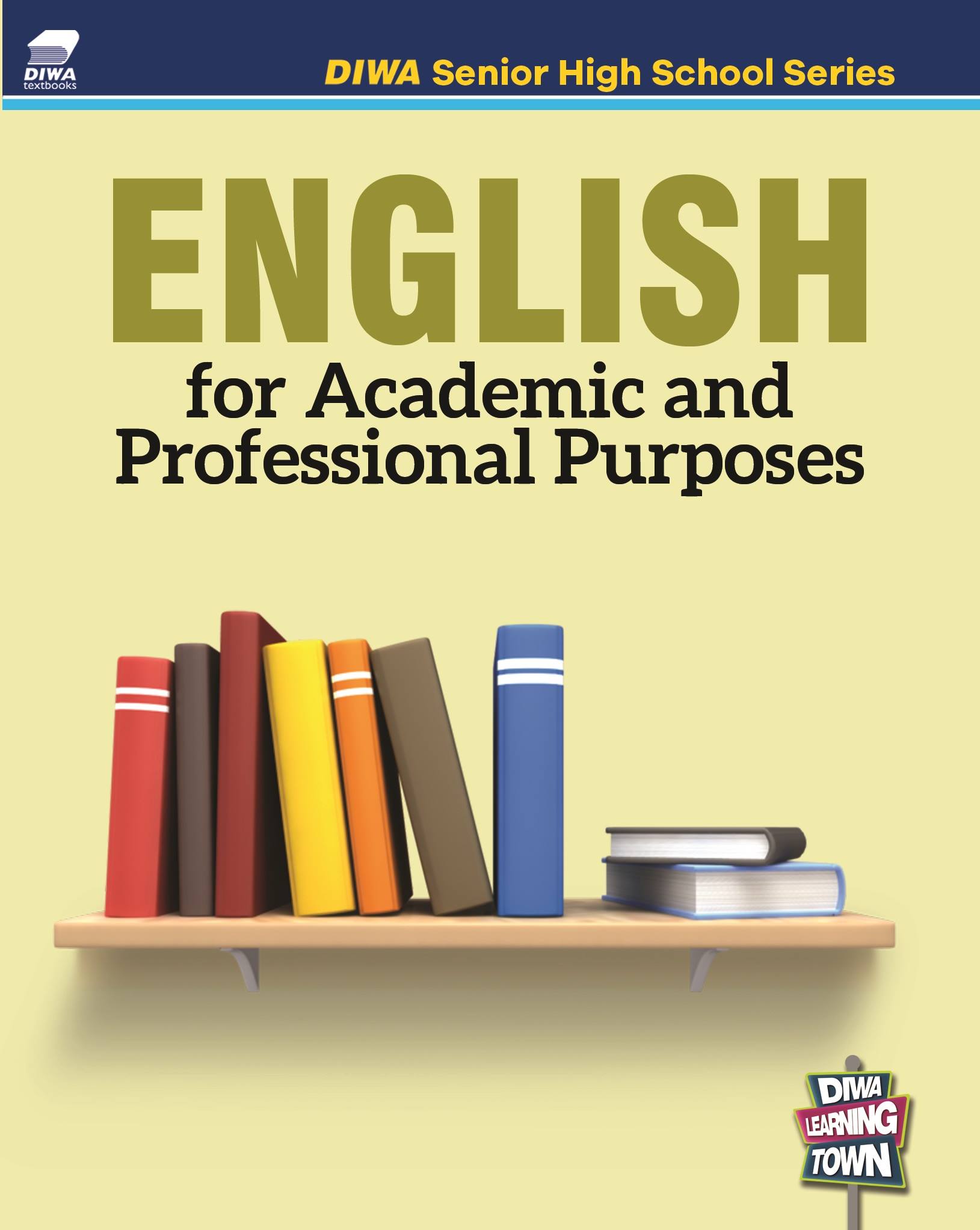
**MODULE 1**

**English for Academic and Professional Purposes**

**Academic Texts and Texts and Text Structure**



*Prepared by:*

**Mr. Reymart T. Metrillo**

Subject Teacher

**Name of Student**

**Grade,Section and Strand**



Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**MODULE 10:** **THE SPEECH WRITING PROCESS**

**What is Academic Text?**

* Academic text is an example of a text produced for academic purposes.
* This is done by students to meet the standard which the senior high school or college curriculum may require in order to develop students’ strong command of the language set in an academic context

**What are examples of Academic Writing?**

Examples of Academic Texts include:

Essay

Concept paper

Reaction paper

Position paper

Education reports

Research paper

**Exercise 1: Read the following texts and identify the type of writing present in  
these examples**

**TEXT A**

Tom, Wazz up dude, It’s been two weeks since I left and It feels like jeezzz. I know it is very hard but adjusting to this place is just simply amazing. You know what, I already made new friends and I know that nobody can replace my best pal in the world. You know what I mean. It will be a totally different world now that you are not by my side. No free popcorn. Anyways, I’d been preparing for a presentation about our place and I would like you to be my starting point. I’d like to have to hear from you soon. I know that your connection there right now is poor because of the rain. I’d love to make a video call after later, if that’s ok? Till later…

Your beshie, Jorge

**TEXT B**

Another lesson we learned is this: democracy in its turn does not automatically mean prosperity. For prosperity also has a mind of its own and does not follow democracy around like a faithful dog. Prosperity too must be earned … by land reform and industrialization; by postponing consumption to build up savings and investments, passing up the temporal joys of English Leather for an extra clink into the piggy bank; by patronizing our local industries; and most of all by a policy of protectionism that promotes economic development and national self – reliance. To be free is to be responsible for one’s self. When you come home at night from your school, office or factory, and lay your head on the pillow to claim the rest you earned at the end of a long day, between the closing of your eyes where thought and plans and prayers dwell: Think. Think of the role you play in the great tasbefore us, building a nation destined to be a force in a free and better world. Plan. Measure out new possibilities that none shall suffer for lack of work and that hope shall come sooner than our people have a right to expect. And Pray. Pray that our nation may, under God, survive to greatness through its Awkward Age.

**TEXT C**

This environment activity which allow them to learn and apply knowledge toward how to take care of the environment. The activity was conducted at Canlubang Elementary School, Calamba City, Laguna, Philippines, one of the oldest public elementary school in the area and has a long history of scouting activities that were conducted started more than fifty years ago. Boy scouts and Senior Scouts attended different modules and were asked to complete different challenges that are anchored on the five general aims of the World Scout Environment Program (WSEP). Some of the activities that were conducted include a garbage challenge which taught the students on how to take care of waste through the 5R: Refuse, Repair, Reduce, Reuse and Recycle. The scouts were also asked to collect garbage within the activity area and were asked to segregate them into biodegradable and non biodegradable. The activity also featured a special clap and yell that promoted WSEP in general. The activity ended with the scouts being reminded to conduct an activity that is related to taking care of the environment.

**TEXT D**

The study is an attempt to show how one can improve vocabulary in research through exposing oneself to explicit peer instruction of using words that are related to research on a daily basis. The respondents are grade twelve students of Majada In Integrated School and has utilized the words as subject in research. This study has used quantitative research design as it gathers data through conducting experimental design in order to establish the usefulness of the intervention being implemented in the course of the study. The data has been analyzed using t – test for dependent samples and the result has shown a significant difference in the performance of the student strengthening the claim of the importance of explicit instruction in order to improve students’ vocabulary

**What are the factors to consider when doing academic writing?**

The following are the different considerations when doing academic writing:

**A. ROLE – refers to who you are as the writer; Example is the role of the writer in Text A (writing a letter to a friend) is different from the role of the writer in Text B (delivering a formal speech)**

**B. AUDIENCE – refers to the intended reader for one’s piece of writing**

**C. PURPOSE – refers to the reason why a piece of writing is produced; these**

**purposes may include informing, persuading, or arguing for something**

**D. FORMAT – refers to the form most appropriate for one’s piece of writing; this is**

**shaped by one’s purpose for writing and intended writing.**

**What are the different Academic Writing Conventions?**

**F is FORMAL,**

**I is for IMPERSONAL**

**S is for STRUCTURED**

**H is HEDGED**

**ACADEMIC WRITING IS FORMAL**

– This refers to how we use a different phraseology or words that we carefully chose to suit a particular idea or concept. This means not writing immediately the first thing that comes to mind and avoiding a conversational tone in writing.

The following example will point this difference.

INFORMAL - If users know how search engines work, they can deal better with them.

FORMAL - An understanding of the fundamental operations of the search engine will provide improve user interface.

-This refers to wording and expression that conveys a sense of non-familiarity and objectivity.

- In other words, its how we maintain a certain distance between the reader and the writer the way we implement social distancing during this pandemic.

- That way, we communicate a sense of detachment making it impersonal.

This example is given:

PERSONAL - If you don’t know to navigate through an e-commerce site, you will waste a lot of time.

IMPERSONAL - Navigating through an e-commerce site can be time consuming for those who may be unfamiliar with the process.

- This refers to certain structural elements that set academic writing apart from others.

These two can be given as examples:

**Avoiding Nominalization** – nominalization is replacing an action word with a noun counterpart that makes the sentence less active like:

|  |  |  |  |
| --- | --- | --- | --- |
| retracted | save | refused | create |
| produce | eliminate | raised | tolorate |
| increased | attribute | reduce | posponed |
| Return | Manage | established | Repeat |
| investigated | Endure | Implement | fluctuated |

Do this – The economy did not perform well.

Do Not this – The performance of the economy was miserable

**Avoiding Passive Voice** – the passive voice allows the doer of the action to be relegated to the background.

Do this – The company can use the cost savings to add value to their products.

Do Not this – The cost savings can be used to add value to a company’s product.

- This refers to the use of cautious language in order not to sound condescending or too proud about a certain claim.

- Academic writing that uses hedged language allows for an objective and impersonal language and thus may provide greater interaction with the readers

WITHOUT HEDGED LANGUAGE:

A repeat of terrorist attacks, as massive as 9/11, is just a matter of time.

WITH HEDGED LANGUAGE:

It is possible that the threat of terrorism is more serious than ever before, and that a massive attack like September 11, may be just a matter of time.

**Phrasal Verb -** a phrasal verb is the combination of two or three words from different grammatical categories – a verb and a particle, such as an adverb or a preposition – to form a single semantic unit on a lexical or syntactic level.

* Phrasal verbs are informal word and more common in everyday speech

**Examples:**

Please take off your shoes.

Take off is an example of informal use of word

Please remove your shoes

Remove is an example of formal use of word

**Quiz 1**Reduce the informality of the following words by substituting the informal two- word verb phrase with a more formal one – word equivalent.   
Use the given below.

1. These leg exercises can easily be incorporated into the patient’s course of therapy, with each done again a number of times.

2. The judge ruled that it is only fair and equitable to give back the property to the aggrieved party.

3. The participants carefully read the guidelines on how to carry out the experiment.

4. One key factor that contributed to the problem is their inability to put up with diversity in others.

5. This pandemic has required us to make out all of our resources responsibly.

6. A primary education system was set up throughout Ireland as early as 1831

7. This will cut down the amount of drug required and so the cost of treatment.

8. The material amenities of life have gone up in Western society.

9. The press reflected the living culture of the people; it could influence opinion and reinforce existing attitudes but it did not come up with new forms of entertainment.

10. Thus, he should have looked into how the patient has coped previously.

11. The aggregate of outstanding balances went up and down quite violently.

12. In 1947 the Treasury brought up the question of excluding South Africa (and India) from the sterling area.

13. Dieters often feel that they should totally get rid of high-fat and high-sugar foods.

14. Thus when a Gallic bishop in 576 converted the local Jewish community to Christianity, those who turned down baptism were expelled from the city.

15. Western scholars gradually turned out a corpus of translations from the Arabic and studies of Islam.

16. Ms Tucker, Lord White's 29-year-old companion, has since taken her statement back.

17. Discussion of the outcome of experiments that have used this method will be put off until Chapter 7.

18. They did not easily accept or put up with differences in others.

19. My high-school friend signed up for three years with the army so he could put away enough money to go to university and study law.

20. The solitary feeding of insectivores in forests was therefore put down to a foraging strategy involving the pursuit of cryptic and easily disturbed prey by singletons.

Activity 1: Assignment

This time you have another set of reading selections to read. Understand and analyze each so that you will be able to answer the following questions:

Reading Text A: The Sob Sister’s Story

The dead girl, beautiful and peaceful in death, her scarlet lips slightly parted as though whispering a caress to her lover, her blue eyes gentle and unquestioning as a baby’s, lay in the murderer’s arms like a child who has been rocked to sleep. Her golden hair falling in profusion about her shoulder all but concealed the cruel welt of red about her throat. The murderer, clutching is still burden to him, like a mother holding an infant, appeared dazed. As the police came in, he rose to meet them, still carrying his precious burden in his arms. The officers had almost to force him to relinquish her. He could not answer questions- could merely clutch the closer to his breast all that remained of the girl he loved better than life, and mutter, “ I love her, I love her,” like a man in a dream. A few hours later when I saw him in the sordid surroundings of the 10th Precinct Station House, so different from the cozy cottage which had been the abode of a tragic love, he was still dry-eyed, though his face wore a ghastly pallor. But when tried to question him, I became aware of terrific strain under which he suffered, and he showed all signs of a man on the verge of hysteria. When I tried to draw from him the motive for the pitiful tragedy, he could only rely, his pale boyish face like a mask: “I killed her, but God didn’t say a word, a word.” At last he managed pitifully to say: “I killed her so that she would be mine alone for always!”

Reading Text B. From the Autopsy Surgeon’s Report

Death occurred from the effects of asphyxia, cerebral anemia, and shock. The victim’s hair was used for the constriction ligature. Local marks of the ligature were readily discernible: there were some abrasion and a slight ecchymosis in the skin. But I found no obvious lesion in the blood vessels of the neck. Cyanosis of the head was very slight and there were no pronounced haemorrhages in the galea of the scalp. I should judge that very great compression was effected almost immediately, with compression of the arteries as well as of the vein, and that the superior laryngeal nerve was traumatized in the effect of throwing the victim into profound shock… The lungs revealed cyanosis, congestion, over aeration, and

sub pleural petechial hemorrhages.

Answer the following questions:

1. In your opinion, which of the texts is an academic text?

2. How did you consider it/them an academic text?

4. What makes an academic text? Elaborate your answer.

3. Which one from the 2 selection did you understand easily? Why?

**REFLECTION:**

The learners will write their personal insights about the lesson using the prompt below.

1. What is the importance of writing academic text in your chosen track in SHS? Cite specific examples

2. What is the purpose of achieving and learning about academic text?