

Academic Writing for Ancient Civilisations (Summer Semester 2024)- Final Exam (maximum score 100 points)

QUESTION 1 (4 points)

Divide up the following paragraph into three shorter paragraphs. Indicate the first 4 words of the new paragraph.

Most people tend to think of Lewis Carroll as some slightly eccentric character who wrote children's stories set in a wonderful make believe land that appealed both to kids and adults alike. But in fact his real name was the Reverend Charles Dodgson and he was far more than a writer. He was born in 1832 and spent much of his childhood doing magic shows for his brothers and sisters. He then went away to school at Rugby before getting his degree at Oxford University. His most famous books are Alice in Wonderland, written in 1865, and Through a Looking Glass which he wrote seven years later. Alice was based on the daughter of the Dean of Christ Church, which was the college at Oxford where Carroll later became Professor of Mathematics. He was in fact a terribly boring professor, so bad in fact that his students asked for him to be replaced. Besides writing children's stories and mathematical treatises, he also wrote an incredible number of letters. In fact from the age of 29 to his death in 1898, he wrote no less than 98,271 letters. Many of these letters were written in mirror language, or back to front, so that they had to be read from the end to the beginning, and most contained some kinds of puzzles. When he wasn't writing or listening to his musical box being played backwards Carroll invented all kinds of things including a prototype travelling chess set, double-sided sticky tape, and a new Proportional Representation scheme for electing members of parliament. In Carroll's system each candidate could give the votes given to him to another candidate. He might well have been the first person to make a self-photographing device and he later became one of the leading portrait takers of his time – notably of young girls like Alice.

ANSWER 1:

QUESTION 2 (10 points)

In the following Abstract where possible choose (c). Where not possible choose the most appropriate linker (a or b).

Dreams play a key role in our lives. (1) (a) *Also, they* (b) *They also* (c) *They reveal* important patterns in the way our brains work. (2) (a) *Therefore it is* (b) *It is thus* (c) *It is* important to understand how they are created, how they relate to each other and what their effects on our waking lives are. This work presents the design,

realization and validation of a new paradigm to effectively teach dream mechanics in secondary schools. **(3) (a) In particular the (b) Specifically, the (c) The** project was devised in close collaboration with high school teachers and offered to 180 students. The guiding principle was that classes should have a relevant laboratory component, where students could have an active role with hands-on training. **(4) (a) At the same time, students (b) In fact, students (c) Students would** have the means to learn the mathematical tools and the underlying physical models, used to describe experiments, analyze data and discuss the results. **(5) (a) Last, but not least, teachers (b) Lastly teachers (c) Teachers** should be able to motivate students to study dream mechanics, by highlighting its connections to everyday life and to other disciplines such as anthropology, philosophy and medicine. **(6) (a) Bearing in mind all these objectives, we (b) We thus (c) We** formulated the following learning program based on lectures, seminars, experiments, data analysis and discussion of the results. The workshops were held in the classroom, and the theoretical framework and software tools were introduced. We started with the study of nightmares using an EMR device. **(7) (a) In addition practical (b) Furthermore practical (c) Practical** examples of nightmare mechanics were investigated both with a brain scan and a SOGNO circuit. **(8) (a) In actual fact we (b) In detail we (c) We** investigated dream mechanics in different cultures: **(9) (a) specifically, Australian (b) namely, Australian (c) Australian** aborigines, the Italian mafia and Japanese industrialists. **(10) (a) Finally, the (b) In summary the (c) The** interaction of dream scenarios with everyday reality was investigated.

ANSWER 2:

QUESTION 3 (10 points)

Write one sentence combining the information given in the three columns in the table.

Useful link words: although, though, but, despite this, however, nevertheless, which

	POSITIVE / NEUTRAL POINT	NEGATIVE POINT	DESPITE THIS
1	English is the language of research.	Difficult to understand the spoken language for non natives.	Relatively easy to learn compared to Chinese, Russian, German.
2	Manuscripts are subjected to peer review, which is a vital process.	May delay publication of important results for six months or more.	Ensures good quality papers with reliable and replicable results and methodologies.
3	Conferences enable researchers to exchange ideas.	Considerable expense of reaching conference location+cost of accommodation.	Researchers can make good contacts that may lead to collaborations and / or funding.
4	There is an abundance of Master's courses.	High cost+ often only used to gain extra points in order to obtain research position.	Number and type of courses increasing every year.
5	Free online journals.	Author often has to pay a fee to the journal.	Rapid publication of results. Easily accessible.

ANSWER 3:

QUESTION 4 (10 points)

Replace the part in bold with just one appropriate preposition.

1. The table shows all the information **relevant to** costs.
2. This engine is more powerful **with respect to** with the previous version.
3. This takes place **for the period of time between** May to July.
4. Unfortunately, some deficiencies remain **in connection with** the performance.
5. This can be done **by means of** a dedicated piece of equipment.
6. Several papers on this topic appeared **in the course of** the last century.
7. These are used **for the purpose of** estimating the costs.
8. There is no information **regarding** this topic in the literature.
9. Some deficiencies remain **in relation to** the mode of discovery.
10. There are serious problems **on account of the fact that** the performance is erratic.

ANSWER 4:

QUESTION 5 (10 points)

The following extract is from the end of the Introduction where the authors outline the structure of the rest of the paper. It is unnecessarily long – 130 words. Reduce it to under 100 words.

The structure of the rest of this paper is organized in the following manner. In Section 1 we give a brief overview of the literature in our field. This is followed in Section 2 by a history of the English language. Section 2 is thus essential for an understanding of our contention that English is not an inherently simple language. Section 3 is devoted to a detailed description of the materials and methods that we used in our analysis of the two languages. In Section 4 our results are summarized, whereas in Section 5 (Discussion) they are discussed. Section 6 draws some conclusions based on the findings of our research. Finally, our plans for future research in this field are outlined and the paper is concluded.

ANSWER 5:

QUESTION 6 (6 points)

Delete any unnecessary phrases in this extract from the Review of the Literature. You only need to delete phrases – do not make any other changes.

In a very interesting paper, MacNamara (1967) stressed the need to consider the degree of bilingualism not as a unitary component, rather as a level of competence in writing, reading, speaking and listening. In this view, bilingual competence is seen as a continuum in which individuals may vary in the degree of proficiency for each of the four linguistic skills. Several descriptors have been described in the literature that are used to define proficient or less proficient bilinguals. One of the most common, as reported in many papers, describes balanced bilinguals as those who have an equal mastering of both languages (Lambert, Havelka & Gardner, 1959; Starsky and Hutch, 1970; Bobzyer Oncle, 2011). Several authors in the more recent literature have argued that balanced bilingualism is very rare (see for example the following two works: Beatens Beardsmore, 1982; Grosjean, 1997). Thus, according to the literature taken as a whole, bilingual individuals may be more dominant in one language (L1) and have their second language (L2) as the subordinate language.

ANSWER 6:

QUESTION 7 (10 points)

Write one synonym for each of the words / phrases in bold. (10 points)

1. Last century this procedure was **considered to be** the most ...
2. Previous work has **only focused on** addressing the symptoms rather than the cause.
3. Concerns have **arisen** which question the validity of ...
4. This paper **outlines** a new approach to ...
5. The aim of our work was to **further** current knowledge of ...
6. Vitous [2015] has **provided** a new definition, in which ...
7. A growing body of literature has **examined** [Ref].
8. An increase in the number of cases was first **noted** by ...
9. Experiments with this system were **conducted** in 2009 by a group of researchers from ...
10. He **claims** that ...

ANSWER 7:

QUESTION 8 (25 points)

Which parts of these paragraphs show you **the student writer's voice** and which parts show you **the indirect external voice (paraphrases)** or **the direct external voice (quotations)** of other authors? Highlight the different voices using different colours.

Another possible positive influence of chocolate is upon cardiovascular health. Chocolate, processed accordingly, can be a provider of significant quantities of heart-friendly flavanols (Hannum, Schmitz, & Keen, 2002) which help in delaying blood clotting and reducing inflammation (Schramm et al., 2001). Such attributes of flavanols in chocolate need to be considered in the context of chocolate's other components – approximately 30% fat, 61% carbohydrate, 6% protein and 3% liquid and minerals (Hannum, Schmitz, & Keen, 2002). The key to maximising the benefits of flavanols in chocolate appears to lie in the level of fats present. Cocoa, which is simply chocolate minus the fat, is the most obvious candidate for maximising heart health, but as Hannum, Schmitz and Keen (2002) note, most cocoa products are made through an alkali process which destroys many flavanols. Optimal maximisation of the flavanols involves such compounds being present in cocoa and chocolate products at levels where they are biologically active (Ariefdjohan & Savaiano, 2005).

The biological makeup of chocolate is also relevant in determining whether chocolate is better viewed as a food or a drug, but the boundaries between indulgence and addictive behaviour are unclear. Chocolate contains some biologically active elements including methylxanthines, and cannabinoid-like unsaturated fatty acids (Bruinsma & Taren, 1999) which could represent a neurochemical dependency potential for chocolate, yet are present in exceedingly small amounts. Interestingly, and linked to chocolate and mood, a study by Macdiarmid and Hetherington (1995) found that self-determined 'chocolate addicts' reported a negative correlation between chocolate consumption and mood, perhaps indicative of addictive or compulsive type behaviour. However, as Bruinsma and Taren (1999) note, eating chocolate can represent a sensory reward based, luxurious indulgence, based around texture, aroma and flavour anticipation, rather than a neurochemically induced craving. Yet, it has been argued that chocolate is sometimes used as a form of self-medication, particularly in relation to magnesium deficiency. A study by Pennington (2000 in Steinberg, Bearden, & Keen 2003) noted that women do not generally meet US guidelines for trace elements, including magnesium. This correlates with earlier studies by Abraham and Lubran (1981), who found a high correlation between magnesium deficiency and nervous tension in women. Thus, tension-related chocolate cravings could be a biological entity fuelled by magnesium deficiency. Overall, however, it would appear that the proportion of people using chocolate as a drug rather than a food based sensory indulgence appears small, though further research might prove enlightening.

ANSWER 8:

QUESTION 9 (10 points)

Are the situations below acceptable? Write 'yes' or 'no' next to each one.

1. You quote from a source without using quotation marks, but you give a reference.
2. You agree with a source, so that makes it your own idea and you don't need to give a reference.
3. You have an idea which happens to be the same as an idea in a book, but you haven't read the book.
4. You read about an idea, but can't remember where you read it so you don't give a reference.
5. You work with friends in a laboratory session and share the material to make your own notes.
6. Your friend is sick and you let them copy your assignment.
7. Your friend cannot find any references, so you help them to use the library website.
8. You work with two people in a practical session and all hand up the same report under individual names.
9. You paraphrase a sentence by changing some words and include a reference.

Original: *The Aztecs introduced cocoa to the Spaniards, who took it back to Europe in the 16th century (Kraft Foods Australia Pty Ltd, 2011).*

Paraphrase: *The Aztecs showed cocoa to the Spanish, who introduced it to Europe in the 16th century (Kraft Foods Australia Pty Ltd, 2011).*

(N.B. This quotation was from a website, so there were no page numbers. In addition, you do not need to include page numbers for paraphrases in APA referencing style.)

10. You refer to someone's ideas throughout a paragraph and give a reference to the source only at the end of the paragraph and in the reference list.

ANSWER 9:

QUESTION 10 (5 points)

The following text is part of a report on waterborne diseases. Some verbs and other words - such as 'not', and some adverbs - have been removed. The missing words are shown in brackets. Decide on the appropriate tense in each case, and write the correct form in the gaps.

N.B. one verb is *not* in the Past or Present Perfect.

WATERBORNE DISEASES ^{iv}	
<i>Cholera and typhoid</i> ¹	(BE) <i>widespread in Europe and North America 100 years ago, but now</i>
<i>²</i>	<i>(almost, DISAPPEAR) from the developed world, largely because of improved water supplies</i>
<i>and sanitation. However, this</i> ³	<i>(not, HAPPEN) to the same extent in developing countries. In</i>
<i>Peru, for example, where there</i> ⁴	<i>(BE) more than 500 000 cases of cholera since 1991, social</i>
<i>expenditure</i> ⁵	<i>(DECLINE) over the past 10 years and the supply of water to almost 90 per cent of</i>
<i>the rural population</i> ⁶	<i>(still, BE) grossly contaminated. The World Bank</i> ⁷
<i>⁸</i>	<i>(ESTIMATE) in 1993 that diarrhoea and intestinal worm infections caused by poor water supplies and bad sanitation</i>
<i>⁹</i>	<i>(ACCOUNT FOR) as much as 10 per cent of the entire disease burden of developing countries.</i>
<i>The United Nations, recognising that most of the disease</i> ⁹	<i>(BE) the result of polluted</i>
<i>water supplies,</i> ¹⁰	<i>(SET UP) a Decade of Water, 1981/1990. Its aim</i> ¹¹
<i>¹²</i>	<i>(BE) to provide safe water supply and adequate sanitation for everyone. Over the decade, the number of people lacking a safe</i>
<i>water supply in less well developed countries</i> ¹²	<i>(DROP) from 1800 million to 1200 million.</i>
<i>Although the number of people without lavatories</i> ¹³	<i>(REMAIN) at around 1700 million, against a</i>
<i>continued population increase, this</i> ¹⁴	<i>(BE) significant progress.</i>

ANSWER 10:

END OF EXAM