

ENGLISH

FOR ACADEMIC PURPOSES



A Handbook for Students

ANDREW GRAHAM

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Foreword

Andrew Graham has many years' experience of living and working both in the UK and in China. For almost 10 years he has been employed as an English for Academic Purposes (EAP) teacher at a Sino-British institution that is situated in a very large university in Western China. For the last six years he has also had wider course leader and senior management roles within this institution. Andrew's cross-cultural knowledge and experience, together with his years of teaching EAP, provide him with the skills and knowledge to write a significant and key EAP textbook.

What Andrew Graham has achieved in this book has not been by chance or happenstance; rather, it is the result of year-on-year iterations, and use by teachers and students, of institutionally published versions finely tuned into this published edition. The content is based on extensive research – both his own and that of others – and, importantly, from feedback from the students who have used the book. It is research-informed and evidence-based.

Written with up-to-date knowledge of China, and more broadly Asia, Andrew has used language, and has drawn on examples, that are in current use and understood by the students who will use the book. Consideration has been given to how each topic should be broken down into sub-topics to aid students' comprehension of how English is used for academic purposes. This step-by-step approach, together with the book's attention to detail, supports students' development in understanding many of the nuances that exist within the English language.

I regard this book as a 'must have' for any international student working towards a British qualification at university. It is also a significant and very useful textbook for English as a Foreign Language (EFL) teachers and students.

**Dr Lynn Machin,
PhD/PGCIE Award Leader, Senior Lecturer, Researcher: Staffordshire University**

Introduction

This book contains a collection of material surrounding the skills required by students going into higher education. Specifically, it targets students who are non-native English speakers starting, or about to start, an undergraduate degree. However, it may also be utilised by native English speakers who wish to grasp the necessary skills required to succeed at university. This book has been written in such a way that it could be used as both a course textbook or a self-study guide by students who wish to develop their academic skills.

Terminology and English level

One of the following labels often categorises non-native English students: English as an Additional Language (EAL), English as a Second Language (ESL), or English as a Foreign Language (EFL). There are slight differences between these, such as ESL students only having an understanding of their native language before attempting to learn the English language, while an EAL student may already have a grasp of several other languages beyond their native tongue. Regardless of which category a non-native English student may fall into, this book has been written in a way that should be accessible for students from an intermediate level of English (IELTS 4.0–5.0) and above. The term EAP (English for Academic Purposes) will be used throughout this book to refer to non-native speakers.

Background

The material presented in this book has been gathered over the course of roughly eight years and has taken on many forms within this timeframe. It has extensively been used with students studying for British degrees and diplomas on collaborative programmes in China. Therefore, the content has been adapted in such a way that non-native English speakers can easily grasp the full range of academic skills required to be successful in a variety of undergraduate subjects.

Note to students

To make the most out of this book, you will need to start by reading through each unit in the first half of the book. Each unit will present you with details surrounding vital academic skills. Various steps, examples and tips are presented with each skill, which should aid in your understanding and assist you in completing your academic work.

In the second half of this book, you will find several exercises that will allow you to practise each skill before applying them to your coursework. It is important to refer back to the relevant units while completing each exercise, to ensure that a sensible approach has been taken for each task. Furthermore, when working on assignments for your academic course, it is recommended that you keep this book within reach. This will allow you to improve your understanding of each skill as you approach the wide variety of tasks encountered at university.

Note to teachers

As above, the recommendation is that you work through the units within the first half of this book before moving on to the exercises. Some units are quite detailed and may work better as pre-reading tasks for students to do in their own time. The exercises provided at the back of this book are useful starting points, but the use of supplementary resources is suggested. For a small number of the units, there are no exercises provided as the skills within these sections are covered in more detail in other units.

Although the order of the units has been carefully considered, you may wish to work through this book in an alternative structure. Therefore, each unit begins with a selection of keywords that may not be covered in detail within the unit but may be useful to review at the start of class. Thus, this allows you to jump into any particular section of the book. However, please note that not every new or possibly challenging word has been provided at the start of each unit, as the focus of this vocabulary is on keywords that relate directly to the skills being discussed.

Finally, please be aware that answers to all exercises, as well as some supplementary material, can be accessed via the Critical Publishing website (www.criticalpublishing.com – the URL is located at the back of this book).

Glossary

Although each unit does present you with a list of keywords, there is some vocabulary that appears repeatedly throughout the book. Before you go any further, take a few moments to familiarise yourself with the following:

Argument

In writing, argument is the act of researching a topic, gathering ideas from different points of view, and then presenting this information to the reader in support of a claim.

Article

A word used to describe a piece of writing that forms part of a much larger publication (such as a newspaper, magazine, website, or journal).

Assessment / Assignment

In academia, this is a piece of work that is used to evaluate students. It could be a piece of written work, a presentation, or even an exam. Essentially, it is used to measure a student's learning and abilities.

Audience

A name given to the people who will read or watch something. For example, the people who read an essay can be referred to as the audience.

Claim

A statement that strongly presents an idea that you wish to inform the reader about. In academic writing, this is used to present the reader with an argument that will be supported by evidence.

Essay / Paper

These two words are used interchangeably and refer to a piece of writing that students usually complete during education (as an assessment/assignment).

Evidence

A piece of information used to support an idea. This could be a fact, opinion, numbers/data, or reported speech.

Plagiarism

A form of academic cheating that occurs when a student presents the words or ideas of others without telling the reader. This is seen as a serious offence at university and, if found in a piece of work, then action will be taken (usually the work will score zero).

Source

A location where evidence is found. Can be anything from books and journals, to videos and interviews.

Summary

A brief description of a text's most important ideas. Found in conclusions, and many examples of this can be found at the end of each unit in this book.

Unit 01

Academic writing overview

1.1 – What is academic writing?

Keywords

- Cohesion** The flow of ideas connecting or uniting as a whole. Achieved through the use of keywords, linking phrases or grammar.
- Draft** An early version of an essay. Usually, multiple drafts are created before the final draft (which is submitted for grading).
- Objective** Providing ideas that are supported by evidence from different points of view. Not influenced by personal feelings or opinions.

Introduction

Academic writing is often seen as a big challenge for most students starting out at university, and one reason for this can be the fact that many students do not even fully understand what academic writing involves. For international students, the varying styles of writing across the world can further complicate this. Therefore, the best place to start is to briefly introduce the different areas that need to be considered when preparing for and writing an academic paper:

- » [Types of academic papers](#)
- » [Use of sources](#)
- » [Planning](#)
- » [The writing process](#)
- » [Presenting an argument](#)

Types of academic papers

During most university courses there will be a range of assessments. When it comes to written work, there are several types of papers to be aware of:

- » **Research essay** – An **objective** paper that will require sufficient evidence to be used throughout in order to support your ideas (ie theories, arguments, etc).
- » **Reflective essay** – These are based on personal opinions, thoughts, and feelings. The topic is usually related to a situation you have personally experienced (eg the process and outcome of a group work project).
- » **Report** – Another objective paper that centres around collected data/statistics. Can be based on external evidence (*secondary research*) or data collected via surveys, questionnaires or interviews (*primary research*).

» **Literature review** – The name may have you thinking of novels or poetry, but do not let the word *literature* confuse you. These papers include a collection of current research available for a particular topic and are usually done in preparation for an in-depth research essay.

These are just a few examples of papers you will most likely encounter during your time at university, and it is important to identify what is expected for each assignment you receive. The skills covered in this book will focus primarily on research essays, as these are the most commonly encountered papers across most academic courses. However, many of these skills are transferable and can be used in the other types of papers.

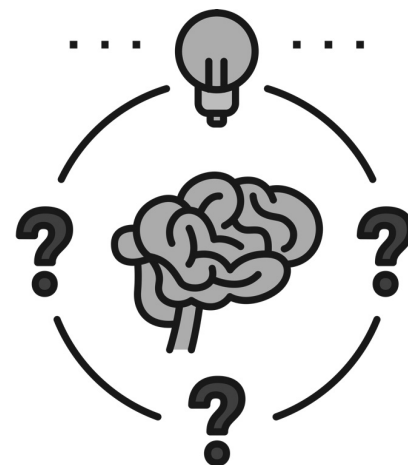
Brainstorming and planning

Getting your ideas down on paper and drawing up an outline of your essay's structure before writing any paragraphs is something that you will need to consider. Doing so usually results in a more **cohesive essay**.

Brainstorming

After receiving the details of your assignment, spending some time getting some ideas down on paper will help focus your research. It is essential to know what you are searching for before you start looking. The more specific the ideas are, the more refined your search will be, which is especially useful if you rely on the internet for your sources.

Brainstorming for an academic paper is often done alone, but a broader range of ideas can be gathered by creating a focus group with your peers. It is often helpful to look at a topic from many different points of view, which can be quite challenging to do on your own.



Creating an outline

Planning is an important stage that must be completed before writing begins. The outline forms the foundation of your essay; you can think of it as a blueprint for a building, guiding you in the construction of your ideas.

An outline does not need to be too detailed, as it is likely that some areas will change as your essay is being written. However, the main ideas for each paragraph will likely remain the same, and by deciding their order during the planning stage, your ideas should flow cohesively in the final essay.

Do not forget to keep your outline close by as you write your essay. Try referring back to your outline after each paragraph has been written, just to check you have covered every point, and so that you know what the next paragraph is going to focus on before you carry on writing.

Presenting an argument

In academic writing, it is important to present a range of ideas that collectively form an argument. This does not mean you are trying to fight with the reader. In fact, the purpose is to present a position that can be defended through the use of evidence.

Argument versus persuasion

It is important to understand the difference between argument and persuasion, as many students often interpret these two styles of writing as being the same. Below is a table, adapted from Read Write Think (no date), outlining the different approaches taken when writing a research paper in each style:

| Argumentative style | Persuasive style |
|--|---|
| Choose your topic, do some research, then decide which side you are going to support with your argument | Choose your topic, then decide which side you are going to support |
| Use your essay to show the reader why you have chosen to support this side | Use your essay to get the reader to agree with your chosen side |
| Offer the reader an objective selection evidence that shows your ideas are valid | Use evidence with your own personal emotion and/or opinions to convince the reader that your ideas are correct |
| Recognise and present counter-arguments | Ignore and avoid counter-arguments |
| Provide evidence with every idea | Provide some ideas without evidence |
| Write in a calm tone , with the aim to inform the reader of your choice | Write in an emotional tone, aggressively trying change the reader's opinion |

As you may have guessed, the argumentative style is balanced and more appropriate in academic writing. Therefore, throughout this book, the focus will be on planning and writing in an argumentative style.

Use of sources

To be objective in your own writing, you will need to make use of evidence to support your ideas. This will require you to do some research surrounding your topic. At first, research is used to gain knowledge and form ideas during the brainstorming and planning stages. However, you cannot simply gather ideas from the sources and present them as your own. You will need to present the sources in your paper to demonstrate their relationship to the point you are trying to make.

Research is an on-going process that continues throughout the writing process, from the early stages of planning, all the way until you begin to revise and proofread the final draft of your essay. As new information is constantly being published (especially online), it is essential for you to keep looking for articles relating to your topic.

Paraphrasing and summarising

When using evidence in your papers, you should avoid copying the exact words of the original author. Although it is sometimes acceptable to directly 'quote' a source (especially for extracts from interviews), the more accepted approach is to use paraphrasing and/or summarising.

Both of these methods allow you to present the ideas of others using your own words, which is an important skill to master in academic writing.

Referencing

Whenever evidence is used in your papers, whether it is an idea (in the form of a paraphrase or summary) or a direct 'quotation', you need to provide information telling the reader where to find the original source.

You have to be transparent and honest with the reader that this information is not your own. Furthermore, your essay is unlikely to cover every detail contained in the original source. Therefore, providing a reference allows the reader to go and learn more about the ideas you have mentioned in your work.

The writing process

Some of the stages in the writing process have already been mentioned above, but there are a few more areas you need to consider when writing an academic paper. Below is an outline of a typical writing process that many students follow when writing an academic paper:

Understanding the topic

In most assignments at university, your tutor will provide you with a topic in the form of an assessment task. All the information needed to start brainstorming, planning and researching the topic will be found here.

Sometimes the topic may be quite broad, and you will be expected to narrow this down into a more focused area. If this is the case, once you have brainstormed ideas and conducted some basic research, your final topic should be checked by your tutor before you begin writing.

Draft writing

Everyone makes mistakes, and you can use these as a learning opportunity. This is why it is necessary to go through a draft writing process. The first draft will give you and your tutor a clearer idea of what areas need extra attention. If you only ever write one draft before a deadline, do not expect to get a good grade.

Draft writing is a step-by-step process, so do not rush to fix everything in one go. Leave smaller problems until later, such as spelling and tidying up grammar, which can wait until the proofreading stage.

For the first few revisions of your essay, focus on your ideas, the evidence you are using, and overall essay cohesion. Remember to pay close attention to the details your tutor gave you in the assessment task.

Each draft will be an improvement over the last, but there will still be areas that can be improved. The draft writing process is reflective and requires you to look at what you have done and identify ways to improve. The more drafts you attempt, the stronger your essay will become. However, remember you are not just writing and re-writing; you should primarily be looking for problems in your essay and finding ways to fix these issues.

Proofreading

This should be the final stage of revision before submitting your final draft. This is the time to focus your attention towards spelling, grammar and punctuation errors. However, this is also a perfect opportunity to improve your vocabulary use by changing repetitive words or replacing simple vocabulary with academic alternatives. Furthermore, if the formatting of your essay is also going to be graded, this is also the right time to check for any issues regarding font sizes, typeface choices, line spacing and margins.

Finally, although you should keep your reference list updated as you write, this is also an ideal time to make sure all your references are present and correctly formatted according to the reference style of your university.

Summary

Although this unit has only presented you with a brief introduction to academic writing and the areas that need to be considered, you should now have a clearer idea of what to expect throughout the rest of this book. There will be other skills required to create a robust academic paper, but the most important aspects have been highlighted here, and there should be no significant surprises as you progress through the following units.

References

Read Write Think (no date) *What is the Difference between Persuasive and Argumentative Writing?* [online]
Available at: www.readwritethink.org/files/resources/lesson-docs/Difference_Between_Persuasive_Argumentative.pdf (Accessed 9 June 2018)

1.2 – Features of academic writing

Keywords

| | |
|----------------------------|--|
| Brainstorm | The act of gathering and creating ideas. |
| Citation | Provided whenever evidence has been used in the main body of an essay. Part of the referencing process. |
| Concluding sentence | Used to signal that the current idea has been explored in sufficient detail. |
| Draft | An early version of an essay. Usually, multiple drafts are created before the final draft (which is submitted for grading). |
| Inductive reasoning | An approach used when forming arguments. The method of taking specific examples and creating a generalised claim. |
| Reference list | Given at the end of an essay. Provides further details that are not given alongside the citation (eg book title, website URL). |
| Thesis statement | A sentence provided in the introduction paragraph. This will outline the main claim of the entire essay. |
| Topic sentence | A sentence given at the start of each main body paragraph to express the main idea that will be explored within. |

Introduction

When writing an academic paper, you will need to consider the language used, how paragraphs and sentences are structured, and the way you convey your ideas. In this unit, you will encounter six common features of academic writing that must be used in your papers. However, you will find that for some essay topics (eg personal reflections) you will not need to apply all six features. Therefore, try not to think of them as rigid rules that you must always follow, but guidelines that help shape your writing into an academic form.

1. Complexity

The way English is spoken is entirely different from the way it is written. Spoken language is usually flexible, and the correct meaning can easily be conveyed even when there are grammatical errors or poor vocabulary choices. When speaking, if your audience does not fully understand your meaning, they can ask you questions.

However, you are not usually present when a reader is looking at your written work. Therefore, you need to make sure that both grammar and vocabulary are clear and accurate. Furthermore, you will often be asked to write an essay within a specific word limit. This requires you to be concise with your language, avoiding long and wordy sentences.

In the following examples, you should be able to see clear differences in both length and vocabulary choices:

*** Example – spoken text**

Cities in Britain are no longer considered to be as safe as they once were, as there are now many crimes taking place on a regular basis.

*** Example – written text**

Crime rates have now risen across Britain's once peaceful cities.

Lexical items

Lexical items are single words, a chain of words, or phrases that are the basic building blocks of language. Essentially, independently these items can carry a specific meaning, whereas grammatical words (eg conjunctions, particles, determiners) are either ambiguous or hold very little meaning when presented alone. Try to present a higher ratio of lexical items within your writing.

Nominalisations

Shifting the focus of sentences away from the actions (verbs) onto an object or concept (nouns) is standard practice within academic writing. By doing this, your writing not only becomes more complex but also aids in developing some of the other features covered by this unit (such as formality and objectivity).

Noun phrases

A grouping of words that contain a noun and a modifier. These are used in sentences as subjects, things, or prepositional objects (just like a common noun). Noun phrases are an excellent alternative for both the overuse of verbs and 'wh-' clauses (ie subordinate clauses that are introduced by what, who, which, when, where, why, and how).

Lexical variation

If a piece of writing repeats certain words and phrases throughout, the reader may feel the article is too simple. Therefore, it is essential to present the reader with a wide-ranging and varied vocabulary. Both nominalisations and noun phrases will aid in adding variety to your writing.

2. Formality

In many ways, this is quite similar to complexity. However, this feature is focused towards vocabulary choice and writing style. Below are a few examples of what you should avoid in your academic papers:

Colloquial words and expressions

These are words that are often heard in spoken English. The problem is that these words can often sound quite simple or vague in meaning. You should especially avoid the language that is frequently used in social media and messaging apps.

* Example

stuff / things / sort of / yeah / nice / gonna / cool

Contracted forms

Although these may sound natural in spoken language, they can appear rather informal within an academic text. However, you may notice while reading academic papers (such as journals) that they are sometimes used, but when they are, they are used sparingly. Therefore, it is always safer to simply avoid their use.

* Example

can't / don't / couldn't / doesn't / shouldn't / hasn't

Two-word verbs (phrasal verbs)

Attempting to write an academic essay without using any phrasal verbs is almost impossible. There are times when they are necessary, but they should be kept to an absolute minimum. For the large majority of phrasal verbs, you will be able to find a suitable replacement.

call off / carry on / boot up / add up / find out / turn down

Vague statements

In almost all cases of academic writing, you are required to be as precise as possible. This means providing the reader with as many details as possible. This is especially true when dealing with numbers. The only exception to this is when interpreting data from a visual source such as a chart or graph.

a lot of / etc / and so on / everybody knows / as is known to all

Asking (rhetorical) questions

There is no specific reason why these should be avoided, but they are often seen to be annoying for the reader to encounter while working their way through an essay. Your reader does not want to be presented with questions that you will answer in the next few sentences; they simply want you to get on with exploring the topic. Furthermore, asking and answering questions conveys a conversational structure, which then breaks the formality and is perceived as a casual conversation.

“What should be done in this situation? Well, maybe the first step is to...”

3. Objectivity

To be objective, you need to make sure that you do not provide personal thoughts or opinions while writing your essay (unless it is a reflective topic related to your own personal experience). You need to pay particular attention to your use of pronouns:

Avoid first person pronouns

The reader wants you to share what you have discovered while researching your topic. Unless you are a professional, or a respected figure in your field of study, your reader will not want to hear what you ‘think’ or ‘believe’. You will need to provide evidence that you have collected from a range of sources, and only then will the reader be interested in the information you have presented in support of your essay’s argument.

I / me / myself / we / our / ourselves / I think... / In my opinion / I believe...

Avoid second person pronouns

Talking directly to the reader is another form of writing that should be avoided in your academic essays, as this can be misleading and unnecessary. Your reader may not be associated with the topic you are exploring, and therefore may feel your directions are irrelevant.

you / your / yourself / you should... / you can... / it is up to you...

4. Explicitness

Being explicit in your writing primarily relates to two areas: being clear about the relationship between ideas, and stating where you sourced your evidence:

Cohesion

You should clearly demonstrate how ideas are connected throughout your entire essay. This is done by using cohesive devices such as a **thesis statement**, **topic sentences**, and **concluding sentences**. All of these are used to tie paragraphs together through common themes, such as the overall argument of an essay.

However, it is also important to use cohesion within paragraphs to link from one sentence to the next. To achieve this, you are encouraged to use discourse markers. Below is a table containing some discourse markers that may be useful for improving cohesion between sentences:

| Explicit Use | Discourse Marker | Explicit use | Discourse marker |
|--------------------------------|---|--------------------------|---|
| Giving More Information | <i>In addition... Additionally... Moreover... Furthermore...</i> | Emphasizing | <i>In particular... Especially... Above all... Significantly...</i> |
| Giving Examples | <i>For example... For instance... Namely... Such as...</i> | Cause and effect | <i>Therefore... Consequently... Thus... Hence...</i> |
| Summarising | <i>In summary... In conclusion... In short... In brief...</i> | Contrasting ideas | <i>However... Whereas... Alternatively... Conversely...</i> |
| Sequencing Ideas | <i>Firstly... Secondly... Finally... The former... The latter... Meanwhile... Subsequently...</i> | Comparing ideas | <i>Similarly... Likewise... Equally... In the same way...</i> |

Referencing

When words or ideas from your research have been used in your essay, you will need to inform the reader of where this information was originally located. It does not matter what type of source you have used (books, websites, journals, videos, or even a lecture you attended), you will need to provide the reader with details of when these have been used in your essay's paragraphs (in the form of **citations**). Furthermore, for every citation you provide, you will also need to create an entry in the **reference list** at the end of your essay.



5. Hedging

Academic writing, especially argumentative writing, is based on facts and evidence. However, the strength of the evidence you use and/or the idea that is being supported may have some weaknesses. The connections being made may make sense, but there may not be a direct correlation, and this is where hedging is essential.

Also known as cautious language, hedging is used to express what level of certainty you have regarding the claim you are making. You will need to decide how strongly you support the idea before writing it down in your essay. This decision will then dictate what level of hedging will be required when presenting your claims.

In most cases, when working with statistics, data and facts, hedging will usually be unnecessary. However, when presenting a claim provided by another author, you will need to carefully decide how well they have

supported their ideas before providing them in your essay. Additionally, hedging plays an important role in the presentation of arguments that were formed through the use of **inductive reasoning**. Below are some examples of vocabulary used in hedging:

| Grammatical form | Example |
|-------------------------------|---|
| Introductory verbs | <i>seem / tend / looks like / appear to be / think / believe / doubt / be sure / indicate / suggest</i> |
| Lexical verbs | <i>Believe / assume / suggest</i> |
| Modal verbs | <i>Will / must / would / may / might / could</i> |
| Adverbs of frequency | <i>Often / sometimes / usually</i> |
| Modal adverbs | <i>Certainly / definitely / clearly / probably / possibly / perhaps / conceivably</i> |
| Modal adjectives | <i>Certain / definite / clear / probable / possible</i> |
| Modal nouns | <i>Assumption / possibility / probability</i> |
| That clauses | <i>It could be that... / It might be suggested that...</i> |
| To-clauses + adjective | <i>It may be possible to obtain... / It is useful to study... / It is important to develop...</i> |

6. Planning

When you are tasked with writing an academic paper, you will need to think very carefully about how to divide up your time. You will first need to understand the assessment task, **brainstorm** some ideas, gather research and then draw up an outline that you plan to follow.

Planning does not only include details of what information will be included in the final paper; you will need to consider how to manage your time. It is important to go through a **draft** writing process, which means planning when each version needs to be completed by and allowing time for feedback opportunities with your tutor.

Summary

It is important to remember that this unit has only introduced some key features of academic writing, and that these are not to be treated as rigid rules that must always be followed. As you read papers written by others, you will notice more patterns and features that are commonly used in academic writing.

Some of the features mentioned in this unit will appear elsewhere in this book, but some of them (especially surrounding grammatical rules) will not be covered in great detail. If you are struggling to grasp the way in which specific grammatical rules are applied, then you should definitely check out *Practical English Usage* by Michal Swan (details can be found below).

Further reading

For more details about the features of academic writing and grammatical rules mentioned in this unit, check out the following resources:

Gillett, A, Hammond, A and Martala, M (2009) *Inside Track to Successful Academic Writing*. Harlow, Essex: Pearson Education Limited.

Swan, M (2016) *Practical English usage* (4th ed). Oxford: Oxford University Press.

Exercises

1.2 – Features of academic writing

Exercise 1

i Choose the most appropriate word for use in academic writing:

- a. *The company has made **substantial/huge** changes in its approach to marketing.*
- b. **Lots of/numerous** attempts have been made to find a relationship between the two **big/major** contributing factors.
- c. First impressions are **extremely/really** important.
- d. A rise in unemployment is just one of the **consequences/things** that will happen with the introduction of automated production lines.

Exercise 2

Match the following verbs with their corresponding nouns:

| |
|------------|
| Analyse |
| Deduce |
| Illustrate |
| Indicate |
| Invest |
| Implicate |
| Progress |
| Reject |
| Revise |
| Suggest |

| |
|--------------|
| Deduction |
| Rejection |
| Analysis |
| Progression |
| Revision |
| Illustration |
| Indication |
| Investment |
| Suggestion |
| Implication |

Exercise 3

i Rewrite the following sentences into a nominalised form, by identifying the relevant verb and replacing it with its noun form. An example has been provided:

*The company's value was **decreasing** rapidly, and investors **were becoming concerned**.*

*The rapid **decrease** in the company's value was causing **concern** for investors.*

a. The data enables scientists to formulate precise predictions.

.....

b. The students researched the topic but uncovered no relevant evidence.

.....

c. Candidates need to impress the employers during an interview.

.....

Exercise 4

i Replace the word in brackets with a more formal word or phrase:

a. Officials are in the process of organising a (**get together**)..... to discuss potential strategies.

b. Staff members who breach their contract will be (**given the sack**)

c. A country's economy is affected by (**things**)..... such as population, natural resources and infrastructure.

d. Therefore, the company's future is likely to be (**nice**)

Exercise 5

i Read the following two paragraphs and decide which is more objective:

- a.** Apple's App Store provides users with access to over 2.2 million apps (Statista, 2018), which generates \$26.5 billion (USD) for its developers (Leswing, 2018). Each app has to go through a rigorous review process to determine if they are suitable for its users. Issues that Apple will monitor for are: system crashes, user interface errors, misleading information, and malicious files that affect its users' security (Apple, no date).
 - b.** The App Store, available on all Apple devices, may be a lucrative business opportunity for app developers. However, the review process that Apple subjects every submission to is ridiculously strict, meaning many apps are often rejected. Google's Play Store is far friendlier to its developers, allowing more creative freedom while still providing a great source of income.
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Exercise 6

i Suggest improvements for the following sentences by avoiding the use of 'you' and 'we':

- a.** In the following section, we will introduce the potential consequences.

.....

- b.** You can increase productivity by taking regular breaks.

.....

- c.** We gathered research by conducting interviews with the general public.

.....

- d.** You should take note of the suggestions outlined in this textbook.

.....

Exercise 7

i Read the following sentence pairs and identify when hedging has been used:

- a.** It may be said that the commitments to fighting global warming are becoming less important than five years ago.

The commitments to fighting global warming are now less important than five years ago.

- b.** The anti-vaccination movement has caused an outbreak in many diseases among children in the US.

The increased cases of childhood diseases could be the result of the recent anti-vaccination movement sweeping across the US.

- c.** The internet is to blame for plagiarism becoming more prevalent in university assignments.

The internet is clearly a plagiarist's key resource, and its popularity is the reason why plagiarism is more commonly detected in university assignments.

Reference list

NOTE: Some of the texts/examples used in the exercise section are original or fictitious pieces used purely for the purpose of practice. Below are the reference details for all authentic texts used within the exercise section of this book:

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