

**ADDENDUM** (Hana Čápková, FNSPE, CTU)

## **GUIDELINES FOR ACADEMIC WRITING**

**TYPICAL FEATURES OF ACADEMIC ENGLISH - ADDED TO [www.en.fel.zcu.cz](http://www.en.fel.zcu.cz)**

### ***See item 4:***

Words of foreign origin are frequent, as they are considered more formal.

Fewer words of Germanic origin are used (= words similar to German, usually 1-2-syllable words).

Examples of pairs:

to maintain - to keep

to obtain, receive – to get

### ***See item 7:***

an exception = carry out: to carry out research, experiments, ...

### ***See item 8:*** ~~less usual prepositions~~ **LINKERS + PREPOSITIONAL PHRASES**

used much more than in Czech

*more examples:* on the one hand - on the other hand, nevertheless, in conclusion, for this reason, to summarize, ...

For more information see “Text structure” in “Guidelines for academic writing”

### ***See item 9:***

passive is common, personal pronouns are rare

passive must be used: to express common knowledge, “WE“ is inappropriate

instead of addressing the reader, “YOU“ is inappropriate

“WE“ is used instead of „I“. “I“ is inappropriate even if the author is the only person who worked on the task

but “WE“ is often used in mathematics (e.g., we assume that..., let us assume that...)

### ***See item 10:***

infinitive of purpose: very often at the beginning of a

sentence, may be emphasized by “in order”, the phrase is sometimes separated by a comma

*example taken from the file:*

(In order) to obtain convincing results, the experiment was repeated five times.

### ***See item 13:***

the most important rule to remember:

**NEVER PUT A COMMA BEFORE “THAT”**

with the exception of “that is” (= tj.)

For more information see “Addendum to punctuation guidelines” in “Guidelines for academic writing”

### ***Item 14 (is added): FREQUENT USE OF SPECIFIC ABBREVIATIONS***

*examples:* i.e., viz, et al, p.a, ...

For more information see “Addendum Abbreviations in academic texts“ in “Guidelines for academic writing”

### ***Item 15 (is added): FREQUENT USE OF NOUN COMPOUNDS*** (not only in terminology)

= groups of nouns (+ adjectives, numerals, -ed or -ing forms).

To understand them, it is necessary to start from the last word – this is the key noun, the words before have the function of an adjective.

*Examples:*

filter paper – a paper filter

a car battery - a battery car

a five-year-old boy, a five-year old boy (no plural after “five”)

a two-semester course (no plural after “two”)

For more examples see “Terminology“ in “Guidelines for academic writing”