**Summary of content and linguistic features**

**Study the features listed below: which of the features do you associate with academic style writing? Discuss with a classmate.**

**Content features**

* References to other texts
* References to theory/abstract concepts
* Definition of key terms
* Personal opinions
* Direct quotes
* Paraphrase
* Comparison/contrast of different points of view
* Digressions/ anecdotes (e.g. ‘By the way, that reminds me of when…)
* Evaluation/critical discussion of ideas or information
* Factual description of people, places, things or events
* Supporting evidence for opinions/arguments

**Language features**

* Personal pronouns ‘I’ and ‘we’
* Use of ‘you’ to refer to the reader
* Understatement (e.g. ‘unsatisfactory’ rather than ‘terrible’, ‘positive’ rather than ‘fantastic’)
* ‘Strong’ or emotional language (e.g. ‘thrilling’, ‘amazing’ ‘nasty’, ‘disgusting’)
* Colloquial language (e.g. ‘to give someone a row’)
* Contractions (e.g. ‘don’t’ rather than ‘do not’)
* Abbreviated words. (e.g. ‘ad’(advertisement). ‘pop’ (popular))
* Hedging expressions (e.g. Consistent feedback ‘is likely to’/’may’/’can often’ improve performance.)
* Direct questions (e.g. ‘What makes some people oppress others?’)
* Indirect questions (e.g. It is important to consider why oppression occurs.’)
* Nominalisation (e.g. ‘weight loss’ rather than ‘losing weight’)
* Categorical expressions (e.g. ‘Nobody believes…’, ‘Everything they do…’ ‘He never…’)
* Phrasal verbs (e.g. ‘build up’, ‘put up with’ ‘get away with’)
* Single word verbs (e.g. ‘accumulate’ rather than ‘build up’; ‘tolerate’ rather than ‘put up with’)
* Vague language (e.g. ‘A few years ago’; ‘There are a lot of things government can do to help industry.’)
* Precise language (e.g. ‘In 2006’; ’There are a number of policies government can implement to assist industry’)