## Lesson 8

General review
Trial quiz

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English 135IN Level B2
Based on The Common European Framework of Reference (CEFR)
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B2 is one of the CEFR levels described by the Council of Europe.

The capacity to achieve most goals and express oneself on a range of topics. Examples:

1. Can show visitors around and give a detailed description of a place.
2. Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.
3. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
4. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

## SYLLABUS EXPLAINED

24 hours class

- Ground linguistic concepts to learn a language
- Why learning English
- English in the world
- Phonetics
- Italian consonant and vowel systems
- English consonant and vowel systems


## Syllabus

CONTINUATION

- Italian specific problems with English pronunciation Morphology:
- Italian morphology
- English morphology for Italian speakers

Semantics:
Faux-amis


## English



## Any language on earth:

> Phonetics (sounds) house [h][a][u][z]
$>$ Morphology (words, roots) lived < live + ed
>Syntax (word order in sentences): The wolf killed the hunter / The hunter killed the wolf
>Semantics (meaning, sense): bank (of the river, clouds, switches, money, etc.)
> Pragmatics (use): thanks / any time, my pleasure

## Phonetics（sound units） English consonants（23－26？）

## The Consonants of English

|  | $\frac{\text { 高 }}{\text { 年 }}$ | ． | T E00 |  |  |  | $\frac{\square}{9}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Unvoiced（ $-V$ ） <br> Voiced（＋V） | $-V+V$ | $-V+V$ | $-V+V$ | $-V+V$ | $-V+V$ | $-V+V$ | $-V+V$ | $-V+V$ |
| Stops（Plosives） | p b |  |  | t d |  |  | k g | 71 |
| Fricatives |  | f $v$ | $\theta$ ठ | s $\mathbf{z}$ | $\int 3$ |  |  | h |
| Affricates |  |  | － |  | $t 5 \mathrm{~d}$ |  |  |  |
| Nasals | m |  |  | n |  |  | ワ |  |
| Lateral （approximants） |  |  |  | I |  |  |  |  |
| Approximants | $\mathrm{w}^{2}$ |  |  | r |  | j | $w^{2}$ |  |

The consonants in the table above are the consonant phonemes of RP（Received Pronunciation）and GA（General American），that is，the meaning－distinguishing consonant sounds（c．f．pat－bat）．
Phonemes are written within slashes／／，e．g．／t／．Significant variations are explained in the footnotes．

The "tricky" consonants for the Italian speaker

| /p/ pin | /f/ fat /m/ man |
| :---: | :---: |
| /t/ tin | /日/ think $/ \mathrm{n} /$ name |
| /k/ kin | /s $/$ sin $n /$ rang |
| /b/ bin | /S/ shine ir/ run |
| /d/ din | /v/ van /l/ lip |
| /g/ gun | / $/ \mathrm{/} /$ this $/ \mathrm{y} /$ young |
| /tf/ chin | /z/ zoo /w/ wait |
| /d3/ judge | 13/ measure /h/ hang |

Do you remember the classroom exercise with your phone? Now, you can repeat it paying special attention to the th sounds in sentences 3, 5,8 and 10.

1. I need to buy a new flash
2. I'm looking for a store to buy bed sheets
3. How thin is a sheet of paper?
4. How expensive is a gram of pepper?
5. Do you think Mary is a tramp?
6. Where does Mr. Trump lives?
7. Who was Luke Skywalker?
8. I would like to look into that
9. Who are Bert and Ernie?
10. What's the weather like today?

## Summary of mispronunciations

Do not affect meaning...

- rvariations
- $\mathrm{p}, \mathrm{t}, \mathrm{k}$ variations
- ? (glottal stop) / t fountain vs. faun?)


## Affect meaning

- th > s, t, instead of thin (magro)
you may get sin
(peccato) or tin (latta)
- h>h
- instead of I hate (io odio) you may get I ate (lo mangiai)


## English vowels and diphthongs



English and Italian vowels (simplified)


English and Italian vowels (simplified)


## Don’t confuse a [æ] and e [ $\varepsilon$ ]!

[æ]

- bad cattivo
- lad ragazzo
- flash lampo, luce della machina fotografica
- pat dare una pacca
- cattle bestiame
- band gruppo musicale
- mash miscuglio
- bag borsa
- man uomo
- land terra
- tamper daneggiare
- bed letto
- led passato di lead
- flesh carne, carnaggione
- pet animale domestico
- kettle bollitore
- bend piegare / piegarsi
- mesh maglia, rete
- beg supplicare
- men uomini
- lend prestare
- temper umore


## Don't confuse [i] and [ I] !

[i]

- bead perlina
- peace pace
- piece pezzo
- sheet lenzuolo,foglio
- sheep pecora
- keep conservare
- seat sedersi
- read leggere
- beach spiaggia
- eat mangiare
- leap balzo
[ I]
- bid offrire
- piss pisciare
- piss pisciare
- shít cacca
- ship nave
- kip pennichella
- sit essere seduto
- rid liberare da
- bitch cagna, puttana
- it lo, la, quello, etc.
- lip labbro



## Links to some recommended videos

Lesson 1: About the concept of linguistic dialect:

Learn cockney accent:
https://www.youtube.com/watch?v=1WvlwkL8oLc

Speak like a true Londoner:
https://www.youtube.com/watch?v=E2xQFKwmLoQ

Fiorello: Stasera pago io- dialetti
https://www.youtube.com/watch?v=nGR5FrF2XKY

## More Links (cont.)

## Lessons 2-3: Pronunciation of sounds especially difficult for Italian learners:

Bed versus bad and other tricky vowels:
https://www.youtube.com/watch?v=K9YZQMH8C_w
Th sounds in English as in thin and these:
https://www.youtube.com/watch?v=76NsqoOutJk
The $\mathbf{R}$ sound in British and American English:
https://www.youtube.com/watch?v=hWjcoajXRVg
https://www.youtube.com/watch?v=rcsKru3nJS8
When to pronounce "H": Italian English pronunciation problems
https://www.youtube.com/watch?v=5Do3FEh5ngw
How to make the glottal stop sound / ? / as in fountain:
https://www.youtube.com/watch?v=edxwQK1zBxw

Vowel sounds. Improve your accent https://www.youtube.com/watch?v=69DwHUg2f7s
$r$ sound in American English
Sound American Channel YouTube https://www.youtube.com/watch?v=q5a2-KuHkBU

## VERBS IN ITALIAN AND ENGLISH

## Italian verb and its complex morphology (1) U| Verbi Italiani

| INDICATIVO |  |
| :---: | :---: |
| PRESENTE | PASSATO PROSSIMO |
| io vivo | io sono vissuto/a |
| tu vivi | tu sei vissuto/a |
| lui/lei vive | lui/lei è vissuto/a |
| noi viviamo | noi siamo vissuti/e |
| voi vivete | voil siete vissuti/e |
| loro vivono | loro sono vissuti/e |
| IMPERFETTO | TRAPASSATO PROSSTMO |
| io vivevo | io ero vissuto/a |
| tu vivevi | tu eri vissuto/a |
| lui/lei viveva | lui/lei era vissuto/a |
| noi vivevamo | noi eravamo vissuti/e |
| voi vivevate | voi eravate vissuti/e |
| loro vivevano | Ioro erano vissuti/e |
| PASSATO REMOTO | TRAPASSATO REMOTO |
| io vissi | io fui vissuto/a |
| tu vivesti | tu fosti vissuto/a |
| lui/lei visse | lui/lei fu vissuto/a |
| noi vivemmo | noi fummo vissuti/e |
| voi viveste | voi foste vissuti/e |
| loro vissero | Ioro furono vissuti/e |
| FUTURO SEMPLTCE | FUTURO ANTERIORE |
| io vivrò | io sarò vissuto/a |
| tu vivrai | tu sarai vissuto/a |
| lui/lei vivrà | lui/lei sarà vissuto/a |
| noi vivremo | noi saremo vissuti/e |
| voi vivrete | voi sarete vissuti/e |
| loro vivranno | loro saranno vissuti/e |

## Italian verb and its complex morphology (2)

| PRESENTE | PASSATO |
| :---: | :---: |
| che io viva | che io sia vissuto/a |
| che tu viva | che tu sia vissuto/a |
| che lui/lei viva | che lui/lei sia vissuto/a |
| che noi viviamo | che noi siamo vissuti/e |
| che voi viviate | che voi siate vissuti/e |
| che loro vivano | che loro siano vissuti/e |
| IMPERFETTO | TRAPASSATO |
| che io vivessi | che io fossi vissuto/a |
| che tu vivessi | che tu fossi vissuto/a |
| che lui/lei vivesse | che lui/lei fosse vissuto/a |
| che noi vivessimo | che noi fossimo vissuti/e |
| che voi viveste | che voi foste vissuti/e |
| che loro vivessero | che loro fossero vissuti/e |
| CONDIZIONALE |  |
| Presente | Passato |
| io vivrei | io sarei vissuto/a |
| tu vivresti | tu saresti vissuto/a |
| lui/lei vivrebbe | lui/lei sarebbe vissuto/a |
| noi vivremmo | noi saremmo vissuti/e |
| voi vivreste | voi sareste vissuti/e |
| loro vivrebbero | loro sarebbero vissuti/e |
| IMPERATIVO | INFINITO |
| PRESENTE | Presente: vivere |
| - | Passato: avere vissuto/a/i/e |
| vivi | PARTICIPIO |
| viva | Presente: vivente |
| viviamo | Passato: vissuto/a/i/e |
| vivete | Presente vivendo CERUNDIO |

## English verb has a less complicated morphology



## noun/verbs

- dental floss
- to dental floss

- water
- to water

- spoon
- to spoon (1)
- to spoon (2)



## -ing forms (gerunds)

## GERUNDS INENGLISH

| Verb + Gerund | Verb + Preposition + Gerund | Be + Adjective + <br> Preposition + Gerund |
| :---: | :---: | :---: |
| - acknowledge <br> - anticipate <br> - appreciate <br> - consider <br> - defend <br> - deny <br> - detest <br> - discuss | - adapt to <br> - apologize for <br> - approve of <br> - ask about <br> - believe in <br> - blame for <br> - care about <br> - complain about | - be accustomed to <br> - be afraid of <br> - be angry about <br> - be ashamed of <br> - be capable of <br> - be certain about <br> - be concerned with <br> - he critical of |

## stop + V-ing

|  | DOING that! |
| :--- | :--- |
| STOP FOCOPY ... $\quad$ SATING junk food! |  |
|  | TALKING in class! |
|  | SEEING that person! |
|  | BUYING things you don' t need! |
|  | LISTENING that lousy music! |
|  | DRINKING coffee in the mornings! |
|  | COPYING my style! |
|  |  |
|  |  |
|  |  |
|  |  |

-ed in regular verbs has different pronunciations


## IRREGULAR VERBS:

| be | was | been |
| :--- | :--- | :--- |
| have | had | had |
| go | went | gone |
| drink | drank | drunk |
| run | ran | run |
| buy | bought | bought |
| write | wrote | written |
| read | red | red |
| dream | dreamed dreamed/ |  |
|  | dreamt |  |

REGULAR VERBS + -ed


## ADJECTIVES IN ITALIAN AND ENGLISH

## Adjectives in English (1)

Adjectives behave differently in English and Italian.
In English:
-They usually go before the noun.
-A noun can be preceded by multiple adjectives.

In order to speak, understand and write adjectives correctly we must remember the order in which they are placed inside the sentence.

## Adjectives in English (2)

Some adjectives can be identified by their endings. Typical adjective endings include:
EX. 1. -able/-ible understandable, capable, readable, incredible
2. -al mathematical, functional, influential, chemical
3. -ful beautiful, bashful, helpful, harmful
4. -ic artistic, manic, rustic, terrific
5. -ive submissive, intuitive, inventive, attractive
6. -less sleeveless, hopeless, groundless, restless
7. -ous gorgeous, dangerous, adventurous, fabulous


Arrange the adjectives within the circle according to the order provided to your right (solution at the end of presentation)

## SUBJECT-VERB AGREEMENT

## Brushing up on verb agreement (1)

- I, you (sing and pl) we, they $\rightarrow$ study, go, eat
- she, he, it (3 $3^{\text {rd }}$ person) $\rightarrow$ studies, goes, eats
- IT ?
-- object: This book (has, have) been quoted hundreds of times
-- animal: That dog sure (love loves) a good walk.
-- concept: The meaning of fashion (change, changes) a lot.


## Verb agreement (2)

## Collective nouns + singular

## Persons:

family, group, committee, board, choir
Animals:

- herd (elephants, cows, deer)
- pack (wolves, dogs, foxes)
- school (fish)
- swarm (flies, bees, wasps)
- flock (birds in general)

Things:
bunch, pack, fleet, set.

## Examples



Tricky singular/plural variation Dozen, hundred, thousand, million

I can eat two dozen donuts (kilo) two kilos of xxxx
I' ve eaten dozens of donuts
I' ve lived in Paris two hundred days already
I' ve lived in Paris hundreds of days already
This file contains three thousand documents
This file contains thousands of documents
She had written three million words already
She had written millions of words already

> What about kilo, pound, ton?

# Syntax problems If constructions 

I: condition possible to fulfill

If clause:<br>If + simple present<br>If I study, If she studies ...<br>studies...

II: condition in theory possible to fulfill

If + simple past
If I studied,

III: condition not possible to fulfill (too late)

If + past perfect would + have + past participle
If I had studied, I would have passed the test

## CONTRACTIONS IN ENGLISH

## LIST OF

## CONTRACTIONS

 IN ENGLISHaren't - are not can't - cannot
couldn't - could not
didn't - did not
doesn't - does not don't - do not
hadn't - had not
hasn't - has not
haven't - have not he'd - he had he'd - he would he'll - he will he'll - he shall he's - he is he's - he has I'd - I had I'd - I would I'll - I will I'll - I shall I'm - I am I've - I have
isn't - is not let's - let us
mightn't - might not mustn't - must not shan't - shall not she'd - she had she'd - she would she'll - she will she'll - she shall she's - she is she's - she has
shouldn't - should not that's - that is that's - that has there's - there is there's - there has they'd - they had they'd - they would they'll - they will they'll - they shall they're - they are they've - they have we'd - we had we'd - we would we're - we are we've - we have weren't - were not
what'll - what will What'll - what shall what're - what are what's - what is what's - what has what've - what have where's - where is where's - where has who'd - who had who'd - who would who'll - who will who'll - who shall who're - who are
who's - who is who's - who has
who've - who have won't - will not wouldn't - would not you'd - you had you'd - you would you'll - you will you'll - you shall you're - you are you've - you have

ESLEDM

## TAG QUESTIONS

| RULE |  |
| :---: | :---: |
| First sentence | Tag question |
| Affirmative | Negative |
| Negative | Affirmative |
| Be forms | Be form |
| Have forms | Have form |
| Auxiliary verbs | Auxiliary form |
| Modal verbs | Modal form |
| Other verbs | Do verb |
| very possible QT: |  |

## Exercise

1. She is from a small town in Jersey, isn' $t$ she?
2. They aren't on their way already, are they?
3. You don't like spicy food, do you?
4. David and Julie don't take Chinese classes, do they?
5. They need some new clothes, don't they
6. You aren't from Brazil, $\qquad$ ?
7. The weather is really bad today, $\qquad$ ?
8. I'm not the person with the tickets, $\qquad$ ?
9. I like chocolate very much, don't I?
10. I often come home late, don' $t$ I?
11. It was windy yesterday, wasn't it?
12. She'll come at six, won't she?
13. He should pay his bills on time, shouldn't he?
14. The baby ate all his vegetables, $\qquad$
15. You shouldn't buy more clothes, $\qquad$
16. Peter would go with me to the concert, $\qquad$

## PHRASAL VERBS

## Phrasal verbs

- Phrasal verb = verb + preposition:
- Examples:
- go + on = go on
- come + on = come on
- shut + up = shut up
- get + up = get up
- get + off get off


## Common prepositions

| about | above | after |
| :--- | :--- | :--- |
| of | off | onto |
| out | over | plus |
| since | throughout | towards |
| under | until | upon |

Question: do you know the difference between of and off?

## Phrasal verbs you should know

https://oxfordhousebcn.com/en/10-phrasal-verbs-you-should-learn-today/

- go on
- pick up
- come up
- find out
- grow up
- go back
- get off

> https://www.youtube.com/watch?v=mrXt9yrZryg

## DIRECT AND INDIRECT QUESTIONS

## More Syntax issues:

Direct Questions

1. Where can I buy a ticket for the evening show?
2. What time is it in the United Arab Emirates?
3. Where can I buy interesting illustrated books for my children?
4. Where is the new science museum for children?
5. How far is the station from my new neighborhood?
6. When does the new train for London leave?
7. Why were Tom and Andrea late for the meeting yesterday?
8. How long will it take to travel from Los Angeles to Washington?
9. When does the sales presentation for the new product start?
10. When does the meeting for the new members in the team start?
11. How much will the flight to Edinburgh cost?

## Indirect Questions

Do you know
Could you tell me
Do you happen to know

How... Where... How many... Which... What..
When...

- Where can I buy a ticket for the evening show? (direct style, with people you know).
- *Do you know where ean- buy a ticket for the evening show? (WRONG!!!)
- Do you know where I can buy a ticket for the evening show? (in the street, with people you don't' know)
https://www.perfect-english-grammar.com/indirectquestions.html


## FALSE FRIENDS

| English | Real meaning | False friend in Italian | Translation |
| :---: | :---: | :---: | :---: |
| abstemious | frugale | astemio | teetotal |
| accident | incidente | accidentil, accidente | damn!, shock |
| actual | effettivo | attuale | present, current |
| actually | in realtà, effettivamente | attualmente | currently, now, at this moment |
| addiction | dipendenza, assuefazione | addizione | sum |
| to advertise | pubblicizzare | avvertire | to warn |
| advice | consiglio | avviso | warning |
| affluent | ricco | affluente | tributary, lake |
| to annoy | infastidire, seccare | annoiare | to bore |
| argument | discussione, litigio | argomento | topic, subject |
| to arrange | disporre | arrangiare | to fix up |
| ass | asino, sciocco, sedere | asso | ace |
| to assist | aiutare | assistere | attend, witness |
| to attack | assalire | attaccare | stick, fasten |


|  | scholar | studioso | scolaro | pupil |
| :---: | :---: | :---: | :---: | :---: |
|  | sensible | sensato, percepibile, ragionevole | sensibile | sensitive |
|  | slip | sottoveste | slip | briefs, knickers |
|  | spot | foruncolo, puntino | spot | advert, commercial |
|  | stamp | francobollo | stampa | press |
|  | suggestive | allusivo | suggestivo | evocative |
|  | sympathetic | compassionevole | simpatico | likeable |
|  | taste | sapore, | tasto | key, button |
|  | toast | pane tostato, brindisi | toast | toasted sandwich |
|  | trivial | banale | triviale | vulgar |
|  | ultimate | fondamentale | ultimo | last |
|  | vacancy | vuoto, posto vacante | vacanza | holiday, vacation |
| 6/5/22 | verse | strofa | verso | line |

## Writing

## FORMAL emails

## Formal or work email general features

-Email tends to be brief
-Email is generally less formal than communication on paper
-Email does not communicate emotions as successfully as face-to-face or even telephone conversations. The reader of your email may not be able to tell from your words if you are serious or joking, angry or just surprised.
-Emails, especially very short emails, can sound angry, unfriendly or rude when this is not intended by the writer.

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Kindle Edition.

## Real email example.

## Analise an

comment.

Exam in December

## Subject:

Salutation
Dear Prof. Lourdes Elizabeth GonzalezValera,

Content
I'm Xxxx, a student attending the first year of Xxxxx Engineering (Master Degree).

I saw you opened an exam in December of the course "Lingua Inglese (Pari a Livello B2)" and I was wondering if I could take it, even though this course would be in the second semester for me.

Moreover, I have never been at the course and maybe you want me to attend it.

Before signoff
Many thanks in advance.
Signoff
Regards,
Signature
Xxxxxx Zzzzzz

## Writing

## CVs and Resumes

|  | Emphasizes academic <br> accomplishments |
| :--- | :--- |
| Used when applying for a position <br> in industry, non-profit, and public <br> sector | Used when applying for positions in <br> academia, fellowships and grants |
| Is no longer than 2 pages, with an <br> additional page for publications <br> and/or poster presentations if <br> highly relevant to the job | Length depends upon experience <br> and includes a complete list of <br> publications, posters, and <br> presentations |
| After 1 year of industry experience, <br> lead with work experience and <br> place education section at or near <br> the end, depending upon <br> qualifications | Always begins with education and <br> can include name of advisor and <br> dissertation title or summary. Also <br> used for merit/tenure review and <br> sabbatical leave |

## The ideal CV/resume must be: <br> I. Quick and easy to read <br> 2. Clear and concise

## 3. Pleasant to look at

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## Texts we come across frequently

- Posts (blogs, whatsapp, telegram, Twitter, Instagram, Facebook, Tik tok,
- Mails
- SMS
- News
- Letters (email)


## Texts we run into less often

- Letters (snail mail)
- Essays
- Reports
- Presentations
- Instructions
- Leaflets and flyers
- Papers
- Theses
- Dissertations


## Connectors

Discourse markers

|  | ADDING <br> and <br> also <br> as well as <br> moreover <br> too <br> furthermore additionally | SEQUENCING <br> first, second, third... <br> finally <br> next <br> - meanwhinie <br> after <br> then <br> subsequently | ILLUSTRATING <br> for example <br> such as for instance in the case of as revealed by... <br> illustrated by | $\begin{aligned} & \text { CAUSE and } \\ & \text { EFFECT } \\ & \text { because } \\ & \text { so } \\ & \text { therefore } \\ & \text { thus } \\ & \text { consequently } \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: |
|  | COMPARING similarly likewise as with like equally in the same way.. Lourdes Gonz | QUALIFYING but however although unless except apart from as long as if | CONTRASTING <br> whereas <br> - $=-=$ <br> instead of <br> alternatively <br> otherwise <br> unlike <br> on the other hand.. <br> conversely | EMPHASISING <br> above all in particular especially significantly indeed notably |

- Paper (Congress, symposium, course work)
- Thesis (Bachelor or Masters degree)
- Dissertation (Ph.D.)


## Differ <br> - in length <br> - in depth

Similar:<br>- in style (formal)

## Similar: - in style (formal)

## They do not:

- include informal or slang words
- include contractions, such as isn't and won't
- generally include phrases that use the words I, me, or my

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## Paper

In academic publishing, a paper is an academic work that is usually published in an academic journal. It contains original research results or reviews existing results.

Such a paper, also called an article, will only be considered valid if it undergoes a process of peer review by one or more referees (who are academics in the same field) who check that the content of the paper is suitable for publication in the journal. A paper may undergo a series of reviews, revisions, and resubmissions before finally being accepted or rejected for publication.

## Key point to remember

## Before you even start to plan your paper or academic article make sure you have a copy of the journal' rules on how to structure it.

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## WHAT'S IN A RESEARCH PAPER?

A complete research paper in APA style that is reporting on experimental research will typically contain:

1. Title page
2. Abstract
3. Introduction
4. Review of Literature
5. Methods
6. Findings (results) and analysis
7. Discussion
8. Limitations
9. Future scope
10. References sections

Pictorial example of abstract:

This is your article, paper, thesis or dissertation:


A


B


C


This is your abstract

Abstract-The message delivery ratio of mobile opportunistic networks strongly depends on the transmission time, which is closely related either to the mobility of users and to the communication properties of the mobile devices. A larger radio transmission range allows longer contact durations, improving the message dissemination. Furthermore, user mobility is a crucial factor to be considered, especially when the mobile nodes are vehicles, because of their limited freedom of movement and the high relative speed.

In this paper, we evaluate the use of a sub-gigahertz wireless technology, namely LoRa (Long Range), to establish links between the mobile users in an opportunistic network in order to augment the number of contacts and their duration. We evaluate the performance of LoRa, comparing it with WiFi, using the Epidemic protocol for message diffusion with realistic vehicular traces. Through simulations, we compare the message delivery probability and the network overhead. These experiments were carried out using the ONE simulator with minor modifications to model the typical behaviour of mobile users. The results show that, in opportunistic networks, increasing the range even while reducing the available bandwidth increases the message delivery ratio.

Theses and Dissertations


## Planning

## 1. Why do I want to say it? MOTIVATION

2. Who is this writing for? AUDIENCE
3. What do I want to say CONTENT

Based on: HarperCollins. Writing (Collins Webster's Easy Learning) . HarperCollins Publishers. 2011. Kindle Edition.

## Structure

Most world universities use a multiple chapter format :
a) an introduction, which introduces the research topic, the methodology, as well as its scope and significance;
b) a literature review, reviewing relevant literature and showing how this has informed the research issue;
c) a methodology chapter, explaining how the research has been designed and why the research methods/population/data collection and analysis being used have been chosen.
d) a findings chapter, outlining the findings of the research itself;
e) an analysis and discussion chapter, analysing the findings and discussing them in the context of the literature review (this chapter is often divided into two-analysis and discussion);
f) a conclusion.

Thomas, Gary (2009) Your Research Project. Thousand Oaks: Sage.

## Thanks

## and...

## break a leg!



