

Additions in a Good Sentence

Recall the three basic questions when writing an academic sentence:

- What do I want my reader to learn more about? (**subject**)
- What do I want my reader to know about that subject? (**predicate**)
- What other ideas or information do I want to connect with that point?

The third question's the trickiest – and most important, especially when the sentence is complicated.

First, decide whether the new information

- a) needs to be connected to the previous information (in the same sentence) or
- b) progresses to a new idea (best shown by starting a new sentence).

Having decided that, you can then connect the new information clearly to the previous idea with a

- conjunction
- prepositional phrase
- participle phrase
- adjective clause
- adverb

1. Conjunctions

Conjunctions are words like “and”, “or”, “but”, “because” and “so”, that join ideas together to show their logical connections. There are alternatives for each

and	or	but	because	so
also as well as too Moreover	Alternatively	although despite However	due to	consequently therefore

but be careful. Some conjunctions are to a noun while others are to a clause, such as

because + clause

This has been criticised because the methodology is unreliable.

due to + noun

This has been criticised due to an unreliable methodology.

while some must start a new sentence, such as

Moreover (new)

The model is more efficient. Moreover, it is cheaper to build.

and also (same)

The model is more efficient and is also cheaper to build.

2. Prepositional Phrase

Prepositional phrases consist of a preposition + a noun.

A **noun** is just the name of something (including a person, place or organisation).

A **preposition** is a short word that tells the reader *when*, *where*, *why* or *how* something happens.

For instance, you can explain

when	"... in the 1990s"	("in" + "the 1990s")
where	"... around the foundations"	("around" + "the foundations")
why	"... for greater safety"	("for" + "greater safety")
how	... with a χ -square test"	("with" + "a χ -square test")

3. Participle Phrase

Participle phrases are complete clauses (i.e. subject + predicate) with two important changes. First, take out the subject if it's the same as the sentence you're adding it to. Second, add "ing" or "ed" to the predicate.

For instance,	The campaign aims to reduce smoking.	+
	The campaign targets teenage women.	=
	The campaign aims to reduce smoking, <u>targeting</u> teenage women.	

In this case, the subject ("The campaign") is the same in both pieces of information, so take it out of the participle phrase. And the predicate ("targets") becomes "targeting".

Alternatively,	These metals resist corrosion.	+
	Oxides are unable to form.	=
	These metals resist corrosion, oxides <u>being</u> unable to form.	

In this case, the subjects ("These metals" and "Oxides") are different, so they both stay. The predicate ("are") still takes "ing".

4. Adjective Clause

Adjective clauses are like ordinary adjectives (i.e. they describe things) made from complete clauses. To make an adjective clause, remove the noun you're describing, add "which" or "that" to the front, and attach it after the original noun.

For instance,	The campaign aims to reduce smoking.	+
	Smoking kills 15 000 people per year in Australia.	=
	The campaign aims to reduce smoking, <u>which</u> kills 15 000 people per year in Australia.	

The adjective clause describes "smoking", so that word's been removed before adding "which".

Alternatively,

	These metals resist corrosion.	+
	Oxides cannot form on these metals.	=
	These metals, <u>which</u> oxides cannot form on, resist corrosion.	

In this case, the adjective clause describes “these metals”, which has been removed from the additional information. Notice that the adjective clause must come immediately after the noun it describes.

5. Adverbs

Adverbs describe anything besides nouns. Most are made by adding “ly” to an adjective (e.g. “generally”, “predictably”, “intensely”), but there are others as well (e.g. “often”). To add information this way, just put the adverb before the word it describes. For instance,

after “be”	Extrinsic motivation is <u>extremely popular</u> in the industry.
before “do”	Leaders in the industry <u>frequently use</u> extrinsic motivation.

You can also use an adverb to describe a whole sentence, by putting it at the start of the sentence and separating it with a comma.

after “be”	<u>Typically</u> , extrinsic motivation dominates the industry.
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Academic work will include many ideas, logically connected in many ways, so you’ll shift between these techniques depending on which works better for each particular idea (for example, that last sentence included two participle phrases, a conjunction, *and* three prepositional phrases).

Practice using all of them, so you can judge which to use – then use it.

A final note

Most of these techniques can be used at the start, middle or end of a sentence. Your reader needs to get the information in the right order, so think about where each new idea works best. Be able to choose between

	Start	Middle	End
Conjunction	<u>Moreover</u> , the sentence can be like this.	The sentence can <u>also</u> be like this.	The sentence can be like this <u>as well</u> .
Prepositional phrase	<u>In some cases</u> , the sentence can be like this.	The sentence can, <u>in some cases</u> , be like this.	The sentence can be like this <u>in some cases</u> .
Participle phrase	<u>Depending on your style</u> , the sentence can be like this.	The sentence can, <u>depending on your style</u> , be like this.	The sentence can be like this, <u>depending on your style</u> .
Adjective clause		The sentence, <u>which must be academic</u> , can be like this.	This can be used for the sentence, <u>which must be academic</u> .
Adverb	<u>Alternatively</u> , the sentence can be like this.	The sentence can, <u>alternatively</u> , be like this.	