GAC002 Academic English I: Reading and Writing Skills

GAC Academic English · Vocabulary in context

Word	Example
reading tasks /ˈriːdɪŋ tæsks/	The **reading tasks** test how well you understand the text.
writing /ˈraɪtɪŋ/	Good **writing** has a clear plan.
coursework /ˈkɔːsjuːɜːk/	The **coursework** counts towards your final grade.
essay /ˈeseɪ/	Write an **essay** with a clear argument.
Plagiarism /ˈpleɪdʒərɪzəm/	**Plagiarism** means copying someone's work as your own.
Skimming /ˈskɪmɪŋ/	**Skimming** a text gives you the main idea quickly.
Scanning /ˈskænɪŋ/	**Scanning** finds one fact, like a date, quickly.
Close reading /kləʊs ˈriːdɪŋ/	**Close reading** means reading slowly and carefully.
topic sentence /ˈtɒpɪk ˈsentəns/	The **topic sentence** gives the main idea of the paragraph.
Context clues /ˈkɒntekst kluːz/	**Context clues** help you guess a new word's meaning.
Word parts /wɜːd pɑːts/	**Word parts** like "un-" and "-able" help you guess meanings. "un-" "-able"
part of speech /pɑːt ɒv spiːtʃ/	"Run" can be a noun or a verb: its **part of speech** changes. "Run"

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English-English dictionary /ˈɪŋglɪʃ ˈɪŋglɪʃ ˈdɪkʃənəri/	An **English-English dictionary** explains words in simple English.
simple sentence /ˈsɪmpl ˈsentəns/	“I like tea.” is a **simple sentence**. “I like tea.”
compound sentence /ˈkɒmpaʊnd ˈsentəns/	“I like tea, but she likes coffee.” is a **compound sentence**. “I like tea, but she likes coffee.”
complex sentence /ˈkɒmpleks ˈsentəns/	“I stayed home because it rained.” is a **complex sentence**. “I stayed home because it rained.”
Subordination /ˌsʌbɔːdɪˈneɪʃn/	**Subordination** joins a less important clause with words like “because”. “because”
Connectives /kəˈnektɪvz/	**Connectives** like “because” and “so” join ideas. “because” “so”
run-on sentence /rʌn ɒn ˈsentəns/	“I was tired I went to bed” is a **run-on sentence**. “I was tired I went to bed”
Supporting sentences /səˈpɔːtɪŋ ˈsentənsɪz/	**Supporting sentences** give reasons and examples for the main idea.
concluding sentence /kənˈkluːdɪŋ ˈsentəns/	The **concluding sentence** sums up the paragraph.
Cohesion /kəʊˈhiːʒn/	Words like “this” and “they” give the text **cohesion**. “this” “they”
Unity /ˈjuːnɪti/	A paragraph has **unity** when every sentence is about one idea.
Quoting /ˈkwəʊtɪŋ/	When **quoting**, use the writer’s exact words in quotation marks.
Paraphrasing /ˈpærəfreɪzɪŋ/	**Paraphrasing** means writing an idea in your own words.

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Summarising /ˈsʌmərəɪzɪŋ/	**Summarising** gives the main points in fewer words.
citation /saɪˈteɪʃn/	Add a **citation** to show where the information came from.
reference list /ˈrefrəns lɪst/	Put a **reference list** at the end of your essay.
Analyse the question /ˈænəlaɪz ðə ˈkwestʃn/	**Analyse the question** before you start writing.
Brainstorm then select /ˈbreɪnstɔːm ðen sɪˈlekt/	**Brainstorm then select**: write many ideas, then choose the best.
Outline /ˈaʊtlaɪn/	Write an **outline** before the essay.
introduction /ˌɪntrəˈdʌkʃn/	Your **introduction** tells the reader what the article is about.
thesis /ˈθiːsɪs/	The **thesis** is the main claim of the essay.
conclusion /kənˈkluːʒn/	In your **conclusion**, sum up your main points.
Synthesis /ˈsɪnθəsɪs/	**Synthesis** joins ideas from several sources into one answer.

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