Academic Literacy

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| ***CONNECTING WORDS*** | | | |
| *TO SHOW CONTINUATION*   * **and** * **also** * **as well as** * **moreover** * **too** * **furthermore** * **additionally** * **next** * **in addition** * **following this** | *SEQUENCING*   * **first, second, third..** * **finally** * **next** * **meanwhile** * **after** * **then** * **subsequently** | *ILLUSTRATING*   * **for example** * **such as** * **for instance** * **in the case of** * **as revealed by…** * **illustrated by…** | *CAUSE & EFFECT*   * **because** * **so** * **therefore** * **thus** * **consequently** * **hence** |
| *COMPARING*   * **similarly** * **likewise** * **as with** * **like** * **equally** * **in the same way…** * **as exemplified by** * **as well as** * **because** * **in addition** * **similarly** * **subsequently** * **this encompasses** | *QUALIFYING*   * **but** * **however** * **although** * **unless** * **except** * **apart from** * **as long as** * **if** | *CONTRASTING*   * **whereas** * **instead of** * **alternatively** * **otherwise** * **unlike** * **conversely** * **on the contrary** * **in spite of** * **in addition** * **despite this** * **another element/facet/** * **issue/reason/notion/** * **aspect** | *TO SHOW TIME*   * **recently** * **after** * **before** * **following** * **subsequently** * **consequently** * **behind** * **eventually** * **in future** * **finally** |
| *TO GIVE AN EXAMPLE*   * **to exemplify** * **for example** * **to demonstrate** * **to clarify** * **in detail** * **for instance** * **as evidence** * **to point out** * **to enumerate** * **to clearly examine** | *INSTEAD OF AND / BUT / ALSO*   * **in addition** * **furthermore** * **however** * **despite** * **by contrast** * **except** * **yet** * **again** * **likewise** * **in conjunction with** * **along with** * **besides** * **together with** | *EMPHASISING*   * **above all** * **in particular** * **especially** * **significantly** * **indeed** * **notably** * **expressively** * **markedly** * **expressively** * **frequently** * **surprisingly** | *TO CONCLUDE*   * **hence** * **in summary** * **overall** * **in final analysis** * **as demonstrated by** * **as examined by** * **as exposed by** * **as presented by** * **this symbolises** * **this exhibits** * **admittedly** * **for these reasons** * **consequently** * **it is therefore proposed** |

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| *VERBS INSTEAD OF “IS” and “HAS”*   * **allows** * **becomes** * **brings about** * **contributes to** * **creates** * **culminates** * **discloses** * **encapsulates** * **exemplifies** * **expresses** * **fosters** * **generates** * **gives rise to…** * **indicates** * **influences** * **initiates** * **inspires** * **leads to…** * **manifests** * **mirrors** * **produces** * **provokes** * **reflects** * **represents** * **results in…** * **reveals** * **transforms** * **symbolises** * **demonstrates** | *NOMINALISATION*  *(Convert Verb to Noun)*   * **The contribution of** * **The creation of** * **The culmination of** * **The disclosure of** * **The generation of** * **The indication of** * **The initiation of** * **The manifestation of** * **The production of** * **The reflection of** * **The representation of** * **The revelation of** * **The transformation of** * **The symbol of** * **The demonstration of** | *CASUALITY*   * **Arose from** * **Caused by** * **As a consequence of…** * **Contributed to** * **Created** * **Culminated in** * **Derives from** * **An effect of** * **Encouraged** * **Engendered** * **Fostered** * **Generated Grew out of** * **Influence by** * **Initiated** * **Inspired** * **Led to** * **An outcome of…** * **Produced by** * **Ramification of** * **A repercussion of** * **As a result of** * **Resulted in** * **Shaped by** * **A course of** * **Stemmed from** * **Unfolded from** | *JUDGEMENT*   * **central** * **critical** * **crucial** * **decisive** * **essential** * **fundamental** * **indispensible** * **major** * **necessary** * **influential** * **paradigmatic** * **predominant** * **primary** * **prominent** * **representative** * **serious** * **significant** * **unique** * **skilful** * **expert** * **effective** * **adept** * **masterful** * **distinctive** * **magical** * **magnificent** |
| ***MODALITY***  ***(Modality refers to the use of words and phrases that express a writer’s judgement)*** | | | |
| *LOW LEVEL OF CERTAINTY*   * **Evidently** * **Fortunately** * **Frankly** * **Hopefully** * **In my opinion** * **Perhaps** * **Possibly** * **Sometimes** * **Strictly speaking** * **Unlikely** * **May** * **Might** * **Could** | *MEDIUM LEVEL OF CERTAINTY*   * **Apparently** * **By chance** * **Initially** * **Luckily** * **Maybe** * **Often** * **Personally** * **Probably** * **Seldom** * **Seriously** * **Surely** * **Tentatively** * **To be honest** * **Will** * **Probably** * **Likely** * **Unlikely** | *HIGH LEVEL OF MODALITY*   * **Absolutely** * **Always** * **Amazingly** * **As expected** * **Certainly** * **Definitely** * **Definitely** * **Indeed** * **Never** * **Objectively** * **Obviously** * **Presumably** * **Regrettably** * **Understandably** * **Undoubtedly** * **Must** * **Certain** | *MODALITY SENTENCE STARTERS*   * **It is certain that** * **It seems clear** * **It appears obvious** * **It is likely / unlikely** * **It seems probably** * **It appears probable/likely** * **It seems possible** * **It appears possible** * **It is possible** * **It is impossible** * **It appears impossible** * **It seems impossible** |

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| ***WORDS INSTEAD OF “SHOWS”*** | | |
| *EFFECT CONNECTING WORDS*   * **highlights** * **exemplifies** * **presents** * **conveys** * **exposes** * **embodies** * **illustrates** * **exhibits** * **demonstrates** * **displays** * **advocates** * **embodies** * **epitomises** * **indicates** * **establishes** * **illuminates** * **provides** * **represents** * **creates** * **emphasises** * **portrays** * **signifies** * **symbolises** * **denotes** * **explores** | ***NOMINALISATIONS***   * **To highlight…** * **The exemplification…** * **The presentation…** * **To convey…** * **The exposition…** * **The embodiment of…** * **The illustration of…** * **The exhibition of…** * **The demonstration of…** * **To display…** * **It advocates for…** * **The embodiment of…** * **The epitome of…** * **It is indicative of…** * **The established idea…** * **The illumination of the theme…** * **To provide an examination of…** * **The representation of…** * **To create…** * **Adds emphasis to…** * **The portrayal of…** * **The significance of…** * **The symbolism of…** * **The exploration of…** | ***POSSIBLE EFFECT PHRASES***   * **the humour of the situation** * **the themes of** * **the key values of the composer** * **the absurdity of the situation** * **the nature of the character** * **the innocence of the character** * **the evilness of the character** * **key ideas and values expressed** * **the dramatic tension** * **the conflict between the characters** * **the tension of the situation** * **universal themes and ideas** * **the nature of human beings across time and place** * **the light-hearted nature of the interaction** * **the tragic nature of the events** * **the inappropriateness of the comment** * **the inappropriateness of the relationship between the characters** * **human nature and universality of human experiences** * **relationships between the characters** * **an image in the mind of the reader** * **the nature of the situation** * **the struggles of the characters** * **emotionally engage with the piece of work** * **the struggles of the characters** * **the context of the text** * **draws the audience into the drama** * **the impact of character actions on other characters** * **the manipulative of nature of the character** * **the taboo nature of the relationship/events/** * **the mood of the text/scene** * **the tone of the events** * **the double meaning to the words/ideas expressed by the character** * **the exaggeration** * **the authenticity of the text/character/events** * **the convincing nature of the character** * **the connection of the reader to the text/writer/ character** * **the sinister nature of the character/events/ text** * **the sinister undertones** * **the manipulative nature of** * **the dishonesty of** * **the lack of integrity of the character** * **the negative impact of** |

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| ***EFFECT ADJECTIVES / HIGH MODALITY WORDS*** |
| * Masterful expression of ideas… * Skilful interpretation… * Effect examination of… * Essential ideas of… * Excellent use of… * Proficient creation of… * Proficient use of… * Expertly… * Skilfully presents… * Skilful presentation of… * Exquisite exploration of… * Accomplished use of… * Supreme exploration of… * Excellent examination of… * Expert use of… * Expertly conveys… * Magnificent use of… * Notable… * Distinctive use of… * Distinctive creation of… * Exemplary use of… * Exemplary creation of… |
| ***SYNTHESIS PHRASES*** |
| * Therefore it is highly evident that… * Thus, it is clearly evident that… * Hence, it is an exceptionally effective portrayal of… * Essentially the composer evocatively presents a representation of… * Expertly reinforcing the overarching value of… * Contrastingly the composer explores the competing ideas of… * Thus…suggests that…drawing the conclusion that… * The text thus suggests… * Thus providing an expert exploration of… * Thus it expertly conveys the idea of… * Thus creating new understandings of the world… * Subsequently the idea that…can be clearly extrapolated * Thus highlighting the perspective that… * It becomes astoundingly clear that… * Another reading of this could suggest… * This clearly reinforces that idea that…and allows for the conclusion that…to be drawn * Despite this… * Therefore culminating in the emotional engagement of the audience who are evocatively positioned to empathise with the protagonist * It is clear that… * Skilful presentation of the idea that…through the employment of… * Thus creating a skilful and realistic representation of… * Moreover it becomes increasingly clear that… * The text is an excellent representation of… * Furthermore, it becomes apparent that… * Thus highlighting effectively the struggles of the character to… * Therefore creating a heightened realism of the characters and thus the values explored within the text * Subsequently it is obvious that the composer as employed…to expertly create… * It is particularly apparent when…that… * Similarly the composer set out to articulate their perspective of… * …acts as an effective illustration of… * Thus the distinctive use of…in…clearly and evocatively conveys the premise… * Conversely it becomes apparent that… * Therefore the highly accomplished use of…in…is highly suggestive of… * Thus it leads the audience to ponder… |