和研究生而设计，以语言运用培养为主线，以学术内容为基础。其主要特点是：

1．选材新颖，内容丰富，题材广泛，具有强烈的时代气息，有利于拓宽学生在英语方面的视野及知识面。

2．语言规范，难度适中，语言实践性强，适合于大学高年级学生的实际需要，能够达到《大学英语课程教学要求》的相关要求。

3．教学内容实用，注重学术英语的培养，有利于学生较早地了解这方面的知识，为将来的工作打下相应的基础。

为了使这套教材能够更好地符合我国大学英语选修课程的教学需要，我们做了以下工作。

1．根据《大学英语课程教学要求》对选修课程的要求，将这套系列教材合并为两册，即《学术英语阅读教程》和《学术英语写作教程》。

2．在保持原书风格的基础上，适当增加扩展练习，以满足我国大学英语教学的需要。

3．在所有增加的练习后面，配有参考答案。扩展写作部分提供参考范文等，以便教师和学生参考。

4．对一些内容和有关文字做了必要的修改，使其更加符合我国国情和大学英语教学的需要。

《学术英语阅读教程》和《学术英语写作教程》分为学生用书和教师用书，每册约需48学时，供一个学期教学使用。主要适用于本科高年级或通过大学英语四级考试的学生使用，也可用于研究生英语选修课程。本教程还适用于自修学员和准备到国外留学的人员。

由于编者水平有限，错误和疏漏之处一定不少，热忱欢迎批评指正。

编　者
2006 年 6 月

Acknowledgements

The creation of these materials stemmed from the need to help international students develop the study skills necessary to function effectively on academic courses in a university context. The rationale behind the materials is that students need to develop the confidence and competence to become autonomous learners in order to successfully carry out research and complete assignments, such as extended pieces of written work or oral presentations.

The development of these materials has been a collaborative effort which goes far beyond the collaboration between the authors. The materials have evolved over several years of pre-sessional teaching at the Centre for Applied Language Studies at the University of Reading. There have been significant additions from a number of teachers, who have either contributed ideas or given extensive feedback on the materials. The number of teachers involved is too large for us to mention each one individually, but they are all fully appreciated.

In something like their present form, the materials have been trialled on successive pre-sessional courses at the University of Reading since 2001. This trialling has involved almost a thousand students, and they too have provided feedback in terms of course evaluation, as well as with their responses to the tasks in the programme. We very much appreciate the contribution of students whose work has been adapted and incorporated into the materials.

We would particularly like to thank Jill Riley for her meticulous editing and typing up of the materials and Corinne Boz and Bruce Howell for their very significant contributions to the development of the accompanying on-line tasks.

Credits

Contents

Introduction

The introduction contains a clear outline of the aims of the course and the principles on which it is based. It also contains essential information on how to use the course effectively.

Aims of the course

The purpose of this course is to equip students with the skills necessary for conducting research and for producing a piece of extended writing (referred to here as a project) in their own subject-specific area. The course involves an integrated approach, with a particular focus on the writing and research skills necessary for such a task. The course is designed to encourage critical thinking and get students to be evaluative in their approach to writing. There is also a strong oral component to the course through discussion of the students' work in class, in tutorials and in a final conference at the end of the course when they present their work.

Discrete reading and writing skills are assumed to be taught in other components of an English for Academic Purposes course, as well as presentation skills. For example, although students will be asked to consider the structure of introductions and conclusions, it will be assumed that they are already familiar with this to some degree. Similarly, although students receive language feedback on their work, they are not explicitly taught grammar in these materials.

Student needs

The following areas have been taken into consideration in the design of the materials, based on an analysis of what students need to do on future courses.

- The ability to produce an extended piece of writing in their own subject area within the academic conventions of higher education in the West.
- The development of discursive skills – to communicate effectively both orally and in writing.
- The development of critical thinking skills.
- The development of learner autonomy.

- An understanding of the conventions of the academic community students will typically be joining.
- The development and consolidation of study competencies.

Principles on which the materials are based

1 The learning process as a cycle

The Conceptualisation Cycle

Mayes (1997) http://led.gcal.ac.uk/clti/papers/Groundhog.html examines how different learning activities enhance students' understanding of new concepts and resolve misunderstandings. He refers to three stages, which are known as the conceptualisation cycle.

In this cycle, at the conceptualisation stage, students are exposed to the ideas or concepts of others through lectures, reading and seminar discussion.

During the construction stage, students apply these new concepts in the performance of meaningful tasks. It is during the dialogue stage, however, that learning takes place through the performance of tasks when these new concepts are tested during written communication and/or conversation with tutors and peers. The feedback provided enables students' misconceptions to be resolved. The approach adopted by these materials is based on similar principles.

Also, the integration of skills from other components of a typical EAP course is an essential aspect of the project preparation class. Students bring with them awareness of the micro-skill of writing and an awareness of how to use appropriate reading strategies to deal with texts. These are aspects which are recycled in the project class. In this context, writing is learned rather than taught, because learning *how to write*

occurs through the understanding and manipulation of content.

2 Reading for the purpose of writing: writing from multiple texts

The approach taken in these materials is that students are reading to learn, rather than learning to read. To encourage this, students are given a reading purpose: to complete the project (extended writing assignment). This purpose should generate a "selective" reading approach which will help students to deal with the literally hundreds of pages they may be confronted with each week during their future academic courses. It is also generally accepted that teaching students to write from sources is essential preparation for academic success. In his book on the relationship between reading and writing, Grabe points out the complexity of the process, which involves deciding: how much and what should be used, how it can be used in relation to the task, how accurately it should be represented, and finally, the formal mechanisms which need to be used. (Grabe 2003:225)

The process and problem-solving components of writing development can make intense demands on students, particularly when students are reading difficult L2 texts in order to collect or glean new information for their writing. In many reading-writing tasks, students are forced to make a number of complex decisions (Grabe 2001:245)). It is with this in mind that students are given a range of sources to consider when working on Project One. The rationale behind this approach is that the teacher has an element of control and can identify ineffective strategies that students may be tempted to employ as a way of coping with multiple, fairly dense academic texts, such as varying degrees of plagiarism.

With Project Two, students will be working with texts in their own subject area and with a much greater degree of autonomy. By this stage, it is hoped that they will have begun to develop the ability to make the "complex decisions" that Grabe identifies.

3 A process and product approach

A process approach to writing is advocated, based on research which shows that the process of *doing* helps the development of organisation as well as meaning. It is expected that writing skills will be taught elsewhere, but further development occurs through the process of students completing their project, through drafting and redrafting their work. At each stage of writing, students are encouraged and expected to generate ideas, organise them, evaluate what they are writing and identify clearly what their writing purpose is. Revision is essential, not just to edit the language, but also to reorganise or modify the text and clarify ideas, as necessary, through expansion or rephrasing. At every stage of the process, students are encouraged to critically assess what they have written and to develop this criticality through discussion with their academic colleagues, whether fellow students or teachers.

These materials also strongly emphasise the importance of the end product. This is in line with the needs of the students on their future academic courses, when they will have to produce an end product containing some or all of the aspects of academic writing and academic study skills advocated in these materials. Please refer to Appendix 1 at the end of this Teacher's Book for an example of how the final product may be evaluated, taking into account not only the content, the use of source materials, the organisation and the language of the final draft, but also the actual written presentation of the text and the degree of learner independence exercised by students in producing the final product.

4 Students finding their own voice

In the complexity of the reading and writing process, students often find it challenging to formulate their own ideas. A strong element of these materials involves getting students to voice their ideas before writing them, a process which helps to clarify their own ideas. It is important to emphasise to students that even though they are writing in their own subject area, they should be writing with the educated reader in mind, i.e., they should be able to explain their topic to others.

One of the reasons that students plagiarise is that they want to use information they have read to support a point without having fully understood the text. Verbalising their ideas before writing helps combat this to some extent by helping them

clarify their understanding before beginning to write. In Project One, students are provided with the texts (appendices and websites). From the beginning they are asked to be critical, but they may be resistant if they come from a culture where they are perhaps not expected to question authoritative sources.

5 Learner autonomy

Students are expected to be independent learners in higher education. They not only need to work on their study skill techniques, e.g., note-taking and compiling a bibliography, but also on acquiring study competencies which involve the development of critical questioning. Control over one's learning is the basis of learner autonomy; not only attempting to do it but also actually managing it successfully. However, student attitudes to working autonomously vary in terms of their cultural background, as well as according to the personality of the individual.

The stage of learner autonomy of any student will always be at a certain point along a continuum. The current materials therefore contain 'scaffolded' tasks which provide support throughout much of the course, but which are gradually withdrawn to encourage autonomy, especially during the writing of Project Two. In their article on issues in the EAP curriculum, Flowerdew and Peacock emphasise the importance of this. By asking learners to research and investigate resources available to them inside and outside the academy, as well as encouraging learners to take responsibility for their own learning, teachers will set their students on the path to full independence. (Flowerdew and Peacock 2001:82)

The appendices

There are eight units in total, plus the appendices. Each unit focuses on one aspect of extended writing. From Unit 2 onwards, students are looking at how reading can be used to support their writing, and in Unit 3 they begin writing the first project. When to employ the appendices most usefully is suggested in the table below.

Appendix	Content	When to use
1	Sample project	Unit 3, Tasks 1.1 and 1.2. However, some teachers may prefer to introduce the project during the very first class so that students get an impression of what the final product should be.
2	Self-evaluation checklist	This is probably best introduced in Unit 2 (possibly before or after Task 4) as a homework task. As suggested in the instructions on page 130 of the Course Book, students should be encouraged to visit this self-evaluation checklist at appropriate stages throughout their course in order to reflect on their progress. Discussing the checklist could form part of their tutorial time.
3	Advice on note-taking	Unit 2 specifically, but students should be encouraged to refer to their appendix at each stage of their note-taking for Projects One and Two, e.g., in Unit 4 with reference to avoiding plagiarism.
4 (4.1–4.6)	Sources for Project One	These should be introduced in Unit 2 when students begin work on Project One; also Unit 3 (Task 4) in relation to critical reading.
5	Compiling a bibliography	Unit 3 (pages 45–49), which deals with acknowledging sources and academic conventions in referencing. Unit 4 covers the tutorial system and avoiding plagiarism, and teachers may find it more appropriate to introduce the compilation of bibliography at this point, or even later in the materials.

The website

The Extended Writing & Research Skills website, which can be found at http://englishforacademicstudy.com/, forms an important part of these materials as it is aimed at encouraging students to develop an independent approach to academic work. The activities on the website should also help familiarise students with how to carry out a range of online activities and to access online resources. This is increasingly expected of students in the higher education system in the West.

You may decide to schedule the tasks outlined below as homework assignments or leave it to the students' discretion to carry out the tasks at appropriate stages during the course. Whatever the case, it would be useful to copy the table below and distribute it to the students for their information.

Online Activities Schedule

Unit	Website Activity	Where used
1	• The structure of a project • Using the library	after Task 2 page 8 end of the unit
2	• Referencing in a text	after Task 3, page 23
3	• Evaluating Internet sources • Bibliographies	after Task 6, page 44 after Task 9.3, page 49
4	• Avoiding plagiarism	after Task 3, page 57
5	• Developing a focus • Successful searching • Website evaluation	after Task 3, page 67 after Task 5, page 70
6	• Introductions • Conclusions	after Task 6, page 81
7	• The language of graphs • Presenting data	after Task 6, page 95
8	• Preparing presentations (Part 1) • Preparing presentations (Part 2)	after Task 5, page 103

Project One (1,500–1,800 words)

Students complete this by using and extending skills introduced at an earlier stage. As suggested above, greater support is given at this earlier stage through information input, discussion and appropriate language input. Initial scaffolding is then gradually withdrawn.

For this project:
* Writing needs to be learned rather than taught.
* *Texts and two websites are supplied, but* students are still expected to use two resources of their own (providing a challenge for stronger students).
* Students are asked to select from a limited number of texts.
* The structure and mechanics are introduced while the project is being written.
* The writing also involves synthesis: bringing together ideas from a range of sources.

Project Two (2,500–3,000 words)

Students look for and use their own resources in their own subject area. Students negotiate their own title and specific aim through dialogue with their personal tutor. Scaffolding is withdrawn, and it is at this stage that students work independently. Class time is mainly concentrated on individual tutorials. Students are encouraged to take responsibility for what happens in the tutorial, and guidance on this is given in Unit 4 (pages 52–54).

Feedback and assessment

Assessment includes continuous assessment and assessment of the two projects they write as well as the presentation (Appendices 1 & 2 in the Teacher's Book provide the evaluation criteria for these).

Each of the units contains a number of tasks, many of which students complete for homework, and these are checked in class. Parallel to this, students are working on their projects, and get feedback on each stage of the process, e.g., on their initial plan, or on whether the introduction contains a clear focus. Although they may be

familiar with the process of peer evaluation in the writing component of their course, the extent to which it is a part of the process of the project class varies according to the individual group. Ideally it should happen, but if a group is struggling with both the content and the structure of the project, it may be too demanding to expect students to also be involved in effective peer feedback. However, a great deal can be gained from using colleagues as "sounding boards" to try out ideas and to explain the content as clearly and effectively as possible.

Students should receive both formative and summative feedback on their written drafts of the project from the teacher, and have the opportunity to discuss their work in an individual tutorial. Certain aspects of feedback sessions are particularly significant, for example: written comments on the final project as well as the drafts. Students also need feedback on their oral performance in preparation for their conference presentation. On longer courses, it is often possible to organise "mock" tutorials as part of the student's spoken language assessment. To make this a more authentic experience, the students' projects can be used as the focus for discussion. Students can be asked to introduce their project, outline the key details and then discuss issues relating to their project with the assessor.

Issues

There are certain issues relating to these materials and how they are introduced and used on an EAP course. One issue which needs to be considered is the academic experience and cultural background of the students involved. Secondly, the level of intellectual maturity has to be considered. Both of these issues will impact on the amount of scaffolding which should be given and possibly the extent to which Project One should form part of the overall assessment.

Plagiarism

This is described as a "sticky issue – not seen as black and white by academics" (Sutherland Smith 2005). For example, there is the need to "imitate in the early stages of learning a new discourse"

(Angelil-Carter 2000). On the other hand, as expressed by Sherman (1992:194), "they (the students) find it hard to believe that I really want what I say I want: their own half-formed ideas expressed in their own limited English."

Some students feel that they are representing the writer more fairly by using his/her words. However, the materials aim to raise awareness and develop the skills/techniques to help overcome plagiarism. There is a strong emphasis on being evaluative and on students 'commenting' on what they have read. There is also an attempt to help students develop the skills to be able to express ideas effectively.

Route through the materials

For long courses of, for example, 11 weeks, one unit per week should be covered, based on four 90-minute periods per week. However, it may only take nine weeks to cover the actual material, and students will spend the rest of their time working on their own projects. The final weeks will be mainly individual tutorials, with little class input, as students will be working independently.

For short courses of, for example, six weeks, or where even less contact time is available, an example of how the materials might be approached is given below. This route is the outcome of trialling at the University of Reading.

Note: On a short course, it is important to explain the purpose of the project preparation class in the first lesson. Explain that the tasks are designed to help the students develop the skills they need. It is also important to explain that the materials have been designed for much longer courses, so some of the contents may be omitted; point out, for example, that they will only be writing Project Two (in their subject area). Finally, explain that some of the work may not follow the order of the book.

Date	Lesson content	Homework
Week 1 (Session 1) (Session 2) (Session 3)	• CB Unit 1 Task 4 (pp9–10). NB: Remember to give out written language assignment for students to complete for negotiated deadline. • Briefly refer to self-evaluation checklist in Appendix 2 (pp130–131). • CB Unit 5 Introduction & Task 1 (pp65–66). • CB Unit 5 Task 3 (p67): *Establishing a focus.* • CB Unit 5 Task 4 (p68): *Establishing a working title.* • CB Unit 2 Tasks 2–3 (pp20–23): *Incorporating evidence into academic work.*	• CB Appendix 2 (pp130–131): *Self-evaluation checklist.* • Read through Unit 1 for consolidation. • CB Unit 1 Task 5 (pp11–12): *Starting Project 1.* • Students search for sources in their own subject areas. • Complete unfinished classwork from Unit 2 Tasks 2–3. • Research for project ongoing.
Week 2 (Session 1) (Session 2) (Session 3) (Session 4)	• CB Unit 3 Task 1 (pp33–35). • CB Unit 3 Task 2 (pp36–37). • CB Unit 3 Task 9 (pp48–49): *Writing a bibliography.* • CB Unit 4 Tasks 2 & 3 (pp55–57). • Unit 6 *Introductions & Pre-task activity* (pp73–74). • Unit 6 Task 1 (pp75–76): *Features of introductions.*	• CB Unit 3 Task 5 (pp40–43): *Finding information.* Students should read carefully for negotiated deadline and complete the task. • Planning and making notes for 1ˢᵗ draft. • Writing 1ˢᵗ draft. • Writing 1ˢᵗ draft (to be submitted by negotiated deadline).
Week 3 (Session 1) (Session 2) (Session 3)	• Tutorials • Tutorials • CB Unit 6 Tasks 4–6 (pp77–80): *Features of conclusions; Analysing your conclusion; The language of conclusions.*	• Students respond to tutorial comments. • Students respond to tutorial comments. • CB Unit 7 (pp86–95): students should read contents of unit and complete Task 4 (pp92–93): *Data commentary.*
Week 4 (Session 1) (Session 2) (Session 3) (Session 4)	• Check homework (Unit 7 Task 4) and discuss flowchart (p93). • CB Unit 8 (p98): *Writing abstracts.* • CB Unit 8 Task 1 (p99): *Features of abstracts.* • CB Unit 8 Task 2 (p100): *Practice abstract.* • Return 1ˢᵗ drafts and make general comments. • Distribute written feedback sheets. • CB Unit 8 Task 4 (p102): *Practice conference abstract.* • Submitting abstract. • Tutorials: discuss 2ⁿᵈ drafts; students bring feedback sheets.	• CB Unit 8 Task 3 (pp100–101): *Conference abstracts.* • Writing 2ⁿᵈ drafts; must respond to comments on feedback sheets. • Presentation abstract deadline. • Writing 2ⁿᵈ drafts.
Week 5 (Session 1) (Session 2) (Session 3) (Session 4)	• CB Unit 8 (p105): *Editing your written work.* • Catch-up. • 2ⁿᵈ draft peer-evaluation; concentrate on introductions and conclusions. • Discuss presentations; familiarise students with assessment forms. • CB Unit 8 Task 5 (pp102–103): *Preparing an oral presentation.*	• Writing 2ⁿᵈ drafts. • Complete 2ⁿᵈ drafts fir negotiated deadline. • Presentation preparation. • Presentation preparation.
Week 6 (Session 1) (Session 2)	• Course evaluation questionnaire. • Feedback to individuals about project, as appropriate. • Individual presentations.	 • Conference: students base presentations on their projects.

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1 Introduction to the skills of extended writing and research

This unit introduces students to extended writing and informs them about the projects they will work on in this book.

Introduce the course by explaining that it will help students to develop practical skills for extended writing. They will also learn to carry out research in the library and on-line so that they have the necessary information to tackle extended essays.

The term "project" is used throughout the course because the main focus of the course is to complete either one or two projects/pieces of extended writing. Refer students to the Contents page of the Course Book for the area of focus of each unit.

Task 1: What do students write?

Tell students to write for no more than five minutes.

Quickly ask around the class for suggestions about the type of writing they might have to do at university.

Possible answers:

The types of writing suggested on page 6 of the Course Book are:

- essays for examinations
- extended essays or projects
- reports
- theses
- dissertations
- case studies
- notes
- annotations (e.g., on handouts or photocopied originals)

If students mention any of these types of writing, or anything else that seems relevant, write them on the board.

Get students to read the four paragraphs on page 6, in order to compare their ideas with what is written there. Elicit any other types of writing that are mentioned in the Course Book and add them to the list on the board.

Note: The terms *thesis* and *dissertation* are used differently in different countries and even in different universities in the same country. In most

universities in the UK, Hong Kong and Australia, a thesis is written for the research degree of PhD and MPhil, while a much shorter dissertation is one of the final requirements for a taught Master's degree. In many American universities the terms are reversed, with theses written at Master's level and a doctoral dissertation at PhD level. For our purposes the Hong Kong, UK and Australian terms for a PhD thesis and a taught Master's dissertation are used. See Bunton, D. (2002) "Generic moves in PhD Thesis" in Flowerdew (ed.) *Academic Discourse*. Pearson Education.

Task 2: Types of writing

This task is meant simply to enhance students' understanding of the types and length of writing they may have to do. It also clarifies the level of study at which the various types of writing are practised.

Answers:

Type of writing	Type of student	Explanation
Essay	Undergraduate/postgraduate	A traditional 600–6,000 word text written as an assignment or for an exam
Extended essay or project	Undergraduate/postgraduate	About 3,000–8,000 words
Report	Undergraduate/postgraduate	Describes research
Dissertation	Undergraduate/postgraduate	Bachelor level: usually 10,000–12,000 words Master's level: usually 15,000–20,000 words
Thesis	Postgraduate	Doctorate level: this will be much longer than a dissertation
Case study	Undergraduate/postgraduate	An account that gives detailed information about a person, group or thing and their development over a period of time

Briefly talk through the steps at the bottom of page 7 and point out that students will get the opportunity to practise each of the steps in this book.

Types of assessment

Explain to students that they can find out what type of assessment is used in their individual departments by checking the appropriate handbook. The Meteorology Department at the University of Reading, for example, provides an on-line handbook that contains information on assessment. An alternative may be to check in the relevant undergraduate or postgraduate prospectus. However, information on assessment is not consistent and is not always present.

The best way to find out about written assessment expectations is for the student to visit his or her particular university department and ask for samples of assessed written work.

Emphasise that all three forms of assessment mentioned on page 8 are equally important – continuous, written and oral.

Explain that continuous assessment is based on how students carry out their research, organise their time and work and how they cooperate with fellow students and teachers, as well as on attendance and participation in class activities.

Emphasise the link between written and spoken language components of any course. Explain that students are expected to put the lessons of other components of their course into practice when working on projects or written tasks.

You may choose to hold a conference at the end of the course, where all students are expected to give an oral presentation (of about 10 minutes) or a poster presentation. Advice on how to prepare for a poster presentation is given in Unit 7 of the Course Book.

Writing projects

Go through the information on page 8 of the Course Book with the students and answer any questions they may have.

Explain that students will be able to practise one-to-one tutorials in Unit 4, but will also be having such tutorials with you at regular intervals during the course.

For students using this book for a longer 8-week or 11-week course, the written project should be regarded as practice for a second assignment. Students on a shorter 5-week course will only complete one compulsory project.

Task 3: Analysing the task

Answers:

a) The key words/phrases are: *problems of urbanisation* and *a policy of sustainable development.*

b) The title is framed as a question: *To what extent ...?* Ask students what they understand by this.

c) Remind students that a question requires an answer. Elicit a range of answers that the question *To what extent* might produce, e.g., *a great deal, quite a lot, not much, not at all.* Explain to students that they must decide *"To what extent"* through their research and then they must explain their answer in their project, using the evidence in the sources they are given to support their argument.

Task 4: The stages of writing a project

The aim of this task is for students to discuss and cooperate in the decision-making process.

Establish that writing a project is a process. Explain that there are three distinct phases involved in the process: planning, researching and writing up. Within each phase there are also a number of stages. Task 4 involves deciding which stages occur during which phases of the process. Make sure students appreciate that certain stages can occur in more than one phase.

Before you set this task, check/explain the key terms below:

- rough outline
- establishing a clear focus
- working title
- sources
- tutorial

4.1 Remind students to write out the steps in full; not to simply write down the number of the steps, as this provides a better reference for future use.

An alternative procedure suggested by a colleague at CALS, Jonathan Smith, is to put the students in groups and give them slips of paper with the different stages of the writing process on them. They should also be given some blank pieces of paper to add any stages they may wish, an A3 sheet of paper and a gluestick. Students can then make a poster with arrows, linking lines, etc., to help visualise the writing process. Make it clear that students will probably have different views.

Possible answers:

Planning
1 j) Decide on a topic.
2 p) Check that sources are available/accessible.
3 c) Think of a working title for the project.
4 o) Make a rough outline plan of your ideas.
5 n) Work on establishing a clear focus.
6 m) Plan the contents in detail.

Researching
1 d) Search for relevant journals/books/information in the library and on the Internet.
2 e) Write down the details of your sources.
3 l) Highlight/take notes of relevant information.
4 i) Do some reading.
5 f) Decide if you need to do more reading.