

6 Nominalisation

In academic writing, we often prefer to use a noun rather than a related verb or adjective form. In this process of nominalisation, we talk about things or concepts (with nouns) rather than actions, events and characteristics (with verbs and adjectives).

- 6.1 a Complete the sentences with a noun phrase related to the words in brackets. Use nouns from the same family as the underlined words.
- ... students also learn about the processes involved in the creation of advertising messages (how advertising messages are created) (line 9)
 - Potter (1998) points out _____ in building critical analysis skills. (how important knowledge structures are) (line 14)
 - Boush, Friestad and Rose (1994) measured _____ and effects, and _____ (what middle-school students know about advertiser tactics; how skeptical they were of advertising) (line 29)
 - Improving _____ may have more potential for creating discerning consumers. (what students understand about the way advertising works) (line 34)
- b Check your answers in the text in 3.1.
- c Can you suggest reasons why nominalisation is common in academic writing?

7 Reading in detail

- 7.1 a Reword this sentence, replacing the three phrases in **bold** with one word. You may need to make changes to word order. Check your answer in the text in 3.1.

Occasionally, [...] students also learn about the processes **before production, during production and after production** involved in the creation of advertising messages ... (line 9)

- b Why is 'Singer' repeated in this reference?

... Singer, Zuckerman & **Singer**, 1980 ... (line 11)

- c What type of course is 'elective'?

... students enrolled in media production or marketing **electives** ... (line 11)

- d When we refer back to ideas in a previous part of the text, do we prefer to use *this* or *that* in academic writing? For example, would we use *this information* or *that information*? (Check your answer in line 13.)

- e What do you notice about word order in the phrase in **bold** below?

Improving students' understanding of the way advertising works may have more potential for creating discerning consumers **than has changing students' general attitudes** ... (line 34)

- f Why do you think inverted commas are used in this extract?

Exhortations to 'not believe everything you see on TV' ... (line 35)

Research shows that in the written academic corpus, the most frequent adverbs that occur less/more common are much and far. What other adverbs often occur with these adverbs?

1 much 2 far 3 since