

# English

## Academic writing

**More formal, structured, characterize by clarity, objectivity, evidence based form of language means academic writing**

### Language features

- Nominalization
- Complexity
- Formality
- Precision
- Objectivity
- Explicitness
- Accuracy
- Hedging
- Responsible

#### ● Nominalization

Nominalization is the process of changing verbs or adjectives to noun

To make this we use suffixes

- Adjectives becoming nouns
  - Beautiful - beauty
- Adverb becoming nouns
  - Silently - silence
- Verb becoming nouns
  - To present - presentation

### Characteristics

- To discuss complex idea instead of actions
- Writing is more academic and authoritative
- The text is becoming to more dense (more information less words)
- There is still a verb/ process in the sentence, so the text has a sense of action. (it just a different word now)
- The doer of action can be removed
- The action has become a thing

## Nominalization in academic writing

- Simplified complexity
- Reduced word count
- Removing subjective language
- Emphasising the action
- Formality and academic style
- Adding professionalism
- Cohesion and information density

## Exercises

- The errors in the sentence **were removed**, which made it look much better.
  - Wealth **is distributed** around the world very unfairly.
  - The number of people consuming fast food **increased** significantly in 2005.
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- The removal of the errors in the sentence made it look much better./  
The removal of the sentence errors made it look much better.
  - The distribution of the world's wealth is very unfair./ The distribution of wealth around the world is very unfair.
  - There was a significant increase in the number of people consuming fast food in 2005.

- Complexity

Academic writing should be more complex than spoken language.

1. Varied vocabulary - lexical density
2. Complex grammar structure - relative clause, compound sentences, conditional sentences

Content words

that have meaning. They can be compared to grammatical words, which are structural.

Word type	Examples
Nouns	Table, coffee , Mr. Smith
Verbs	Talk, watch, need, find
Adverbs	Slowly, very, carefully, nervously
adjectives	Tall, blue, happy, good

Function words

typically refer to words that help connect ideas and structure sentences, rather than having a direct, concrete meaning themselves

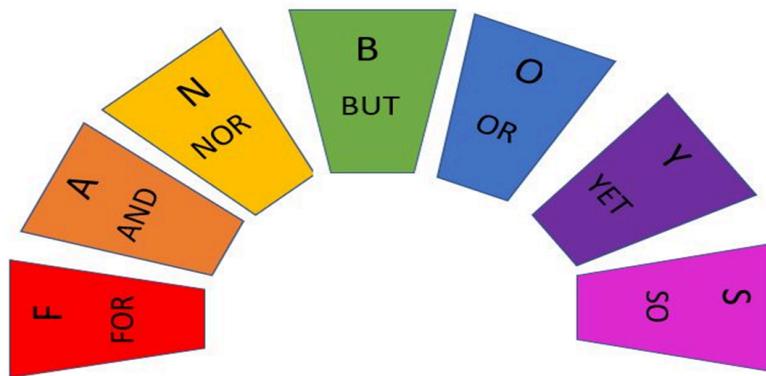
Word type	Examples
Auxiliary verbs	Can, will, have
prepositions	In, on, for, to, after
Conjunctions	And, but, yet, if
Numerals	First, two, three
Determiners	The, some, those, my
Pronouns	She, it, them, ours, him

## Relative clause

- Relative clauses give us information about the person or thing mentioned.
- Defining relative clauses give us essential information
- We use relative pronouns to start a defining relative
  - *who, which, that, when, where or whose.*
- Relative pronouns - **who, whom. Whose, which, that**
- Relative adverbs - **when, where, why**

## Four sentence structures

1. Simple (one independent clause)
  - a. Children played
2. Compound (2 independent clauses)
  - a. Children played and their parents chatted
3. Complex (1 independent and 1 or more dependent clauses)
  - a. Children played after the rain stopped
4. Compound - complex (2 or more independent and one or more dependent clause)
  - a. After the rain stopped, the children played and their parents chatted



For : reasons

And : addition/ next action

Nor : not one or the other

But : contrasting and unexpected results

Or : choices and conditions

Yet : contrasting and unexpected results

So : actions taken

## Conditional sentence

- Zero conditional sentence
  - If + present tense + present tense
    - If you heat water to 100c, it boils.
- First conditional sentence
  - If + present tense + will/shall + base form
    - If it rains tomorrow, I will stay indoors
- Second conditional sentence
  - If + simple past + would + should + could + might + base form
    - If I had more money, I would travel around the world
- Third conditional sentence
  - If + had + pp + would/could/might + have + pp
    - If she had studied harder, she would have passed the exam
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## ● Formality

typically formal, which means it should not have an informal or conversational tone.  
be clear, precise, and structured, avoiding the potential ambiguities of conversational and informal language

- Avoid colloquial words and expressions
  - stuff / a lot of / things/ sort of
- Avoid contractions
  - Can't / doesn't / couldn't
- Avoid phrase verbs
  - Come up / breakdown / carry out / put off
- Avoid clichés
  - Last but not least / first and foremost
- Limit the use of run-on expressions
  - .etc
- Avoid rhetorical questions

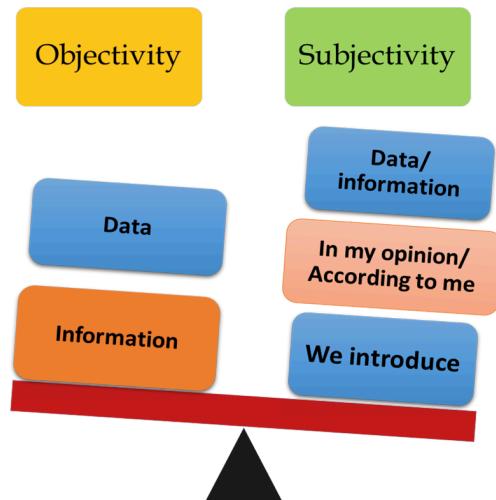
- Precision

make sure numerical values in all possible times and convey information clearly without any ambiguity.

- A lot of people use internet
  - 53 billion people use internet

- Objectivity

Use objective language without personal, judgmental or emotive language.



No one needs to know what you think or believe instead of that they need to evidence and what you learned.

To achieve objectivity

- Avoid use I, me, myself, you

- Explicitness

Author is responsible for ensuring that the meaning of the text is clear and free from ambiguity.

### Linking Phrase & Signposts

<b>Sequencing</b>	<b>Adding Points</b>	<b>Cause &amp; Effect</b>	<b>Conclusion</b>
<b>Firstly/First of all</b> <b>Secondly</b> <b>Thirdly</b> <b>Then</b> <b>Next</b> <b>After that</b> <b>Finally/Lastly</b>	<b>In addition</b> <b>Moreover</b> <b>Additionally</b> <b>Furthermore</b> <b>Except that</b> <b>Besides</b> <b>What is more</b> <b>Apart from this</b> <b>What else</b>	<b>As a consequence</b> <b>As a result</b> <b>Consequently</b> <b>Hence</b> <b>Therefore</b> <b>Thus</b> <b>Because</b> <b>Since</b> <b>As</b>	<b>In conclusion</b> <b>To sum up</b> <b>To recap</b> <b>To encapsulate</b> <b>In a nutshell</b> <b>To conclude</b> <b>It can be concluded</b>
<b>Contrast</b>			<b>Introducing</b>
<b>Whereas</b> <b>However</b> <b>Although</b> <b>Nevertheless</b> <b>Nonetheless</b> <b>Though</b> <b>Even though</b> <b>In spite of/ Despite</b> <b>Notwithstanding</b> <b>Even so</b>	<b>Conversely</b> <b>In contrast</b> <b>On the contrary</b> <b>On the one hand</b> <b>On the other hand</b> <b>In comparison - with</b> <b>Compared with</b> <b>Compared to</b>	<b>For this reason</b> <b>Because of</b> <b>Due to</b> <b>Lead to</b> <b>Resulted in</b> <b>To this end</b> <b>Owing to</b> <b>Stems from</b>	<b>To begin with</b> <b>To start with</b> <b>To commence with</b> <b>Initially</b> <b>Subsequently</b>
<b>Giving Example</b>			<b>Cross Reference</b>
<b>For example</b> <b>For instance</b> <b>As an illustration</b> <b>As an example</b> <b>To cite an example</b> <b>Namely</b> <b>Such as</b> <b>To illustrate</b> <b>To demonstrate</b>	<b>Specifically</b> <b>More specifically</b> <b>In terms of</b> <b>In particular to</b> <b>In regard to</b> <b>As regard to</b> <b>With regard to</b> <b>In reference to</b> <b>With respect to</b> <b>In relation to</b>	<b>Equally</b> <b>Likewise</b> <b>By the same token</b> <b>In like manner</b> <b>In the same way</b> <b>Similarly</b> <b>Indeed</b> <b>In fact</b>	<b>As noted above</b> <b>As noted below</b> <b>As is discussed below</b> <b>As is discussed above</b> <b>As stated previously</b> <b>As stated earlier</b> <b>As will be discussed later</b> <b>As discussed earlier</b>
<b>Generalizing</b>			<b>Giving Stress</b>
<b>Generally</b> <b>In general</b> <b>For the most part</b> <b>On the whole</b> <b>In most cases</b> <b>Usually</b> <b>As a rule</b>	<b>Clearly</b> <b>Naturally</b> <b>Obviously</b> <b>After all</b> <b>Evidently</b> <b>Visibly</b> <b>It is evident that</b> <b>Noticeably</b>	<b>In other words</b> <b>That is to say</b> <b>To put it more simply</b> <b>To put it another way</b> <b>To be more precise</b> <b>To be more concise</b> <b>Or rather</b>	<b>The thing is</b> <b>The important thing is</b> <b>The most important - thing is</b> <b>Indeed</b> <b>In fact</b> <b>The fact is</b> <b>As a matter of fact</b>

- Accuracy

Accuracy refers to the correctness, truthfulness, and overall excellence and quality of the information.

- Correct use of grammar
- Correct use of words

- Hedging

Uses of cautious language ( to make smooth academic language )

If there is not strong that much strong evidence to prove it we use hedging

Use **indicate** like that words (can, could, may, might)

- Responsible

Demonstrate knowledge of the source text (paraphrase/summarize)

Provide evidence (in-text citation)

Provide justification

addition	consequence	summarize
And Also Moreover Furthermore In addition beside	As a result Hence Therefore Thus accordingly	In brief In conclusion In summary finally
Contrast and compare	similarity	illustration
Contrast However On the contrary On the other hand	likewise similar	For example For intense

# Mechanics of writing

Factors in the mechanics of writing

- **Spelling**
- **Capitalisation**
- **Punctuation**

## Punctuation

the system of symbols that we use to separate written sentences and parts of sentences, and to make their meaning clear. Each symbol is called a "punctuation mark"

- Period (full stop) .
- Comma ,
- Apostrophe '
- Question mark ?
- Semicolon ;
- Colon :

### Apostrophe

- Possession (apostrophe + 's')
  - Example 1 – The boy's shoes were left outside the door.
  - Example 2- The boys' (not boys's) shoes were outside the door.
- Omission (replaces a letter or letters in a word or words)
  - Example - do not become don't.

### Colon

A colon is used to introduce an item or a list of items.

For example:

- Gemma has two favourite friends: Chloe and Zak.
- There was only one mountain left for her to tackle: Everest.

## Semi-colon

- Linking related clauses
  - Use the semicolon to link two independent clauses that are connected in meaning.  
For example:
    - I can't go out tonight; I have lots of homework.
- Separating a list
  - Where a list consists of a series of phrases, a semi-colon helps the reader to group information.  
For example:
    - The guests arrived at the party: Mr Jones, from Cardiff; Asha Ali, from Manchester; Ms Cohen, from Hull.

## Exclamation Mark

- Sentences can also finish with exclamation marks.
- These change the tone of a sentence, adding emphasis, suggesting that it is shouted, or that the statement itself is outrageous.  
  
For example:
  - He ran up the hill. It was enormous!
  - She couldn't believe what she was hearing. He was seven hundred years old!

## 🔑 What is a Thesis Statement?

A **thesis statement** is the central idea or main argument of your essay. It tells the reader what your essay will be about and sets the direction for your writing. Usually, it appears at the **end of the introduction**.

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## How to Write a Strong Thesis Statement

1. Understand the essay question or topic

- Ask yourself: *What is the main point I want to make?*
  - 2. **Take a clear position**
    - Avoid vague or neutral statements. Your thesis should make a claim that you will support.
  - 3. **Be specific**
    - Narrow your focus so your essay has depth, not just breadth.
  - 4. **Use one or two sentences**
    - Keep it concise but powerful.
  - 5. **Include the main points (optional)**
    - In longer essays, you can outline the key reasons or points you'll discuss.
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## Examples of Thesis Statements

### Example 1 – Argumentative Essay

**Topic:** Should school uniforms be mandatory?

**Weak thesis (too general):**

“School uniforms are a common practice in many schools.”

**Strong thesis:**

“School uniforms should be mandatory in all schools because they promote equality, reduce distractions, and encourage school pride.”

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### Example 2 – Expository Essay

**Topic:** Causes of climate change

**Weak thesis:**

“Climate change is happening everywhere.”

**Strong thesis:**

“Climate change is primarily caused by human activities such as deforestation, industrial pollution, and the burning of fossil fuels.”

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## Example 3 – Analytical Essay

**Topic:** Shakespeare's *Macbeth*

**Weak thesis:**

“*Macbeth* is a play about ambition.”

**Strong thesis:**

“In *Macbeth*, Shakespeare shows how unchecked ambition leads to moral corruption, strained relationships, and ultimately, personal destruction.”

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## Step-by-Step Practice (Quick Guide)

1. Start with your essay question/topic.
2. Decide your main argument/idea.
3. Write one clear sentence that answers the question.
4. Revise it to make it specific, arguable, and focused.