

## A Public examinations

## Exam requirements

Some public examinations in English consist of a written paper in which candidates are required to produce a piece of **extended** writing. They may be asked to **present** and develop an **argument**, **evaluate** ideas, **summarize** information, etc. Candidates are **assessed** on a number of **criteria**, including their ability to write in an organized and **coherent** way, their **command** of a range of **stylistic** features, and their ability to write in an appropriate **register**. Some tasks may ask students to write a **narrative**.

SPOTLIGHT *present* v

**Present** (stress on second syllable) can mean 'show, offer or describe something for others to look at and consider'.

- She's **presenting** a talk at the conference. (SYN **give a presentation** n)
- They want to **present** their ideas at the meeting next week.

It is also used when you give something to somebody, especially at a ceremony.

- The mayor **presented** the prizes to the winners.

## GLOSSARY

<b>extended</b>	long or longer than usual or expected
<b>argument</b>	a set of reasons that sb uses to show that sth is true or correct
<b>evaluate</b>	form an opinion of sth after thinking about it carefully
	<b>evaluation</b> n; SYN <b>assess</b> v;
	<b>assessment</b> n
<b>summarize</b>	give a short statement that brings together the main points of sth
	<b>summary</b> n
<b>criterion</b> (pl <b>criteria</b> )	a standard or principle by which sth is judged
<b>coherent</b>	(of ideas, arguments, etc.) logical and well organized; clear and easy to understand
	OPP <b>incoherent</b> ; <b>coherence</b> n
<b>command</b> of sth	a knowledge of sth and an ability to use it well
<b>stylistic</b>	connected to the way a writer or artist does sth <b>style</b> n
<b>register</b>	the words, grammar and style that sb uses in a particular situation: <b>a formal/informal register</b>
<b>narrative</b>	a description of connected events; a story. A person is a <b>narrator</b> .

1 Underline the stress on these words. Use the  to help you.

argument	evaluate	evaluation	criterion	incoherent
present v	narrative	narrator	stylistic	summarize

## 2 Circle the correct answer(s). Sometimes both answers may be possible.

- 1 He asked me to **summary** / **summarize** the main points.
- 2 Having read her essay, what is your **command** / **assessment** of it?
- 3 The events in the novel are described by a **narrative** / **narrator**.
- 4 We had to **assess** / **evaluate** the different ideas.
- 5 The single most important **criterion** / **criteria** was experience.
- 6 The chairman came to my **criterion** / **presentation** and thanked me afterwards.
- 7 It was an interesting **argument** / **register**, but I'm not sure I agree with it.
- 8 You have to be able to **summarize** / **present** your argument on paper.

## 3 Complete the sentences with a suitable word.

- 1 I decided to write a ..... because I'm quite good at telling stories.
- 2 You should provide a brief ..... of your ideas at the end of the talk.
- 3 What was your ..... of the essay? I found it ..... and couldn't follow it.
- 4 The use of metaphors is an important ..... feature of her writing.
- 5 What are your ..... for choosing the best essay?
- 6 To write an academic essay, you need a very good ..... of the language.
- 7 Most academic essays are written in a formal style and .....
- 8 I didn't think the ..... he put forward in his essay was very convincing.
- 9 The head will ..... the prize for the best piece of ..... writing.
- 10 You have to develop an ....., which is completely ....., so the reader can understand it.



## TEST YOURSELF

## B The basics of academic writing

In a piece of academic writing, the writer will do at least some of the following:

- outline their main ideas
- explore certain ideas in greater depth
- illustrate their ideas
- adopt a particular **stance** or point of view
- draw conclusions

They may also compare and contrast, **condemn** or **condone**, explain, describe, analyse, evaluate, summarize, **assert**, **justify**, and – to the annoyance of some people – **sit on the fence**.

### GLOSSARY

<b>outline</b>	give a description of the main points involved in sth <b>outline</b> <i>n</i>
<b>explore</b>	examine sth carefully: <b>explore an idea</b> ; <b>exploration</b> <i>n</i>
<b>illustrate</b>	make the meaning of sth clearer by giving examples <b>illustration</b> <i>n</i>
<b>adopt</b>	take a particular point of view, or use a particular method
<b>stance (on sth)</b>	an opinion that sb has about sth and expresses publicly <b>SYN position</b>
<b>conclusion</b>	a decision that you make about sth after thinking about it, discussing it and looking at any evidence: <b>draw/reach/come to a conclusion (about sth)</b>
<b>condemn</b>	say publicly that you think sth/sb is bad or wrong <b>condemnation</b> <i>n</i>
<b>condone</b>	accept behaviour that most people think is wrong
<b>assert</b>	state clearly that sth is true <b>assertion</b> <i>n</i>
<b>justify</b>	show that sth is right or reasonable <b>justification</b> <i>n</i>
<b>sit on the fence</b>	avoid deciding or saying which side of an argument you support

4 The pronunciation of the underlined letters is the same in seven of the words. Which word is different? Use the  to help you.

adopt assert conclusion condemn condone justify illustrate position

5 Which of these words clearly show a particular point of view?

condemn outline condone assert explore justify adopt a stance illustrate

6 Complete the sentences with a form of the word in capitals.

- 1 There was universal ..... of the attack.
- 2 What ..... did you draw about the reason for the delay?
- 3 I thought he gave a good ..... of his point.
- 4 The book is an ..... of the human mind.
- 5 He was correct in his ..... that the man was guilty.
- 6 What was his ..... for the government's position?

CONDEMN  
CONCLUDE  
ILLUSTRATE  
EXPLORE  
ASSERT  
JUSTIFY

7 Replace the underlined words with a word or phrase that keeps the same meaning.

- 1 She gave a general picture of her ideas.
- 2 She was very critical of his behaviour.
- 3 She went on to analyse the idea in more depth.
- 4 She wouldn't accept or tolerate his behaviour.
- 5 She didn't take and support a clear position.
- 6 She couldn't show her ideas were reasonable.
- 7 She gave examples of her ideas.
- 8 In the end, she wouldn't agree or disagree.
- 9 She continued to state very clearly that she was innocent.
- 10 He didn't come to any final decisions or judgement.

She ..... her ideas.  
She ..... his behaviour.  
She then ..... the idea in more depth.  
She wouldn't ..... his behaviour.  
She didn't ..... a clear .....  
She couldn't ..... her ideas.  
She ..... her ideas.  
In the end, she .....  
She continued to ..... that she was innocent.  
He didn't .....

