

Key to Exercises Part 2

1. Introduction to Academic and Professional Written Genres

WARMING-UP: free answer (self-reflection).

AND WHY IS ACADEMIC WRITING SO IMPORTANT?

Answers to exercises 1 and 3: free answer (self-reflection).

Answers to exercise 2: speaker 1: false; speaker 2: true; speaker 3: true; speaker 4: false; speakers 5 and 6: true; speaker 6: false; speaker 8: true.

2. The Language of Academic Writing (Do's and Don'ts)

WARMING-UP

Answer to exercises 1 and 2: the answers are very varied and available in the three videos. The most repeated are: use cautious language; do not personalize; do not use phrasal verbs; choose nouns, verbs and adjectives from academic lists; avoid vague words such as “thing,” “get”, etc.

Answer to exercise 2: free answer (self-reflection).

NOW, TRY YOUR HAND AT THE FOLLOWING EXERCISES:

1. Which words or expressions are preferred in each case for academic style?

-FIRST SERIES: 1: option b; 2: option b; 3: option a; 4: option a; 5: option a; 6: option b; 7: option b.

-SECOND SERIES: 1: option a; 2: option a; 3: option b; 4: option a; 5: option b; 6: option b; 7: option 7.

2. Free answer.

3. Today they are presenting the relative results/ absolute findings of the study/research. These show/demonstrate a (slightly) concrete/abstract trend/tendency that (fully/partly) reinforces/strengthens the specific/non-specific hypothesis/theory. In fact, the figures/statistics suggest/claim a (gradually) theoretical/empirical increase/rise in the main items, although this may lead to further disadvantages/drawbacks. In the mid-term future, the (currently) logical/illogical goal/target should be to eliminate/remove, or at least reduce/decrease the subjective/objective factors.

3. The Grammar of Academic Writing

WARMING-UP

Exercises 1 and 2: free answer

FURTHER CONSTRUCTIONS TYPICAL OF ACADEMIC ENGLISH

Now it is your turn: look for examples of compounds and nominalizations in the following clauses:

*Wireless Power Transfer (WPT) is the transmission of **electrical power** from a **power source** to a **consuming device** without the use of solid wires or conductors.*

*In this article we will discuss the **short-term physiological effects** of this common substance.*

The *Automatic Underwater Vehicle* (AUV) allows precision in *short-range movements* and complete reliability in complex marine *archaeological explorations*.

A QUICK TEST ON ACADEMIC WRITING

1. Complete the table with the correct connector in each case:

1. since; 2. Hence; 3. by means of; 4. such as; 5. so that; 6. In short; 7. moreover; 8. While

Now, identify the type of connector used (of reason, consequence...)

9. Although (contrast); 10. Therefore (consequence); 11. by means of (instrument, how to do something); 12. lead to (result); 13. Since (cause); 14. resulted in (result); 16. In order to (purpose).

2. Underline all the examples of academic grammar and language (everything you have learnt in this section and in the previous ones) in the following texts corresponding to the description of students' projects: free answer (self-reflection).

4. The Structure of Academic Writing

WARMING UP

Exercises 1, 2 and 3: free answer (self-reflection).

All the rest of exercises from this section are of free, self-elaboration answer and must receive the feedback by the lecturer.

5. Self-revision and Self-correction Tools for Academic Writing

WARMING UP

1. In order to enhance your academic register, make use of the Academic Word List, especially for nouns and verbs.
2. Stick to a simple, indirect, objective style.
3. Whenever you feel unsure about an expression, make a search, and choose the most usual solution in similar papers.
4. Do not feel at a disadvantage for not being a native English speaker. Academic English is a "language" of its own, and native speakers who do not belong to this professional environment would not be able to write a research paper.
5. Use lists of fixed academic expressions (phrase-banks) and of connectors.
6. When revising the literature of your colleagues, pay attention to the ways in which they use the items reviewed in this course (e.g., nominalizations and compounds, passive voice, purpose clauses, connectors).
7. Be always clear and concise (keep it simple!). Do not overuse subordination. Write short sentences and seek for gradual progress.

8. Check little (but indispensable) issues such as: prepositions, pronouns, punctuation, subject/verb agreement, spelling. Use only one spelling format (British, American, or other) and stick to it.
9. Make sure that tables and graphs are correctly numbered and described, and references included according to the publisher's guidelines. The same applies to font type, headings, and subheadings, etc.
10. Do not underestimate the importance of grammar. At this formal level of writing, correction is indispensable.
11. Introduce variation: in similar contexts, do not always use the same connector, the same noun, the same adverb...
12. Free answer.

All the rest of exercises from this section are of free, self-elaboration answer and must receive the feedback by the lecturer.