

## Essay Writing Exercise 1

**Put these sentences in the correct order for the introduction to an essay with this title: *Compare two methods of teaching prepositions and explain which one is more successful***

- 1) Such language differences make teaching of this area very difficult.
- 2) Another method takes a cognitive linguistics approach, in which prepositions are studied in relation to spatial relationships.
- 3) Using prepositions correctly in English is very difficult if English is not a person's first language.
- 4) The essay which follows gives a brief history of prepositional theory and compares the traditional and cognitive linguistics approaches, arguing that a cognitive linguistics approach helps students to understand the concepts underlying prepositions and so is more effective in helping students to use prepositions correctly.
- 5) Prepositions are small connecting words that do not necessarily exist in other languages, or may not have exactly the same meanings.
- 6) One popular teaching method relies on students learning combinations of nouns and prepositions.

## Answers to Essay Writing Exercise 1

3) Using prepositions correctly in English is very difficult if English is not a person's first language.

*Background statement that sets the context for the essay*

5) Prepositions are small connecting words that do not necessarily exist in other languages, or may not have exactly the same meanings.

*Issue. An explanation of the problem*

1) Such language differences make teaching of this area very difficult.

*Issue. Further explanation of the problem*

6) One popular teaching method relies on students learning combinations of nouns and prepositions.

*Issue. One solution*

2) Another method takes a cognitive linguistics approach, in which prepositions are studied in relation to spatial relationships.

*Issue. A second solution*

4) The essay which follows gives a brief history of prepositional theory and compares the traditional and cognitive linguistics approaches, arguing that a cognitive linguistics approach helps students to understand the concepts underlying prepositions and so is more effective in helping students to use prepositions correctly.

*Thesis statement outlining what the essay will cover and what perspective the writer will take*

## Essay Writing Exercise 2

**Put these sentences in the correct order for the conclusion to an essay with this title: *Compare two methods of teaching prepositions and explain which one is more successful***

- 1) Spatial relationships, however, may differ from one language to another, and so this method is not completely effective.
- 2) By studying spatial relationships, students appear to remember prepositions more accurately than they do using the traditional memorisation method.
- 3) Nevertheless, the cognitive linguistic approach appears to be useful for many students and it is recommended that researchers study this approach further to see whether it is applicable for students with different language backgrounds and at different levels of language study.
- 4) This essay has argued that a cognitive linguistics perspective is more effective than simple memorisation in helping students to remember noun and preposition combinations.

## Answers to Essay Writing Exercise 2

4) This essay has argued that a cognitive linguistics perspective is more effective than simple memorisation in helping students to remember noun and preposition combinations.

*Link to previous paragraph*

2) By studying spatial relationships, students appear to remember prepositions more accurately than they do using the traditional memorisation method.

*Restatement of main points and reaffirmation of thesis*

1) Spatial relationships, however, may differ from one language to another, and so this method is not completely effective.

*Restatement of main point and explanation that there may still be problems with it*

3) Nevertheless, the cognitive linguistic approach appears to be useful for many students and it is recommended that researchers study this approach further to see whether it is applicable for students with different language backgrounds and at different levels of language study

*Broad final statement relating to significance of argument*

### Essay Writing Exercise 3

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?

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.

### Answers to Essay Writing Exercise 3

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?

**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, p. 107) **note**, most cocoa products are made through an alkali process "which destroys a high percentage of the 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, as Bruinsma and Taren say (1999), could represent a neurochemical dependency potential for chocolate, yet are present in exceedingly small amounts. **Interestingly, and linked to chocolate and mood**, Macdiarmid and Hetherington (1995) **claim** their study found that "self-determined 'chocolate addicts'" reported a negative correlation between chocolate consumption and mood. **This is 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 is small, though further research might prove enlightening.**

## Essay Writing Exercise 4

### Paraphrasing exercise

Read this paragraph by Miller (2014) and decide which of these paraphrases of smaller sections of the text are acceptable (paraphrases 1-3 below). When you have done that, use other sentences from the paragraph to practise your own paraphrasing. Show your results to someone else and compare your version with the original. Is there anything you need to change?

### Original paragraph

(1) Many researchers have proved that chocolate improves language learning because it contains sugar and stimulates serotonin levels in the brain, making learners happier. Leche and Melk (2001), for example, assessed 300 students and established that those learning a language often needed to increase their sugar levels. The majority of students in their study (80%) indicated that chocolate was their main source of sugar when they were studying. They benefitted more from dark chocolate than from milk chocolate, and each student required on average 50g of chocolate per thirty minutes of study time. (2) A later study (Leite, 2008) involved 500 university students of Japanese, each of whom was given 100g of milk chocolate every fifteen minutes for three hours. This study was unsuccessful, however, as although these students derived much pleasure from the study few of them actually proceeded to submit their essays, as they were too full of chocolate to complete their assignments. A more recent study of English language students (Amargo, 2013), financed by a chocolate maker, found varying results. Those students who had eaten 100g of dark chocolate daily during the week long study responded to the questionnaire at the end of the study period, but those who had eaten 1kg of white chocolate daily failed to respond, and it was assumed that they were feeling too sick to continue the research. Since dark chocolate is linked to increased serotonin levels those students who ate dark chocolate in the study may have become happier and more motivated. (3) From all these studies it can therefore be assumed that moderate amounts of dark chocolate may be beneficial to study, but that larger amounts of chocolate, particularly milk or white chocolate, may be harmful to general health.

### Paraphrase 1

Many researchers have proved that chocolate is good for language learning because it boosts serotonin levels in the brain and makes learners more cheerful. Leche and Melk (2001), for instance, researched 300 students and found that those learning a language often needed more sugar.

### Paraphrase 2

Five hundred students learning Japanese at university ate 100g of milk chocolate four times an hour for three hours.

### Paraphrase 3

The above research indicates that too much white or milk chocolate may be unhealthy, but that small quantities of dark chocolate may lead to more productive work.

## Answers to Essay Writing Exercise 4

### Paraphrase 1

This is not acceptable. The writer has changed only a few words. The new words are underlined below. The other words are the same as in the original. The writer should also state the original source:

Many researchers have proved that chocolate is good for language learning because it boosts serotonin levels in the brain and makes learners more cheerful. Leche and Melk (2001), for instance, researched 300 students and found that those learning a language often needed more sugar (Miller, 2014).

### Paraphrase 2

This is partly acceptable, because the writer has paraphrased the sentence. However, they have not given the source of the study or of the writer they are paraphrasing. These are added and underlined here:

A later study (Leite, 2008 as cited in Miller, 2014) involved 500 university students of Japanese, each of whom was given 100g of milk chocolate every fifteen minutes for three hours.

There are some words in the original sentence that cannot be replaced (*100g, milk chocolate, three hours*), so the writer is allowed to keep them in their paraphrase. The more technical your writing, the harder it will be to replace words. If you are in any doubt about how much to paraphrase, check with your lecturer.

### Paraphrase 3

This is a good paraphrase:

The above research indicates that too much white or milk chocolate may be unhealthy, but that small quantities of dark chocolate may lead to more productive work.

Compare it to the original:

From all these studies it can therefore be assumed that moderate amounts of dark chocolate may be beneficial to study, but that larger amounts of chocolate, particularly milk or white chocolate, may be harmful to general health.

The original information is there, but words have been changed when possible and the order of the ideas has been changed.

## Essay Writing Exercise 5

**Are these references correct according to the APA 6<sup>th</sup> edition referencing guide? Can you correct any mistakes?**

1. Abraham, & Lubran, (1981). Serum and red cell magnesium levels in patients with premenstrual tension. *The American Journal of Clinical Nutrition*, 34(11), 2364-2366. Retrieved from <http://ajcn.nutrition.org/content/34/11/2364.short>
2. Ariefdjohan, M. W., & Savaiano, D. A. Chocolate and cardiovascular health: Is it too good to be true? *Nutrition Reviews*, 63(12), 427-430. doi: 10.1111/j.1753-4887.2005.tb00118.x
3. Beckett, S. T. (2000). *The science of chocolate*. Cambridge, UK: Royal Society of Chemistry.
4. Bruinsma, K., & Taren, D. L. (1999). Chocolate: Food or drug? *99*(10), 1249-12. doi: 10.1016/S0002-8223(99)00307-7
5. Hannum, S. M., Schmitz, H. H., & Keen, C. L. (2002). Chocolate: A heart-healthy food? Show me the science! *Nutrition Today*, 37(3), 103-109. Retrieved
6. Lambert, J. P. (2009). Nutrition and health aspects of chocolate. In S. Beckett (Ed.), *Industrial chocolate manufacture and use*, (4<sup>th</sup> ed., pp. 623-635). London: Wiley Blackwell. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/9781444301588.ch27/pdf>
7. Macht, M., & Dettmer, D. (2006). Everyday mood and emotions after eating a chocolate bar or an apple. *Appetite*, (3), 332-336. doi: 10.1016/j.appet.2006.01.014
8. Macht, M., & Mueller, J. (2007). Immediate effects of chocolate on experimentally induced mood states. *Appetite*, 49(3), 667-674. doi:
9. Macdiarmid, J. I., & Hetherington, M. M. (1995). Mood modulation by food: An exploration of affect and cravings in 'chocolate addicts'. *British Journal of Clinical Psychology*, 34(1), 129-138. doi: 10.1111/j.2044-8260.1995.tb01445.x
10. Mellor, D. D. (2013). *The effects of polyphenol rich chocolate on cardiovascular risk and glycaemic control in type 2 diabetes mellitus* (Doctoral dissertation). Retrieved from <https://hydra.hull.ac.uk/resources/hull:7109>
11. Parker, G., Parker, I., & Brotchie, H. (2006). Mood state effects of chocolate. *Journal of Affective Disorders*, 92(2), 149-159. doi: 10.1016/j.jad.2006.02.007
12. Scholey, A., & L. Owen, (2013). Effects of chocolate on cognitive function and mood: a systematic review. *Nutrition reviews*, 71(10), 665-681. doi:10.1111/nure.12065
13. Bruce German, J., Ensunsa, J. L., Gonsalves, J. L., Holt, R. R., Keen, C. L., Lazarus, S. A., Schmitz, H. H., Schramm, D. D., & Wang, J. F. (2001). Chocolate procyanidins decrease the leukotriene-prostacyclin ratio in humans and human aortic endothelial cells. *The American Journal of Clinical Nutrition*, 73(1), 36-40. Retrieved from <http://ajcn.nutrition.org/content/73/1/36.full>
14. Steinberg, F. M., Bearden, M. M., & Keen, C. L. (2003). Cocoa and chocolate flavonoids: Implications for cardiovascular health. *Journal of the American dietetic association*, 103(2), 215-223. doi: 10.1053/jada.2003.50028

15. Wardle, Jane, & Solomons, Wendy (1994). Naughty but nice: A laboratory study of health information and food preferences in a community sample. *Health Psychology, 13*(2), 180-183. doi: 10.1037/0278-6133.13.2.180

## Answers to Essay Writing Exercise 5

1. No. Don't forget to include the writers' initials.

Abraham, G. E., & Lubran, M. M. (1981). Serum and red cell magnesium levels in patients with premenstrual tension. *The American Journal of Clinical Nutrition*, 34(11), 2364-2366. Retrieved from <http://ajcn.nutrition.org/content/34/11/2364.short>

2. No. Don't forget to include the year of publication.

Ariefdjohan, M. W., & Savaiano, D. A. (2005). Chocolate and cardiovascular health: Is it too good to be true? *Nutrition Reviews*, 63(12), 427-430. doi: 10.1111/j.1753-4887.2005.tb00118.x

3. Yes, this book reference is correct.

Beckett, S. T. (2000). *The science of chocolate*. Cambridge, UK: Royal Society of Chemistry.

4. No. Don't forget to include the journal name.

Bruinsma, K., & Taren, D. L. (1999). Chocolate: Food or drug? *Journal of the American Dietetic Association*, 99(10), 1249-12. doi: 10.1016/S0002-8223(99)00307-7

5. No. Don't forget to give the website or doi.

Hannum, S. M., Schmitz, H. H., & Keen, C. L. (2002). Chocolate: A heart-healthy food? Show me the science! *Nutrition Today*, 37(3), 103-109. Retrieved from [http://journals.lww.com/nutritiontodayonline/Abstract/2002/05000/Chocolate\\_\\_A\\_Heart\\_healthy\\_Food\\_\\_Show\\_Me\\_the.4.aspx](http://journals.lww.com/nutritiontodayonline/Abstract/2002/05000/Chocolate__A_Heart_healthy_Food__Show_Me_the.4.aspx)

6. Yes. This online book chapter is correct.

Lambert, J. P. (2009). Nutrition and health aspects of chocolate. In S. Beckett (Ed.), *Industrial chocolate manufacture and use*, (4<sup>th</sup> ed., pp. 623-635). London: Wiley Blackwell. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/9781444301588.ch27/pdf>

7. No. Don't forget to give the journal volume number.

Macht, M., & Dettmer, D. (2006). Everyday mood and emotions after eating a chocolate bar or an apple. *Appetite*, 46(3), 332-336. doi: 10.1016/j.appet.2006.01.014

8. No. Don't forget to include the online reference or doi number.

Macht, M., & Mueller, J. (2007). Immediate effects of chocolate on experimentally induced mood states. *Appetite*, 49(3), 667-674. doi:10.1016/j.appet.2007.05.004

9. No. The journal volume number should be in italics. (That's a hard one to spot!)

Macdiarmid, J. I., & Hetherington, M. M. (1995). Mood modulation by food: An exploration of affect and cravings in 'chocolate addicts'. *British Journal of Clinical Psychology*, 34(1), 129-138. doi: 10.1111/j.2044-8260.1995.tb01445.x

10. No. You need to say where the doctoral dissertation (PhD thesis) was submitted.

Mellor, D. D. (2013). *The effects of polyphenol rich chocolate on cardiovascular risk and glycaemic control in type 2 diabetes mellitus* (Doctoral dissertation, **University of Hull, UK**). Retrieved from <https://hydra.hull.ac.uk/resources/hull:7109>

11. Yes. This journal article reference is correct.

Parker, G., Parker, I., & Brotchie, H. (2006). Mood state effects of chocolate. *Journal of Affective Disorders*, 92(2), 149-159. doi: 10.1016/j.jad.2006.02.007

12. No. The second author's initial should come **after** their family name.

Scholey, A., & Owen, L. (2013). Effects of chocolate on cognitive function and mood: a systematic review. *Nutrition reviews*, 71(10), 665-681. doi:10.1111/nure.12065

13. No. It's hard to spot this without seeing the original, but you must keep the names of the authors in the same order as that in which they appear on the original article. This is because the first named author has done a larger amount of work, the second named author has done the second largest amount of work, and so on. The name 'Bruce German' is unusual, because it contains two words, but they are two parts of a family name so we do not shorten them to initials.

**Schramm, D. D., Wang, J. F., Holt, R. R., Ensunsa, J. L., Gonsalves, J. L., Lazarus, S. A., Schmitz, H. H., Bruce German, J., & Keen, C. L.** (2001). Chocolate procyanidins decrease the leukotriene-prostacyclin ratio in humans and human aortic endothelial cells. *The American Journal of Clinical Nutrition*, 73(1), 36-40. Retrieved from <http://ajcn.nutrition.org/content/73/1/36.full>

14. No. The nouns and adjectives in the journal title should start with capital letters.

Steinberg, F. M., Bearden, M. M., & Keen, C. L. (2003). Cocoa and chocolate flavonoids: Implications for cardiovascular health. *Journal of the American Dietetic Association*, 103(2), 215-223. doi: 10.1053/jada.2003.50028

15. No. You should use the authors' initials instead of their first names. If you don't know which is the first name and which is the family name, see how other authors or your library have cited this source.

Wardle, J., & Solomons, W. (1994). Naughty but nice: A laboratory study of health information and food preferences in a community sample. *Health Psychology*, 13(2), 180-183. doi: 10.1037/0278-6133.13.2.180

## Essay Writing Exercise 6

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.

## Answers to Essay Writing Exercise 6

1. No. Plagiarism. Even if you give a reference, you must still use quotation marks around a quotation. Your lecturer might not be very angry, but they would tell you to do it again properly and you could be in trouble if you don't get it right next time.
2. No. Plagiarism. Even if you agree with an idea, you must still give the source where you found it.
3. Yes. Sometimes you might have the same idea as someone else. However, it is always good to support your ideas by including references to other scholars, so you might need to do more research to support your idea.
4. No. Plagiarism. Sorry—you will have to look for the source of that idea. If you can't find the original, you may have to use a secondary reference, like this: Smith (2000, in Jones 2014). This means that you read about Smith's idea in a journal article or book by Jones. The work by Jones is what goes in your reference list, because you don't actually have access to Smith's article itself.
5. Yes. It is ok to work with others as long as what you submit is your own work (i.e. you wrote it by yourself, even if you did an experiment together).
6. No. Collusion. Never let anyone copy your work. You will both be in trouble. Instead, help your friend to find relevant references if necessary and show them where to get support at the university. In Australia, you can get an extension if you are sick, meaning you have extra time to write your essay.
7. Yes. It is ok to help people, as long as your reference lists are not identical. For example, if you writing the same essay you might have two references which are the same and eight which are different. There is no fixed number for this, but it is normal that there will be some important researchers whom everyone will refer to.
8. No. Collusion. If it is a group report (i.e. a single report with all your names on) it is ok to submit it together. Otherwise, you should each write your own report, even if the facts are the same.
9. No. Plagiarism. Paraphrasing involves more than just changing a small number of words. To paraphrase, you should restructure the sentence and rewrite the words as far as possible. For example, you could say: *The Spanish introduced cocoa to the Europeans in the 1500s, having learned about it from the Aztecs (Kraft Foods Australia Pty Ltd, 2011)*. There are some words, like *Aztec*, that you cannot change.
10. No. You are obviously not trying to deceive your reader, but unfortunately this could be seen as plagiarism because it is not clear which ideas belong to the source and which ideas are your own. Where you have several ideas from one source in a paragraph, you need to repeat the reference to the source wherever necessary.