

# **AE** Academic English UK

## **Academic Writing**

### Features and Language to Avoid



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## Introduction to Academic Writing

1. Who is it for?

*This worksheet as part of a series of lessons is designed for international students who are aiming to study in a university where English is the medium of instruction. No prior knowledge of academic writing is required, but the ability to read instructions will be helpful.*

2. How long will it take to complete the worksheet?

*Depending on the level of the student, their knowledge of academic English, and prior subject knowledge, this lesson would expect to take 60-90 minutes to complete.*

3. What is academic writing?

*Academic writing is a particular writing style that is seen in academic papers and students' assignments. It includes certain textual and grammatical features; it contains a logical structure, and it involves using a more formal register than everyday communication.*

4. What features of academic writing will this worksheet cover?

*This worksheet will cover the features and language to avoid when writing in an academic style.*

5. What context will be used to practice academic writing?

*The topic is 'global issues' and is connected to the United Nations Sustainable Development Goals (SDGs). These are 17 global goals that aim to create a better world for everyone by ending poverty and protecting the planet. Each lesson in the series contains the vocabulary from one or two SDGs; with this worksheet covering SDG1.*

6. How to use this worksheet.

*Step 1: Look at the link at the beginning of each lesson for context.*

*Step 2: Look up the vocabulary in the 'vocabulary box' before completing the tasks.*

*Step 3: Read about the feature of academic writing for that lesson (Task 1).*

*Step 4: Work through each task reading the instructions carefully and checking the answers after each exercise by clicking on the links provided.*

*Step 5: Once the lesson is complete, move on to the next academic writing worksheet in our series, and apply what you have learnt to your writing.*

Useful links for checking vocabulary

<https://www.merriam-webster.com>

<https://dictionary.cambridge.org>

<https://www.ldoceonline.com>

## Features and Language to Avoid in Academic Writing

Context: SDG1: “End poverty in all its forms everywhere” (United Nations, 2023).

Link: <https://sdgs.un.org/goals/goal1>

Vocabulary list: Look up these words and phrases before you start the tasks.

transmission of disease	undernourished	poverty	infrastructure	inequality
impoverishment	eradicate	extreme	malnourishment	conflict
social injustice	disproportionate	sustainable	contaminated	eliminate

### Task 1

Read about ‘features and language to avoid’ before completing the following tasks.

	What to avoid	Examples	Alternatives
i.	Contractions.	Can’t; don’t; won’t; shouldn’t; wouldn’t.	Cannot; do not; will not; should not; would not.
ii.	Phrasal verbs.	Turn down; look over; look into; leave out; make sure of.	Reject; examine; investigate; omit; verify.
iii.	Slang and other informal expressions.	Kids; cash; bad; wrong; plus; in the end; lots of.	Children; money; negative; incorrect; in addition; finally; much/many.
iv.	*Questions	Why is there still so much poverty in the world?	There is still so much poverty in the world because of inequality, conflict, and global health crises.
v.	Vague language.	People living in rural areas can be isolated due to a lack of infrastructure such as roads, bridges and <u>so on</u> .	People living in rural areas can be isolated due to a lack of infrastructure such as roads, bridges and cables for mobiles and computers.
vi.	*Personal pronouns.	<u>I think</u> that education can help to eliminate poverty.	Education can help to eliminate poverty.
vii.	Basic language and personal feeling adjectives	Want; help; like; big; get; amazing.	Require; assistance; for example, large; obtain; important.
viii.	Imperatives.	Eradicate poverty through improving access to education for all citizens!	Poverty can be eradicated through improving access to education for all citizens.

### Exceptions

- \* *Research questions are often used in research papers.*
- \* *Rhetorical questions can be used in presentations.*
- \* *Personal pronouns are often used in reflective writing.*

### Task 2

Identify the informal language in each sentence and then rewrite each one.

i.	When people don’t have enough food, they lack the strength to work.	
ii.	After looking into world poverty, the data illustrates that 8.4% of the world’s population are living in extreme poverty.	
iii.	There is enough food to feed everyone in the world. Plus, there are sufficient resources to meet everyone’s needs.	

iv.	What happens when people are exposed to contaminated water?	
v.	The poorest people in the world are undernourished, have no access to clean water and so on.	
vi.	I believe that richer economies should assist poor nations in eradicating poverty.	
vii.	Despite help from organisations such as the World Bank, millions of people still live in extreme poverty.	
viii.	Stop the rise in social injustice!	

⇒ *Now check your answers [here](#).*

### Task 3

Using the prompts, make formal sentences avoiding all the areas mentioned in task 1.

i.	Growing inequality/ negative impact/ economic growth.	
ii.	Climate change/ push/ further 100 million people/poverty/the next decade.	
iii.	An area/ needs addressed/ disproportionate effect poverty/women.	
iv.	One action/ eliminate poverty/improve access/sustainable livelihoods/ business opportunities.	
v.	Another action/ eliminate poverty/ end war/ money spent on conflict/public services.	

⇒ *Now check your answers [here](#).*

### Task 4

Conduct some research on 'poverty' and/or use the information from tasks 1.1 and 1.2 to write a paragraph of around 100 words focusing on academic style.

### Task 5

Now use the following checklist to check that you have not included anything from the 'language and features of what to avoid' table above.

Have you avoided...		Yes	No
i.	contractions?		
ii.	phrasal verbs?		
iii.	slang and other informal expressions?		
iv.	questions?		

v.	vague language?		
vi.	personal pronouns?		
vii.	basic language and personal feeling adjectives?		
viii.	imperatives?		

⇒ *Now compare your answer with the model answer [here](#).*

### Bibliography

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## Features and Language to Avoid in Academic Writing **ANSWERS**

### Task 2

Identify the informal language in each sentence and then rewrite each one.

i.	When people don't have enough food, they lack the strength to work.	When people do not have enough food, they lack the strength to work.
ii.	After looking into world poverty, the data illustrates that 8.4% of the world's population are living in extreme poverty.	After investigating world poverty, the data illustrates that 8.4% of the world's population are living in extreme poverty.
iii.	There is enough food to feed everyone in the world. Plus, there are sufficient resources to meet everyone's needs.	There is enough food to feed everyone in the world. In addition, there are sufficient resources to meet everyone's needs.
iv.	What happens when people are exposed to contaminated water?	Contaminated water can cause the transmission of diseases.
v.	The poorest people in the world are undernourished, have no access to clean water and so on.	The poorest people in the world are undernourished, have no access to clean water and are in poor health.
vi.	I believe that richer economies should assist poor nations in eradicating poverty.	Richer economies should assist poor nations in eradicating poverty.
vii.	Despite help from organisations such as the World Bank, millions of people still live in extreme poverty.	Despite assistance from organisations such as the World Bank, millions of people still live in extreme poverty.
viii.	Stop the rise in social injustice!	The rise in social injustice needs to be stopped.

### Task 3

Using the prompts, make formal sentences avoiding all the areas mentioned in task 1.

i.	Growing inequality/ negative impact/ economic growth.	Growing inequality has a negative impact on economic growth.
ii.	Climate change/ push/ further 100 million people/poverty/the next decade.	Climate change could push a further 100 million people into poverty over the next decade.
iii.	An area/ needs addressed/ disproportionate effect poverty/women.	An area that needs to be addressed is the disproportionate effect of poverty on women.
iv.	One action/ eliminate poverty/improve access/sustainable livelihoods/ business opportunities.	One action to eliminate poverty is to improve access to sustainable livelihoods and business opportunities.
v.	Another action/ eliminate poverty/ end war/ money spent on conflict/public services.	Another action to eliminate poverty is to end war so that the money spent on conflict can be used to deliver public services.

### Task 4

Conduct some research on 'poverty' and/or use the information from tasks 1.1 and 1.2 to write a paragraph of around 100 words focusing on academic style.

Eradicating poverty is one of the greatest difficulties facing society. With many vulnerable people living in disaster areas, climate change threatens to derail efforts to reduce poverty, pushing a further 100 million people into a state of impoverishment over the next decade. The effect of which is populations suffering from malnourishment, poor health, and transmission of diseases due to contaminated water supplies. As there is enough food to feed everyone in the world and sufficient resources for everyone's needs, the richer countries must do more to share their wealth with poorer nations so that social injustice can be stopped. (99 words)