Use the Academic Word List vocabulary to make tips on Academic Writing

Use some of the words below to give advice on good academic writing.

abstract    accompany
accurate/ accuracy/ inaccurate/ inaccuracy    acknowledge/ acknowledgement
adequate/ inadequate/ inadequacy    adjust
advocate    affect
aid    alter/ alteration
alternative    ambiguous/ ambiguity/ unambiguous
analysis/ analyse    appendix/ appendices
approach/ approachable    appropriate/ inappropriate/ appropriateness
approximate/ approximation    arbitrary/ arbitrariness
assign/ assignment    assistance
assume/ assumption    attach/ attached/ unattached/ attachment
attribute    author
authority/ authoritative    aware/ unaware/ awareness
bias/ biased    brief/ brevity
category/ categorize    chapter
class/ classification    cite/ citation
coherence/ coherent/ incoherent    clause
comprehend/ comprehensive    compile/ compilation
concept/ conceptual/ conceptualise    comprise
conclude/ conclusion/ conclusive/ inconclusive    conflict/ conflicting
consent/ consensual    consistent/ consistency/ inconsistent
counter/ contactable    content
contradict/ contradiction    contribute/ contributor/ contribution
controversial/ controversy    convention/ conventional/ unconventional
correspond/ correspondence    credit
criteria    data/ figures/ statistics
define/ definition    differentiate
diverse/ diversity    draft
data/ figures/ statistics    emphasize/ emphasis
data/ figures/ statistics    error
extract    feature
format    framework
fundamental    goal
grant    guideline
highlight    hypothesis/ hypotheses/ hypothetical
ignorant/ ignorance    illustration/ illustrate
impact    imply/ implication
incorporate/ incorporation    indicate/ indicative
infer/ inference    insert/ insertion
instance    interpret/ interpretation
issue    journal
label    methodology

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minimal/ minimise/ minimum
norm/ protocol
option/ optional
paragraph/ paragraphing
precise/ precision/ imprecise
process
publish/ publication/ publications/ published/ unpublished
reject/ rejection
scope
source
straightforward
style/ stylistic
subordinate
summarize
thesis/ theses
modify/ modification
objective
overall
precede
principal
proportion/ proportionate/ disproportionate
quote/ quotation
relevance/ relevant/ irrelevance/ irrelevant
significant/ significance/ insignificant
specify/ specific
structure/ structural
submit/ submission
sufficient/ insufficient
theory/ theoretical
utilise/ utilisation

**Suggested phrases**

avoid
because/ as
best
can
difficult
don’t
deexample
generally
if
important
impossible
main
make sure
may
must
need
never
probably
require/ requirements
should
some people believe
sometimes
therefore
unless
usually
worth
Put at least one of the words above into each of the gaps below to make good advice about academic writing.

1. “The ________________________________________________” is an alternative to “I” in academic writing, though it can seem pretentious.
2. A ___________________________________________________ can be labelled “Fig. 1”, but shouldn’t be referred to as “The figure”, as that means “The number”.
3. A good title can really ___________________________________________________________________________ how many people read your paper, and therefore also influence how often your paper is cited in the future.
4. A second _______________________________________________________________________________________ of your writing should be edited versions of the first attempt, not the original version with notes. However, you can mark the changes to make them stand out, by using red fonts etc.
5. ____________________________________________________________________________________________ of data should be written after the diagram or table, perhaps following a more basic description.
6. Any ______________________________________________________________________________________ made in researching or writing the paper should be written near the beginning of a paper.
7. Don’t confuse a summary and a ___________________________________________________________________________.
8. Don’t confuse magazines and academic (usually meaning peer-reviewed) __________________________________________________ -- New Scientist and National Geographic, to give two examples, aren’t good models for your own academic writing.
9. Email approaches to academics who you have no connection to should be polite but state the reason for ___________________________________________________________________________ them quite near the beginning of the email.
10. __________________________________________________________________________________________ your ideas while also sounding sufficiently academic can be difficult.
11. If you ______________________________________________ a quote (to make it understandable out of context or to shorten it), any changes should be marked with “…” and “[ ]”.
12. If you want to ______________________________________________ a particular government policy, that should usually be left until the final conclusion.
13. ______________________________________________________________________________________ grammar and information in citations can be marked with the expression “[sic]” in square brackets.
14. _______________________________________________________________________________________ supporting evidence is the most common reason for rejecting academic papers, with being too similar to other research being the second most common cause for having a paper turned down.
15. It can be difficult to make your language sufficiently academic and diplomatic without making the meaning____________________________________________________________________.
16. It’s sometimes worth pasting things into an email rather than including an ____________________________________________________________________________, as it saves formatting problems and being blocked by people’s spam filters.
17. It’s worth mentioning when sources are particularly ___________________________________________________________________________ and so should be taken more seriously.
18. Most publishers automatically __________________________________________ permission to quote from their publications, but it can be difficult and time consuming to get in contact with the right person.
19. Nowadays, you will probably need __________________________________________________________________________ to use long or many extracts from a single publication. However, it’s not always obvious who to write to in order to get such permission.
20. Only very long papers need ___________________________________ –
shorter ones should be just be divided into sections.

21. Perhaps the most important factors to make sure that your paper has an
_____________________________________________ are its title and where it is published, with
publishing the right ideas and the right time (matching the zeitgeist) also being impor-

22. Phrasal verbs and other idioms are generally not ________________________________
in academic writing, unless there is no other way of saying something.

23. Professors obviously won’t correct the grammar in your essays, but it can be worth
asking for extra feedback on your _____________________________________.

24. Some people believe it is impossible to avoid ________________________________ in academic
writing, so you should disclose all information which could affect your judgement.

25. Some publications demand an __________________________________________ summarizing
the content of your paper, perhaps to be used on the index page of their website.

26. Some publications have their own ______________________________________ on
how to write for them, although some also refer you to style manuals such as the APA
or The Chicago Manual of Style.

27. Starting a new paragraph is never ____________________ – it is usually due to changing
topic (in some way), but also can be because the paragraph has gone on too long.

28. The __________________________________________ of
a proof-reader doesn’t usually need to be mentioned in your paper.

29. The __________________________ that online editors want can vary, including .doc
(rather than more recent versions), .txt, or just the text pasted into an email.

30. The main thing to decide before starting to write an academic paper is your
____________________________________________________________________,
in other words what you want to achieve by publishing that information in that way.

31. The most important thing is to __________________________
that your ideas can be understood.

32. The punctuation etc of an academic paper may have to be
_____________________________________________ to meet the requirements of a particular publication.

33. When style guides ____________________________ each other it is usually best to
follow the APA’s advice, unless the guidelines from the publication state otherwise.

34. Word limits are rarely __________________________________________,
so you should stick to them exactly.

35. You can sometimes include __________________________ of
help with your research and/ or paper such as a list of people who you want to thank.

36. You must __________________________________________
where your ideas come from, even if you aren’t directly quoting someone.

37. You need to be __________________________________________
with use of not of “I”, American or British English, referencing conventions, etc.

38. You need to __________________________________________
between direct quotes and paraphrases of people’s ideas.

39. You need to use __________________________________________
sources, for example not using the same dictionary for definitions throughout.

40. You should show an __________________________________________
of the limits of your research and the ability to come to conclusion based on it, for ex-

ample in a section on this topic.

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Hint: The words below should go in the gaps above. You shouldn’t need to change the grammar.

- abstract
- acknowledge
- acknowledgement
- adjusted
- advocate
- affect
- aid/ assistance
- alter
- ambiguous.
- analysis
- appropriate
- approximate
- arbitrary
- assignment
- assumptions
- attachment
- author
- authoritative
- awareness
- bias
- chapters
- chart
- conclusion
- consent
- consistent
- contacting
- contradict
- differentiate
- diverse
- draft
- emphasising
- ensure
- format
- goals/ objectives
- grant
- guidelines
- impact
- inaccurate
- inadequate
- journals
Suggested answers
1. “The __________ author ______________” is an alternative to “I” in academic writing, though it can seem pretentious.
2. A ______________ chart __________________________ can be labelled “Fig. 1”, but shouldn’t be referred to as “The figure”, as that means “The number”.
3. A good title can really ______ affect _______________ how many people read your paper, and therefore also influence how often your paper is cited in the future.
4. A second ______________ draft ____________________________ of your writing should be edited versions of the first attempt, not the original version with notes. However, you can mark the changes to make them stand out, by using red fonts etc.
5. ______________ analysis ______________________________ of data should be written after the diagram or table, perhaps following a more basic description.
6. Any ______________ assumptions __________________ made in researching or writing the paper should be written near the beginning of a paper.
7. Don’t confuse a summary and a ______________ conclusion ____________________________.
8. Don’t confuse magazines and academic (usually meaning peer-reviewed) journals – New Scientist and National Geographic, to give two examples, aren’t good models for your own academic writing.
9. Email approaches to academics who you have no connection to should be polite but state the reason for ______________ contacting ____________________________ quite near the beginning of the email.
10. ______________ Emphasising ____________________________ your ideas while also sounding sufficiently academic can be difficult.
11. If you ______________ alter ______________ a quote (to make it understandable out of context or to shorten it), any changes should be marked with “…” and “[ ]”.
12. If you want to ______________ advocate ____________________________ a particular government policy, that should usually be left until the final conclusion.
13. ______________ Inaccurate ____________________________ grammar and information in citations can be marked with the expression “[sic]” in square brackets.
14. ______________ Inadequate ____________________________ supporting evidence is the most common reason for rejecting academic papers, with being too similar to other research being the second most common cause for having a paper turned down.
15. It can be difficult to make your language sufficiently academic and diplomatic without making the meaning ______________ ambiguous __________________.
16. It’s sometimes worth pasting things into an email rather than including an ______________ attachment ____________________________, as it saves formatting problems and being blocked by people’s spam filters.
17. It’s worth mentioning when sources are particularly ______________ authoritative ___ and so should be taken more seriously.
18. Most publishers automatically ______________ grant __________________________ permission to quote from their publications, but it can be difficult and time consuming to get in contact with the right person.
19. Nowadays, you will probably need ______________ consent _____________________________ to use long or many extracts from a single publication. However, it’s not always obvious who to write to in order to get such permission.
20. Only very long papers need chapters – shorter ones should be just be divided into sections.
21. Perhaps the most important factors to make sure that your paper has an impact are its title and where it is published, with publishing the right ideas and the right time (matching the zeitgeist) also being important.
22. Phrasal verbs and other idioms are generally not appropriate in academic writing, unless there is no other way of saying something.
23. Professors obviously won’t correct the grammar in your essays, but it can be worth asking for extra feedback on your assignment.
24. Some people believe it is impossible to avoid bias in academic writing, so you should disclose all information which could affect your judgement.
25. Some publications demand an abstract summarizing the content of your paper, perhaps to be used on the index page of their website.
26. Some publications have their own guidelines on how to write for them, although some also refer you to style manuals such as the APA or The Chicago Manual of Style.
27. Starting a new paragraph is never arbitrary – it is usually due to changing topic (in some way), but also can be because the paragraph has gone on too long.
28. The aid/assistance of a proof-reader doesn’t usually need to be mentioned in your paper.
29. The format that online editors want can vary, including .doc (rather than more recent versions), .txt, or just the text pasted into an email.
30. The main thing to decide before starting to write an academic paper is your goals/ objectives, in other words what you want to achieve by publishing that information in that way.
31. The most important thing is to ensure that your ideas can be understood.
32. The punctuation etc of an academic paper may have to be adjusted to meet the requirements of a particular publication.
33. When style guides contradict each other it is usually best to follow the APA’s advice, unless the guidelines from the publication state otherwise.
34. Word limits are rarely approximate, so you should stick to them exactly.
35. You can sometimes include acknowledgement of help with your research and/ or paper such as a list of people who you want to thank.
36. You must acknowledge where your ideas come from, even if you aren’t directly quoting someone.
37. You need to be consistent with use of not of “I”, American or British English, referencing conventions, etc.
38. You need to differentiate between direct quotes and paraphrases of people’s ideas.
39. You need to use diverse sources, for example not using the same dictionary for definitions throughout.
40. You should show an awareness of the limits of your research and the ability to come to conclusion based on it, for example in a section on this topic.