

# Innopolis University English Division

F20, EAP I, Lesson 8 B

Handout 3

*The Basics of Academic Writing Style.*

Work **individually** and try, as much as you can, to ***replace the words or phrases in italics with a more academic equivalent***. ***Match*** the words/phrases *in italics* in Ex. 1 **with one of the AWS rules listed below**.

Today’s young people will become tomorrow’s scientists, and so their attitudes to science are **(1) *pretty*** important. Unfortunately, **(2) *at this moment in time***, many young people are rejecting a career in science, preferring to become **(3) *businessmen*** instead. **(4) *I think*** one reason for this is that scientists are paid relatively poorly. **(5) *As you saw earlier***, people working in science in the United Kingdom (**6) *don’t*** earn as much as those in occupations **(7) *like*** medicine or law. **(8) *Besides***, at the moment, it can be difficult to find a job in science and this can **(9) *put off*** young people from **(10) *thinking about*** a career in science.

# **(11) *Quite a lot of*** studies have been conducted that try to identify other factors that influence attitudes to scientists and their work (e.g. Campbell, 1998; Adams, 2003). **(12) *What are some of these factors*? (13) *Well*,** one important factor is the representation of scientists in the media. **(14) *They’re*** often shown as being socially isolated or even **(15) *mad!*** Another factor is the quality of science teaching at school. If a science teacher is interesting and enthusiastic, **(16) *he*** can have a **(17) *big*** impact on whether a student goes to study science at college or university. Unfortunately, in my experience, **(18) *not many*** science teachers are inspirational, although **(19) *the reader*** may have a different experience.

**Academic Writing Style (AWS) Rules**

1. Avoid colloquial words and phrases (i.e. ones used in informal conversation rather than formal writing). ……….1………

…………………11……17…………. ……13……………..

1. Avoid long expressions where there are shorter ones with the same meaning. …2………….
2. Use a one-word verb rather than a multi-word verb where possible. ……9……… ……………10………..
3. Unless you are referring specifically to men or to women, use gender-neutral language. …..3…… …16…….
4. Avoid referring to the reader as ‘you’ or ‘the reader’. ………………..5 ………19…………..
5. Avoid contracted forms (e.g. use ‘is not’ rather than ‘isn’t’)……………6…………14………
6. Do not use ‘like’ instead of ‘such as’ when giving examples. ………7……..
7. Do not use ‘besides’ to another, stronger reason. ……8………….
8. Avoid using questions to organise your writing. …………12…….
9. Avoid using ‘I’ (think, believe, etc.) when you express your opinion. …4…………….
10. Do not use exclamation marks to show your surprise. …15…………..
11. Use appropriate negative forms (‘few’ rather than ‘not many’, ‘little’ rather than ‘not much’, ‘no’ rather than ‘not any’.)

………18………..

**Adapted from: Hewings, M., & McCarthy, M. (2012). *Cambridge Academic English B2 Upper Intermediate Student’s Book: An Integrated Skills Course for EAP* (1st ed.) (p.107). Cambridge University Press.**