



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



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publish/ publication/ publications/ published/ unpublished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
example
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 important.
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 example in a section on this topic.



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** _____ them 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.