



## ESL Podcast 4 – Key Nouns in Academic Writing

### Glossary

#### 1) to give / provide / offer an explanation (of/for)

*a statement, fact, or situation that tells you why something happened; a reason given for something*

- The study provides a detailed **explanation** of the phenomenon.
- The **explanation** given is not very clear.
- The article offers an **explanation** for the fact.

#### 2) to carry out an exploration (of)

*an examination of something in order to find out about it*

- Researchers need **to carry out an explanation** of the human attitude to podcasts..

#### 3) to place/ lay / put emphasis (on)

*special importance that is given to something*

*Increased emphasis is now being placed on corporate image.*

- There has been a **shift of emphasis** from manufacturing to service industries.
- In our podcasts we **put emphasis** on vocabulary and useful collocations rather than grammar or style.

#### 4) to give / provide a description

*a piece of writing or speech that says what somebody/something is like; the act of writing or saying in words what somebody/something is like*

- The author provides us with **brief/general description** of the software being used during the test.
- The paper **gives a detailed/full description** of the procedure

#### 5) to be based on the principles of

*- a moral rule or a strong belief that influences your actions*

*- a law, a rule or a theory that something is based on*

- The research **is based on the principle that** free education should be available for all children.
- The paper **is based on the principles of** equity and availability of education.
- I refuse to lie about it; it's **against my principles**. **Stick to your principles** and tell him you won't do it.

#### 6) on the subject of

*a thing or person that is being discussed, described or dealt with*

- The essay gives an overview of the articles written **on the subject of** effective corporate management.

#### 7) the issue of (vs problem)

*issue: an important topic that people are discussing or arguing about*

*problem: a thing that is difficult to deal with or to understand*

- The research **raises the issue** of personal space in public transport.



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- Malcom Gladwell usually writes about **environmental issues**.
- Don't **confuse the issue**.

### 8) an important aspect of

*a particular part or feature of a situation, an idea, a problem, etc; a way in which it may be considered*

- She felt she had looked at the problem **from every aspect**.
- There is one **important aspect of** this issue the researchers haven't seen before.

### 9) an essential feature of

*something important, interesting or typical of a place or thing*

- Teamwork is a **key feature** of any training programme.
- Recycling and actually putting new vocabulary in use is **an essential feature of** learning a foreign language.

### 10) to be beyond the scope of

*the range of things that a subject, an organization, an activity, etc. deals with*

- This subject lies **beyond the scope of** our investigation.
- These issues were **outside the scope** of the article.

### 11) to reveal the pattern of

*the regular way in which something happens or is done*

- The research **revealed the pattern of** group behaviour.
- Our meta-analysis **reveals patterns of** bacteria-virus infection networks.

## Sample Text

Many experts have **offered an explanation** for the groundbreaking success of the universal school lunch program for public schools in Philadelphia, Pennsylvania. **To provide a brief description** of the American school lunch system, low-income K-12 students are eligible to receive a free or reduced-cost meal during the school day. The program began in 1946 **based on the principle of** alleviating chronic hunger. Although child hunger rates have reduced since the 1940s, **the issue of** food insecurity has recently regained visibility due to increasing poverty related to the global financial crisis. **An important aspect** of the American school lunch system is that parents must submit an application with financial documentation for their child to qualify for the free and reduced-cost lunch. Studies of school districts nationwide have **revealed a pattern of** significant under-utilization, where only a fraction of the students who would qualify for free and reduced-cost lunch actually receive this benefit. To correct this problem, **an essential feature** of Philadelphia's policy is that in low-income neighborhoods, every child receives a free school lunch without having to submit financial paperwork. This innovation removes the stigma associated with applying for the lunch program and **places emphasis on** the outcome of children eating nutritious and affordable food during the school day<sup>1</sup>.

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<sup>1</sup> Voices: Imanni Wilkes Burg and Zhenya Bakin