



Cambridge IGCSE® English as a Second Language 0510

Writing a report

The purpose of a report is often to give information and suggestions to the reader. Reports are a mixture of fact and opinion and the language you use will depend on the audience the report is for. A report may include headings.

Content

Content covers:

- the **relevance** (i.e. whether the piece fulfils the task and the awareness of purpose/audience/register)
- **development of ideas** (i.e. the detail/explanation provided).

Language

Language covers:

- **range** (i.e. complexity of vocabulary and sentence structure)
- **accuracy** (i.e. grammar, spelling, punctuation and text organisation).

Tips for writing a report

Language

Think about the audience that the report is for. The tone of the report should be formal.

Use linking words which suit a formal type of writing, such as 'Firstly', 'Furthermore' or 'In conclusion.'

Use reported speech rather than direct speech.

Use correct spelling, punctuation and grammar.

Organisation

A report should be well-organised and clear. Each paragraph should cover a different aspect of the report.

A report often follows a three or four-part structure:

- **Introduction** – why are you writing the report
- **Summary**
- **Findings**
- **Conclusion**– this should include recommendations, solutions or suggestions.

English Second Language Guide 2015

**Seán Bracken, Catharine Driver, Karima
Kadi-Hanifi**

English Second Language Guide 2015:

A Guide to Supervising Non-native English Writers of Theses and Dissertations John Bitchener, 2017-09-13 Focused on the writing process A Guide to Supervising Non native English Writers of Theses and Dissertations presents approaches that can be employed by supervisors to help address the writing issues or difficulties that may emerge during the provisional and confirmation phases of the thesis dissertation journey Pre writing advice and post writing feedback that can be given to students are explained and illustrated A growing number of students who are non native speakers of English are enrolled in Masters and PhD programmes at universities across the world where English is the language of communication These students often encounter difficulties when writing a thesis or dissertation in English primarily understanding the requirements and expectations of the new academic context and the conventions of academic writing Designed for easy use by supervisors this concise guide focuses specifically on the relationship between reading for and preparing to write the various part genres or chapters the creation of argument making and evaluating claims judgements and conclusions writing coherent and cohesive text meeting the generic and discipline specific writing conventions designing conference abstracts and PowerPoint presentations and writing journal articles

Teaching English as an Additional Language in Secondary Schools Seán Bracken, Catharine Driver, Karima Kadi-Hanifi, 2016-11-10 With increasing numbers of learners in secondary schools having English as an additional language it is crucial for all teachers to understand the learning requirements of these students and plan distinctive teaching approaches to engage and support them This book provides school leaders trainee teachers and qualified teachers with the skills and practical knowledge they need to strengthen the learning outcomes of students for whom English is an additional language Teaching English as an Additional Language in Secondary Schools sets out realistic ways in which EAL learners can be engaged and stretched in their learning building on their prior literacy cultural experiences and language learning It clearly explains the theory and key research into how additional languages are acquired and offers practical classroom teaching and learning strategies to show teachers how they can help EAL learners to access the curriculum and reflect on their learning through assessments Features include tasks to help put the ideas into practice case studies illustrating the key challenges faced by EAL learners summaries of key research findings reflections to encourage deeper thinking Drawing on the daily experiences of teachers and teaching assistants this book will be essential reading for all trainee and practising teachers that want to ensure students with EAL fulfil their true learning potential

The Politics of English Second Language Writing Assessment in Global Contexts Todd Ruecker, Deborah Crusan, 2018-04-17 Reflecting the internationalization of the field of second language writing this book focuses on political aspects and pedagogical issues of writing instruction and testing in a global context High stakes assessment impacts the lives of second language L2 writers and their teachers around the world be it the College English Test in China Common Core aligned assessments in the U S English proficiency tests in Poland or the material conditions such as access to technology

training and other resources affecting a classroom With contributions from authors working in ten different countries in a variety of institutional contexts the chapters examine the uses and abuses of various writing related assessments and the policies that determine their form and use Representing a diverse range of contexts methods and disciplines the authors jointly call for more equitable testing systems that consider the socioeconomic psychometric affective institutional and needs of all students who strive to gain access to education and employment opportunities related to English language proficiency

Cantonese as a Second Language John C. Wakefield,2019-04-09 Cantonese is a language from southern China that is spoken by roughly 70 million people worldwide It is the language of Hong Kong cinema and has traditionally been the most prominent language spoken in Chinatowns around the world People choose to learn Cantonese for a variety of social and economic reasons because it is a heritage language that one s relatives speak because it is the language of one s partner and monolingual in laws because it is necessary for living and working in Hong Kong Macau Guangzhou or other Cantonese speaking communities because it is the bridge to fully appreciating and understanding Cantonese culture or simply because it is an irresistible challenge Whatever the motivation more and more people are choosing to learn Cantonese as an additional language This book discusses many issues related to both acquiring and teaching Cantonese If you are a learner of Cantonese this long overdue volume is essential to understanding both the grammatical and the social issues involved with learning this notoriously difficult language If you are a teacher this book will be invaluable to gaining insight into your students motivations and needs And finally if you are an applied linguist the unique aspects related to the acquisition of Cantonese offer a fascinating contribution to the literature

Global TESOL for the 21st Century Heath Rose,Mona Syrbe,Anuchaya Montakantiwong,Natsuno Funada,2020-05-27 This book explores the impact of the spread of English on language teaching and learning It provides a framework for change in English language teaching to better reflect global realities and current research The authors examine the pedagogical implications of the global spread of English drawing on world Englishes English as a lingua franca and global Englishes research The book proposes key innovations for teaching English as an international language and outlines key areas for future classroom based research The book is essential reading for postgraduate researchers teachers and teacher trainers in TESOL and second language education programmes

Incorporating Technology for Teaching Vocabulary to Second Language Learners Ehsan Rassaei,Xuesong Gao,Brian Poole,2023-04-04

Language Acquisition in Diverse Linguistic, Social and Cognitive Circumstances Maria Garraffa,Maria Teresa Guasti,Theodoros Marinis,Gary Morgan,2019-01-24 The language experience of children developing in linguistically diverse environments is subject to considerable variation both in terms of quantity and quality of language exposure It is an open question how to investigate language exposure patterns and more important which factors are relevant for successful language learning For example children acquiring a minority language including a signed language are exposed to less variety of input than children acquiring a more global language This is because they are living in a

smaller linguistic community and with fewer occasions to use the language in everyday life. Despite this reduced input, most native signers are successful language learners. In contrast, native language competence is not always achieved in signing deaf children with hearing parents or those with cochlear implants learning a spoken language. A similar outcome but with very different reasons has also been reported for hearing children with language impairment. In these populations, acquisition of morphosyntactic aspects is developing atypically, ending with an uncomplete linguistic repertoire. The circumstances of exposure during language development tend to differ in significant ways with respect to a large number of factors such as: i) length, quality, and quantity of input; ii) social status and attitudes toward the language; iii) cognitive abilities required for language learning; and iv) age of first exposure. Having early exposure to a range of different speakers is important in the acquisition of any language and may affect language proficiency. However, negative societal attitudes or a cognitive-based disadvantage may create an unfavourable learning environment that prevents language learning from surfacing typically. This situation inevitably generates a different type of exposure for the child and consequently different language competence. In this Research Topic, we intend to encourage the debate on social, linguistic, and cognitive factors at play for designing an effective environment for language acquisition, aiming at integrating linguistic variables coming from theoretical studies on language with environmental variables such as measures of language input or cognitive abilities on functions ancillary to language development.

Diversity and Inclusion in English Language Education Ann-Marie Hunter, 2023-07-28. This edited volume takes an expansive, no-nonsense view of the spectrum of English language learners to address their varied backgrounds and their wide range of needs, worries, motivations, and abilities. Each chapter addresses a key area and group of students to enable English language teachers to come away with the knowledge and skills they need to support their students. The contributors, who represent a diverse range of voices themselves, cover essential topics including dyslexia, neurodiversity, linguistic inclusion, deaf students, LGBTQI students, racial and cultural inclusion, and more. Accessible and grounded in cutting-edge research, this book features key concepts, methodologies, and strategies that will encourage reflection and inclusive pedagogy. An invaluable resource for students, researchers, and professionals, this volume demonstrates how English language education can be a force for transformative change and social inclusion.

Affixes and Derivatives across the Humanities and Social Sciences Piotr Twardzisz, 2026-03-19. Examines word formation patterns in academic writing in the Humanities and Social Sciences, offering rich insights into English derivation.

Guide to Microcomputer Courseware for Bilingual Education, 1985. The guide to courseware for computer-assisted instruction and computer-managed instruction in bilingual education. English as a second language and second language instruction contains entries from the National Clearinghouse for Bilingual Education's database and selected courseware for the related areas of special education, vocational education, and adult basic education. Each entry includes: 1) the name/title of the courseware program; 2) the producer's name, address, and telephone number; 3) computer hardware, memory, equipment requirements, software specifications, and courseware.

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Adopting the Melody of Term: An Psychological Symphony within **English Second Language Guide 2015**

In some sort of used by screens and the ceaseless chatter of quick conversation, the melodic beauty and emotional symphony developed by the prepared term usually fade into the back ground, eclipsed by the relentless sound and disturbances that permeate our lives. However, nestled within the pages of **English Second Language Guide 2015** a marvelous literary treasure filled with raw emotions, lies an immersive symphony waiting to be embraced. Constructed by an elegant musician of language, that fascinating masterpiece conducts viewers on a psychological trip, skillfully unraveling the concealed melodies and profound affect resonating within each carefully crafted phrase. Within the depths of the poignant analysis, we can investigate the book is central harmonies, analyze their enthralling writing type, and surrender ourselves to the profound resonance that echoes in the depths of readers souls.

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transformations can occur as a result of nuclear decay of radioactive isotopes or neutron capture neither procedure requires a change in the atom s element an atom gets transmuted into an atom of a different element when the number of protons in it is changed

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nuclear chemistry is the subfield of chemistry dealing with radioactivity nuclear processes such as nuclear transmutation and nuclear properties it is the chemistry of radioactive elements such as the actinides radium and radon together with the chemistry associated with equipment such as nuclear reactors which are designed to perform

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apr 3 2019 in order to understand the origin and character of individual radioactive emissions accompanying nuclear transformation processes we first need to answer three questions what is an unstable nucleus

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transmutation the changing of one chemical element into another transmutation involves a change in the nucleus or core of an atom and is therefore a nuclear reaction transformations may result from nuclear decay of radioactive isotopes or they can result from neutron capture

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in all accelerators the particles move in a vacuum to avoid collisions with gas molecules when neutrons are required for transmutation reactions they are usually obtained from radioactive decay reactions or from various nuclear reactions occurring in nuclear reactors

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nuclear reaction a nuclear reaction is a process in which two nuclei or a nucleus and an external subatomic particle collide to produce one or more new nuclides the nuclear reaction is a reaction that involves nucleoids the reactant nucleoid called the parent nucleoid usually transforms into a different nucleoid called the daughter

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nuclear transmutation is the conversion of one chemical element or an isotope into another chemical element 1 nuclear transmutation occurs in any process where the number of protons or neutrons in the nucleus of an atom is changed a transmutation can be achieved either by nuclear reactions in which an outside particle reacts with a nucleus

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