

Academic English UK

Academic Writing Workbook



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Introduction to Academic Writing

1. Who is it for?

This booklet is designed for international students who are aiming to study in a university where English is the medium of instruction. No prior knowledge of academic writing is required, but the ability to read instructions will be helpful.

2. How long will it take to complete the booklet?

Depending on the level of the student, their knowledge of academic English, and prior subject knowledge, each lesson would expect to take 60-90 minutes to complete. There are ten lessons altogether.

3. What is academic writing?

Academic writing is a particular writing style that is seen in academic papers and students' assignments. It includes certain textual and grammatical features; it contains a logical structure, and it involves using a more formal register than everyday communication.

4. What features of academic writing will this booklet cover?

While there are many features of academic writing, this booklet will cover the following:

- 1. Features and language to avoid.*
- 2. The passive voice.*
- 3. Hedging.*
- 4. Academic word list.*
- 5. Noun phrases.*
- 6. Complex sentence structure.*
- 7. Cause and effect.*
- 8. Parallelism.*
- 9. Coherence.*
- 10. Cohesion.*

- Note: It is impossible to cover all aspects of each feature within the constraints of this booklet, therefore we have selected what we think are the most helpful.*

5. What context will be used to practice academic writing?

The topic is 'global issues' and is connected to the United Nations Sustainable Development Goals (SDGs). These are 17 global goals that aim to create a better world for everyone by ending poverty and protecting the planet. Each lesson in the booklet contains the vocabulary from one or two SDGs; covering 1-15.

6. How to use this booklet.

Students can use this independently or teachers can use it with their classes in either guided lessons or in a workshop type scenario.

Step 1: Look at the link at the beginning of each lesson for context.

Step 2: Look up the vocabulary in the 'vocabulary box' before completing the tasks.

Step 3: Read about the features of academic writing for that lesson (Task 1).

Step 4: Work through each task reading the instructions carefully and checking the answers after each exercise by clicking on the links provided.

Step 5: Start applying what you have learnt to your academic assignments.

Useful links for checking vocabulary

<https://www.merriam-webster.com>

<https://dictionary.cambridge.org>

<https://www.ldoceonline.com>

Features and Language to Avoid in Academic Writing **EXAMPLE**

Context: SDG1: “End poverty in all its forms everywhere” (United Nations, 2023).

Link: <https://sdgs.un.org/goals/goal1>

Vocabulary list: Look up these words and phrases before you start the tasks.

transmission of disease	undernourished	poverty	infrastructure	inequality
impoverishment	eradicate	extreme	malnourishment	conflict
social injustice	disproportionate	sustainable	contaminated	eliminate

Task 1

Read about ‘features and language to avoid’ before completing the following tasks.

	What to avoid	Examples	Alternatives
i.	Contractions.	Can’t; don’t; won’t; shouldn’t; wouldn’t.	Cannot; do not; will not; should not; would not.
ii.	Phrasal verbs.	Turn down; look over; look into; leave out; make sure of.	Reject; examine; investigate; omit; verify.
iii.	Slang and other informal expressions.	Kids; cash; bad; wrong; plus; in the end; lots of.	Children; money; negative; incorrect; in addition; finally; much/many.
iv.	*Questions	Why is there still so much poverty in the world?	There is still so much poverty in the world because of inequality, conflict, and global health crises.
v.	Vague language.	People living in rural areas can be isolated due to a lack of infrastructure such as roads, bridges and <u>so on</u> .	People living in rural areas can be isolated due to a lack of infrastructure such as roads, bridges and cables for mobiles and computers.
vi.	*Personal pronouns.	<u>I think</u> that education can help to eliminate poverty.	Education can help to eliminate poverty.
vii.	Basic language and personal feeling adjectives	Want; help; like; big; get; amazing.	Require; assistance; for example, large; obtain; important.
viii.	Imperatives.	Eradicate poverty through improving access to education for all citizens!	Poverty can be eradicated through improving access to education for all citizens.

Exceptions

- * *Research questions are often used in research papers.*
- * *Rhetorical questions can be used in presentations.*
- * *Personal pronouns are often used in reflective writing.*

Task 2

Identify the informal language in each sentence and then rewrite each one.

i.	When people food, they strength to work.	
ii.	 , the data illustrates that 8.4% of the world’s population are living in extreme poverty.	
iii.	There is enough food to feed everyone in the world. resources to meet everyone’s needs.	

iv.	What happens when people are exposed [redacted]	
v.	The poorest people in the world are undernourished, have no access to clean [redacted]	
vi.	[redacted] should assist poor nations in eradicating poverty.	
vii.	[redacted] such as the World Bank, millions of people still live in extreme poverty.	
viii.	Stop the [redacted]	

⇒ *Now check your answers [here](#).*

Task 3

Using the prompts, make formal sentences avoiding all the areas mentioned in task 1.

i.	[redacted] / negative impact/ economic growth.	
ii.	[redacted] / push/ [redacted] people/poverty/the next decade.	
iii.	An area/ [redacted] / disproportionate effect [redacted]	
iv.	One action/ eliminate poverty/improve access/[redacted] / business opportunities.	
v.	Another action/ eliminate [redacted] war/ [redacted] /public services.	

⇒ *Now check your answers [here](#).*

Task 4

Conduct some [redacted] and/or use the information from [redacted] write a paragraph of around 100 words focusing on academic style.

Task 5

Now use the following checklist to check that [redacted] from the 'language and features of what to avoid' table above.

Have you avoided...		Yes	No
i.	contractions?		
ii.	[redacted]		
iii.	slang and other informal expressions?		
iv.	questions?		
v.	[redacted]		

vi.	personal pronouns?		
vii.			
viii.	imperatives?		

⇒ *Now compare your answer with the model answer [here](#).*

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Passive Voice **EXAMPLE**

Context: SDG2: “End hunger, achieve food security and improved nutrition and promote sustainable agriculture” (United Nations, 2023).

Link: <https://sdgs.un.org/goals/goal2>

Vocabulary list: Look up these words and phrases before you start the tasks.

civil insecurity	food scarcity	wasting disease	famine	microfinance
social development	loan	borrowers	lender	interest rates
capital (money)	entrepreneurs	certified	criteria	debts

Task 1

Read the information about the passive voice before completing the following tasks.

The passive voice is used when we wish to focus on the action or the receiver of the action rather than the doer of the action. Although we can use the passive with most tenses, the five most common ones for academic writing are introduced here. Compare the use of active and passive voice paying particular attention to the verb forms.

	Tense	Active	Passive
i.	Present simple	Civil insecurity, rising food prices and declining food production <u>cause</u> food scarcity.	Food scarcity <u>is caused</u> by civil insecurity, rising food prices and declining food production.
ii.	Past simple	Wasting disease <u>affected</u> 45 million children worldwide under the age of five in 2022.	45 million children worldwide under the age of five <u>were affected</u> by wasting disease in 2022.
iii.	Present perfect	We <u>have made</u> progress on exclusive breastfeeding with 44% of babies now breastfed globally.	Progress <u>has been made</u> on exclusive breastfeeding with 44% of babies now breastfed globally.
iv.	Modal verbs	People <u>can make</u> a difference by making sustainable food choices.	A difference <u>can be made</u> by selecting more sustainable food choices.
v.	Future with will	A world without hunger <u>will have</u> a positive impact on economies, health, and social development.	Economies, health, and social development <u>will be positively impacted</u> in a world without hunger.

Task 2

Look back at task 1, identify how passives are formed and write the rule in the box provided.

⇒ *Now check your answer [here](#).*

Task 3

Rewrite the active sentences into the passive voice.

	Tense	Active	Passive
i.	Present simple	Millions of people in several famine-like conditions.	
ii.	 	Food 7 million people in 2021 in South Sudan.	
iii.	Present perfect	Some organisations participants food or money in	

		exchange for completing [redacted] such as building roads.	
iv.	[redacted]	Microfinance <u>can advance</u> a zero-hunger world.	
v.	Future with will	Technology and innovation <u>will</u> [redacted] of global hunger.	

⇒ *Now check your answers [here](#).*

Task 4

Sometimes the passive voice is used for process writing. Write a paragraph of around 100 words on [redacted] using the given prompts.

Definition	[redacted] = banking service that [redacted] owners and entrepreneurs.
[redacted]	Borrowers have money-management [redacted]
Step 2	Borrowers [redacted].
[redacted]	Lender approves the loan, [redacted] and the payment plan.
Step 4	Lender [redacted] together and borrowers pay debts together to help foster accountability [redacted].
[redacted]	[redacted] are very high among borrowers.

⇒ *Now compare your answer with the model answer [here](#).*

Task 5

Underline the passive voice in the model answer.

⇒ *Now check your answers [here](#).*

Task 6

Conduct some research on the process of 'how farmers in developing countries become [redacted]. Write a paragraph of around 100 words, starting with a definition of fairtrade and then using the [redacted] where possible to explain [redacted]

⇒ *Now compare your answer with the model answer [here](#).*

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Hedging EXAMPLE

Context: SDG3: “Ensure healthy lives and promote well-being at all ages” (United Nations, 2023).

Link: <https://sdgs.un.org/goals/goal3>

Vocabulary list: Look up these words and phrases before you start the tasks.

natural disasters	Ebola	ultraviolet radiation	immune system	transmission
mortality rate	SARS	cholera	vaccine	pandemic
malaria	communicable disease	virus	mosquito	infectious disease
	water-borne illnesses	bacteria	parasite	

Task 1

Read about hedging before completing the following tasks.

Hedging (cautious or tentative language) is used to make ideas less absolute, less direct, or less certain. We can use the following language to indicate this.		
i.	Modal Verbs	Can; could; may; might; would; should
ii.	Modal Nouns	Possibility; assumption; necessity; probability
iii.	Modal Adjectives	Possible; likely, definite; conceivable; probable
iv.	Modal Adverbs	Definitely, clearly; certainly; possibly; probably
v.	Adverbs of frequency	Often; usually; sometimes; occasionally; regularly
vi.	Introductory verbs	Suggest; believe; think; indicate; appear; seem
vii.	‘That’ clauses	It is widely accepted that... It is generally agreed that... It could be the case that... One possible implication (of this) is that...

Task 2

Rewrite the following sentences using the prompts provided.

i.	[] have a devastating impact on people’s health.	
ii.	Pregnant females who recovered from [] in their breastmilk.	
iii.	[] damages the immune system.	
iv.	Wearing a cloth [] in blocking the transmission of SARS.	
Modal Adjectives		
v.	Fatalities in developing countries are not []	
vi.	The mortality rate [] pandemic will be high.	
vii.	[] could hamper the progress made in controlling diseases.	
viii.	Hospitals and clinics in developing [] and underequipped.	

ix.	_____ live in fragile communities.	
x.	Malaria symptoms start within 10-15 days of _____	
Introductory Verbs		
xi.	Non-_____ will be the main global health challenge of the 21 st _____	
xii.	Vaccination fear is increasing due to _____	
xiii.	Some _____ due to drug resistance.	
xiv.	_____ are connected to environmental, economic, and _____ social conditions.	

⇒ *Now check your answers [here](#).*

Task 3

Identify the errors and rewrite the following the sentences.

i.	People who recover from Tetanus can _____.	
ii.	There _____ that water-borne illnesses can be prevented with good hygiene measures.	
iii.	_____ treated bed nets can help in the war against malaria.	
iv.	Tobacco use _____ burden with the cost of treating tobacco-related diseases on an _____.	
v.	Overloaded vehicles _____ many accidents in the developing world.	
vi.	_____ that every child in Africa should be vaccinated against malaria.	
vii.	_____ that maternal mortality rates can be reduced by improving access to _____	

⇒ *Now check your answers [here](#).*

Task 4

Conduct some research on _____ and write a paragraph of around 100 words using a range of hedging language.

Task 5

Use this checklist to analyse your paragraph for hedging language.

Have you used...		Yes	No
i.			
ii.	Modal nouns?		
iii.			
iv.	Modal adverbs?		
v.			
vi.	Introductory verbs?		
vii.			

⇒ *Now compare your answer with the model answer [here](#).*

Task 6

Underline the [redacted] in the model answer.

⇒ *Now check your answers [here](#).*

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Academic Word List EXAMPLE

Context: SDG 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” and SDG5: “Achieve gender equality and empower all women and girls” (United Nations, 2023).

Links: <https://sdgs.un.org/goals/goal4> <https://sdgs.un.org/goals/goal5>

Vocabulary list: Look up these words and phrases before you start the tasks.

SDG 4 (Tasks 1-5)	SDG 5 (Tasks 6,7,8,10)
<p>citizens inclusive infrastructure AIDS HIV affordable illiterate disabilities discrimination barrier exclusion prohibit insufficient scholarships segregated stigma</p>	<p>gender (in)equality disproportionate livelihood adequate gender gap food security entrepreneur prosperous digital inclusion investment literacy gender roles human capital recruit</p>

Task 1

Read about the Academic Word List (AWL) and look at the following links before completing the following tasks.

The AWL is a set of 570-word families that appear frequently in academic texts. The 570 words are divided into ten sublists with the most frequent words appearing in sublist 1 and the least frequent words in sublist 10.

**Note that general, technical, and subject specific vocabulary are not contained in this list.*

<https://www.eapfoundation.com/vocab/academic/awllists/>

<https://academic-englishuk.com/awl/>

Task 2

Look up these words from sublist 1 and then complete the gaps in the following sentences. Use each word once only and change the word form if needed.

finance		research		benefit
	labour		significance	

i.	Education is a basic human right, and nations should ensure its citizens can access a free and inclusive learning _____.
ii.	Education can offer _____ advancement and is key _____.
iii.	_____ illustrates _____ school in 2018.
iv.	One _____ that all men and women can _____ equally to affordable and quality education.
v.	There is a need to increase the _____ allocated _____ in Africa.
vi.	_____ to _____ learning facilities that are safe, non-violent, and inclusive.
vii.	Being illiterate is a _____ barrier _____ women.
viii.	_____ shows that _____ can lead to benefits such as _____ and reduced risk of HIV and AIDS.
ix.	In the poorest regions of the world, 1 in _____ in child _____.
x.	One _____ is that educated _____ care for themselves and their children.

⇒ *Now check your answers [here](#).*

Task 3

Look up the underlined words from sublist 1, and then match the clauses to make complete sentences.

i.	It is <u>estimated</u> that 130 million girls	a.	that [redacted] receive an education is another <u>issue</u> .
ii.	Denying any [redacted] their fundamental right to education	b.	is one <u>approach</u> that [redacted] issue.
iii.	The [redacted] in Afghanistan that prohibits education	c.	a more [redacted] world.
iv.	The fact that [redacted] face barriers	d.	which <u>specifically</u> stands at around 9%, compared [redacted]
v.	[redacted] suggests [redacted] with disabilities from education	e.	are denied the right to education.
vi.	Africa has [redacted] in higher education,	f.	for allowing [redacted] opportunities.
vii.	Digital [redacted] made <u>available</u> as they offer the potential	g.	is [redacted].
viii.	As a life-long learning [redacted] education that can actively contribute to	h.	the number [redacted] the least developed countries.
ix.	Expanding [redacted] for higher education for the most disadvantaged	i.	impacts [redacted], and country economically.
x.	Another <u>response</u> is [redacted]	j.	beyond [redacted] should be reversed.

i.	ii.	iii.	iv.	v.	vi.	vii.	viii.	ix.	x.
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⇒ *Now check your answers [here](#).*

Task 4

Look up the underlined words from sublist 2 and then select the best option for each of the following sentences.

i.	A common ambition uniting <u>communities/residents</u> across [redacted] brighter future through education.
ii.	[redacted] <u>/achievement</u> to protect and [redacted] in Africa in needed.
iii.	12 million [redacted] completing [redacted] year due to the [redacted] <u>/impact</u> of climate change.
iv.	The <u>consequences/</u> [redacted] of large class sizes [redacted] educational a [redacted].
v.	Insufficient learning <u>resources/</u> [redacted] such as course [redacted] the education of [redacted] in Sub-Saharan Africa.
vi.	In some <u>cultures/regions</u> in Africa mobile-based [redacted] to access digital content that is [redacted] making learning more engaging.
vii.	An [redacted] <u>/affect</u> that prevents children from [redacted] that are clean, [redacted].
viii.	A [redacted] <u>/positive</u> trait [redacted] be the [redacted], social development and political stability.
ix.	African policy [redacted] financial [redacted] <u>/regulation</u> to neglected sectors such as early childhood education.

x.	For Africa _____ to <u>evaluate/</u> _____ in quality education, 15 million teachers need to be recruited.
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⇒ *Now check your answers [here](#).*

Task 5

Look up these words from sublist 2, and then complete the gaps in the following paragraph. Use each word once only and change the word form if needed.

range	_____	appropriate	cultural	_____	institute	_____	secure	_____	restrict
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There are between 93 and _____ in Africa and less than 10% of these attend educational _____. Those with disabilities _____ an education face a _____ of _____ such as _____ buildings, _____ awareness of inclusive practices as _____ discrimination. They are not only disadvantaged in terms of _____ educational attainment, but also _____ their _____. This exclusion can have an adverse economic impact as it can lead to lower levels of employment and earnings, and higher _____ these _____ barriers _____ requires a _____ shift by changing _____ beliefs in not viewing disability as a d _____.

⇒ *Now check your answers [here](#).*

Task 6

Look up these words from sublist 3, and then complete the gaps in the following sentences. Use each word once only and change the word form if needed.

_____	correspond	_____	considerable	_____
illustrate	_____	valid	_____	technology

i.	Gender _____ potential _____.
ii.	The _____ of gender inequality are a _____ and socially.
iii.	Financial _____ is one area _____ inequality.
iv.	In _____ women endure a disproportionate _____ there is adequate food and water.
v.	One _____ of climate change po _____ women's livelihoods and safety.
vi.	The data _____ that since the _____ in food security has _____.
vii.	Accessing digital _____ could lead to _____ for women.
viii.	_____ would enable female _____ be more empowered.
ix.	More investment in _____ to make a higher _____ to Africa's GDP.
x.	Gender equality _____ to a peaceful, _____ world.

⇒ *Now check your answers [here](#).*

Task 7

Look up the underlined words from sublist 3, and then select the best option for each of the following sentences.

i.	COVID-19 has <u>demonstrated/specified</u> that access to _____ males and females.
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ii.	Developing _____ literacy skills would have _____ implications/justifications .
iii.	An _____ gender roles are fixed would _____ for career growth.
iv.	One _____ /sufficient _____ human capital, _____ themselves of traditional roles.
v.	There should be more _____ /consent on recruiting _____ positive impact on _____ in education.
vi.	Occupational segregation by gender can be justified/ _____ through _____.
vii.	Understanding _____ and capacity for _____ rise to better professional interactions/ _____
viii.	A coordinated/ _____ approach involving domestic and _____ policies and governance is required _____ have a brighter future.
ix.	There a _____ successful African women who with the _____ /technical knowledge and ability have set up _____
x.	Mobile _____ women physical/ _____ workshops _____ literacy skills.

⇒ *Now check your answers [here](#).*

Task 8

We can check whether paragraphs contain academic words _____ the work to be _____ called the AWL highlighter.

Look at the following paragraph about _____ has _____ the highlighter and _____ below. You will see that eight words from sublists _____ been used.

Microfinance is a type of banking service that lends capital to small business owners and entrepreneurs who do not have **access** to more **traditional** forms of **finance**. To **benefit** from this system, **individuals** who need **finance** are firstly provided with basic money-management lessons. Once the **individual** is educated, an application for a loan can then be made. After the loan has been **granted**, the interest rate is decided, and payment plans are arranged. The microlender also pools borrowers together so that their debts can be paid **cooperatively** fostering a sense of accountability and responsibility. Although borrowers are very poor, repayment rates are very high.

- Sublist 1 **benefit finance individual individuals**
- Sublist 2 **traditional**
- Sublist 3 **none**
- Sublist 4 **access granted**
- Sublist 5 **none**
- Sublist 6 **cooperatively**
- Sublist 7 **none**
- Sublist 8 **none**
- Sublist 9 **none**
- Sublist 10 **none**

Task 9

Select a paragraph that you have written and paste it into the highlighter here:

Look at the results and see how many words from each _____ results with your partner.

Task 10

You are going to write a paragraph of around 100 words on 'gender equality'. Select one of the topics from _____ and conduct some research. Write your paragraph making sure you include words from AWL. Paste your

paragraph [REDACTED] and look at the results. [REDACTED]
your partner.

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Noun Phrases EXAMPLE

Context: SDG6: “Ensure availability and sustainable management of water and sanitation for all” (United Nations, 2023).

Link: <https://sdgs.un.org/goals/goal6>

Vocabulary list:

Look up these words and phrases before you start the tasks.

contaminated water	sanitation	diarrhoea	floods	drought	dysentery
transmitted	disasters	urbanisation	typhoid	landslides	triggered
displacement	settlements	earthquakes	drainage	submerged	polio

Task 1

Read about noun phrases before completing the following tasks.

<p>One way to make your writing more concise is by using noun phrases. There are two types: pre-modifying words that describe the noun and post-modifying words that connect your noun to the consequent idea.</p>	
Pre-modifying words	Examples
<p><u>Articles: ‘the’, ‘a’, ‘an’</u> -Shows specific or generic reference.</p> <p><u>Quantifiers: ‘some’, ‘many’, ‘much’, ‘(a) few’, ‘(a) little’, ‘all’, ‘any’, ‘enough’, ‘most’, ‘both’, ‘(n)either’, ‘several’</u> -Determines an amount.</p> <p><u>Compound adjectives: Adjective + noun or participle; Adverb + participle; Noun + adjective or participle; Number + noun</u> -Joined with a hyphen to describe the noun in more detail.</p> <p><u>Adverb + adjective</u> -Further describes the adjective.</p> <p><u>Compound nouns: noun + noun; adjective + noun; verb + noun</u> -A combination of one or two objects or people formed as one word or two.</p>	<p>Water and sanitation are not only vital for people’s health, but also for the planet’s health.</p> <p>Many children under the age of five die of diarrhoea in Sub-Saharan African.</p> <p>Water-related disasters such as floods and storms have a greater impact on poor communities. A 900-foot water well can supply water to 3000 people.</p> <p>Millions die every year because they do not have access to safely managed drinking water.</p> <p>In the aftermath of a flood, infectious diseases are commonly transmitted due to contaminated water.</p>
Post-modifying words	Examples
<p><u>Noun + prepositional phrase</u> -Preposition followed by another noun to add specific information about the previous noun.</p> <p><u>Noun + noun clause</u> -Noun followed by ‘that’ to introduce a new clause.</p>	<p>Communicable diseases are responsible for the deaths of millions of children under the age of five in Sub-Saharan Africa.</p> <p>Scientists have put forward the idea that climate change will result in altered rainfall patterns across Africa.</p>

Task 2

Rewrite the following sentences on [redacted] so that the articles are accurate.

i.	[redacted] disasters is worsening due to urbanisation.	
ii.	One effect of rapid urbanisation is that water drainage [redacted] challenge.	
iii.	[redacted] of infectious diseases are common.	
iv.	[redacted], there have been more water-related disasters [redacted] natural disaster.	
v.	Climate change is [redacted] number of people affected by flooding.	
vi.	[redacted] such as cholera and typhoid are associated with drinking contaminated water.	

⇒ *Now check your answers [here](#).*

Task 3

Can you identify any other [redacted] from the examples in task 2?

⇒ *Now check your answers [here](#).*

Task 4

Select the correct quantifier in the following sentences on [redacted]

i.	<u>Many/much</u> people are displaced after a [redacted]
ii.	[redacted] live in informal settlements along [redacted] are deeply affected by flash floods.
iii.	Although <u>much/</u> [redacted] occur in the rainy season, they can [redacted] by human activity.
iv.	Apart [redacted] landslides, there are [redacted] other water-related disasters such as droughts, storms and earthquakes.
v.	There are <u>several/</u> [redacted] place aimed to reduce the impact of [redacted].
vi.	[redacted] <u>all</u> countries should have a disaster [redacted] policy established.

⇒ *Now check your answers [here](#).*

Task 5

Can you identify any other noun phrases from the examples in task 4?

⇒ *Now check your answers [here](#).*

Task 6

Complete the gaps in the paragraph on [redacted] 'displacement' with the compound [redacted] or [redacted] from the box.

highly infectious	[redacted]	river flooding	[redacted]
[redacted]	extremely vulnerable	[redacted]	weather-related

[redacted] is the act of [redacted] to leave the place they usually reside. One cause of this situation is when [redacted]. [redacted] drivers are generally [redacted] and [redacted]. Although [redacted] all regions of the world, African countries are [redacted], due to the [redacted] impacts. When [redacted] critical infrastructure such as [redacted] is [redacted], farmlands are [redacted] to food insecurity, and the [redacted] increases due to outbreaks of [redacted] diseases. As these [redacted] consequences are [redacted] measures that include a flood risk [redacted] could be the first step in helping the most [redacted] of or impending disasters.

⇒ *Now check your answers [here](#).*

Task 7

Match the words from each column to make compound nouns.

i.	[redacted]	a.	health
ii.	waste	b.	[redacted]
iii.	[redacted]	c.	washing
iv.	human	d.	[redacted]
v.	[redacted]	e.	makers
vi.	drinking	f.	[redacted]
vii.	[redacted]	g.	being
viii.	policy	h.	[redacted]
ix.	[redacted]	i.	disposal
x.	well	j.	[redacted]
xi.	hand	k.	water

i.	ii.	iii.	iv.	v.	vi.	vii.	viii.	ix.	x.	xi.
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⇒ *Now check your answers [here](#).*

Task 8

Conduct some research on [redacted] in [redacted] and then use the [redacted] from task 7 to write a paragraph of around 100 words.

⇒ *Now compare your answer with the model answer [here](#).*

Task 9

Complete the following sentences on [redacted] with the prepositional phrases from the table.

	[redacted]	of a community	[redacted]
	of the water well	[redacted]	of water insecurity

i.	Charities are helping millions of people _____ [redacted].
ii.	Water wells are effective _____ [redacted].
iii.	Some communities _____ have _____ [redacted].
iv.	[redacted] point _____ [redacted].
v.	Some communities do not have the training _____ [redacted].
vi.	[redacted] could provide _____ [redacted] with access to water _____ [redacted].

⇒ *Now check your answers [here](#).*

Task 10

Match the nouns with their noun clauses to form complete sentences.

i.	Medical experts have put forward the concern that...	a.	[redacted] a good solution to helping rural communities access [redacted].
ii.	Charities such as The Water Project [redacted]	b.	[redacted] if nothing is done about contaminated water in Sub-Saharan Africa.
iii.	Although precipitation is not safe to drink, [redacted]	c.	[redacted] could end water insecurity in the future.
iv.	For those living in coastal areas, the [redacted]	d.	[redacted] by using solar power.
v.	There is a strong [redacted]	e.	[redacted] can convert sea water to drinking water should be taken seriously.

i.		ii.		iii.		iv.		v.	
----	--	-----	--	------	--	-----	--	----	--

⇒ *Now check your answers [here](#).*

Task 11

Conduct some research on [redacted].

Write a paragraph of around 100 words using a variety of different noun phrases.

Task 12

Use the following checklist to assess your paragraph.

	Pre-modifiers	Yes	No
	<i>Have you used...</i>		
i.			
ii.	Quantifiers?		
iv.			
v.	Adverb + adjective?		
vi.			
	Post-modifiers	Yes	No
	<i>Have you used...</i>		
vii.			
viii.	Noun + noun clause?		

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Complex Sentence Structure **EXAMPLE**

Context: SDG 7: “Ensure access to affordable, reliable, sustainable and modern energy for all” and SDG8: “Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all” (United Nations, 2023).

Links: <https://sdgs.un.org/goals/goal7> <https://sdgs.un.org/goals/goal8>

Vocabulary list: Look up these words and phrases before you start the tasks.

SDG 7 (Tasks 1-3)	SDG 8 (Tasks 4-7)
coal kerosene toxic fumes	Economic growth modern slavery
lung cancer pneumonia inhale	living standards forced labour racism
mortality rate renewable energy	corruption obstacle safeguard
underexploited affordable fossil fuel	sustainable tourism cultural assets
underutilised to be hampered hurdles	revenue handicrafts preserve
climate fluctuations emissions export	wildlife conservation

Task 1

Read about complex sentence structure before completing the following tasks.

A complex sentence is an **independent clause** connected to one or more **dependent clauses** using a subordinating conjunction (**before, although**) or a relative pronoun (who, which).
 e.g. **Although governments globally have increased their expenditure on essential services in the last decade, it is predicted that 575 million people will be living in extreme poverty by 2030.**

	Type	Function of Dependent Clause	Linking Word
i.	Adverbial clauses	These provide information about what, where, why or how an action occurs.	Subordinating conjunctions Time: when, after, before, until. Place: where, wherever. Condition: if, when, unless. Manner: as if, like, as though. Reason: because, since, as. Comparison: than, whereas, while. Concession: although, even though. Purpose: so that, so.
ii.	Adjective clauses (relative clauses)	These function as an adjective in the sentence and comes directly after the noun/pronoun it is modifying. Two types Restrictive In this type, the adjective clause provides essential information about the noun or pronoun mentioned and are necessary to understand the complete sentence. Non-restrictive In this type, the adjective clause provides extra information, and if removed, the sentence still displays a complete thought. Commas are used to separate the adjective clause.	Relative pronouns Who: people. Whose: possessions. Whom: people (formal). Which: things. That: people/things. Relative adverbs Where: places. When: time. Why: reason. <i>* ‘that’ cannot be used with non-restrictive adjective clauses.</i>

Task 2

Complete the gaps in the following sentences on 'energy' with a subordinating conjunction from the box.

	although	unless	since	while
i.	Some _____ as their cooking fuel _____ they do not have access to clean energy.			
ii.	_____ people cook with polluting fuels, _____			
iii.	People run the risk of _____ they inhale toxic fumes.			
iv.	_____ people have access to clean energy, the mortality rate from household air _____			
v.	It is important to invest in clean cooking fuel, _____ health can improve.			
vi.	_____ Africa _____, many remain underexploited.			
vii.	_____ some parts of Africa are generating their energy from renewables, _____			
viii.	_____ renewable energy solutions _____ efficient every day, _____ Africans is a real possibility.			

⇒ *Now check your answers [here](#).*

Task 3

Combine the two clauses to make one sentence using a subordinating conjunction.

i.	a.	Many fossil fuels are exported.	
	b.	_____	
ii.	a.	Africa is abundant in renewable energy sources such as wind and solar.	
	b.	_____	
iii.	a.	Half the population of African has access to electricity.	
	b.	_____ hampered by population growth.	
iv.	a.	Africa changes their coal and oil plants _____	
	b.	It could reduce its emissions and increase energy access.	
v.	a.	_____ emissions.	
	b.	It needs to _____ adapt to climatic fluctuations than other _____	
vi.	a.	Kenya managed to build the largest wind farm in Africa.	
	b.	_____ to overcome.	
vii.	a.	Africa's vast resources of minerals are _____ technologies.	
	b.	The continent can play a pivotal role in creating _____	

viii.	a.	_____ is increased significantly.	
	b.	Achieving their energy and climate goals _____	

⇒ *Now check your answers [here](#).*

Task 4

Select the correct relative pronoun or relative adverb in the following sentence.

i.	There needs to be a focus on _____ which/whom can drive progress, create decent jobs and improve living standards.
ii.	It is females who/ _____ affected by modern slavery.
iii.	The public needs to be aware of sectors who/ _____
iv.	_____ labour rights where/when fair wages and safe working conditions are upheld for all employees.
v.	Sustainable development faces significant _____ persist.
vi.	Corruption _____ is one reason where/why eradicating slavery remains a significant obstacle.

⇒ *Now check your answers [here](#).*

Task 5

Complete the gaps in the following paragraph about _____ with the relative pronouns or relative adverbs from the box.

_____	where	_____	which	_____	whose	_____
-------	-----------------------	-------	-----------------------	-------	-----------------------	-------

_____ has the potential to create _____ preserve natural resources and _____. Through the promotion of _____, such as wildlife conservation and responsible _____, sustainable tourism enterprises stimulate _____ in rural areas _____ jobs are sparse. _____ tourism in these areas is promoted, revenue is _____, nature tours and _____ as well as through the sale of local goods such as handicrafts. Travel agents _____ specialize in _____ collaborate with _____ traditional knowledge enriches the visitor's _____. As the traveller often has an interest in the _____, this promotes a better appreciation _____. Through training programs and capacity building, communities _____ participate in _____ can ensure long-term economic sustainability _____ environment for future generations _____

⇒ *Now check your answers [here](#).*

Task 6

Combine the sentence and the non-restrictive clause (extra information) to make one sentence. Think carefully about the pronoun you will use, the position of the clause in the sentence and remember to add commas.

i.	a.	_____ driven millions more children into child labour.	
	b.	_____	
ii.	a.	Many of these children are working in hazardous conditions.	
	b.	It harms their _____	

iii.	a.	Children are exposed to toxic [redacted] and hazardous chemicals.	
	b.	They [redacted] and manufacturing.	
iv.	a.	[redacted] is one way to help parents to get their children back into education.	
	b.	Their [redacted] child labour.	
v.	a.	It is important to promote decent [redacted] through training and life skills.	
	b.	They are above the [redacted] age.	
vi.	a.	In some regions, families do not need to [redacted]	
	b.	[redacted] payments are provided to the [redacted]	

⇒ *Now check your answers [here](#).*

Task 7

Extend the following paragraph on [redacted] so that the extra information is included from the box. Remember to add the correct [redacted] and commas.

- It involves challenges such as [redacted] discrimination.
- [redacted] and innovation and [redacted]
- The job market in particularly concerning.
- It is due to its [redacted].
- Jobs in software development, digital skills training and [redacted].
- It is characterised by its [redacted].
- It is caused by budgetary precedencies, corruption and [redacted]
- There are jobs in [redacted] for example.

In Sub-Saharan Africa [redacted] is significantly high. This is due to rapid population growth, insufficient investment in education and training, limited [redacted] for business [redacted] in the [redacted]. Despite these limitations, there are opportunities for young people emerging in a number of sectors such as [redacted], [redacted]

⇒ *Now check your answers [here](#).*

Task 8

Conduct some research on ‘[redacted] to banking and finance’ and write a paragraph of around 100 words using both restrictive (defining) and non-restrictive (extra information) clauses.

Task 9

Use the following checklist to assess your paragraph.

	Restrictive	Yes	No
	<i>Have you used...</i>		
i.			
ii.	Which or that for things?		
iv.			
v.	Where for place?		
vi.			
vii.	When for time?		
	Non-Restrictive	Yes	No
	<i>Have you used...</i>		
viii.	Relative		
ix.	Relative adverbs (where, why, when)?		
x.	Commas		
	<i>Have you avoided...</i>		
xi.	Using 'that'?		

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Cause & Effect EXAMPLE

Context: SDG9: “Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation” and SDG10: “Reduce inequality within and among countries” (United Nations, 2023).

Links: <https://sdgs.un.org/goals/goal9> <https://sdgs.un.org/goals/goal10>

Vocabulary list:

Look up these words and phrases before you start the tasks.

SDG9 (Tasks 1-4)	SDG10 (Tasks 5-7)
industrialisation diversification disruption supply chain transition smart technology digitalisation socio-economic incentive data analytics peer-to-peer curricula cryptocurrency machine learning customs	social mobility disparity economic growth better-off migrants minimum wages social support dismissal social justice job security collective bargaining workforce standard of living progress disabilities

Task 1

Read about cause and effect before completing the following tasks.

i. Within sentences

Cause	Language (verbs)	Effect
Underfunding of critical infrastructure worldwide (noun phrase)	lead(s) to result(s) in cause(s) give(s) rise to contribute(s) to	deteriorating systems and inadequate services. (noun phrase)
Effect	Language (verbs)	Cause
Economic growth (noun phrase)	results from is caused by is triggered by is produced by is the result of stems from	investments in critical infrastructure. (noun phrase)
Language (connectors)	Cause	Effect
Owing to Due to As a result of Because of On account of	sustainable industrialisation (noun phrase)	there is reduced environmental degradation and resource depletion. (clause)

ii. Between sentences

Cause	Language (connectors)	Effect
Sustainable and inclusive industrialisation practices are vital in reducing environmental impacts. (clause)	Consequently, As a consequence, For this reason, Thus, As a result,	It is important that stakeholders offer incentives to green businesses. (clause)

Task 2

Read the following sentences about ‘sustainability and industrialisation’; highlight the [redacted], [redacted] and the **cause/effect language in green**.

i.	Sustainable industrialisation, [redacted] and innovation lead to [redacted] and job creation in [redacted].
ii.	COVID-19 has been instrumental in [redacted] in [redacted] and the provision of products.
iii.	[redacted] was in decline due to customs and [redacted] even before the pandemic.
iv.	The construction of new [redacted] and the utilisation of [redacted] can greatly contribute to the reduction of ecological [redacted].
v.	The opportunities created from green industrialisation stem from the [redacted] to [redacted].
vi.	Reliable electricity, [redacted] are associated with job creation.

⇒ *Now check your answers [here](#).*

Task 3

Select the correct cause/effect language in the following sentences about ‘digitalisation’.

i.	Digitalisation can be attributed to/is caused by [redacted].
ii.	[redacted] plays an important role in opening up new job opportunities.
iii.	The creation of jobs within data analytics, [redacted] will result in/is [redacted] being able to [redacted] and drive economic growth.
iv.	On account of/ [redacted] technology requiring a [redacted], a skills shortage could be seen across the sector.
v.	[redacted] to include digital skills training [redacted] preparing students for employment in the digital age.
vi.	[redacted] and technical assistance for [redacted] that could play a role in/result from transforming the [redacted].
vii.	The fact that some people in [redacted] can now access financial [redacted] [redacted] the rise in mobile technology and [redacted].
viii.	Mobile technology and [redacted] are associated with/ [redacted] an increase in mobile payments, [redacted], and [redacted].

⇒ *Now check your answers [here](#).*

Task 4

Reorder the information about [redacted] to make [redacted] sentences.

i.	[redacted] /scientific research/ and the progress [redacted] /plays a [redacted]	
ii.	scientific research in/ [redacted] /new [redacted] / technological innovation	
iii.	improved quality of life/ [redacted] /new [redacted]	
iv.	[redacted] and medicine/scientific research/ [redacted] / new treatments and vaccines/ [redacted]	
v.	environmental issues/ in environmental [redacted] /results in/ scientific research/ [redacted]	

vi.	stem from/ [redacted] / climate change mitigation/ a better understanding of/ [redacted]	
vii.	that drive economic development/ result from/ [redacted] improvements in understanding the [redacted] / in [redacted].	
viii.	research and [redacted] / new [redacted], products/ [redacted] / and markets are created.	

⇒ *Now check your answers [here](#).*

Task 5

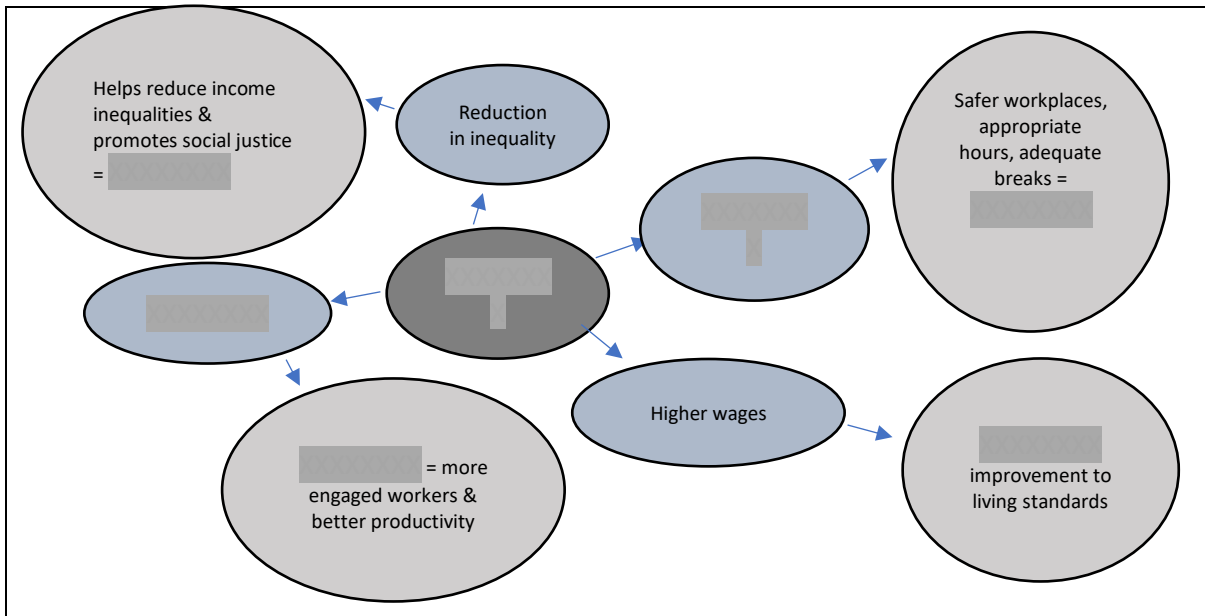
Use the prompts to write [redacted] sentences about [redacted]. You will need to add an [redacted] to one of the sentences for [redacted].

		Causes & Effects	Sample Answers
i.	a.	inequality	
	b.	[redacted], social mobility and people's wellbeing	
ii.	a.	[redacted] within a household	
	b.	overall income [redacted]	
iii.	a.	[redacted] for females	
	b.	limited decision making	
iv.	a.	the present [redacted] growth [redacted] the better-off more than the poor	
	b.	[redacted] is still on the rise	
v.	a.	creating paid employment for females [redacted]	
	b.	a reduction in inequality	
vi.	a.	[redacted] among women, migrants and people with [redacted]	
	b.	raising minimum wages and [redacted] to low-wage earners	
vii.	a.	[redacted] and skills training and implementing an effective [redacted]	
	b.	decreasing inequality	
viii.	a.	[redacted] can create a better life	
	b.	achieving [redacted] and a better world for all	

⇒ *Now check your answers [here](#).*

Task 6

Use the information in the box to write a paragraph of around 100 words on the causes and effects of [redacted]



[Empty box for writing the answer]

⇒ *Now compare your answer with the model answer here.*

Task 7

Conduct some research on [redacted] in Sub-Saharan Africa. Write a paragraph of around 100 words using cause and effect language.

[Empty box for writing the answer]

Task 8

Use the following checklist to assess your paragraph.

	<i>Have you used...</i>	Yes	No
i.			
ii.	A range of language to show the effects?		
	<i>Have you checked...?</i>		
iii.			
iv.	The causes are connected to the effects?		
v.			

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Parallelism EXAMPLE

Context: SDG11: “Make cities and human settlements inclusive, safe, resilient and sustainable” and SDG12 “Ensure sustainable consumption and production patterns” (United Nations, 2023).

Links: <https://sdgs.un.org/goals/goal11> <https://sdgs.un.org/goals/goal12>

Vocabulary list:

Look up these words and phrases before you start the tasks.

SDG11 (Tasks 1-4)	SDG12 (Tasks 5-7)
resilient urbanisation settlements	segregated minimisation CO ₂
incentive environmental hazards to filter	raw materials discard dispose
adaptability sustainable city social equity	methane market expansion landfill
social services multifunctional pedestrian	supply chain storage malnutrition

Task 1

Read about parallelism before completing the following tasks.

<p>Parallelism is a similarity of grammatical form for similar elements of meaning within a sentence or among sentences. When pairing ideas, underscore their connection by expressing them in similar grammatical form. Paired ideas are usually connected in one of three ways:</p> <ul style="list-style-type: none"> With a coordinating conjunction such as <i>and, but, or, nor, yet, so</i> With a pair of correlative conjunctions such as <i>either . . . or, not only . . . but also, neither....nor, both.....and.</i> With a word introducing a comparison, usually <i>than or as</i> 	
Verb Forms	
NO	YES
Sustainable cities prioritize environmental stewardship, foster social inclusivity and <u>are promoting</u> economic prosperity.	Sustainable cities <u>prioritize</u> environmental stewardship, <u>foster</u> social inclusivity and <u>promote</u> economic prosperity.
Gerunds (+ing forms)	
NO	YES
Disaster risk reduction involves identifying hazards, assessing vulnerabilities, and <u>to implement</u> mitigation measures to minimize the impact on societies.	Disaster risk reduction involves <u>identifying</u> hazards, <u>assessing</u> vulnerabilities, and <u>implementing</u> mitigation measures to minimize the impact on societies.
Adverbs + not only	
NO	YES
Sustainable cities not only promote all citizens' rights <u>equally</u> , but also ensure everyone feels <u>economic inclusion</u> .	Sustainable cities not only promote all citizens' rights <u>equally</u> , but also ensure everyone feels included <u>economically</u> .

Task 2

Read the following sentences about [] and highlight the [] in blue.

i.	[] and increasing urbanisation have led to the need for cities to radically change in order to be resilient to climate change.
ii.	Poor housing conditions are not only associated with [], but also with [].
iii.	The level of pollution is far higher in [] than it is in [].

iv.	Enhancing [redacted] is vital in [redacted].
v.	A sustainable city is an urban area designed to meet the needs of its inhabitants by minimising [redacted] and ensuring social equity.
vi.	A sustainable city contains several aspects: [redacted], social services, and [redacted].

⇒ *Now check your answers [here](#).*

Task 3

Rewrite the following sentences on [redacted] to include [redacted].

i.	Singapore aims to be the world's greenest city by [redacted] developments include vertical gardens, [redacted].	
ii.	Holland has implemented multifunctional water plazas, [redacted] water storage when it rains but they are also serving as a [redacted].	
iii.	In China, 16 cities are piloting measures to [redacted], and they also drain water in an ecologically [redacted].	
iv.	[redacted] that naturally detain and use filtering water systems are being integrated into [redacted].	
v.	Australia's 20-minute neighbourhoods focuses on residents always being within [redacted], and also many services.	
vi.	In Israel, [redacted] that calculates the most efficient journey can create faster and [redacted], and these are [redacted] for commuters.	
vii.	The UAE's [redacted] contains many ecological features: [redacted] it has [redacted] and a power-generating gym.	
viii.	In the US, property owners in some cities can receive [redacted] to install roofs that can grow vegetation and rain gardens to help [redacted].	

⇒ *Now check your answers [here](#).*

Task 4

Reorder the words to make complete sentences on [redacted] using parallel structures. You will need to add [redacted] to the sentences too.

i.	[redacted] /and reduce gas emissions/ enhance air quality/[redacted]	
ii.	and improving social equity/sustainable [redacted] / while respecting the environment/[redacted] integration	

iii.	a more [redacted] pedestrians/ cities allowing for/ neither [redacted] /should be allowed in	
iv.	[redacted] / changing our travel patterns/ decreased expenses/ [redacted] benefits/ [redacted]	
v.	such as electric cars and bicycles/ such as [redacted] / public transport/ and private transport/types of sustainable [redacted]	
vi.	sustainable transport/ [redacted] / not only enables the mobility [redacted] / poverty eradication	
vii.	improve rural–urban connections, [redacted] helps to/ and enable international trade/[redacted]	
viii.	which can help cyclists travel safely/ one aspect of [redacted] /efficiently, and comfortably/is segregated [redacted]	

⇒ *Now check your answers [here](#).*

Task 5

Complete the gaps in the sentences on the [redacted] using the words from the box. You will need to change the word form so that each sentence follows a parallel structure.

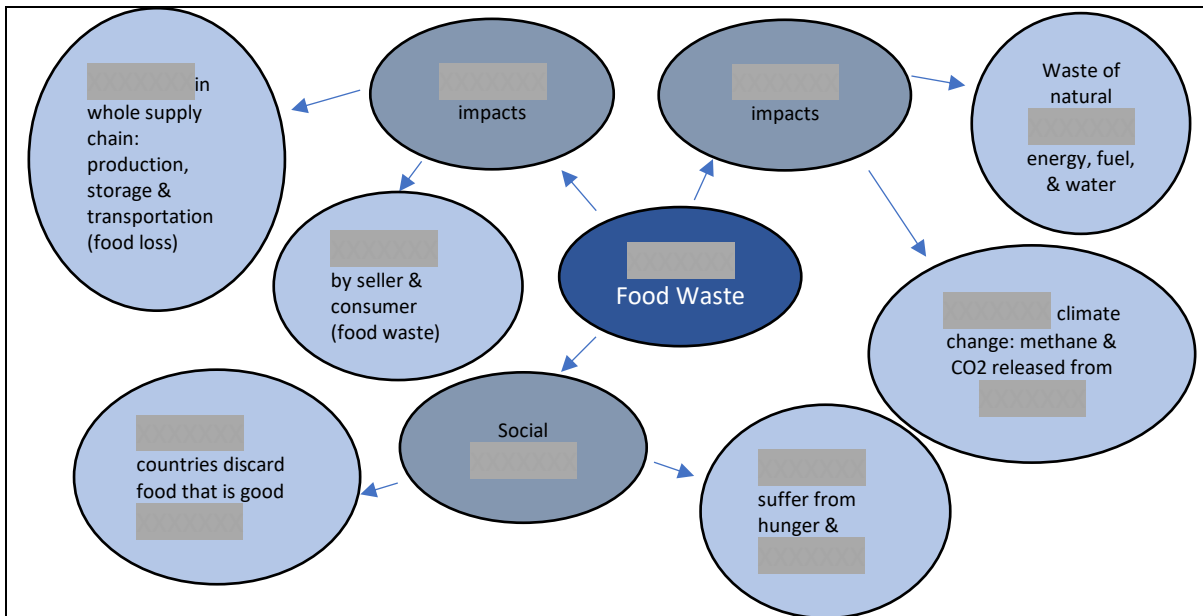
[redacted] **resource** [redacted] **disposal** [redacted] **address** [redacted] **innovation** **discard**

The [redacted] is a sustainable, _____ [redacted] that aims to [redacted] by keeping products, materials, and _____ in use for [redacted] possible through _____, [redacted]. Unlike the [redacted], which takes [redacted] from the planet, _____ products [redacted] and then _____ the products as waste, the [redacted] seeks to create a closed-loop system whereby [redacted] back into the economy rather than being _____ of after use. By advocating resource efficiency and _____ [redacted] not only _____ global challenges, but also creates economic opportunities in green [redacted].

⇒ *Now check your answers [here](#).*

Task 6

Use the information in the box to write a paragraph of around 100 words on 'waste' using [redacted]. You do not have to use [redacted].



[Empty box for writing the paragraph]

⇒ *Now compare your answer with the model answer [here](#).*

Task 7

Conduct some research on [redacted] and write a paragraph of around 100 words using [redacted].

[Empty box for writing the paragraph]

Task 8

Use the following checklist to assess your paragraph.

	<i>Have you used...</i>	Yes	No
i.			
ii.	Parallel structures with gerunds?		
iii.			

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Coherence EXAMPLE

Context: SDG13: “Take urgent action to combat climate change and its impacts” (United Nations, 2023).

Links: <https://sdgs.un.org/goals/goal13>

Vocabulary list:

Look up these words and phrases before you start the tasks.

SDG13									
climate change	displaced	migration	natural habitat	detrimental	heatwave	iceberg			
heat stroke	flooding	wildfire	scarcity	hurricane	elevate	intact			
extinction	polar caps	glaciers	coral reef	biodiversity	organism	escalate			

Task 1

Read the information about coherence before completing the following tasks.

Coherence refers to the way that ideas flow within a piece of writing to achieve overall unity. A coherent passage is well organised, is easy to follow and guides the reader’s understanding. Good coherence is achieved at micro and macro levels.		
Sentence Level		
Parallel structures:	See parallel lesson.	Climate change not only puts pressure on the planet, but also on societies and economies
Given/new pattern:	Sentences usually start with given information and then move on to new information .	Although climate change affects all societies, it is the poorest who suffer the most. People in low-income countries are more likely to be displaced by weather-related disasters than those in wealthy countries.
Paragraph Level		
Topic sentences:	This is usually the first sentence, and its function is to introduce the main idea of the paragraph.	Climate change has both environmental and economic impacts.
Supporting sentences:	These sentences support the idea introduced in the topic sentences and can include explanations and examples.	Firstly, climate change is having an impact on migration patterns. With the rise in global temperatures, many species are leaving their natural habitats for more acceptable environments.
Transitions words:	These words connect ideas and include words like: firstly, moreover, furthermore, in addition and however.	Secondly, climate change is influencing the world’s forests.
Concluding sentences (optional):	This is usually the final sentence in a paragraph and its function is to summarise the main idea.	In short, climate leaders, scientific experts and policy makers need to lead the way in implementing solutions that keep the planet’s natural systems intact.

Task 2

Reorder the information on [redacted] so that it flows logically.

i.	[redacted], more frequent heatwaves appear,	
ii.	[redacted] could include providing early [redacted] for all [redacted].	
iii.	[redacted] which refers to the increase in global [redacted], can have a [redacted] on human health.	
iv.	but the poor air quality also leads to [redacted] and infectious diseases.	
v.	which pose a [redacted] to the health of the nation.	
vi.	Not only is there an increased risk of heat-[redacted] such as [redacted] heat exhaustion,	

⇒ *Now check your answers [here](#).*

Task 3

Look at the [redacted] from task 2 again and highlight the topic in blue and the controlling idea red and then complete the table with an [redacted] of each one.

[redacted], which refers to the increase in [redacted], has a [redacted] on human's health.	
Topic	[redacted]
Controlling idea	[redacted]

⇒ *Now check your answers [here](#).*

Task 4

Write a topic sentence for each of the [redacted], making sure you include a topic and a [redacted]

i.	[redacted]
One type of [redacted] that poses a threat is that of [redacted]. This not only causes significant damage to property but can also [redacted]. Another type of [redacted] that is detrimental to communities is [redacted]. This has a considerable effect on agriculture, which leads to food insecurity, and the supply of water, [redacted]. A further [redacted] that is harmful is [redacted]. This affects the quality of the air causing a range of health-related problems as well as destruction to people's homes. [redacted]. These destroy [redacted] and property, which leads to the displacement of vulnerable people. To sum up, these extreme weather [redacted] to people's lives and [redacted] are needed urgently to minimise their impact.	
ii.	[redacted]
[redacted]. As the temperature increases, the [redacted], which leads to the volume of the water rising. Another [redacted] polar caps and glaciers. [redacted] whereas the latter form on land and break off into the [redacted], both of which cause the [redacted]. This rise in sea levels effects [redacted] significantly as	

these [redacted], which in turn threatens [redacted]. In short, adaption measures that protect the most vulnerable regions need to be put in place as a [redacted].
iii.
Firstly, [redacted]. Corals can become stressed by changes such as temperature and light, and when this happens, they [redacted], causing the [redacted]. This process, [redacted] can lead to diseases or even death. Secondly, changing climate conditions are creating new ways for the introduction and [redacted]. These organisms have a negative effect on the [redacted] as they damage habitats, spread new diseases and [redacted]. In summary, an observational approach is needed to [redacted] and detect and identify new [redacted].

⇒ *Now compare your answers with the model answers [here](#).*

Task 5

Look back at the paragraphs in task 4 and answer the following questions.

i.	Which words organise the ideas?	
	Paragraph 1	
	Paragraph 2	
	Paragraph 3	
ii.	[redacted]	
	Paragraph 1	
	Paragraph 2	
	Paragraph 3	
iii.	Which words connect the [redacted]	
	Paragraph 1	
	Paragraph 2	
	Paragraph 3	

⇒ *Now check your answers [here](#).*

Task 6

Complete the table with other language that could be used to connect ideas.

i.	[redacted]	
ii.	Words to introduce explanations and examples.	
iii.	[redacted]	

⇒ *Now check your answers [here](#).*

Task 7

Identify [redacted] in the following paragraph. Highlight the [redacted] in blue and the [redacted] in green.

Climate change is a [redacted] in various ways. Firstly, [redacted] affect coral reef [redacted] considerably. Corals can become stressed by changes such as [redacted], and when this happens, [redacted], causing the [redacted] to turn white. This process, known as [redacted], can lead to diseases or even [redacted]. Secondly, [redacted] are creating new ways for the [redacted]. These organisms have a negative effect on the [redacted] as they damage habitats, spread [redacted] and cause [redacted]. In summary, an observational approach is needed to monitor ecosystems, and detect and identify new [redacted].

⇒ *Now check your answer [here](#).*

Task 8

Read the following topic sentence and write a paragraph of between 100-150 words. Use the internet to find two-three points to write about and try to use a coherent structure.

i.	Climate change presents [redacted].

⇒ *Now compare your answer with the model answer [here](#).*

Task 9

Conduct some research on [redacted] and write a paragraph of between 100-150 words taking great care with coherence.

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Task 10

Use the following checklist to assess your paragraph.

	Topic Sentence	Yes	No
i.	Have you included?		
ii.	[redacted]		
iii.	Controlling idea?		

	Supporting Sentences		
iv.			
v.	Example?		
vi.			
	Concluding Sentence		
vii.	Linking word?		
viii.	Parallelism?		
ix.			

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Cohesion EXAMPLE

Context: SDG14: “Conserve and sustainably use the oceans, seas and marine resources for sustainable development” and SDG15 “Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably managed forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss” (United Nations, 2023).

Links: <https://sdgs.un.org/goals/goal14> <https://sdgs.un.org/goals/goal15>

Vocabulary list:

Look up these words and phrases before you start the tasks.

SDG14 (Tasks 1-4)	SDG15 (Tasks 5-6)
marine life bycatch capture catastrophic restricted sanctuaries corals mangroves decompose to reinforce erosion photosynthesis sequestration tidal energy offshore wind farm	deforestation agriculture logging escalate pollutants purification to graze sponge Lyme disease indigenous people to prosper NO ₂ sulphur dioxide soil erosion

Task 1

Read the information about cohesion before completing the following tasks.

Cohesion refers to the way in which ideas are connected in a text. We can use the following four ways:			
i.	Reference words	Pronouns: I, we, they, it Demonstratives: this/that/these/those/the Relative pronouns: which, whose	Marine life is in decline worldwide, and this is because of overfishing, climate change and habitat destruction.
ii.	Transition words	For examples: For example, for instance, such as, in particular To show contrast: Even though, although, while, in contrast To list points: Firstly, to start with, finally Adding similar ideas: In addition, furthermore, moreover Giving reasons: because, so, therefore, as a result	Firstly , fishing is one of the most significant driving forces in the decline of marine life. For example , bycatch, the accidental capture of unwanted sea life while fishing for a certain species is a serious marine threat leading to the deaths of billions of fish.
iii.	Summary nouns	Demonstrative + summary noun: This advantage, these causes, this experience, these problems, this method, these results, this issue	The destruction of marine life is also catastrophic for the millions who rely on fishing for their livelihoods. This issue can be improved by creating marine protected areas.
vi.	Lexical cohesion	Use: thematic development, repeated words and ideas, synonyms and antonyms	Marine protected areas are locations in the ocean where environmentally-damaging activities are restricted. Governments establish these marine sanctuaries to help protect the ecosystems that are threatened by human activity such as overfishing .

Task 2

Read the paragraph on [redacted] and identify what the reference words refer to.

[redacted] are necessary elements of [redacted], offering [redacted]. Corals provide a crucial [redacted] marine species, which support biodiversity and sustain fisheries upon which millions depend on for food and livelihoods. They [redacted], protecting [redacted] and shielding them against storm damage. Similarly, mangroves serve as vital centres for fish [redacted] while their [redacted] coastlines and reduce [redacted] of waves and storms. Furthermore, both [redacted] play an important role in carbon sequestration. Through [redacted], they can absorb carbon dioxide and [redacted] organic carbon, thus helping to alleviate the effects of [redacted].

	Reference Word	Meaning
i.	[redacted]	
ii.	<u>They</u>	
iii.	<u>them</u>	
iv.	[redacted]	
v.	<u>it</u>	

⇒ *Now check your answers [here](#).*

Task 3

Complete the gaps in the following sentences about [redacted] with a transition word from the box.

	even though	apart from	because	since
i.	The ocean can provide several forms of [redacted] _____ [redacted] energy.			
ii.	[redacted] do not contribute to global warming _____ [redacted] emit CO2 or other [redacted].			
iii.	_____ tidal energy is a reliable source of energy, [redacted].			
iv.	The latest generation of wind technology is the [redacted], and _____ these [redacted] the seabed, they are more advantageous.			
v.	_____ the environmental benefits of ocean energy, [redacted] too.			
vi.	_____, the [redacted] will be instrumental in job creation.			
vii.	Opportunities will arise for [redacted] in, _____, [redacted].			
viii.	The countries that invest in [redacted], _____, will be the ones who will [redacted].			

⇒ *Now check your answers [here](#).*

Task 4

Select the correct [redacted] in the following sentences about [redacted]

i.	[redacted] is one of the most [redacted]. With millions of tonnes of plastic waste entering water systems, rivers, lakes, and seas are becoming seriously polluted. <u>This problem is /these problems are</u> [redacted].
ii.	Experts argue [redacted] take 450 years to decompose in the sea. <u>This information shows/</u> [redacted] plastic ever produced still exists in some form.

iii.	It is alarming to think that [redacted] are consumed by fish, and these end up in [redacted]. <u>This knowledge is /these knowledges are</u> extremely concerning as experts do not yet know the [redacted].
iv.	There [redacted] innovative solutions going on around the world to [redacted] the problem. Plastic Fischer has created a low-tech system that collects river plastic before it ends up in the sea. <u>This solution has/</u> [redacted], [redacted] of the problem and cleaned up the local environment.
v.	One tech company that is helping to [redacted], which provides hardware and [redacted] to waste-sorting facilities. [redacted] <u>/these systems use</u> AI to optimize waste management.

⇒ *Now check your answers [here](#).*

Task 5

Match the sentences on [redacted] by identifying [redacted], repeated words, and [redacted].

i.	[redacted] of removing forests for agricultural, industrial, or [redacted].	a.	The capability of forests to assist in the [redacted] for ecosystems as well as human health.
ii.	Expanding agriculture, [redacted], is responsible for deforestation.	b.	In the process, [redacted], [redacted], timber, or infrastructure.
iii.	[redacted] is a leading [redacted] deforestation.	c.	Land is [redacted] and grow crops to feed livestock so therefore forests [redacted].
iv.	[redacted] is a [redacted] and impacts the economy and environment.	d.	Ebola virus, malaria and Lyme disease all originated from [redacted] and these diseases have been transmitted from [redacted].
v.	Deforestation can escalate the exposure and [redacted].	e.	Indigenous communities regulate resources use, [redacted], and promote sustainable livelihoods.
vi.	Forests are necessary for human health as they [redacted].	f.	[redacted] results in loss of revenue for the government as well as loss in [redacted].
vii.	[redacted], filtering rainwater and releasing it slowly [redacted].	g.	Acting as green filters, trees absorb toxins such as [redacted] and sulphur dioxide.
viii.	Indigenous people are the best guardians [redacted].	h.	[redacted] to allow for [redacted] systems and [redacted] which are essential for a prospering economy.

i.		ii.		iii.		iv.		v.		vi.		vii.		viii.	
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⇒ *Now check your answers [here](#)*

Task 6

Complete the gaps in the following paragraph on [redacted] with words from the box.

[redacted]	due to	[redacted]	whose	[redacted]
infertile landscapes	[redacted]	this process	[redacted]	which

Commonly _____ a combination of factors _____ climate change, _____, overgrazing, and soil erosion, _____ of land that was once fertile. _____ transforms once-productive ecosystems into _____, leading to loss of _____, reduced _____ productivity, as well as _____. _____, communities _____ rely on the land find themselves facing displacement, _____ can also result in conflicts over dwindling resources and competition for land and water. _____ poses significant _____ social, and _____, particularly in vulnerable regions already facing water scarcity and poverty. Mitigating _____ requires a _____ of _____. _____ include sustainable land management practices, _____, and community engagement to restore _____.

⇒ *Now check your answers [here](#).*

Task 7

Conduct some research on [redacted] and write a paragraph of between 100-150 words paying particular attention to the [redacted] from this lesson.

Task 8

Use the following checklist to assess your paragraph.

	Have you included...	Yes	No
i.	[redacted]		
ii.	Transition words?		
iii.	[redacted]		
	Have you shown...		
iv.	Thematic development?		
	Have you used...		
v.	[redacted]		
vi.	Synonyms?		
vii.	[redacted]		

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ANSWERS

Features and Language to Avoid in Academic Writing **ANSWERS**

Task 2

Identify the informal language in each sentence and then rewrite each one.

i.	When people [redacted] food, they lack the strength to work.	When people do not have enough food, they lack the strength to work.
ii.	[redacted], the data illustrates that 8.4% of the world's population are living in extreme poverty.	After investigating world poverty, the data illustrates that 8.4% of the world's population are living in extreme poverty.

ALL ANSWERS INCLUDED IN THE PAID VERSION...

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