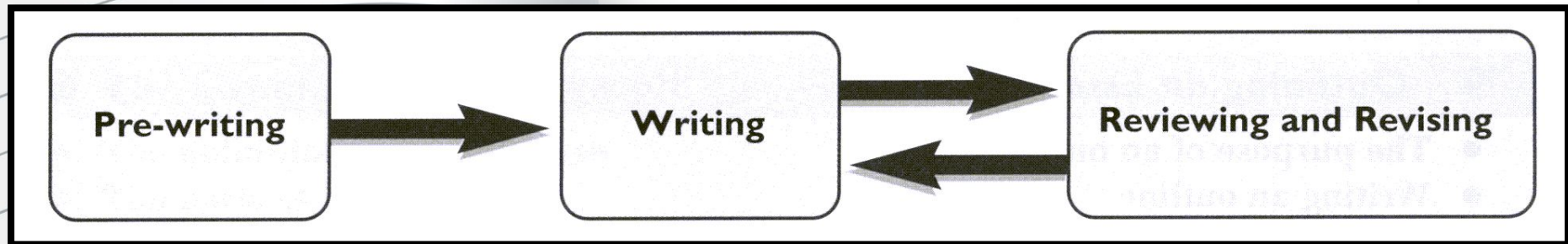


# *Academic writing*



СОЧА  
РУСС  
и

## *Introduction: Process Writing*



1. *Choose a topic*

2. *Gather ideas*

3. *Organise*

4. *Write*

6. *Revise structure and content + Proofread +*

*Make final corrections*

5. *Review structure*

*and content*

# *Introduction: Process Writing*

## **Pre-writing**

**STEP ONE: Choose a topic.** Before you write, your teacher gives you a specific assignment or some ideas of what to write about. If not, choose your topic yourself.

**STEP TWO: Gather ideas.** When you have a topic, think about what you will write about that topic.

**STEP THREE: Organise.** Decide which of the ideas you want to use and where you want to use them. Choose which idea to talk about first, which to talk about next, and which to talk about last.




## **Drafting**

**STEP FOUR: Write.** Write your paragraph or essay from start to finish. Use your notes about your ideas and organisation.




# Introduction: Process Writing

## Reviewing and revising



**STEP FIVE: Review structure and content.** Check what you have written. Read your writing silently to yourself or aloud, perhaps to a friend. Look for places where you can add more information, and check to see if you have any unnecessary information. Ask a classmate to exchange texts with you. Your classmate reads your text, and you read his or hers. Getting a reader's opinion is a good way to know if your writing is clear and effective. Learning to give opinions about other people's writing helps you to improve your own. You may want to go on to step six now and revise the structure and content of your text before you proofread it.

## Rewriting



**STEP SIX:**  
**Revise structure and content.** Use your ideas from step five to rewrite your text, making improvements to the structure and content. You might need to explain something more clearly, or add more details. You may even need to change your organisation so that your text is more logical. Together, steps five and six can be called *editing*.

**Proofread.** Read your text again. This time, check your spelling and grammar and think about the words you have chosen to use.

**Make final corrections.** Check that you have corrected the errors you discovered in steps five and six and make any other changes you want to make. Now your text is finished!

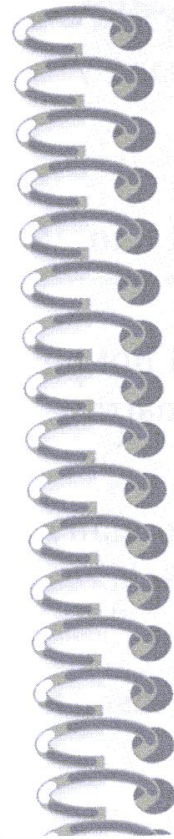
## 1. *Pre-Writing: Getting Ready to Write*

- Choose a topic that isn't too *narrow* (limited, brief).
- Choose a topic that isn't too *broad* (general).





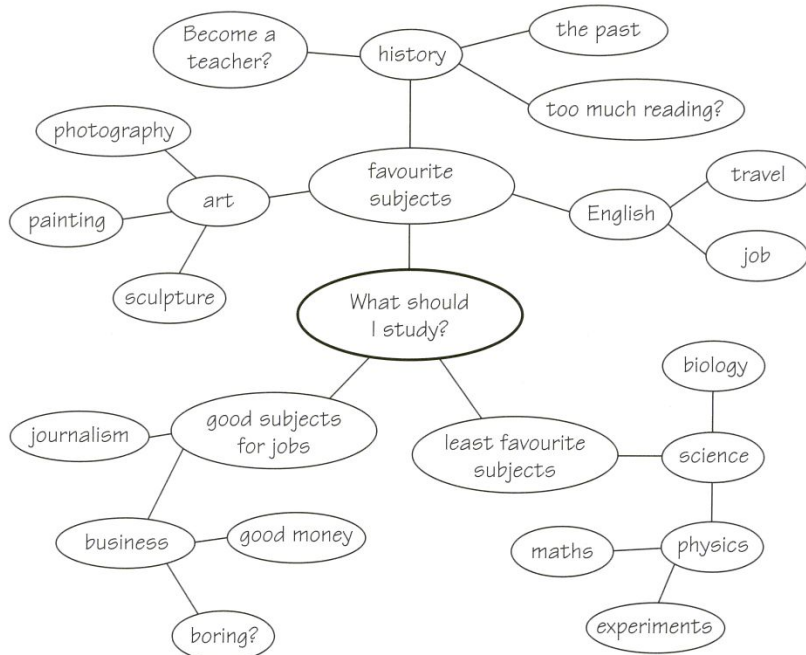
## Brainstorming



history—learning about the past  
maths (too difficult, not interesting?)  
What job do I want later?  
English for work? Travel?  
writing?  
science—biology, chemistry  
I don't like physics!  
journalism  
I like reading—literature?  
art—drawing, painting, sculpture  
photography?  
studying / homework  
friends / social life

## Making a list

## Freewriting



# How to edit

## Mapping

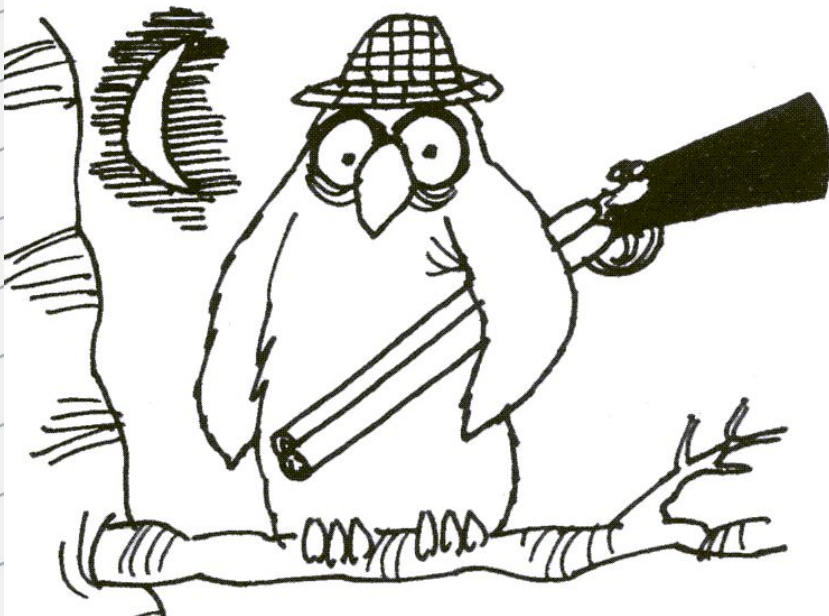
history—learning about the past  
~~maths (too difficult, not interesting?)~~ **Not interesting to me.**  
 What job do I want later? **Describe more.**  
 English for work? Travel?  
 writing? **Important in many subjects.**  
~~science—biology, chemistry~~  
~~I don't like physics!~~ **I don't want to study science!**  
 journalism  
 I like reading—literature?  
 art—drawing, painting, sculpture  
 photography?  
 studying / homework **What about it?**  
~~friends / social life~~ **Not related.**



## 2. The Structure of a Paragraph

### What is a paragraph?

In general, a paragraph is a group of sentences about a single *topic*. Together, the sentences of the paragraph explain the writer's *main idea* (most important idea) about the topic. In academic writing, a paragraph is often between five and ten sentences long, but it can be longer or shorter, depending on the topic. The first sentence of a paragraph is usually indented (moved in) a few spaces.





- 1. The topic sentence.** This is the main idea of the paragraph. It is usually the first sentence of the paragraph, and it is the most general sentence of the paragraph.
- 2. The supporting sentences.** These are sentences that talk about or explain the topic sentence. They are more detailed ideas that follow the topic sentence.
- 3. The concluding sentence.** This may be found as the last sentence of a paragraph. It can finish a paragraph by repeating the main idea or just giving a final comment about the topic.



### 3. The Development of a Paragraph

#### Paragraph development

After you have chosen a topic and written a topic sentence, you *develop* your main idea by adding more information to explain what you mean. This unit will explain three common ways to develop a paragraph: giving *details*, giving an *explanation*, and giving an *example*.

giving *details*



giving an *explanation*,



giving an *example*.

## 4. *Descriptive and Process*

### *Paragraphs*

#### **Descriptive paragraphs** – Using adjectives

##### **shape and size**

large / small  
wide / narrow  
round  
rectangular

##### **atmosphere**

cosy  
comfortable  
warm / cool  
cold / hot

##### **how you feel**

amazed  
surprised  
happy  
nostalgic

##### **appearance**

colourful  
unforgettable  
beautiful  
unattractive

#### **Describing the place around you** Using prepositions

Prepositions tell us how a space is organised. These are some common and useful prepositions:

in front of / behind

on top of / on the bottom of

next to

above / below, underneath

to the right of / to the left of

in the middle of

around

between



## 5. Opinion Paragraphs

### Facts and opinions

A *fact* is a piece of information that is true: *That film was three hours long.*

An *opinion* is an idea or belief about a particular subject: *That film was boring.*

Writers use facts to support their opinions and to show why they hold their beliefs.

### Using modal auxiliaries

When you speak, you introduce opinions with phrases like *I think*, *In my opinion*, and *I believe*. In general, these introductory phrases are not needed in writing. They can even make you sound less sure of your ideas. Instead, writers use grammatical methods such as modal auxiliary verbs and transition words to express their opinions. Modal auxiliary verbs show the strength of a writer's opinion or argument.

#### AFFIRMATIVE:

The city	could	add more cycle paths.	weakest
	should		▼
	ought to		
	has to / must		strongest

#### NEGATIVE:

The city	doesn't have to	allow more cars.	weakest
	shouldn't		▼
	can't / must not		strongest

## How to use connectors of cause and effect for expressing opinions

*Because*, *since*, and *so* are connectors of cause and effect. They join two ideas when one idea causes or explains the other. *Because* and *since* introduce the cause or reason, and *so* and *therefore* introduce the effect or result:

### cause / reason

*petrol is becoming scarce and expensive*

### effect / result

*we should develop electric cars*

For example:

**Because** *petrol is becoming scarce and expensive*, *we should develop electric cars*.

*We should develop electric cars*, **since** *petrol is becoming scarce and expensive*.

*Petrol is becoming scarce and expensive*, **so** *we should develop electric cars*.

*Therefore* is slightly different. It joins the ideas in two sentences:

*Petrol is becoming scarce and expensive*. **Therefore**, *we should develop electric cars*.

### Punctuation note

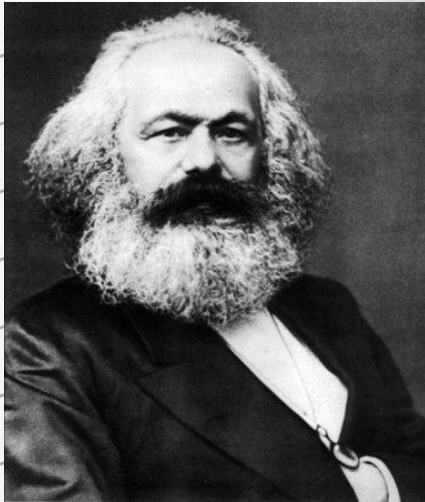
- When *because* or *since* begin a sentence, use a comma after the first part of the sentence (the cause).
- When the effect or result comes first, don't use a comma before *because* and *since*.
- A result or effect beginning with *so* is usually the second part of a sentence. Use a comma before *so*.
- Use *Therefore* after a full stop.
- Use a comma after *Therefore*.

## 6. Comparison / Contrast

### *Paragraphs*

#### **Paragraphs that compare and contrast**

To *compare* means to discuss how two people, places, or things are *similar*: *Both teachers and students need to spend a lot of time preparing for classes.* To *contrast* means to discuss how two people, places, or things are *different*: *One main advantage of a bicycle over a car is that a bicycle doesn't create any pollution.*



**VS**





# *Comparative and contrastive*

## *structure*

and  
both  
both ... and  
also

too  
neither ... nor  
similar to  
the same as

(just) as + adjective + as

likewise

similarly

more / less + adjective / adverb + than

adjective + er + than

but, while, though

not the same as

not as ... as

different from

in contrast

however

on the other hand

# Comparison / Contrast

## Method 1: Block organisation

### Method 1: Block organisation

First, write about supporting points for the first topic. Then compare or contrast those same points to the second topic. This type of organisation could be outlined like this:

Topic sentence comparing / contrasting two topics (A and B)

Points of comparison / contrast about Topic A

Points of comparison / contrast about Topic B

Concluding sentence

*Reading a story in a book is often very different from seeing it as a film. When you read a story, you need to use your imagination. A book usually gives a lot of description about the people, places, and things in the story, so you can create pictures in your mind. In addition, the conversations between people are always written with details that describe how the people look or feel while they are talking. When you read, you use a lot of imagination to help 'see' the characters in the story. However, when you see a film, it is a different experience. When you watch a film, you don't need to use your imagination. The pictures on the screen give all the details about the people, places, and things in the story. The conversations are spoken out loud, so you just listen and watch. The feelings of the people come through their faces, body movements, and voices. Although a book and a film might tell the same story, reading a book and watching a film are very different experiences.*

# Comparison / Contrast

## Method 1: Point-by-point organisations

### Method 2: Point-by-point organisation

Compare or contrast one point about the two topics, then a second point, then a third point, and so on. This type of organisation could be outlined like this:

Topic sentence comparing or contrasting two topics (A and B)

First point of comparison / contrast (A1, B1)

Second point of comparison / contrast (A2, B2)

Third point of comparison / contrast (A3, B3)

Fourth point of comparison / contrast (A4, B4)

Marilyn Monroe and Princess Diana lived at different times in different countries, but their lives had some surprising similarities. First of all, both women had a difficult childhood. Monroe spent many years without parents in an orphanage, and Diana's mother left the family when she was only six. Later in their lives, both women married famous men. Princess Diana married Prince Charles, and Marilyn Monroe married a famous baseball player and later a famous writer. They also had difficult marriages and eventually separated from their husbands. Another similarity between Marilyn Monroe and Princess Diana was that they were both very popular. Diana was called 'The people's princess' because she was so friendly. Although Monroe was famously sexy, she was well-liked because she seemed very innocent. However, although they both seemed to have very happy lives, both women actually had emotional problems and often felt sad and depressed. Monroe went through serious depression and had to go to a hospital for treatment. Likewise, Diana suffered from an



## 7. *Problem / Solution*

### *Paragraphs*

#### **Problems and solutions**

Problem / solution writing first explains a problem and then proposes one or more solutions to that problem. Often this type of writing requires more than one paragraph.

#### **How to write a *problem paragraph***

A *problem paragraph* describes and discusses a problem issue. The topic sentence names the issue you will discuss. The supporting sentences show why this issue is a problem.

### **How to link a solution paragraph to a problem paragraph**

The first paragraph—the problem paragraph—explains the problem. The topic sentence of the second paragraph—the *solution paragraph*—introduces your solution or solutions. The supporting sentences show how your solution(s) will solve the problem. Use these phrases:

*In order to solve these problems, ...*

*To meet this need, ...*

*One answer is ...*

*A second / third / final answer is ...*

*In order to overcome these problems, ...*

*One solution is ...*

*One thing we can do is ...*

### **Finding the best solution**

After you have brainstormed solutions to your problem, you need to select the best one or ones to write about in your solution paragraph. A strong solution clearly and reasonably solves the problem. A weak solution doesn't really solve the problem or is not practical or not logical.



Topic sentence: *I need more money while I am at university.*

- ....., borrow money from my friends*
- ..... sell some of my things*
- ..... ask my parents for money*
- ..... go busking with my guitar*
- ..... get a part-time job*
- ..... drop out of university and get a full-time job*
- ..... buy lottery tickets*
- ..... ride my bike to university instead of using public transport*
- ..... ask my lecturers for money*
- ..... buy fewer CDs and new clothes*



# 8. The Structure of an Essay

## What is an essay?

An essay is a group of paragraphs written about a single topic and a central main idea. It must have at least three paragraphs, but a five-paragraph essay is a common length for academic writing.

### Changing English: the African American Influence

If you ask average Americans where their language comes from, they will probably say 'England'. However, English vocabulary has also been influenced by other countries and groups of people. Some words are borrowed from other languages, such as typhoon, which originally came from the Chinese word, 'tai-fung', meaning 'big wind'. Skunk, the name of a small, smelly, black-and-white animal, came to English from a Native American language. African Americans, too, have both contributed new words to English and changed the meanings of some existing words.

African Americans, many of whose ancestors were brought to the States as slaves hundreds of years ago, have introduced a number of words to English from languages that they spoke in their native countries. The common English word OK is used around the world today, but it was not always part of English vocabulary. One theory is that slaves in America used a phrase in their own language that sounded like OK to mean 'all right'. Americans heard the phrase and started using it. Today, almost everyone in the world uses OK to mean 'as right'. Another good example of a 'new' word is the word jazz. African American musicians living in the United States began playing jazz music in the city of New Orleans, and they used the word jazz or jazz to describe the music and certain kinds of dancing. No one is sure where the word originally came from, but as jazz music became more and more popular, the word jazz became a common English word.

The meanings of words sometimes change over time. The word cool is a good example. Cool has been used in English for a long time to describe a temperature that is 'not warm but not too cold' or to describe a person who is 'calm or unemotional'. However, an additional meaning was given to the word cool in the past 100 years. Just like the word jazz, African American musicians used the word cool to describe the music they were playing. For them, cool meant 'good'. As jazz music and other forms of music played by African American musicians became popular, more and more people started to use the word cool in conversation. Today, it is still a commonly used word, especially by younger people, to mean 'good' or 'great'. A word with the opposite meaning of cool is square. Square is, of course, a shape, but it also is used to describe a person who is not cool. This may be because a person who is too old-fashioned and not flexible is like a shape with four straight sides and four corners.

English owes some of its interesting and colourful vocabulary to African Americans. Existing ethnic groups in the United States as well as new immigrants will surely continue to bring new words to English and give fresh meanings to existing words. Who knows what the 'cool' words of tomorrow will be?

## The structure of an essay

### ☞ The three main parts of an essay

#### The introduction

This is the first paragraph of an essay. It explains the topic with general ideas. It also has a *thesis statement*. This is a sentence that gives the main idea. It usually comes at or near the end of the paragraph.

#### The main body

These are the paragraphs that explain and support the thesis statement and come between the introduction and the conclusion. There must be one or more paragraphs in the main body of an essay.

#### The conclusion

This is the last paragraph of an essay. It summarises or restates the thesis and the supporting ideas of the essay.

#### Title

Xxxxx xx xxxxx xxx xx xxxxx xxxx  
xx xxxx xx xxxxxxxx xxx xx xxxxxxx  
xxxxxx xx xxxxxxxxxx xx. Xxx xxx xx x  
xxxxxx xxx xx x xxxxxxxxxx xx xxxx  
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xx xxxxx xxx xxxxxxxx xxx.

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### **How to format an essay**

1. Use double spacing (leave a blank line between each line of writing).
2. Leave 2.5 centimeters (1 inch) of space on the sides, and the top and bottom of the page. This space is called the *margin*.
3. If you type your essay, start the first line of each paragraph with five spaces (one tab). This is called *indenting*. If you write by hand, indent about 2 centimeters ( $\frac{3}{4}$  inch). Alternatively, paragraphs can begin at the left-hand margin with no indentation. However, you must then leave one line space between each paragraph.
4. Put the title of your essay at the top of the first page in the centre.



# Thesis statements

## What is a thesis statement?

The *thesis statement* is the sentence that tells the main idea of the whole essay. It can be compared to a topic sentence, which gives the main idea of a paragraph. It usually comes at or near the end of the introductory paragraph.

## How to connect the thesis statement and the essay

The paragraphs in the main body of an essay should always explain the thesis statement. In addition, each paragraph in the main body should discuss *one* part of the thesis. Look at the following thesis statement. The topics to be discussed are underlined:

*To create a successful advertisement, it is necessary for advertisers to answer three questions: What are we selling?, Who are we selling it to?, and How can we make people want to buy it?*

Possible topic sentences for each paragraph in the main body:

1. *The first step in creating a successful advertisement is to completely understand the product that is being sold and how it can be used.*
2. *A second important part of creating an advertisement is deciding who is expected to buy the product.*
3. *Finally, a way must be found to create an ad that will make people want to buy the product.*

## Writing a strong thesis statement

- A thesis statement gives the author's opinion or states an important idea about the topic. It should give an idea that can be discussed and explained with supporting ideas:

*The qualifications for getting into university in my country are unreasonable.*

*When studying a foreign language, there are several ways to improve your use of the language.*

These are strong thesis statements. They can be discussed or explained.

- A thesis statement should not be a sentence that only gives a fact about the topic:  
*In the Northern Hemisphere, the summer months are warmer than the winter months.*  
This is not a strong thesis statement. It cannot be discussed or argued about.

- A thesis statement should not state two sides of an argument equally:

*There are advantages and disadvantages to using nuclear power.*

This could be a topic sentence, but it is not a thesis statement. It gives two sides of an argument without giving a clear opinion of support or disagreement. It could be revised like this:

*Although there are some advantages, using nuclear power has many disadvantages and should not be a part of our country's energy plan.*

This is a strong thesis statement. It clearly gives the writer's opinion about nuclear power.

### **How to develop a thesis statement**

One way to develop a thesis statement for an essay is to write opinions you have about the topic. Begin, *I think that ...* and complete the sentence with your opinion. Then remove *I think that ...* and the remaining words make a possible thesis statement.

*Topic: diet / food*

~~*I think that*~~ *a vegetarian diet is one of the best ways to live a healthy life.*

~~*I think that*~~ *governments should restrict the use of chemicals in agriculture and food production.*

After you have written several opinion statements, choose the one that would make the best thesis. Remember to decide if the sentence gives a clear opinion, states a fact, or presents two sides without a clear argument.



## 9. *Outlining an Essay*

### **What is an outline?**

An outline is a list of the information you will put in your essay.

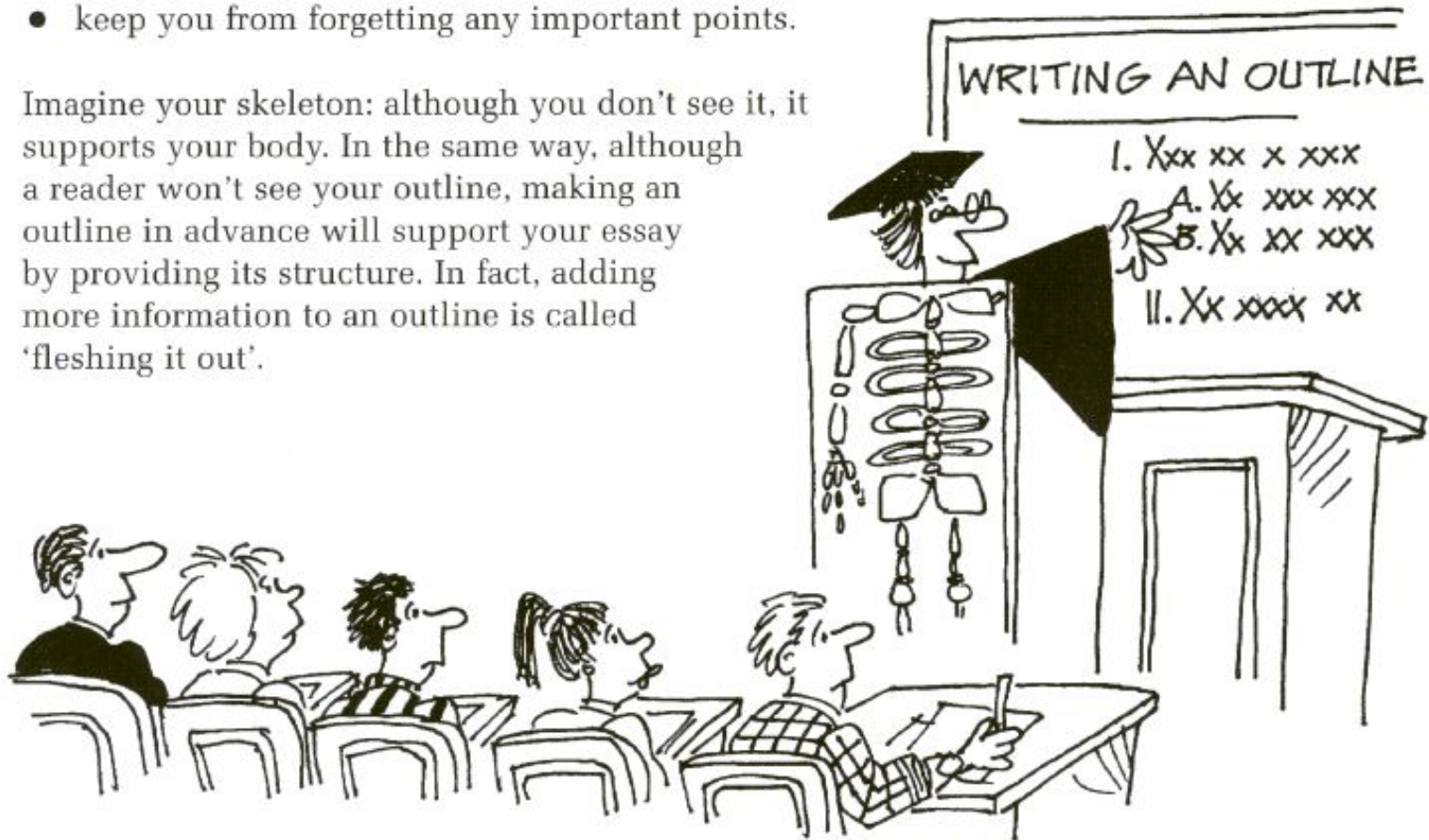
An outline ...

- begins with the essay's thesis statement.
- shows the organisation of the essay.
- tells what ideas you will discuss and shows which ideas will come first, second, and so on.
- ends with the essay's conclusion.

Writing an outline before you write an essay will ...

- show you what to write before you actually begin writing.
- help make your essay well organised and clearly focused.
- keep you from forgetting any important points.

Imagine your skeleton: although you don't see it, it supports your body. In the same way, although a reader won't see your outline, making an outline in advance will support your essay by providing its structure. In fact, adding more information to an outline is called 'fleshing it out'.



## The Effects of the California Gold Rush on the City of San Francisco

- I. The California gold rush changed San Francisco in ways that we can still see today.
- II. History of the gold rush
  - A. 1848
    1. Gold was discovered near San Francisco
    2. The US president tells the country there's gold in California
  - B. 1864: the gold rush ends
  - C. 1849: the gold rush begins as people from all over the world go to California to look for gold. Gold is very easy to find.
  - D. 1850s: gold becomes more difficult to find; big, expensive machines are now needed to find gold
  - E. Gold rushes in other countries
    1. Australia (1851-53)
    2. South Africa (1884)
    3. Canada (1897-98)



# 10. Introductions and

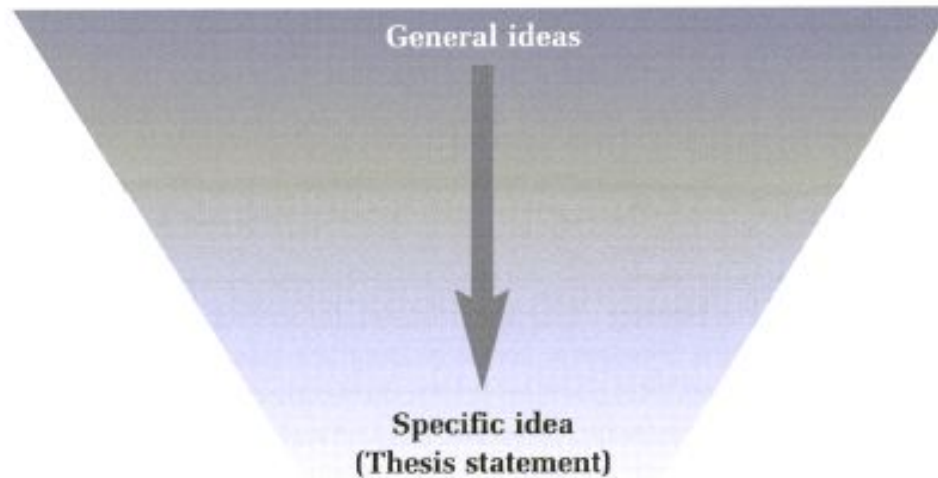
## What is an introduction?

The first paragraph of an essay, as you learned in Unit 8, is called the introduction.

The introduction ...

- is usually five to ten sentences.
- catches the reader's interest.
- gives the general topic of the essay.
- gives background information about the topic.
- states the main point (the thesis statement) of the essay.

The introduction is often organised by giving the most general ideas first and then leading to the most specific idea, which is the thesis statement, like this:



## How to write a strong introduction

A strong introduction ...

- introduces the topic clearly.
- gives several sentences of information about the topic.
- states the thesis (the main idea) of the essay.

Any of the following will make an introduction weak:

- It doesn't give enough information about the topic or gives too much information about it.
- It talks about too many different topics.
- It does not state a clear thesis.

## How to make an introduction interesting

To make an introductory paragraph interesting for the reader, you can include ...

- interesting facts or statistics.
- a personal story or example.
- an interesting quotation.



## ***The conclusion***

### **☞ The importance of a conclusion**

The conclusion is the final paragraph of the essay. A good concluding paragraph ...

- summarises the main points of the essay.
- restates the thesis (using different words).
- makes a final comment about the essay's main idea.
- may emphasise an action that you would like the reader to take.

Don't introduce new ideas in a conclusion. A conclusion only restates or gives further commentary on ideas discussed in the essay.



# 11. *Unity and Coherence*

## ➤ **Writing effective essays**

You've already learned that an essay should be organised into an introduction, a body, and a conclusion. The next step is to make sure that all three parts of the essay work together to explain your topic clearly.

## ***Unity in writing***

### ➤ **What is unity?**

Unity in writing is the connection of all ideas to a single topic. In an essay, all ideas should relate to the thesis statement, and the supporting ideas in a main body paragraph should relate to the topic sentence.

### **What is coherence?**

Coherence is related to unity. Ideas that are arranged in a clear and logical way are coherent. When a text is unified and coherent, the reader can easily understand the main points.

As you learned in Unit 9, creating an outline helps make a well-organised essay. When organising your ideas, think about what type of organisation is the best for your topic or essay type. Here are some examples of types of writing and good ways to organise them.

#### **Type of writing**

Chronology (historical events, personal narratives, processes)

Description

Classification

Comparison / contrast

Argumentation / persuasion and cause / effect

#### **Type of organisation**

Order by time or order of events / steps

Order by position, size, and shape of things

Group ideas and explain them in a logical order

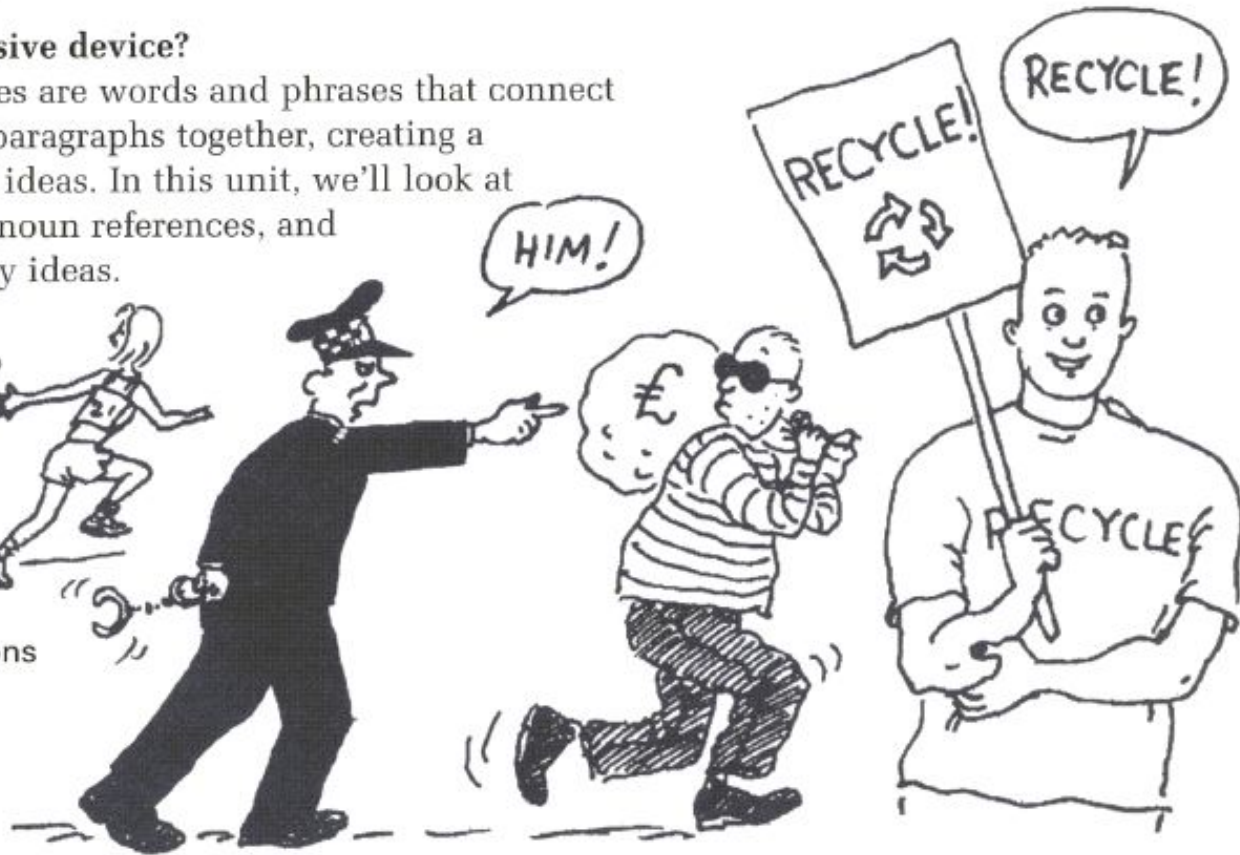
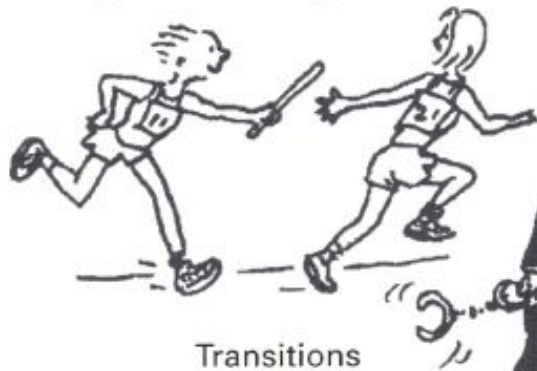
Organise in point-by-point or block style

Order from least important to most important

## Cohesive devices

### ➤ What is a cohesive device?

Cohesive devices are words and phrases that connect sentences and paragraphs together, creating a smooth flow of ideas. In this unit, we'll look at transitions, pronoun references, and repetition of key ideas.



Pronoun references

Repetition  
of key ideas



## ➤ Transitions

As you've learned in previous units, there are many transition words and phrases in English that are used to connect sentences together or relate ideas to one another. Here are several types of writing and some common transitions that are used with them.

<b>Chronology</b>	<b>Comparison</b>	<b>Contrast</b>	<b>Additional information</b>	<b>Examples</b>	<b>Cause and effect</b>	<b>Concluding ideas</b>
<i>before after next since first, second while when</i>	<i>likewise compared to similarly as ... as and</i>	<i>however on the other hand but yet in spite of in contrast although instead</i>	<i>and also in addition in fact furthermore moreover Another ... is/was</i>	<i>for example in general generally for instance specifically in particular</i>	<i>therefore so thus as a result since because</i>	<i>in conclusion in summary finally therefore to conclude to summarise</i>

### **Pronoun reference**

Two sentences can be connected by the use of a pronoun. A pronoun (*he, she, it, they, etc.*) takes the place of a noun (a person, place, thing, or idea) or a noun phrase (several words that refer to a person, place, thing, or idea). Look at the following example taken from the essay on sign language:

**American Sign Language** *developed from the mixture of signs used by deaf Americans and French Sign Language. Today, it is used by more than 500,000 deaf people in the United States and Canada.*

The pronoun *it* refers back to the subject, *American Sign Language*, and connects the two sentences together.

### **Repetition of key nouns or ideas**

Another way to connect ideas in an essay is by repeating important words and phrases. This will help the reader remember the main ideas in the text.

*Modern **medicine** focuses on illness. If a patient with a cough visits a modern doctor, then the doctor will give the patient a **medicine** to stop the cough. If the patient also has a fever, the doctor may give a different **medicine** to stop the fever. For every person with a cough, the doctor will probably recommend the same cough **medicine**. The philosophy of modern **medicine** is to stop problems like coughing and fever as quickly as possible.*



# Punctuation

## Capitalisation

Always capitalise:

- the first word of every sentence.
- days of the week (*Tuesday*) and months of the year (*April*).
- the first letter (only) of the names of people and places (*Bangkok, Ayaka Seo*).
- the main words of a title, but not articles (*a, an, the*) or prepositions (words like *to, of, for*) or conjunctions (*and, but*), unless they are the first word in the title:  
The Three Things I Do in the Morning

## Full stop ( . )

A full stop comes at the end of a statement:

An electronic dictionary is more convenient than a paper one.

## Comma ( , )

Use a comma to separate a series of three or more items:

I take a dictionary, a notebook and some paper to class every day.

Use a comma before words like *and, but, or, so, and yet* to separate two parts of a sentence that each have a subject and a verb.

She needed some work experience, *so* she got a part-time job.

He did not study at all, *but* he still got 87% in the test.

Use a comma after an introductory word or expression, such as *However, Therefore, and In conclusion*:

However, the high price of electric cars means that most people cannot afford one.

### Quotation marks ( ' ' )

Use quotation marks when you type or write the title of a book or film:

'Hamlet' was written by Shakespeare.

When you use a word processor, you can use italics instead:

*Hamlet* was written by Shakespeare.

Use quotation marks to show the exact words someone said or wrote:

The teacher announced, 'We're going to have an exam next week.'

Shakespeare wrote, 'All the world's a stage'.

Do not use quotation marks if you're reporting what another person said:

The teacher said that we should study hard this week.

**Note:** *That*, as used in the sentence above, usually indicates that the remark is not a direct quotation.

### **Punctuation when using quotation marks**

If you are using expressions like *he said* or *the girl remarked* after the quotation, then use a comma and not a full stop at the end of the quoted sentence:

‘We’re going to have an exam next week,’ announced the teacher.

Use a full stop if the quoted sentence comes at the end:

The professor announced, ‘We’re going to have an exam next week.’

Notice how a comma is used after *announced*, above, to introduce the quotation.

Full stops and commas are placed inside quotation marks. Exclamation marks and question marks may come inside or outside, depending on whether they are part of the quotation or part of the surrounding sentence:

‘Do you know who wrote *Hamlet*?’ asked the teacher.

Do you know who said ‘All the world’s a stage’?

### **Quotation marks and capitalisation**

Capitalise the first letter of the word that begins a quotation. However, if an expression like *she said* interrupts the quotation and divides the sentence, then do not capitalise the first word of the part that finishes the quotation:

‘Next week’, said the teacher, ‘we are going to have an exam.’

The comma after *week* separates the quotation from the rest of the sentence.

Use a capital letter only if the second part is a new, complete sentence:

‘We’ll have an exam next week,’ explained the teacher. ‘It will take thirty minutes.’



### **Advice for academic writing**

The following are not usually used in academic writing, although they are fine in informal situations, such as letters to your friends.

- Brackets that give information which is not part of your main sentence:

Mobile phones are useful (and besides, I think they look great).

If your idea is important, it should be in a sentence of its own. If it is not important, it should not be in your text.

- The abbreviation *etc* to continue a list. Instead, use a phrase like *such as* in your sentence:

Students at my university come from countries such as China, India, and Australia.

- Exclamation marks ( ! ). Instead, write strong sentences with plenty of details to show your reader your feelings:

Angel Falls is one of the most spectacular natural wonders you will ever see.

- An ellipsis ( ... ) at the end of a sentence, to show that the sentence is not finished:

The teacher said that I should study hard, so ...

Instead, finish your sentence:

The teacher said that I should study, so I should not go to the party tonight.

*Thank you  
for your  
attention!*



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