

# PhraseBook for Writing Papers and Research in English

4th Edition

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Over 5000 words and phrases to help you write at university and research level in English

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## ■ Preface

# About the PhraseBook

The PhraseBook for Writing Papers and Research has been developed to help you write English of a very high standard. It has evolved from the experience of teaching English and editing university and research texts, as well as the authors' own university and research writing.

It provides a corpus of over 5000 words and phrases for writing in English. Rather than concentrating on learning *about* writing as many textbooks, the PhraseBook focuses on *writing* itself, providing the framework for you to write in your subject. It is designed to be used in a wide range of fields and is suitable for all types of university papers and research publications – from student to researcher and faculty level. The layout of the PhraseBook follows the structure of university and research writing, and includes both British and US English.

Whether student, researcher or faculty, the ability to write well in English is a valuable skill: good writing lends credibility to a text, just as poor writing can detract from it. The purpose of language is *communication*, and writing in English means work is made accessible to anyone in the world. Conversely, it also means that we can become more familiar with study and research written in other countries, increasing the diversity of input in the pursuit of knowledge.

### About the authors

Stephen Howe gained his PhD in Languages and Linguistics at the University of London. He has been a researcher and student at universities in several countries and is an experienced editor of English academic writing. He teaches at the Department of English at Fukuoka University in Japan. Kristina Henriksson was awarded her PhD at Lund University in Sweden. She has been a researcher and student in both Europe and North America, and was a Visiting Scholar at Stanford University. She currently works at the University of British Columbia in Canada.

### New to this edition

The PhraseBook for Writing Papers and Research in English is used in more than 30 countries worldwide. The fourth edition is available in both paperback and digital versions, including a multiple user version for research groups, departments and universities. Further phrases have



been added, and Writing Help has been reorganized as a major section at the start of the PhraseBook. As well as a university and research thesaurus, glossary and reference sections, the new edition also includes exercises for self-study and a guide for using the PhraseBook in the classroom.

### **Feedback**

We very much welcome your feedback. If you have any comments about the PhraseBook, please email us at [EnglishforResearch.com](mailto:EnglishforResearch.com). Tell us what could be improved in the current PhraseBook, or what you would like to see in future versions. The best comments will receive a free copy of the next edition.

## ■ Preface

# How to use the PhraseBook

### Phrases

In the PhraseBook, phrases are divided into sections that follow the structure of university and research writing, such as Introducing your study, Defining the scope of a study, Arguing for and against, Reviewing other work, Summarizing and Conclusions.

Many sections are further divided, for example the Relationship to previous work, the Relationship to current work, Contrasting work and the Limitations of current knowledge.

If you are new to academic writing, this may help you structure your text. Of course, subjects differ, but the layout of the PhraseBook means that you can easily consult sections in any order.

The PhraseBook includes many of the most frequent words in academic English, based on the *Academic Word List* published by Averil Coxhead et al. of Victoria University of Wellington, New Zealand. These words are marked in italics. For further information on the Academic Word List, see the website link in the Glossary at the end of the PhraseBook.

Phrases useful in more than one context are listed in each relevant section to make it easier to find the right expression.

#### **Complete sentences begin with a capital letter and end with a full stop or period**

The problem is a complex one.

Of course, all errors and oversights are entirely my own.

#### **Ways to begin a sentence are marked with a capital letter**

Briefly, ...

It does not follow that ...

#### **Phrases begin with a small letter**

a comprehensive examination of ...

in much the same way as ...

**Ellipsis dots ... mark where to insert your own words**

The distinction between ... and ...

Based on ..., we decided to ...

**X and Y mark where to insert for example a name**

According to X, ...

Originally suggested by X, ... was subsequently developed further by Y

**Alternatives are shown by *or* and *etc.***

The results show *or* demonstrate

The results show, demonstrate, indicate *etc.*

**The most frequent words in academic English are in italics**

*Analysis of the data revealed ...*

This study differs from *previous research* in a number of respects

**Optional words or phrases are in lighter text**

This shows clearly that ...

X claims, in my view wrongly, that ...

**British and US variants are shown by GB and US**

X analyses GB *or* analyzes US ...

a vigorous defence GB *or* defense US of ...

**Digital version**

A digital version of the PhraseBook is also available. It enables you to search the whole book for any word or phrase and paste it into your document. For example, by searching for 'theory' you find:

- In theory, ...
- One possible theory is that ...
- ... to put forward a theory of *or* for ...
- ... to shed light on a number of issues *or* problem areas in current theory
- the *or* a cornerstone of ... theory
- X's theory is obviously of relevance *or* applicable here
- Current theory, as it stands, does not adequately account for ...

## ■ Preface

- ... is neglected in current theory
- X's statement or theory etc. ... requires some qualification
- X highlights a number of problems in current theory

The digital version can be purchased online at [EnglishforResearch.com](http://EnglishforResearch.com).

## Writing Help

The Writing Help sections give advice on common problems in university and research writing. These sections help you avoid many common errors in English before submitting your text, for example for examination, review or publication.

Main Writing Help sections cover Style, Spelling, Punctuation, Grammar, Vocabulary, Numbers and Time. These are divided into subsections on for example Referring to yourself, British and US spellings, Punctuating quotations and References.

Most people today use a computer in writing, and the PhraseBook takes this into account. A number of Writing Help sections give tips on using your computer to check for common errors, as well as the pitfalls of overreliance on automatic spelling and grammar checkers.

## Thesaurus

The PhraseBook includes a university and research thesaurus. A thesaurus helps you write with a richer vocabulary and avoid using the same expressions over and again.

A conventional thesaurus has the drawback that it includes synonyms that are unsuitable for university and research writing – informally you may have a *hunch*, but in university and research writing you put forward a *hypothesis*. Similarly, thesauruses included with word processors are often inadequate for university and research: for example, for *insight* the most common program suggests *just around the corner*.

The PhraseBook Thesaurus, on the other hand, is specially compiled for university and research writing, and contains both synonyms (words with a similar meaning) and antonyms (words with the opposite meaning). It has been designed to make it easy to find related words:

- The thesaurus includes key words for university and research writing, such as 'study', 'question', 'theory', 'prove'
- These key words have simple umbrella headings, so that by looking up for example 'prove', you find alternatives such as *substantiate*, *establish*, *verify* and *corroborate*
- Antonyms, such as *disprove* or *fail to demonstrate*, are given in lighter text
- Cross-references to other key words are given in italics, allowing you to find alternatives with a close but slightly different meaning

## Glossary

A great deal of English academic vocabulary derives from Latin and Greek; much has also been borrowed from or via French as well as from other languages such as German, Italian and Arabic in psychology, music and mathematics for example. In addition, many of the abbreviations common in university and research writing – such as *e.g.*, *i.e.* and *etc.* – and many everyday academic terms – such as *campus*, *school* and *curriculum* – also derive from Latin or Greek.

As modern coinages such as *tele + vision* and *internet* show, Greek and Latin elements are still used to create new terms today. Knowledge of some Greek and Latin helps to decipher the meaning of many words, not least for speakers from parts of the world with other classical languages.

The PhraseBook therefore includes a glossary of common university and research terminology, the Greek alphabet, and a glossary of Greek, Latin and other word elements.

## Reference

The PhraseBook reference section contains tables of SI prefixes and SI and British-American units.

## ■ Preface

# Using the PhraseBook in the classroom

The PhraseBook is suitable for both independent study and classroom teaching. Below are a number of recommendations for teachers.

### Working through the PhraseBook in class

We recommend that students start with a sample of their own writing, which they use as they work through the PhraseBook. This has a number of advantages:

- Rather than working on texts that are irrelevant or uninteresting, students work on their own writing, helping them to improve their real work
- Each section of the PhraseBook encourages students to think about different aspects of their writing, for example in Writing Help style, spelling, punctuation and grammar
- Each section is followed by practice exercises
- The main part of the book provides a corpus of phrases, thematically grouped, for use in teaching. Students work through the PhraseBook, expanding their text with phrases from each section. This helps students to think about the different parts of a text and how to structure their argument.
- The PhraseBook includes examples of many of the most frequent words in academic English. These are marked in italics: students should take special care to understand and use these in their writing. Writing exercises at the end of each section suggest practising these most frequent forms by composing new phrases for their text.
- Next, the PhraseBook thesaurus encourages students to improve their vocabulary, by suggesting alternative expressions, helping them to give their writing greater richness and variety
- The final glossary and reference sections list common terms in university and research writing, helping students to decipher academic vocabulary and familiarize themselves with university and research terminology

After working through the PhraseBook, students will have produced a better written, more polished text.

## **Writing Help**

# 1 Style

## 1.1 Varieties of English

The differences in writing between British and United States English are small. Apart from minor spelling, vocabulary and punctuation differences, written English is essentially the same worldwide. For example, Canadian English shares some of the features of British English and US English; Australian, New Zealand, Irish and South African English generally follow British English spelling with minor vocabulary differences.

Similarly, differences in speech should not be exaggerated: there is greater variation in spoken English between London and Glasgow than between London, San Francisco, Cape Town or Sydney.

The PhraseBook has been written very much with international use in mind, and suggests ways to make your writing standard worldwide, avoiding national shibboleths. British and US alternatives are marked throughout the PhraseBook, and differences in spelling, vocabulary and punctuation are outlined in the relevant Writing Help sections. All other words and phrases in the PhraseBook can be used without restriction.

### Writing practice

1. Convert your text to British or US English. Using the relevant sections in the PhraseBook, consider:
  - a. Spelling
  - b. Punctuation
  - c. Vocabulary
2. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above



## 1.2 University and research writing

In university and research writing, it is important to follow the convention in your subject and any guidelines given by your university, target journal or publisher. It is also important to be consistent in your language, for example in spelling and punctuation.

An easy way to do this is to use a style sheet. This helps give your text a consistent and professional appearance, allowing readers to concentrate on your content.

### 1.2.1 Using a style sheet

A style sheet is simply a reference sheet for writing and formatting your text. It can include style guidelines stipulated by your university, journal or publisher as well as a list that you compile as you write your text. A number of style pointers are given below (for further information, see the relevant Writing Help sections):

#### English variety

Whether you use British English, US English or other English variety

#### Spellings

Your spelling where there is more than one possible form, for example *judgement* or *judgment*, *ageing* or *aging*

In British English, whether you use s or z in words such as *organise* and *organize*

#### Punctuation

Whether you use a comma before *and* and *or* in series such as *London, Sydney, and New York* and *Cape Town, Edinburgh or Vancouver*

Whether you use a comma after *e.g.* and *i.e.* and before *etc.*

#### Hyphenation

Whether you use a hyphen with *non* and *co*, for example *nonconformist* or *non-conformist*, *coeducation* or *co-education*

Whether you write a term as one word, hyphenated, or as two words, for example *lifetime*, *half-life* and *life cycle*

## ■ Writing Help

### Quotation style

Whether you use 'single' or "double" quotation marks

### Title and heading style

Are your titles formatted consistently?

### Figure and table style

Are your figures and tables formatted consistently?

### Bullet style

Are your bullets formatted consistently?

### Capitalization

Whether you capitalize the first letter of cross-references, for example *Chapter* or *chapter*  
*1*, *Figure* or *figure* *2*, *Table* or *table* *3*

### Italics

Whether you use normal type or italics, for example *et al.* or *et al.*, *in vivo* or *in vivo*

### Spacing

Title spacing

Line spacing

Word spacing, for example *10 mm*, *5g*, *p. 55*

### Numbers

Which numbers you write as words and which as figures

Whether you use a comma or space to divide multiples of a thousand, for example  
*10,000* or *10 000*

Whether you use %, *per cent* or *percent*

### Dates

Are your dates formatted consistently?

**Abbreviations**

Have you used the standard abbreviations in your subject?

Have you defined all your abbreviations?

**Footnote or endnote style**

Are all the reference numbers correct?

**Reference style**

Your reference style, both in your text and bibliography

**Writing practice**

1. Using the guidelines above, create a style sheet for your text
  - a. Think about the normal style in your subject
  - b. What points are important for consistency?
2. Pick a journal in your subject, go to the journal website and download or print its style guidelines
  - a. Read the guidelines carefully
  - b. Change your text to conform to the journal's submission guidelines
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

**1.3 Avoiding colloquial language**

English, as all languages, has variations of style, from the most colloquial to the most formal. Informally you may have a *hunch*, but in a paper or thesis you put forward a *hypothesis*.

Colloquial or slang expressions are usually avoided in university and research writing. Here, more formal style is the norm, and this helps your work to be taken seriously.

If you are a non-native speaker, sensing the distinction between formal and informal language can be difficult as the differences are often subtle. However, all the phrases in the PhraseBook are in the normal style for university and research writing and can be used without restriction.

A number of examples of colloquial terms and their university and research equivalents are given below. The words on the left should not normally be used in formal writing.

## ■ Writing Help

Colloquial	University and Research
a bit	somewhat
all right	satisfactory
brainy	intelligent
figure out	calculate or solve
grown up	adult
hunch	hypothesis
info	information
kids	children
lab	laboratory
a lot of	many or a great deal of
maths GB or math US	mathematics
OK	satisfactory

### Computer help

To check for colloquialisms in Microsoft Word, go to Options – Spelling & Grammar – Settings or Word Options – Proofing – Grammar Settings and check the ‘Colloquialisms’ or ‘Clichés, Colloquialisms, and Jargon’ box (this option may depend on your program version).

### Writing practice

1. Check your text for colloquial or slang expressions
  - a. Can you suggest more formal alternatives?
2. Compile a list of slang or colloquial expressions you know
  - a. Insert them into your paper
  - b. Can you sense the difference?
3. In class, in groups or in pairs, exchange texts and evaluate each other’s writing, going through the points above

## 1.4 Avoiding contracted forms

Though normal in speech, contracted forms are generally not used in university and research writing. For example, rather than *don't*, *isn't* and *aren't*, you should write *do not*, *is not* and *are not*.

Examples of spoken forms and their formal written equivalents are given below.

Spoken form	University and Research Writing
it's	it is
who's	who is
we're	we are
they're	they are
he'll	he will or shall
gonna	going to or will
isn't	is not
ain't	am, is, are not or has, have not
aren't	are not
don't	do not
can't	cannot (see note)
didn't	did not
won't	will not
wouldn't	would not
shouldn't	should not

An exception to this rule is when you wish to specifically cite spoken language, for example in quoting interview responses.

**Note:** *cannot* is written as one word even in formal writing.

## ■ Writing Help

### Computer help

To check for contracted forms in Microsoft Word, go to Options – Spelling & Grammar – Settings or Word Options – Proofing – Grammar Settings and check the 'Contractions' box (this option may depend on your program version).

#### Writing practice

1. Check your text
  - a. Does it contain any contracted forms?
  - b. If so, replace them by their full forms
2. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## 1.5 Avoiding clichés

A cliché is an overused phrase. Clichés should be avoided in university and research writing, as they can devalue your work in the eyes of the reader. Some examples are given below:

#### Clichés

24/7

A legend in their own lifetime

A whole new ball game

At the end of the day

Better late than never

Get your act together

Guesstimate

Hit the big time

In my humble opinion

In this day and age

It's not over till it's over

It's not over till the fat lady sings

It's not rocket science

Over the moon

The be-all and end-all

The bottom line

The name of the game

The show must go on

You can bet your bottom dollar

You name it

As always in language, this is a guideline rather than a hard-and-fast rule: *A whole new ball game* would be an apt title for a recent discovery in Meso-American studies, but a poorly chosen phrase to describe the impact of your most recent work on the field.

### Computer help

To check for clichés in Microsoft Word, go to Options – Spelling & Grammar – Settings or Word Options – Proofing – Grammar Settings and check the 'Clichés' or 'Clichés, Colloquialisms, and Jargon' box (this option may depend on your program version).

### Writing practice

1. Check your text to see if it contains any clichés
  - a. If so, can you think of a better, more original way of expressing what you mean?
2. Can you think of any other clichés in addition to the list above?
  - a. How could you express them in another way?
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## ■ Writing Help

### 1.6 Avoiding tautology

Tautology means to repeat your meaning superfluously with unnecessary words, as in the following sentence:

In *actual fact*, there is a *consensus of opinion*, backed up by *past history*, that it is *absolutely essential* that we do not *overexaggerate* the *positive benefits* at this *moment in time*.

For instance, it is tautologous to say *positive* benefit as a benefit is always positive. Similarly, *history* already includes the meaning of past. Some examples of tautology are given below:

Tautology	Better
absolutely essential	essential
advance warning	warning
at this moment in time	at present
blue in colour GB or color US	blue
a consensus of opinion	a consensus
cool down	cool
divide up	divide
few in number	few
future prospects	prospects
heat up	heat
in actual fact	in fact
join together	join
overexaggerate	exaggerate
past history	history
positive benefit	benefit
previous or past experience	experience



prewarn	warn
revert back	revert

### Writing practice

1. Check your text for tautology
  - a. Does it contain any unnecessary words or phrases?
  - b. Can any passages be written more simply and clearly?
2. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## 1.7 Referring to yourself

### 1.7.1 Subjectivity and objectivity

In writing, how you refer to yourself (or yourselves if more than one author) depends on the convention in your subject and how visible you personally wish to be in your text. Some subjects and publications prefer the author(s) to be present in the text by using more direct forms, while others prefer a more impersonal style. The alternatives vary in how directly they point to you as the author, with *I* the most direct and passive phrases such as *It may be argued* not actively referring to the author at all.

For individual authors in particular, how you refer to yourself is a conflict between modesty, meaning avoiding calling attention to yourself as author, a desire to be and be seen to be objective, which means avoiding the subjective pronoun *I*, and the importance of clearly identifying the author of a written text. For co-authored texts, the plural pronoun *we* already includes a certain degree of modesty as it refers to a group rather than an individual.

It is important to note, however, that although by convention *I* is avoided in writing in many subjects, this in itself does not make a text more objective. A further point is that printed work, though written by someone, is produced by machine and thus given the appearance of impersonality: the permanence and status of the written word and in particular of print adds credence to a text.

## ■ Writing Help

A number of ways of referring to yourself are given below, from the most to the least direct. Further examples can be found in the phrases section of the PhraseBook.

I

I would like to thank my supervisor, X, who encouraged me to ...

I do not wish to imply that ...

So far, I have not commented on ...

My own view is that ...

we

In some subjects, using *we* to refer to a single author could be regarded as old-fashioned. However, some writers use *we* to include the reader in the discussion – this is particularly the case in textbooks.

Using *we* in a paper with more than one author is neutral. As in many subjects co-authored papers are the norm, using *we* for a single author here could be misleading.

We can say that ...

What we are mainly concerned with here is ...

This brings us to the question of ...

What does this tell us about ...?

Our view is that ...

one

One could argue that ...

This becomes clear when one examines ...

The limitations of ... become evident if one considers ...

Reading X, one is reminded of ...

the author(s)

The authors would like to acknowledge the financial support of ...

The view of the author is that ...

**Note:** when writing about other authors' work, do not refer to yourself as *the author(s)*, which could be confused with the author you are reviewing, as illustrated by the example above.

Sometimes, you may wish to refer specifically to one of the authors of a co-written work. In such case, you can use the author's initials:

The interviews were conducted by one of the authors (SH).

### Impersonal phrases

It is clear that ...

It is interesting that ...

This study argues ...

This paper will show ...

One possible explanation is that ...

**Note:** when stating an opinion, do not use impersonal forms such as *It is believed*, *It is considered* or *It is assumed*, as it is important to make clear whose opinion you are giving. Instead, write for example:

Many authors believe ...

Our view is that ...

Many researchers hold the view that ...

X assumes that ...

### Passive phrases

This can be explained by ...

It has been shown in this chapter how ...

The paper has been substantially revised.

## 1.8 Referring to the reader

A number of phrases for addressing the reader or including the reader in your discussion are given in the PhraseBook. These include:

### Addressing the reader

Consider, for example, ...

Now consider the issue of ...

Note that ...

## ■ Writing Help

### Using *we* to include the reader or audience

As mentioned above, using *we* to include the reader or listener is common in textbooks and teaching:

- What can we say about ...?
- What does this tell us about ...?
- This brings us to the question of ...
- Let us now examine the question of ...

### Other ways of including the reader

- What is the explanation for this?
- How might ... be explained?
- One might ask, for example, whether ...?
- It should be noted that ...
- It is important not to overlook that ...

## 1.9 Referring generally

### 1.9.1 Do not use *you*

Although common in speech, in university and research writing do not use *you* to mean 'one' or 'the reader':

- First you boil the liquid, then you change the filter.
- You should make sure you use a clean Petri dish.

**Better:**

- The liquid should first be boiled and then the filter changed.
- A clean Petri dish should be used.

### Writing practice

1. What is the normal way of referring to yourself in your subject? If you do not know, check recent publications in your subject and think about how the authors refer to themselves. Look at publications written by single authors and papers or books written by more than one author.
  - a. Go through your text and conform it to the usual referring style in your subject
2. Rewrite your text as if it was written by a group of authors
  - a. Which expressions do you need to change?
3. Make your text into a five-minute presentation, explaining your work to the class as if at a conference
  - a. Think about how to refer to your audience to include them in your discussion
4. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## 1.10 *he* and *she*

### 1.10.1 Avoiding gender bias

An important part of writing at university and research level is avoiding bias and prejudice, and the use of *he* as a general reference to both sexes is now dated:

A surgeon must be aware of his limitations.

A graduate student should choose his research topic carefully.

A child learns to speak before he can do simple sums.

Even if you as writer feel *he* to be neutral or have been taught to use *he* in this way, this is very likely not the case for all your readers, and many will be offended by the apparent gender-based exclusion.

Similarly, of course, beware of discrimination with *she*

Ask your secretary if she can type the letter.

A nurse usually trains for several years before she is fully qualified.

Non-biased alternatives include:

## ■ Writing Help

### Paraphrasing without *he* or *she*

A nurse usually trains for several years before qualifying.

### Replacing *his* or *her* by *a* or *the*

A graduate student should read widely before choosing a research topic.

### Using the plural and *they*

Children learn to speak before they can do simple sums.

Surgeons must be aware of their limitations.

### Using *he* or *she* or *she* or *he*

A child learns to speak before he or she can do simple sums.

A surgeon must be aware of her or his limitations.

### Using *s/he*

A child learns to speak before s/he can do simple sums.

A surgeon must be aware of his/her limitations.

### Alternating between *he* and *she* as a generic pronoun

Some authors alternate between *he* and *she* as a generic pronoun in their text:

A surgeon must be aware of her limitations.

## 1.10.2 Other gender bias

Beware also of using terms such as *men* for general reference:

We long for a world where all men are free.

**Better:** We long for a world where everyone is free.

The committee will appoint a new chairman next year.

**Better:** The committee will appoint a new chair or chairperson next year.

Similarly:

Heads of department and their wives are invited to the ceremony.

**Better:** Heads of department and their spouses or partners are invited to the ceremony.

### 1.10.3 Gender-neutral terms

Gender-neutral terms are now the norm. Although some are artificial coinages, they are preferable to biased labels. A number of examples are given below:

Gender Term	Neutral
businessman	businessperson
chairman	chair or chairperson
fireman	firefighter
foreman	supervisor
housewife	homemaker
layman	layperson
mankind	humankind
policeman	police officer
spokesman	spokesperson

When writing a letter or email to someone you do not know by name (for example the editor of a journal), do not use the male-only *Dear Sir* or *Dear Sirs*. Use

#### In British English

Dear Sir/Madam or Dear Madam/Sir

#### In US English

Dear Sir or Madam or Dear Madam or Sir

#### Computer help

To check for gender-specific language in Microsoft Word, go to Options – Spelling & Grammar – Settings or Word Options – Proofing – Grammar Settings and check the ‘Gender-specific words’ box (this option may depend on your program version).

## ■ Writing Help

### Writing practice

1. Check your text for gender bias
  - a. Reverse your text, exchanging *she* for *he* or *woman* for *man*, for example
  - b. Does this reveal any kind of bias?
  - c. If necessary, rewrite your text to remove any bias
2. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

### 1.11 Other types of bias

Bias results from presuming yourself or your group to be the norm or central, and others as deviating from this. Deep-seated bias is often the most invisible and, historically, the academic world has not been immune to this.

A simple way of testing for bias is to reverse your statement or substitute another group into your text, for example:

A surgeon must be aware of her limitations.

Ask your secretary if he can type the letter.

A nurse usually trains for several years before he is fully qualified.

Of course, in some cases you may wish to specify a certain group:

We long for a world where all women are free.

As well as excluding bias and prejudice, beware of presumptions with inclusive terms such as *we* or *everyone*. For example:

As we all know, England has the best cuisine in the world.

And, as everyone knows, Staines and Grimsby are its most beautiful cities.

#### 1.11.1 Cultural or socioeconomic bias

Biased terminology is where a designation is not neutral, but includes some kind of subjective judgment, for instance socioeconomic or cultural, as in *upper* and *lower class*, *Third World*, or *developed* and *developing*:

Developed countries produce high amounts of waste per capita.

**Better:** Industrialized countries produce high amounts of waste per capita.



Similarly with religion, the symbols \* and †, meaning *born* and *died*, are unsuitable for non-Christians. A simple, neutral alternative is *b.* for *born* and *d.* for *died*, for example:

Thomas More (\*1477)

Thomas More (†1535)

Charles Darwin (b. 1809)

Charles Darwin (d. 1882)

Note also that *Anglo-Saxon*, referring to English-speaking countries, is not an ideal label. The US, Canada, UK, Ireland, Australia, New Zealand and South Africa include of course many people from Africa, (Native) America, Asia and Oceania as well as Europe. Not only is *Anglo-Saxon* inaccurate, therefore, it may be offensive. A better label is *English-speaking country* or *countries*.

### 1.11.2 Regional bias or parochialism

Unless your work is specifically regional, for an international audience you should beware of unintentional local bias:

Most Western countries have safe drinking water.

**Better:** Most industrialized countries have safe drinking water.

the Labour Party

**Better:** the British Labour Party

For international publication, including of course the internet, beware of referring to seasons, which vary geographically:

spring 2007

summer 2008

Some geographic terms, although relative, are very common, for example:

the Middle East

the Far East

the West

In cases of ambiguity, beware of using the continent label *America*, *American* and *Americans* to mean the USA:

A majority of Americans speak English as their first language.

**Better:** A majority of people in the USA and Canada speak English as their first language.

## ■ Writing Help

Many countries share the same currency name. Therefore, where ambiguity is possible, be specific or use the international currency code, for example:

The cost of the project was \$100,000.

We received a grant of \$50,000.

**Better:**

The cost of the project was CAD 100,000.

We received a grant of AUD 50,000.

### Writing practice

1. Check your text for bias
  - a. If you are writing about a person or group, use the reversal or substitution method described above, i.e. reverse your statement or substitute another person or group into your sentence
  - b. Are you offended by anything your text says? Do you feel what is said is fair and balanced?
  - c. If necessary, rewrite your text to remove any bias
2. Does your text contain any cultural bias or parochialisms?
  - a. How can you improve this?
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## 2 Spelling

An easy way to be consistent in your writing is to use a single dictionary as your guide. This can be the spelling checker on your computer or a traditional dictionary in book form. Dictionaries vary, so use the same dictionary or spelling checker throughout your text.

English spelling is notoriously inconsistent: George Bernhard Shaw made the point that *fish* could be written *ghoti* using the letters *gh* in *cough*, *o* in *women* and *ti* in *nation*. Today, writing on a computer means that many of the problems of English spelling are avoided, as a word processor automatically checks what you type and can also offer basic grammar advice.

However, many specialized terms common in university and research writing may be marked as incorrect by your computer – for example the most common word processor suggests *pesto* for *postdoc*, *Tactics* for *Tacitus*, *karaoke* for *keratose*, *Yeast* for *Yeats* and *baldheaded* for *aldehyde*.

Furthermore, spelling and grammar checkers often do not detect words written correctly but used in the wrong context – *principle* and *principal* or *causal* and *casual* for example. Misspellings and malapropisms such as Jane Austen's *heroin*, *currant research* or the *human gnome project* might amuse your readers but would detract from your credibility. The PhraseBook therefore includes a number of Writing Help sections on commonly confused words in university and research writing.

### 2.1 British and US spellings

The lists below give the most common spelling differences between British and US English. As stated above, most but not all of these will be picked up by your computer spell checker. However, it is important to be familiar with the basic spelling differences between the two varieties.

As already mentioned, generally speaking British spellings are also used in Ireland, Australia, New Zealand and South Africa. The US column gives spellings used in the United States. Canadian English uses features of both British and US English, depending on the type of text.

## ■ Writing Help

### 2.1.1 -ou- and -o-

British English	US English
arbour <i>some meanings</i>	arbor
ardour	ardor
armour	armor
behaviour	behavior
candour	candor
clamour	clamor
colour	color
demeanour	demeanor
enamour	enamored
endeavour	endeavor
favour	favor
fervour	fervor
flavour	flavor
glamour	glamour or glamor
harbour	harbor
honour	honor
humour	humor
labour	labor
mould	mold
moult	molt
neighbour	neighbor

odour	odor
parlour	parlor
rancour	rancor
rigour <i>some meanings</i>	rigor
rumour	rumor
saviour	savior or saviour
savour	savor
smoulder	smolder or smoulder
splendour	splendor
succour	succor
tumour	tumor
valour	valor
vapour	vapor
vigour	vigor

### 2.1.2 -ae- and -e-

British English	US English
aesthetic	aesthetic also esthetic
anaemia	anemia
anaesthesia	anesthesia
archaeology	archaeology or archeology
Caesarean section	cesarean section
caesium	cesium

## ■ Writing Help

faeces also feces	feces
gynaecology	gynecology
haematology	hematology
hypoglycaemia	hypoglycemia
leukaemia	leukemia
orthopaedic	orthopedic
paediatrics	pediatrics
Palaeolithic	Paleolithic
palaeobiology etc.	paleobiology etc.

### 2.1.3 -oe- and -e-

<b>British English</b>	<b>US English</b>
amoeba	ameba or amoeba
apnoea	apnea
coeliac	celiac
diarrhoea	diarrhea
gonorrhoea	gonorrhea
manoeuvre	maneuver
oesophagus	esophagus
oestrogen	estrogen

### 2.1.4 -ph- and -f-

<b>British English</b>	<b>US English</b>
sulphur	sulfur

sulphate	sulfate
sulphite	sulfite
sulphuric	sulfuric

### 2.1.5 -pp- and -p-

British English	US English
worshipping	worshiping or worshipping
worshipped	worshipped or worshiped
worshipper	worshiper or worshippinger

### 2.1.6 -ll- and -l-

These differences include verb forms with *-ing* and *-ed*, but not the *to* form. However, neither British nor US English is consistent – for instance, *equally* and *equality* in both – so always use a spell checker or dictionary as your guide. A number of examples are given below:

British English	US English
bevelling	beveling
bevelled	beveled
cancelling	canceling
cancelled	canceled
cancellation	cancellation or cancelation
counselling	counseling
counselled	counseled
counsellor	counselor
dialling	dialing

## ■ Writing Help

dialled	dialed
duelling	dueling
duelled	dueled
duellist	duelist
equalling	equaling
equalled	equaled
fuelling	fueling
fuelled	fueled
jeweller	jeweler
jewellery	jewelry
labelling	labeling
labelled	labeled
levelling	leveling
levelled	leveled
libelling	libeling
libelled	libeled
libellous	libelous
marshalling	marshaling
marshalled	marshaled
modelling	modeling
modelled	modeled
quarrelling	quarreling
quarrelled	quarreled



signalling	signaling
signalled	signaled
signaller	signaler
totalling	totaling
totalled	totaled
tunnelling	tunneling
tunnelled	tunneled
tunneller	tunneler
tranquillize or tranquillise	tranquilize or tranquilize
tranquillizer or tranquilliser	tranquilizer or tranquilizer
tranquillity	tranquillity or tranquility
travelling	traveling
travelled	traveled
traveller	traveler
woollen	woolen
woolly	woolly or wooly

### 2.1.7 -I- and -II-

In contrast to the examples above, in the words below it is British English with *-I-* and US English with *-II-*. Furthermore, it is the *to* form and present tense *-s* verb form that differ as well as a number of other forms.

British English	US English
distil	distill
enrol	enroll or enrol

## ■ Writing Help

enrolment	enrollment
enthral	enthrall or enthral
extol	extol or extoll
fulfil	fulfill or fulfil
fulfilment	fulfillment or fulfilment
instalment	installment or instalment
instil	instill or instil
skilful	skillful
skilfulness	skillfulness
skilfully	skillfully
wilful	willful or wilful

### 2.1.8 -c and -k

British English	US English
leucoblast or leukoblast	leukoblast
leucocyte or leukocyte	leukocyte
sceptic	skeptic
sceptical	skeptical
scepticism	skepticism

### 2.1.9 -qu and -ck

British English	US English
cheque <i>money</i>	check
chequer <i>pattern</i>	checker

## 2.1.10 -xion and -ction

British English	US English
inflection or inflexion	inflection

## 2.1.11 -ce and -se

British English	US English
defence	defense
a licence	a license
to license	to license
offence	offense or offence
a practice	a practice
to practise	to practice
pretence	pretense
<i>vice tool for gripping</i>	vise or vice

## 2.1.12 -re and -er

British English	US English
calibre	caliber
centre	center
fibre	fiber
goitre	goiter
litre, millilitre etc.	liter, milliliter etc.
lustre	luster
manoeuvre	maneuver

## ■ Writing Help

meagre	meager
metre <i>some meanings</i>	meter
meter <i>measuring device</i>	meter (see note)
mitre	miter
ochre	ocher or ochre
sabre	saber
sceptre	scepter
sepulchre	sepulcher
theatre	theater or theatre
titre	titer

**Note:** in both British and US English, *meter* is written with *-er* when it means a measuring device or to measure, for example:

meter
altimeter
barometer
thermometer

The following words are also always written with *-er* in both British and US English:

diameter
parameter
pentameter
perimeter

### 2.1.13 Long and short endings

Some words in British English have a long ending, where the US spelling has a short ending. Compare the following examples. Note, however, that not all such words differ; for instance, both British and US English write *diagram*, *histogram* and *synagogue*.

British English	US English
analogue	analogue and analog
analog <i>computing</i>	analog
axe	ax or axe
catalogue	catalog or catalogue
dialogue	dialogue or dialog
gram or gramme etc.	gram etc.
programme	program
program <i>computing</i>	program

In British English, the short forms *analog* and *program* are used in computing.

### 2.1.14 Other spelling differences

The following words are written differently in British and US English. On British and US vocabulary differences, see further below.

British English	US English
draught <i>some meanings</i>	draft
grey	gray
plough	plow
storey <i>floor of building</i>	story
tyre <i>vehicle</i>	tire

## ■ Writing Help

### 2.2 z and s spellings

Words such as *organize* and *organise* can be written with z or s, with US English using the z form and British English using either z or s. For example:

US English	British English
organize	organize or organise
organizing	organizing or organising
organized	organized or organised
organizer	organizer or organiser
organization	organization or organisation
recognizable	recognizable or recognisable

When writing in British English, therefore, you should decide whether to use the z or s spelling, and use the same dictionary or spelling checker throughout for consistency (though see below). In choosing which to use, you should follow any style guidelines of your university, publisher or target journal.

If you wish to make your text more international, using the z spelling reduces the differences between British and US English. In fact, z is the standard British English spelling in the Oxford English dictionaries for example.

Unfortunately, for UK English your word processor may not distinguish between s and z spellings, making consistent computer checking of your document more difficult.

#### 2.2.1 Words pronounced z but written with s in both British and US English

Neither British nor US English uses z or s spellings consistently – both use z and s to varying extents. A list of words that are pronounced z but always written with s, in both British and US English, is given below:

advise	arise	chastise
circumcise	comprise	compromise
demise	despise	devise

disguise	enterprise	excise
exercise	expertise	franchise
guise	improvise	incise
liaise	likewise	malaise
miser	noise	otherwise
poise	praise	raise
revise	rise	succise
supervise	surmise	surprise
televise	treatise	turquoise
wise		

### 2.2.2 Words always written with ys in British English

British English	US English
analyse	analyze
catalyse	catalyze
dialyse	dialyze
electrolyse	electrolyze
hydrolyse	hydrolyze
paralyse	paralyze
pyrolyse	pyrolyze

But

lyse	lyse
------	------

## ■ Writing Help

### Writing practice

1. Look at the spelling in your text
  - a. Is your text in British English, US English or other English variety?
  - b. Check your text for any spelling mistakes
2. Change your text to British or US English
  - a. Following the examples above, what spelling changes do you need to make?
3. If available on your computer, change your text to another English variety, for example Australian, Canadian, Irish, New Zealand or South African English
  - a. What spelling changes does your computer suggest?
4. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above



## 3 Punctuation

Written texts lack the intonation of speech. Punctuation therefore helps to guide the reader through a text, clarifying the meaning by adding pauses of varying length and by indicating questions.

Punctuation in English should not be convoluted or mechanical, rather it should help the reader understand your meaning. Punctuation marks are like traffic signals: a full stop GB or period US means 'stop', and a comma means pause for breath or meaning. A semicolon is a half stop – less than a full stop or period but more than a comma – and a colon signals something ahead. A question mark signifies of course a question, and a dash or parentheses mark additional information.

Using these punctuation marks, you should punctuate your text as if you were reading it aloud to an audience – for example if giving a presentation – to make your meaning clear.

Like spelling and grammar, punctuation is governed by rules, but these rules are in some cases arbitrary and inconsistent. And although your computer can offer basic punctuation advice, this should be treated with caution: with their mechanical application of rules and frequent lack of consideration of context, current grammar checkers can sometimes be a hindrance rather than a help.

The Writing Help sections below give advice on aspects of punctuation common in university and research writing. These include the comma, semicolon, colon, hyphenation, the possessive with 's, and punctuating quotations.

### 3.1 Full stop (GB) or period (US)

A full stop or period, as its name suggests, stops the reader at the end of a sentence, for example:

The paper offers little that is new.

The explanation simply does not hold water.

## ■ Writing Help

The question appears to have no simple solution.

The reasons remain unclear.

The full stop or period is also used in abbreviations. These are discussed further below.

### 3.2 Comma

A comma is a short pause within a sentence, added to help the reader understand your meaning. A number of examples from the PhraseBook are given below:

Their study, like that of X, is influenced by ...

The results suggest, contrary to current theory, that ...

X claims, in my view wrongly, that ...

This does not mean, however, that ...

Interestingly, some studies show ...

However, recent research suggests that ...

To investigate whether ..., we examined ...

Similar results have been found in ..., suggesting that ...

If this is the case, then ...

#### 3.2.1 Commas in series

In US English, a comma is normally added in a series of three or more items, as in the examples below:

New York, Washington, and San Francisco

New York, Washington, or San Francisco

But not in British English:

England, Scotland and Wales

England, Scotland or Wales

However, always add a comma, both in British and US English, if the penultimate item includes *and* or *or*:

Einstein, Watson and Crick, and Rutherford have all been awarded Nobel Prizes.

And in cases of ambiguity, use a comma to make a clear distinction between items:

Patients' responses were recorded as none, mild, moderate or severe.

Patients' responses were recorded as none, mild, moderate, or severe.

The wide-ranging discussion covered not only human rights, but also corruption and the United Nations.

The wide-ranging discussion covered not only human rights, but also corruption, and the United Nations.

### Computer help

The grammar checker in Microsoft Word can check commas in series automatically: go to Options – Spelling & Grammar – Settings or Word Options – Proofing – Grammar Settings and select 'always' or 'never' under 'Comma required before last item' (this option may depend on your program version).

#### 3.2.2 Comma with *i.e.*, *e.g.* and *etc.*

In US English, a comma is normally added after *i.e.* and *e.g.* and before *etc.*, for example:

Smith's paper, *i.e.*, her most recent work, is widely cited.

Smith's work, *e.g.*, her most recent paper, is widely cited.

Smith's papers, books, findings, *etc.* are widely cited.

But in British English *i.e.*, *e.g.* and *etc.* are written without a comma:

Smith's paper, *i.e.* her most recent work, is widely cited.

Smith's work, *e.g.* her most recent paper, is widely cited.

Smith's papers, books, findings *etc.* are widely cited.

#### 3.2.3 Comma with *respectively*

In US English, a comma is normally used with *respectively*, for example:

The results were 40% and 50% for men and women, *respectively*.

But in British English, *respectively* is usually written without a comma:

The results were 40% and 50% for men and women *respectively*.

## ■ Writing Help

### 3.3 Semicolon

The term *semicolon* is misleading; it is not half a colon rather half a full stop GB or period US. As the symbol perhaps suggests, a semicolon is stronger than a comma and weaker than a full stop or period.

A number of examples are given below:

I've run out of funding; I don't know what to do.

Up to a point this may be true; however, ...

The first chapter discusses the problem; the second chapter examines previous research; finally, the third chapter draws a number of conclusions.

#### 3.3.1 Dividing a complex list

A semicolon is sometimes used to divide a complex list that could be confusing with a comma, particularly if the list already contains commas, for example:

Lee (1999:218); Anderson (2007), see especially pp. 296–300; Shimizu (1971:7–12);  
Zhang (2001:57; 2008:133)

However, as a semicolon is stronger than a comma, it interrupts the flow of the text for the reader and should therefore be used sparingly.

### 3.4 Colon

A colon is a pause like a semicolon, but it is used to introduce something that follows. For example:

This study is important for a number of reasons:

The hypothesis can be stated as follows:

The conferences will be held in the following cities: Vancouver, Edinburgh, Sydney, Dublin and Cape Town.

The colon can also be used to introduce a quotation, for example:

Shakespeare expresses this dilemma in *Hamlet*:

Whether 'tis nobler in the mind to suffer

The slings and arrows of outrageous fortune,

Or to take arms against a sea of troubles,  
And by opposing end them?

### 3.4.1 Capital or small letter after a colon?

Generally, a colon should be followed by a small letter:

This approach has a number of advantages: firstly, ...

Unless a name or other proper noun:

Several American writers spring to mind: Herman Melville, Walt Whitman, Tennessee Williams and Ernest Hemingway for example.

Or a subtitle:

A Whole New Ball Game: A Recent Discovery in Meso-America

### 3.4.2 References

In some reference styles, a colon is used to divide the year of publication from the page number, either with or without a space after the colon:

Rossi (2004: 438)

Oshodi (2007:73)

## 3.5 Question mark

A question mark, rather obviously, marks a question:

What can we say about ...?

What does this tell us about ...?

What is the role of ...?

How are ... related?

What conclusions can be drawn from this?

A question mark can also be used to indicate uncertainty, for example a date:

Roger Bacon (?1214–92)

## ■ Writing Help

### 3.6 Exclamation mark (GB) or point (US)

Apart from subject-specific uses such as *n!* in mathematics, the exclamation mark GB or exclamation point US is not normally used in university and research writing in English.

#### Writing practice

1. Check the punctuation in your text
  - a. Read your text aloud. With your punctuation, does the text read correctly, making your meaning clear?
2. To practice punctuation, take a text in your subject and remove all the punctuation marks and capitals, then swap texts with a partner and repunctuate and recapitalize the text
  - a. Check your results. How does the punctuation affect the reading of the text?

### 3.7 Hyphen

The hyphen (-) is a small line used to join words. Its main uses are:

- Dividing a word at the end of a line
- Joining a prefix in some cases, e.g. *sub-Saharan*
- In permanent compounds such as *Anglo-Saxon*
- In temporary compounds before a noun, e.g. *a well-written paper*

Hyphenation at the end of a line, where a normally unhyphenated word is divided to make lines more even, is usually done automatically (and relatively satisfactorily) by your word processor.

The other uses of the hyphen vary to some extent, so it is important follow the spelling and grammar checker on your computer or a single dictionary for consistency. A number of guidelines are given below.

### 3.8 Hyphenation of prefixes

A prefix is a small word element that is attached to a following word, for example in *sub-Saharan* and *submarine*, where *sub-* means ‘below’ or ‘under’. A hyphen is used with *some prefixes in some cases*.

The table below lists a number of prefixes common in university and research writing:

Prefix	Without Hyphen	With Hyphen
anti	antibiotic	anti-American
co	cooperative	co-operative
intra	intravenous	intra-arterial
micro	microbiology	micro-organism
neo	neoclassical	neo-Nazism
non	nonconformist	non-nuclear
post	postwar	post-Keynesian
pre	prerequisite	Pre-Raphaelite
pro	proceed	pro-American
re	reform	re-form
self	selfish	self-absorbed
semi	semicircle	semi-independent
sub	submarine	sub-Saharan

Most prefixes do not normally use a hyphen; however, they may do so in the cases discussed below.

## ■ Writing Help

### 3.8.1 When to use a hyphen with a prefix

#### To make a word easier to read

A hyphen can be used to make a word easier to read:

##### Where the prefix and root have the same letter

meta-analysis

pre-emptive

re-entry

anti-inflammatory

non-nuclear

co-occur

cross-sectional

##### But

override

overrated

underrated

underrepresented

##### To avoid a confusing combination of letters

anti-apartheid

#### Before a capital letter

non-Hodgkin's lymphoma

pan-African

post-Keynesian

Pre-Raphaelite

Proto-Indo-European

sub-Saharan

#### With an abbreviation

non-SI

pro-EU

anti-US



**With a date**

pre-1900

post-1945

**To avoid ambiguity**

to reform the United Nations

to re-form the United Nations

**With *self-***Most compounds with *self-* are written with a hyphen:

self-adhesive

self-confidence

self-rule

**But**

selfish

selfless

**3.8.2 *non-****Non* is somewhat of an exception, as both forms with and without a hyphen are found:

Without Hyphen	With Hyphen
nonessential	non-essential
nonfiction	non-fiction
nonproliferation	non-proliferation

US English tends to use *non* without a hyphen (apart from cases such as *non-nuclear* where the following word begins with *n*). In British English, both styles are used.

In your text, you should decide whether to use *non* with or without a hyphen, following the style of your target publication or a single dictionary as your guide.

**Note:** your word processor may not distinguish systematically between *non* spellings with and without a hyphen.

## ■ Writing Help

### 3.9 The hyphen in fixed compounds

The hyphen is also used to form fixed compounds of two or more words, for example:

Anglo-Saxon  
editor-in-chief  
Indo-European  
mother-in-law

Here, too, you should follow your dictionary or spell checker as there is considerable variation in whether compounds are written as two words, hyphenated or as one word, for example *life cycle*, *half-life* and *lifetime*.

### 3.10 Using the hyphen in temporary compounds before a noun

The hyphen is also used in temporary compounds before a noun, for example *a well-written paper*. Generally speaking, such temporary compounds are hyphenated before, but not after a noun, for example:

#### Examples

a well-written paper  
The paper was well written.

a long-term problem  
The problem was long term.

A full-time position  
The position was full time.

#### Do not use a hyphen

##### After words ending in *-ly*

previously published material  
a purely theoretical approach  
a widely held belief

**In Latin or Greek words**

an ad hoc explanation

in vitro fertilization

**3.10.1 Removing ambiguity**

A hyphen can also be used in temporary compounds to avoid ambiguity, for example:

ten year-old children

ten-year-old children

**Computer help**

To check for hyphenated and compound words in Microsoft Word, go to Options – Spelling & Grammar – Settings or Word Options – Proofing – Grammar Settings and check the ‘Hyphenated and compound words’ box (this option may depend on your program version).

**3.11 Dash**

The en and em dashes should not be confused with the hyphen: the en dash (–) is so called because it is as long as the letter *n*, and the em dash (—) is as long as the letter *m*. Both are longer than the hyphen (-).

The en dash is used:

- To insert an extra phrase in a sentence
- In number or year ranges, for example *pages 125–30* and *2007–08*
- As a long hyphen, for example *an English–Chinese dictionary*

The em dash is used:

- To insert an extra phrase in a sentence

**3.11.1 Using a dash to insert an extra phrase in your sentence**

Either an en or an em dash (but not a hyphen) can be used to insert an extra phrase in a sentence. In this use, an en dash should always have a space before and after. An em dash can be written either with or without spaces, but as always you should be consistent throughout your text.

## ■ Writing Help

### Inserting an extra phrase in your sentence

Several British cities – Manchester and Glasgow for example – were important in the Industrial Revolution.

Several British cities — Manchester and Glasgow for example — were important in the Industrial Revolution.

### Adding a pause for thought or emphasis

A dash can also be used to add a pause for thought or emphasis in your text:

The consequences were clear – war.

The consequences were clear—war.

Using a dash or dashes emphasizes an inserted word or phrase, while parentheses or brackets de-emphasize it or make it into an aside:

This is clear from Smith's most recent work (see for example p. 10).

The consequences were clear (or so we were led to believe) – destruction in 45 minutes.

### 3.11.2 Number and year ranges

The en dash is also used in number and year ranges, for example:

pages 5–10

lines 1–50

Figures 3–5

1914–18

2008–2010

### 3.11.3 As a long hyphen

In contrast to the hyphen, the en dash links or juxtaposes two separate things rather than combining them into one, for example:

the London–Paris Eurostar

the North–South divide

In the example below, the first (with a hyphen) is a dictionary of *Anglo-Saxon*, the second (with an en dash) is an English and German dictionary:

an Anglo-Saxon dictionary

an English–German dictionary

And in the following example, *the Smith-Jones process* with a hyphen means a process by an author called Smith-Jones, e.g. Elizabeth Smith-Jones. In the second example the process is by two people, Smith and Jones (e.g. Elizabeth Smith and John Jones), and an en dash is therefore used:

the Smith-Jones process  
(by Elizabeth Smith-Jones)

the Smith–Jones process  
(by Elizabeth Smith and John Jones)

### Writing practice

1. Check the hyphenation and dashes in your text?
  - a. Have you made any errors?
2. To practice hyphenation, take a text in your subject and remove all the hyphens and dashes, then swap texts with a partner and rehyphenate the text
  - a. Check your results. How does the hyphenation affect the reading of the text?

## 3.12 The possessive with 's

### 3.12.1 Singular possessive

The singular possessive is normally formed by adding 's

the author's work  
the patient's reaction  
Smith's paper  
Newton's laws

#### Names that end in -s, -z or -x

For names that end in -s, -z or -x, you can use an apostrophe either with -s or without -s.

In many cases both are possible:

Bayes' theorem or Bayes's theorem  
Pepys' diary or Pepys's diary  
Yeats' poetry or Yeats's poetry

## ■ Writing Help

However, use an apostrophe with -s if the possessive sounds unclear without -s:

Gauss's law  
Tallis's music  
Confucius's analects  
Linnaeus's taxonomy  
Erasmus's work  
Dylan Thomas's *Under Milk Wood*  
Lenz's law

And use the apostrophe without -s if the possessive sounds or looks awkward with -s:

Archimedes' principle  
Achilles' heel  
Cervantes' *Don Quixote*

Alternatively, you can paraphrase:

the reign of King James  
the works of Tacitus  
the Linnaean system  
Marxist theory

### 3.12.2 Plural possessive

Most plural nouns simply add an apostrophe after the -s to form the possessive:

the authors' work  
patients' reactions  
participants' feedback

#### Nouns whose plural does not end in -s

Plural nouns like *men*, *women* and *children* add 's

men's room  
women's rights  
children's hospital

### 3.12.3 Compound possessive

In compound possessives, add 's to the last word of the compound:

the Security Council's decision  
 William the Conqueror's victory  
 Watson and Crick's breakthrough

### 3.12.4 Possessive pronouns

The possessive pronouns do not have an apostrophe:

his	ours	whose
hers	yours	
its	theirs	

But *one's* does have an apostrophe:

One's immediate reaction is ...

**Note:** *it's* with an apostrophe is not a possessive pronoun, it is short for *it is*. Similarly, *who's* with an apostrophe is short for *who is*. Neither is used in formal writing.

### Computer help

To check for possessives and plurals in Microsoft Word, go to Options – Spelling & Grammar – Settings or Word Options – Proofing – Grammar Settings and check the 'Possessives and plurals' box (this option may depend on your program version).

#### Writing practice

1. Check your text for possessives
  - a. Following the section above, have you written them correctly?
2. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## ■ Writing Help

### 3.13 Quotation marks

Quotation marks, also called inverted commas in British English, are used to enclose quotations in your text:

‘If I have seen further it is by standing on the shoulders of giants’, Isaac Newton.

#### 3.13.1 ‘Single’ or “double”?

Quotation marks can be ‘single’ or “double”. They are written in the pattern 6–9 for single and 66–99 for double quotation marks, and always above the line (not below the line as in some languages), for example:

The Anti-Apartheid Movement campaigned for ‘One man, one vote’ in South Africa.

The Civil Rights Movement campaigned for “One man, one vote” in the United States.

You can use either single or double quotation marks, though you should be consistent throughout your text and follow any guidelines for your subject, journal or publisher. Generally, British English uses single quotation marks, while US English uses double quotation marks.

#### 3.13.2 ““Quotations” within quotations’

For quotations within quotations, use double quotation marks if you normally use single quotation marks, and single quotation marks if you normally use double quotation marks. For example:

The Anti-Apartheid campaigner stated, ‘We will not rest until we achieve “One man, one vote” in South Africa’.

The Civil Rights campaigner stated, “We will not rest until we achieve ‘One man, one vote’ in the United States.”

#### 3.13.3 Long quotations

If you are citing a very long quotation, you should normally place it in its own indented paragraph, for example:

Darwin, *Voyage of the Beagle*, October 1835:

‘I will not here attempt to come to any definite conclusions, as the species have not been accurately examined; but we may infer, that ... the organic beings found on this archipelago are peculiar to it ... This similarity in type, between distant islands and



continents, while the species are distinct, has scarcely been sufficiently noticed. The circumstance would be explained according to the views of some authors, by saying that the creative power had acted according to the same law over a wide area.'

### 3.13.4 'Loose' quotes

In university and research writing, beware of using quotation marks to enclose loose definitions, slang or imprecise phrasing:

The results were 'OK'.  
 American 'Indians'  
 Columbus 'discovered' the 'New' World in 1492.  
 She spoke with a 'posh' accent.

### Computer help

You can set Microsoft Word to change straight quotation marks to curved as you type by going to AutoCorrect Options or AutoCorrect – AutoFormat As You Type and ticking the box "Straight quotes" with "Smart quotes" (this option may depend on your program version).

## 3.14 Punctuation at the end of quotations

### 3.14.1 Comma and full stop (GB) or period (US)

British and US English differ in the position of the comma and full stop or period at the end of quotations:

- If you are writing in British English, place the full stop or comma inside the closing quotation mark if it is part of the quotation, and outside if it is not
- If you are writing in US English, always place the period or comma inside the closing quotation mark

Compare the following examples:

#### British English

'Democracy is the worst form of government except all those other forms that have been tried from time to time.'

Winston Churchill

## ■ Writing Help

It was all very well to say ‘Drink me’, but the wise little Alice was not going to do *that* in a hurry.

Lewis Carroll, *Alice’s Adventures in Wonderland*

Although the Anti-Apartheid and American Civil Rights Movements campaigned for ‘One man, one vote’, their slogan today would be ‘One person, one vote’.

### US English

“It is rather for us to be here dedicated to the great task ... that government of the people, by the people, for the people, shall not perish from the earth.”

Abraham Lincoln, *Gettysburg Address*

It was all very well to say “Drink me,” but the wise little Alice was not going to do *that* in a hurry.

Lewis Carroll, *Alice’s Adventures in Wonderland*

Although the Anti-Apartheid and American Civil Rights Movements campaigned for “One man, one vote,” their slogan today would be “One person, one vote.”

### 3.14.2 Semicolon and colon

In both British and US English, always place semicolons and colons outside the end of quotations:

The American Declaration of Independence includes ‘the pursuit of happiness’; the Universal Declaration of Human Rights includes ‘the right to rest and leisure’ and the right to holidays with pay.

### 3.14.3 Dash, question mark, and exclamation mark (GB) or point (US)

In both US and British English, place a dash, question mark, exclamation mark or exclamation point inside the final quotation mark if it is part of the quotation, and outside if it is not:

Employees soon understood the meaning of ‘downsizing’ – redundancy.

The film version of ‘Who’s Afraid of Virginia Woolf?’ starred Elizabeth Taylor and Richard Burton.

What can we say about Virginia Woolf’s ‘To the Lighthouse’?

### Computer help

To check punctuation with quotes in Microsoft Word, go to Options – Spelling & Grammar – Settings or Word Options – Proofing – Grammar Settings and select ‘inside’ or ‘outside’ under ‘Punctuation required with quotes’ (this option may depend on your program version).

### Writing practice

1. Check your text for quotations. Does it include any?
  - a. If not, add a short and a long quotation from an author in your subject
  - b. Make sure that your quotations are accurate and that you have included reference information, allowing others to check the originals
  - c. Have you punctuated the quotations correctly?
2. Change your text to British or US English
  - a. Following the guidelines above, check the punctuation of the quotations again according to British or US usage
  - b. What has to be changed?
  - c. What are the differences between the two styles?
3. In class, in groups or in pairs, exchange texts and evaluate each other’s writing, going through the points above

## 3.15 Punctuating titles, legends and bullets

### 3.15.1 Punctuating titles

Do not add a full stop GB or period US at the end of a one-sentence title. For example:

The Merchant of Venice

**Not:** The Merchant of Venice.

However, if your title is a question, a question mark should always be added:

Nature or Nurture?

Which Came First, the Chicken or the Egg?

## ■ Writing Help

### 3.15.2 Subtitles

Subtitles are usually separated from their main title by a colon or dash:

A Whole New Ball Game: A Recent Discovery in Meso-America

A Whole New Ball Game – A Recent Discovery in Meso-America

### 3.15.3 Punctuating captions to figures

Do not add a full stop GB or period US at the end of a figure caption or legend unless it is more than one sentence long. For example:

Figure 3.3 Population growth since 1900

Figure 3.4 Population growth since 2000. Shaded areas show recent changes in Africa, Asia, Europe, Oceania and the Americas.

### 3.15.4 Punctuating bullets

Do not add a full stop GB or period US at the end of a bullet unless it is a full sentence or more than one sentence long. Similarly, do not add commas at the end of bullets. For example:

- Apples
- Oranges
- Strawberries
- Bananas

Not

- Apples,
- Oranges,
- Strawberries,
- Bananas.

However, a question mark should always be used if your bullet is a question:

- What kind of fruit is it?
- What shape is it?
- Where does it come from?
- What does it taste like?

Furthermore, be consistent in whether you begin bullets with a capital or small letter, for example:

- Apples
- Oranges
- Strawberries
- Bananas

Or

- apples
- oranges
- strawberries
- bananas

Not

- apples
- Oranges
- strawberries
- Bananas

### Writing practice

1. Following the guidelines above, check the titles and headings in your paper. This includes your main title, subtitle, section headings, subheadings, and titles of figures and tables.
  - a. Are they formatted consistently?
2. Check the figures and tables in your text (if you do not have any, then create some for your paper)
  - a. Decide what format to use (if necessary, follow the style of a journal in your subject)
  - b. Are your figures and tables clearly laid out and easy to understand?
  - c. Have you used a consistent style?
  - d. Are the legends clear and formatted consistently?
  - e. Have you defined any abbreviations used in the figures or tables?
2. Check the bullets in your text
  - a. Following the guidelines above, check that they are formatted and punctuated consistently
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## ■ Writing Help

### 3.16 Parenthesis and ellipsis

#### 3.16.1 Adding emphasis to a quotation

If you wish to add emphasis to a quotation, for example by italics, use the words *emphasis added*, *my italics*, or *italics* + your initials after the quotation:

'Everyone is entitled to all the rights and freedoms set forth in this Declaration, *without distinction of any kind ...*'

A Universal Declaration of Human Rights (emphasis added)

To show that the emphasis was in the original quotation and not added by you, use *italics in original* or *emphasis in the original*, for example:

'It was all very well to say "Drink me", but the wise little Alice was not going to do *that* in a hurry.'

Lewis Carroll, *Alice's Adventures in Wonderland* (emphasis in the original)

#### 3.16.2 Adding a comment or clarification to a quotation

Use square brackets when you wish to add a comment or clarification within a quotation. For example in Shakespeare's Sonnet 18:

'Shall I compare thee [you] to a summer's day?  
Thou art [you are] more lovely and more temperate.'

By convention, square brackets show that the comment or clarification was added by you and not by the original author(s).

#### 3.16.3 Omitting words from a quotation

The ellipsis sign of three dots ... is used to show where you have removed text from an original quotation.

For example from the American Declaration of Independence:

'We hold these truths to be self-evident, that all men are created equal ... with certain ... rights ... among these ... life, liberty and the pursuit of happiness.'

Be consistent in whether or not you add spaces before and after the ellipsis sign. Some writers use four dots where an omission spans two or more sentences.

### 3.16.4 sic

The word *sic*, which means ‘so’ in Latin, is used to show that a questionable word or phrase in a quotation is correctly cited and not an error by you.

For example:

‘We hold these truths to be self-evident, that all men [sic] are created equal.’

The manufacturers of the new wonder drug backed up their claims with

‘Noble-Prize-winning research published in the Lancelot’ (sic).

As above, square brackets are used when you add a comment within a quotation.

### 3.16.5 etc.

In university and research writing, beware of overusing *etc.* when giving examples – it is normally better to be specific rather than truncating ambiguously. Compare the sentences below:

Several such leaders spring to mind, Peter the Great etc.

**Better:**

Several such leaders spring to mind, for example Peter the Great, Nelson Mandela, Gandhi and Aung San Suu Kyi.

Several such leaders spring to mind, for example Peter the Great, Stalin, Hitler and Pol Pot.

#### Writing practice

1. Find a quotation from an author in your subject and add it to your text. Following the guidelines above:
  - a. Add emphasis to the quotation, making it clear that the emphasis has been added by you
  - b. Add a comment or clarification to the quotation in square brackets
  - c. Edit the quotation appropriately, adding in the correct ellipsis signs
2. In class, in groups or in pairs, exchange texts and evaluate each other’s writing, going through the points above

## ■ Writing Help

### 3.17 References

Your reference style should be consistent throughout your text. And, of course, references should be *accurate* – sloppy referencing will quickly detract from your text and from you as author.

How you cite and format references in your text, in endnotes or footnotes or in a bibliography often depends on the convention in your subject and any guidelines for publication. If no guidelines are given, the best advice is to follow a standard work in your field.

Below is a short checklist for referring consistently:

- Are all the references in your text listed in the bibliography, footnotes or endnotes?
- Do the names of authors and dates in the text match those in the bibliography or notes?
- Are your references in order, for example alphabetical order or in order of citation?

References should be formatted consistently. Decide, for example

- Whether to use *and* or *&* for co-authors:
  - Watson and Crick
  - Watson & Crick
- Whether to use *et al.* for multiple authors:
  - Smith et al. (2007: 266)
  - Smith, Jones and Green (2007: 266)
- Whether to separate references in the text by commas or semicolons:
  - Smith (2007:20), Jones (2008:345), Green (2009:45)
  - Smith (2007:20); Jones (2008:345); Green (2009:45)

#### 3.17.1 Names and initials

There are several ways of writing names and initials, with or without a full stop GB or period US, and with or without spacing. All of these styles are fine; however, as always, you should follow any guidelines for your subject or publication and be consistent throughout your text. A number of formats are illustrated below:

T. S. Eliot	Eliot, T. S.
T S Eliot	Eliot, T S
TS Eliot	Eliot TS
T.S. Eliot	Eliot, T.S.



Some publications prefer names to be given in full in references:

Eliot, Thomas Stearns
-----------------------

Rowling, Joanne
-----------------

Tolkien, John Ronald Reuel
----------------------------

### 3.17.2 *pp.*, *l.* and *ff.*

The abbreviations *p.* and *pp.* mean *page* and *pages* respectively, for example:

p. 64	page 64
-------	---------

pp. 64–78	pages 64–78
-----------	-------------

And *l.* and *ll.* mean *line* and *lines* respectively, for example:

l. 64	line 64
-------	---------

ll. 64–78	lines 64–78
-----------	-------------

When referring to page or line numbers, if you abbreviate, abbreviate sensibly so that the reference is unambiguous. For instance, for pages 112 to 117:

**Not:** pp. 112–7

**Better:** pp. 112–17

The abbreviations *f.* and *ff.* mean *and the following page(s) or line(s)*, for example:

64f.	pages or lines 64–65
------	----------------------

64ff.	pages or lines 64 onwards
-------	---------------------------

Subjects and publishers vary in the extent to which *f.* and *ff.* are used, with many preferring page or line numbers to be written explicitly and unambiguously.

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### 3.17.3 Special references

The list below gives a number of special types of reference:

#### **Publications by the same author(s) in one year**

*Smith (2008a), (2008b), (2008c)*

#### **Work in draft form**

*Smith (work in progress)*

sometimes with the proviso *Please do not cite*

#### **Work submitted for publication**

*Smith (manuscript submitted)*

#### **Work due to be published**

*Smith (forthcoming)*

#### **Work about to be printed**

*Smith (in press)*

#### **A publication with no date**

*Smith (no date)*

sometimes abbreviated as *n.d.*

#### **Unpublished data or information**

*Smith (unpublished observation)*

#### **Personal communication**

*Smith (2008, personal communication)*

refers to unpublished information, for example an interview, telephone conversation, letter or email

#### **Data not shown**

*(not shown)* or *(data not shown)*

refers to data omitted from the text, e.g. for the sake of brevity

**Cited by another author**

*cited in Smith (2008:123)*

refers to a work or data cited by another author, for example if you are unable to access the original

**Reviewed by another author**

*reviewed in Smith (2008:123)*

refers to a review by another author

**Following another author**

*following Smith (2008:123)*

shows that you have used Smith's method or approach

*following Smith (2008:123) with modifications*

shows that you have used a modified form of Smith's method or approach

*adapted from Smith (2008:123) or after Smith (2008:123)*

refers to a figure by Smith that you have used in modified form

**Translated from another language**

*Schmidt (2008:123) (my translation) or*

*Schmidt (2008:123) (translated from German, your initials)*

refers to a quotation that you have translated

**3.17.4 Referring to digital sources**

The following information should be included in references to digital sources:

1. Author or authors
2. Document or web page title
3. Exact web page address
4. Date of publication or date last updated
5. Date you accessed the document, for example *Accessed 19 February 2008*. This is particularly important if no publication date or date last updated is given.

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### 3.17.5 Referring to figures and tables

When referring to figures and tables in your text, it is usually best to use reference numbers rather than *above*, *below*, *the preceding* or *the following*. This is because figures and tables may be repositioned in the final layout of your text. When sending a paper for publication, the usual phrase to indicate to the editors where you wish your figure to go is:

INSERT FIGURE X ABOUT HERE

### 3.17.6 Referring to equipment

In many subjects it is common to specify the equipment used in a study. In such references, you should be consistent throughout your text, including:

- Manufacturer's name
- City
- State or province abbreviation for the US and Canada
- Country

### 3.17.7 Latin terms in references

A number of Latin terms are used in references. However, with the exception of *et al.*, there is a tendency in many subjects today to give clear unambiguous references with fewer Latin abbreviations.

#### *et al.*

The Latin abbreviation *et al.* means 'and others'. It is used to refer to three or more authors or editors of a work, for example *Smith et al.* could refer to Smith, Zhang and Patel, or Smith, Cohen and Martin.

Subjects and publishers vary in the extent to which *et al.* is used, for example they may prefer all authors to be listed rather than abbreviated with *et al.*, particularly in a bibliography.

Sometimes *et al.* is written in italics, sometimes not. Either style is fine. However, as always, you should follow the guidelines of your target publication and be consistent throughout your text. Often, *et al.* is written with a full stop GB or period US after *al.* but never after *et* (which simply means 'and' in Latin).

**ibid.**

The Latin abbreviation *ibid.* means 'in the same place'. It is used to refer to a reference immediately above, particularly in notes:

1. Hamlet, III.i
2. Ibid.
3. Ibid., line 58

As it can be ambiguous, subjects and publishers vary in the extent to which *ibid.* is used.

**op. cit.**

The Latin abbreviation *op. cit.* means 'in the work already cited'. It is used to refer to an earlier reference to an author; for example *Shimizu, op. cit.* refers to a previous reference to the work by Shimizu.

Subjects and publishers vary in whether *op. cit.* is used as it can be ambiguous, particularly if there is more than one work by the same author.

**Writing practice**

1. Does your text include any references?
  - a. If not, add some references to your text
  - b. Following the style of a sample journal or other text in your subject, format the references consistently
2. Does your text include a bibliography or reference list?
  - a. If not, create a bibliography for your text
  - b. Are all the references correct and complete, and is it easy for readers to check your sources? For example, have you included the author(s), year, title, place of publication and page numbers?
  - c. Format the bibliography consistently. If necessary, follow the style of a sample journal or other text in your subject.
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## ■ Writing Help

### 3.18 Abbreviations

Abbreviations should be defined the first time they are used or in a table of abbreviations at the beginning or end of your text. Clear definitions help readers understand your writing: cross-disciplinary comprehension is important, and even standard abbreviations may not be clear to readers outside your immediate field, in another (sub)discipline or to lay readers. Abbreviations in tables and figures should also be defined, for example in a legend at the foot of the table or figure.

#### 3.18.1 Punctuating abbreviations

The rules for punctuating abbreviations are to some extent arbitrary, and vary somewhat between British and US English. It is therefore best to use your computer spelling checker or a single dictionary for consistency and, as always, follow any guidelines for publication. A number of general principles are given below.

#### 3.18.2 Full stop (GB) or period (US)

On the whole, US English uses more punctuation with abbreviations than British English. For example, in US English a period is often used in:

Ph.D.	B.A.	U.S.
Dr.	Dept.	

But in British English it is often omitted:

PhD	BA	UK
Dr	Dept	

Some US authorities, including *Merriam-Webster* and the *Council of Science Editors*, also recommend forms without a full stop or period in some cases.

In both British and US English, full stops or periods are often omitted in acronyms, i.e. words made of letters from a longer name or title:

AIDS	DNA	MIT
------	-----	-----

As well as elements:

Fe	Cu	Au
----	----	----

And units:

m	s	g
kg	km	mm
Hz	Pa	W

### 3.18.3 Spacing

You should be consistent throughout your text in how you space each abbreviation, for example:

6 mm

10 kg

pH 7

100 °C (temperature)

360° (angle)

### Computer help

To prevent spaced units from being split from their number at the end of a line in Microsoft Word, use a nonbreaking space: Ctrl + Shift + space.

### 3.18.4 Plural abbreviations

Plural abbreviations are normally written without an apostrophe:

Various NGOs were represented at the meeting.

MPs voted to increase their pay.

Interviewees included a number of CEOs.

## ■ Writing Help

However, do not make plurals of SI units:

<b>Incorrect</b>	50 cms	90 kgs
<b>Correct</b>	50 cm	90 kg

As already noted, the plural of a small number of abbreviations common in university and research writing is formed by doubling the final letter:

	<b>Singular</b>	<b>Plural</b>
page	p.	pp.
line	l.	ll.
following p. or l.	f.	ff.
manuscript	ms. or MS	mss. or MSS
species	sp.	spp.

### 3.18.5 Possessive

Use an apostrophe for the possessive form of an abbreviation:

The UN's problems have been well documented.

The BBC's coverage was widely praised.

MEPs' expenses have recently come under scrutiny.

### 3.18.6 US state abbreviations

As stated above, in university and research writing US state abbreviations are often given in references to publishers or manufacturers of equipment. For example:

Cambridge, Mass.

San Francisco, CA

Washington, D.C.

If you add state abbreviations, be consistent in whether you use the shorter zip codes or the longer abbreviations.



State	Zip Code	Abbreviation
Alabama	AL	Ala.
Alaska	AK	
Arizona	AZ	Ariz.
Arkansas	AR	Ark.
California	CA	Cal. or Calif.
Colorado	CO	Colo.
Connecticut	CT	Conn.
Delaware	DE	Del.
District of Columbia	DC	D.C.
Florida	FL	Fla.
Georgia	GA	Ga.
Hawaii	HI	
Idaho	ID	
Illinois	IL	Ill.
Indiana	IN	Ind.
Iowa	IA	Ia.
Kansas	KS	Kan. or Kans.
Kentucky	KY	Ky.
Louisiana	LA	La.
Maine	ME	Me.
Maryland	MD	Md.
Massachusetts	MA	Mass.

## ■ Writing Help

Michigan	MI	Mich.
Minnesota	MN	Minn.
Mississippi	MS	Miss.
Missouri	MO	Mo.
Montana	MT	Mont.
Nebraska	NE	Neb. or Nebr.
Nevada	NV	Nev.
New Hampshire	NH	N.H.
New Jersey	NJ	N.J.
New Mexico	NM	N. Mex. or N.M.
New York	NY	N.Y.
North Carolina	NC	N.C.
North Dakota	ND	N. Dak. or N.D.
Ohio	OH	
Oklahoma	OK	Okla.
Oregon	OR	Ore. or Oreg.
Pennsylvania	PA	Pa. or Penn.
Rhode Island	RI	R.I.
South Carolina	SC	S.C.
South Dakota	SD	S. Dak.
Tennessee	TN	Tenn.
Texas	TX	Tex.
Utah	UT	Ut.

Vermont	VT	Vt.
Virginia	VA	Va.
Washington	WA	Wash.
West Virginia	WV	W. Va.
Wisconsin	WI	Wis. or Wisc.
Wyoming	WY	Wyo. or Wy.

### 3.18.7 Canadian province abbreviations

Similarly for abbreviations of Canadian provinces:

Province	Postal Code	Abbreviation
Alberta	AB	Alta.
British Columbia	BC	B.C.
Manitoba	MB	Man.
New Brunswick	NB	N.B.
Newfoundland and Labrador	NL	N.L.
Nova Scotia	NS	N.S.
Northwest Territories	NT	N.W.T.
Nunavut	NU	
Ontario	ON	Ont.
Prince Edward Island	PE	P.E.I.
Quebec	QC	Que.
Saskatchewan	SK	Sask.
Yukon	YT	Y.T.

## ■ Writing Help

It is less common to add counties, states or provinces for other countries.

### Writing practice

1. Does your text include any abbreviations?
  - a. Have you defined each abbreviation the first time it is used or at the start or end of your text?
2. Are your abbreviations punctuated correctly?
  - a. Follow the guidelines above, if necessary using your dictionary or spell checker
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## 3.19 Capitalization

Capital letters such as *A*, *B*, *C* are sometimes termed *upper case*, and small letters such as *a*, *b*, *c* are sometimes called *lower case*. Below are some general guidelines on when to use capital letters.

### 3.19.1 Names and titles: specific or general?

As a rule of thumb, use an initial capital letter for the name or title of a specific person, thing or place, and a small letter for more general terms. Compare the following examples:

#### Specific

Elizabeth Smith is the William Shakespeare Professor of English at University College London.

She works near Senate House and often visits the British Library.

#### General

John Jones is a professor at a college in London.

He lives in a large house in north London opposite a library.

There is a choice between greater use of capitals, as below:

She has been at the University for a number of years; first in the Linguistics Department, then at the Language Institute.

And lesser use of capitals:

She has been at the university for a number of years; first in the linguistics department, then at the language institute.

As always, follow any conventions or guidelines for your subject or publication and be consistent throughout your text. As mentioned at the beginning of the PhraseBook, it is often useful to compile a style sheet for your text listing the words that you do or do not capitalize.

### 3.19.2 Titles of parts of your work

Similarly, decide whether to refer to chapters, figures, tables etc. with capitals or small letters. This too will often depend on the normal style of your target publication.

#### Initial capital letters

see Chapter 1  
 see Volume 2  
 see Section 3  
 see Table 4.5  
 see Figure 6.7

#### Small letters

see chapter 1  
 see volume 2  
 see section 3  
 see table 4.5  
 see figure 6.7

### 3.19.3 Titles

Titles, both in your own work and in references to other work, can be written either with all main words beginning with a capital letter, or with only the first word of the title and names beginning with a capital letter. As above, your choice also depends on any guidelines for publication and the usual style in your subject.

## ■ Writing Help

### All main words begin with a capital letter

Romeo and Juliet

A Vindication of the Rights of Woman

Journal of Researches into the Geology and Natural History of the Various Countries

Visited by H.M.S. Beagle

Minor words that are not capitalized (unless the first word of the title) include:

is, are

a, an, the

and, but, if, or, nor

in, on, of, to, at, for, with, by, about

### Only the first word and names begin with a capital letter

Romeo and Juliet

A vindication of the rights of woman

Journal of researches into the geology and natural history of the various countries visited

by H.M.S. Beagle

In a bibliography, one common style is to use initial capitals for main words of book and journal titles, but to capitalize only the first word and names of paper titles, for example:

Wollstonecraft, Mary (1792) *A Vindication of the Rights of Woman*.

Smith, Elizabeth (2007) A whole new ball game: a recent discovery in Meso-America,  
*Journal of the Culture of Sport*, pp. 12–34.

## Computer help

To check capitalization in Microsoft Word, go to Options – Spelling & Grammar – Settings or Word Options – Proofing – Grammar Settings and check the ‘Capitalization’ box (this option may depend on your program version).

### Writing practice

1. Check the capitalization in your text
  - a. Is it consistent?
2. Check your titles and headings
  - a. Is the capitalization consistent?
3. Check your references
  - a. Are all book and journal titles capitalized consistently?
  - b. Are all paper titles capitalized consistently?
4. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## 4 Grammar

At present, computer grammar checkers can offer only simplified, mechanical advice, and following that advice without reference to context can in some cases lead to worse results. For example, the most common word processor often underlines the passive indiscriminately, even when it is the most appropriate form.

Therefore, although a computer can offer some *guidance*, this must be treated with caution – even poetry by Shakespeare and prose by Jane Austen are marked as incorrect by current software. Where appropriate, however, the PhraseBook gives tips on using your computer to check your grammar.

### 4.1 Noncount nouns

Some words common in university and research writing do not normally have a plural form, and many cannot be used with *a* or *an*. These are called noncount nouns and a number of examples are given below:

#### 4.1.1 education

**Incorrect**

educations

**Examples of correct use**

a university education

Education is very important.

Most universities offer a wide range of courses (**not** educations).



#### 4.1.2 equipment

**Incorrect**

an equipment  
equipments

**Examples of correct use**

a piece of equipment  
The equipment was faulty.  
Some of the equipment was damaged.  
Much of the equipment was out of date.

#### 4.1.3 evidence

**Incorrect**

an evidence

**Examples of correct use**

The evidence points to ...  
There is some evidence to suggest that ...  
There is a great deal of evidence for ...  
There is no evidence of ...

#### 4.1.4 information

**Incorrect**

an information  
informations

**Examples of correct use**

an important piece of information  
some information  
Much of the information was incorrect.  
We have no information on ...

## ■ Writing Help

### 4.1.5 knowledge

#### Incorrect

knowledges

#### Examples of correct use

A knowledge of statistics is essential.

The author demonstrates an intimate knowledge of ...

We now have a great deal of knowledge of ...

We have little knowledge of ...

### 4.1.6 progress

#### Incorrect

a progress

progresses

#### Examples of correct use

We have made limited progress.

We have made some progress.

We have made a great deal of progress towards ...

We have made no progress.

### 4.1.7 research

#### Incorrect

a research

researches

#### Examples of correct use

an important piece of research

Further research is necessary ...

Most of our research was carried out ...

A great deal of research is concerned with ...

#### 4.1.8 software

##### Incorrect

a software  
softwares

##### Examples of correct use

a computer program  
We used the following software:

## 4.2 Singular words ending in -s

### 4.2.1 Subjects and diseases

Some names of subjects and diseases, which appear to be plural because they end in -s, are normally used as singular. These include:

acoustics

aeronautics

dynamics

economics

electronics

ergonomics

ethics

forensics

genetics

hydraulics

linguistics

## ■ Writing Help

mathematics

obstetrics

optics

paediatrics GB or pediatrics US

phonetics

physics

politics

robotics

semantics

semiotics

statistics

tectonics

And

diabetes

measles

mumps

rabies

ricketts

scabies

shingles

Also

news

### Examples

Economics is taught at many universities.  
 Linguistics is the study of language.  
 Obstetrics is a branch of medicine.  
 Politics is a dirty business.  
 Diabetes is a growing problem.  
 The news about Dolly was a great surprise.

### Exceptions

There are some exceptions when the word denotes not the name but rather the application of the subject. It may then be used as plural, for example:

Good acoustics are important.  
 Economics dictate many aspects of our lives.  
 His politics are well known.  
 These statistics are unreliable.

And a form without -s can occur in some words:

A strong work ethic  
 One statistic worth noting is that ...  
 A common tactic

## 4.3 Irregular plurals

Some words borrowed from other languages, in particular Latin, Greek and French, have irregular plurals in English. Although many now have the usual English -s plural, some still retain a Latin, Greek or French plural ending, while others have both. For example, the plural of *stimulus* is *stimuli*, the plural of *focus* is *focuses* or *foci*, and the plural of *virus* is *viruses*.

Your computer spelling checker will alert you to incorrect plural forms, though in some cases preference for the original or the English -s plural differs from subject to subject and between formal and informal language.

Examples of the most common types of irregular plurals in university and research writing are given below.

## ■ Writing Help

### -a to -ae

Singular	Plural
antenna	antennae or antennas
formula	formulas or formulae
larva	larvae
nebula	nebulae or nebulas
vertebra	vertebrae or vertebrae

### -eau to -eaux

Singular	Plural
bureau	bureaus or bureaux
plateau	plateaus or plateaux
tableau	tableaux

### -ies and -ies

Singular	Plural
series	series
species	species

### -is to -es

Singular	Plural
analysis	analyses
axis	axes
basis	bases

crisis	crises
diagnosis	diagnoses
hypothesis	hypotheses
metamorphosis	metamorphoses
nemesis	nemeses
neurosis	neuroses
oasis	oases
parenthesis	parentheses
synopsis	synopses
thesis	theses

**-ma to -mata**

<b>Singular</b>	<b>Plural</b>
angioma	angiomas or angiomata
carcinoma	carcinomas or carcinomata
h(a)ematoma	h(a)ematomas or h(a)ematomata
lymphoma	lymphomas or lymphomata
melanoma	melanomas also melanomata
sarcoma	sarcomas or sarcomata
schema	schemata or schemas
stigma	stigmas and stigmata
stoma	stomata or stomas

## ■ Writing Help

### -o to -oes

Not all words ending in *-o* add *-e-* in the plural, for example *embryos*, *neutrinos*, *placebos*. However, a number of those that do are listed below:

Singular	Plural
archipelago	archipelagos or archipelagoes
cargo	cargos or cargoes
echo	echoes
embargo	embargoes
fresco	frescos or frescoes
ghetto	ghettos or ghettoes
halo	haloes
hero	heroes
mango	mangos or mangoes
manifesto	manifestos or manifestoes
mosquito	mosquitoes or mosquitos
potato	potatoes
tomato	tomatoes
tornado	tornadoes
veto	vetoed
volcano	volcanoes

### -on to -a

Singular	Plural
criterion	criteria



ganglion	ganglia or ganglions
mitochondrion	mitochondria
phenomenon	phenomena
spermatozoon	spermatozoa
taxon	taxa

**-um to -a**

<b>Singular</b>	<b>Plural</b>
addendum	addenda
aquarium	aquariums or aquaria
auditorium	auditoriums or auditoria
bacterium	bacteria
consortium	consortia also consortiums
continuum	continua or continuums
curriculum	curricula or curriculums
datum	data
dictum	dicta or dictums
equilibrium	equilibriums or equilibria
erratum	errata
forum	forums or fora
maximum	maximums or maxima
medium	media
memorandum	memorandums or memoranda

## ■ Writing Help

millennium	millennia or millenniums
minimum	minimums or minima
moratorium	moratoria or moratoriums
ovum	ova
phylum	phyla
referendum	referenda or referendums
septum	septa
serum	serums or sera
spectrum	spectra or spectrums
stratum	strata or stratums
symposium	symposia or symposiums
ultimatum	ultimatums or ultimata

### -us to -i

Singular	Plural
bacillus	bacilli
bronchus	bronchi
focus	focuses or foci
fungus	fungi or funguses
locus	loci
nucleus	nuclei or nucleuses
radius	radii or radiuses
stimulus	stimuli

syllabus	syllabuses or syllabi
----------	-----------------------

**-us to -ra**

Singular	Plural
corpus	corpora or corpuses
genus	genera or genuses

**-x to -ces**

Singular	Plural
apex	apexes or apices
appendix	appendixes or appendices
codex	codices
helix	helices or helixes
index	indexes or indices
matrix	matrices or matrixes
thorax	thoraxes or thoraces
vortex	vortices or vortexes

**Other irregular plurals**

Singular	Plural
man	men
woman	women
child	children
brother	brothers, <i>religious</i> brethren

## ■ Writing Help

tooth	teeth
foot	feet
goose	geese
mouse	mice
louse	lice
ox	oxen

### 4.4 Confusing words: singular and plural

#### 4.4.1 data

Although *data* is the plural of Latin *datum*, it is commonly used in English as singular.

In formal academic language, however, *data* is still often plural:

The data are inconclusive.

#### 4.4.2 criteria

*Criteria* is the plural of *criterion*:

##### Singular

The sole criterion in the selection process was ...

##### Plural

Many criteria were used in the selection process.

#### 4.4.3 phenomena

*Phenomena* is the plural of *phenomenon*:

**Singular**

This phenomenon can be seen in ...

**Plural**

Several different phenomena can be observed ...

**4.4.4 media**

*Media* is the plural of *medium*:

**Singular**

The internet is a new and exciting medium.

**Plural**

The media are often blamed for society's ills.

**4.4.5 bacteria**

*Bacteria* is the plural of *bacterium*:

**Singular**

A single bacterium is too small to be seen with the naked eye.

**Plural**

While some bacteria are harmful, others are beneficial.

**4.4.6 strata**

*Strata* is the plural of *stratum*:

**Singular**

Each stratum represents a different period.

**Plural**

Sequences of sedimentary strata

## ■ Writing Help

### Writing practice

1. Following the sections above, check your text for singular and plural forms
  - a. Did you find any errors?
2. Using the confusing words section above, construct new sentences with each of the words, using the singular and plural forms correctly
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## 4.5 Confusing words: pronouns

### 4.5.1 it's – its

*It's* with an apostrophe is short for *it is*. The short form is not used in formal writing:

It's raining.

*Its* without an apostrophe is a possessive pronoun:

The Academy will hold its next meeting in Boston.

### 4.5.2 who's – whose

*Who's* is short for *who is* and is not used in formal writing:

Who's responsible for this?

*Whose* means *of whom* or *of which*:

Novak, whose recent paper on ...

### 4.5.3 you're – your

*You're* is short for *you are* and is not used in formal writing:

You're wrong!

*Your* is a possessive pronoun:

Your paper has been accepted for publication.

#### 4.5.4 we're – were – where

*We're* is short for *we are* and is not used in formal writing:

We're hungry!

*Were* is the plural of *was*:

We were very surprised at the results: they were completely unexpected.

*Were* is also used with *you*, whether singular or plural:

You were right, Professor Clever Clogs.

Professor Clever Clogs and Dr Smarty Pants, you were both wrong.

*Where* means *at which place*:

Where are you giving your paper?

#### 4.5.5 they're – their – there

*They're* is short for *they are* and is not used in formal writing:

They're off!

*Their* is a possessive pronoun:

Watson and Crick made their breakthrough in Cambridge.

*There* means *that place*:

We should go there one day.

*There* is also used in *there is* and *there are*:

There are several possible explanations for ...

#### Computer help

To check for confusing words and contracted forms in Microsoft Word, go to Options – Spelling & Grammar – Settings or Word Options – Proofing – Grammar Settings and check the 'Commonly confused words' or 'Misused words' and 'Contractions' boxes (these options may depend on your program version).

## ■ Writing Help

### 4.6 Irregular verbs

The list below gives irregular verbs common in university and research writing.

Base Form	Past Form	Participle
arise	arose	arisen
bear	bore	borne
become	became	become
begin	began	begun
bend	bent	bent
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
break	broke	broken
breed	bred	bred
bring	brought	brought
build	built	built
cast	cast	cast
choose	chose	chosen
cut	cut	cut
deal	dealt	dealt
draw	drew	drawn
fall	fell	fallen
feed	fed	fed
feel	felt	felt



find	found	found
forecast	forecast	forecast
forget	forgot	forgotten
freeze	froze	frozen
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hear	heard	heard
hide	hid	hidden
hold	held	held
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
mistake	mistook	mistaken
override	overrode	overridden
read	read	read
rise	rose	risen

## ■ Writing Help

run	ran	run
see	saw	seen
seek	sought	sought
send	sent	sent
set	set	set
shake	shook	shaken
shed	shed	shed
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
sow	sowed	sown
speak	spoke	spoken
spend	spent	spent
spin	spun	spun
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
strike	struck	struck
strive	strove	striven

swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
tread	trod	trodden
undergo	underwent	undergone
understand	understood	understood
undertake	undertook	undertaken
wear	wore	worn
win	won	won
wind	wound	wound
withdraw	withdrew	withdrawn
withstand	withstood	withstood
write	wrote	written

## 5 Vocabulary

### 5.1 Differences in vocabulary in English varieties

The table below lists a number of words that differ in British and US English. For differences in university and research terminology, see the Glossary at the end of the PhraseBook.

British	US
aeroplane	airplane
aluminium	aluminum
anticlockwise	counterclockwise
autumn	fall or autumn
ground floor	first floor
maths	math
speciality	specialty
towards	toward
<i>z pronounced 'zed'</i>	<i>z pronounced 'zee'</i>

## Writing practice

1. Check the vocabulary in your text
  - a. Are there any words that differ in British and US English or other English variety?
  - b. What vocabulary might you need to change if you submitted your text to a US or British journal?
2. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## 5.2 Ambiguous words

### 5.2.1 the former and the latter

*The former* and *the latter* are now somewhat stilted in style and can often be ambiguous or at the very least require backtracking by the reader.

Two of the outstanding leaders of our time are Nelson Mandela and Gandhi.

The former was a lawyer in South Africa and the latter imprisoned for his politics.

### 5.2.2 quite

*Quite* can be ambiguous as it can mean either *relatively* or *very*, for example:

The results were quite poor.

**Better:** The results were relatively poor.

**Or:** The results were very poor.

The rate was quite stable.

**Better:** The rate was relatively stable.

**Or:** The rate was very stable.

Therefore use a word with a more exact meaning in cases of doubt.

### 5.2.3 rather

Similarly, *rather* can be ambiguous as it too can mean either *relatively* or *very*, for example:

## ■ Writing Help

A rather rare example of ...

**Better:** A relatively rare example of...

**Or:** A very rare example of ...

### 5.3 Confusing words

#### 5.3.1 principle – principal

A *principle* is a rule or law:

first principles

In principle, the two types are ...

*Principal* means the main or most important:

the principal cause ...

the principal investigator ...

A simple way to remember the difference between *principle* and *principal* is that *principle* ends in the same letters as *rule*, and the ending of *principal* contains the same letter as *main*.

#### 5.3.2 effect – affect

*Effect* means result:

The effect of ... was immediate.

... proved to be very effective

*Affect* means to influence, especially negatively:

Normal life in parts of Africa is greatly affected by HIV and AIDS.

#### 5.3.3 discrete – discreet

*Discrete* means separate or distinct:

The process consists of a number of discrete stages.

*Discreet* means tactful and confidential:

The reviewers' comments are always discreet.

#### 5.3.4 complementary – complimentary

*Complementary* means to add to or complete:

complementary medicine

A simple way to remember this is that *complementary* contains the same letters as *complete*.

*Complimentary* means with praise:

a complimentary review

#### 5.3.5 precede – proceed

*Precede* means to go or be before:

The discovery of ... preceded ... by fifty years.

*Proceed* means to go forward:

The grant meant that we could proceed with the research.

#### 5.3.6 lead – led

*Lead* is the present tense of the verb *to lead*:

Poor sanitation often leads to health problems.

*Led* is the past tense:

The discovery of penicillin led to many improvements in health care.  
Immunization campaigns have led to the eradication of many diseases.

*Lead* is a metal:

Lead poisoning can result from drinking contaminated water.

#### 5.3.7 choose – chose

*Choose* is the present tense of the verb *to choose*:

Students choose three options.

*Chose* is the past tense:

She chose the University of London because of its cosmopolitan atmosphere.

## ■ Writing Help

### 5.3.8 lose – loose

*Lose* means to lose something

We should not lose sight of the fact that ...

*Loose* means lax:

A loosely worded argument

### 5.3.9 advise – advice

*Advise* is a verb and means to give advice:

Most doctors advise their patients to stop smoking.

*Advice* is a noun:

My supervisor's advice was very helpful.

## Computer help

To check for some confusing words in Microsoft Word, go to Options – Spelling & Grammar – Settings or Word Options – Proofing – Grammar Settings and check the 'Commonly confused words' or 'Verb phrases' box (this option may depend on your program version).

## 5.4 Confusing prefixes

### 5.4.1 anti- and ante-

*anti-* means against or opposite:

antibiotic

antibody

antiwar

*ante-* means before:

antecedent

antenatal

antebellum



### 5.4.2 hyper- and hypo-

*hyper-* means over or above:

hyperactive  
hypersensitive  
hyperbole  
hypermarket

*hypo-* means under or below:

hypodermic  
hypothermia  
hypocentre GB or hypocenter US

### 5.4.3 inter- and intra-

*inter-* means between or together:

international  
interactive  
interlibrary loan  
internet

*intra-* means inside:

intravenous  
intramural  
intranet

#### Writing practice

1. Following the sections above, check your text for any confusing words
  - a. Have you used the words correctly?
2. Take each word above and write a new sentence for your text, illustrating the correct meaning
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## ■ Writing Help

### 5.5 Alternatives to *get*

Although *get*, *got* and *gotten* are very common in speech, in university and research writing you should generally use a word or phrase with a richer meaning, as forms with *get* are felt to be colloquial.

A number of alternatives to *get* are listed below:

#### **get**

receive, obtain

become

reach, arrive

cause to, induce

understand, comprehend

#### **get across**

convey, communicate, make clear

#### **get ahead**

advance, progress

#### **get along**

be compatible

manage, fare

#### **get at**

reach, gain access to

imply, suggest

influence, corrupt, damage

#### **get away**

escape, flee, leave

#### **get away with**

escape blame or penalty

**get back**

return

recoup, recover, regain

**get back at**

avenge, retaliate

**get back to**

contact again

**get by**

manage, cope, fare, survive

**get down**

depress

write down, take notes

swallow

**get down to**

concentrate on, focus on

**get even**

avenge, retaliate

**get in**

insert, enter

arrive

**get into**

become enthusiastically involved in

affect

**get off**

remove, detach

escape, be acquitted

## ■ Writing Help

### get on

fare, manage  
advance, progress, succeed, continue  
be compatible

### get onto

contact

### get out

leave, escape, evacuate, withdraw

### get out of

avoid, evade, escape  
benefit from

### get over

cross, pass  
recover, overcome  
convey, communicate

### get round or around

circumvent, avoid, bypass  
persuade, coax, win over

### get round or around to

deal with eventually

### get the hang of

understand, learn

### get through

succeed, complete, overcome  
pass a law or examination  
use, consume, spend  
communicate, convey, make clear

**get to**

annoy

**get together**

meet, gather, join, unite

**get up**

stand, climb

**get-up-and-go**

drive, ambition, energy

**get your own back**

revenge, retaliate

**gotta**

must

**have got to**

must

**have got**

have

**haven't got**

do not have

**has it got ...?**

does it have ...?

## ■ Writing Help

### Writing practice

1. Check your text for *get*, *got* or *gotten*
  - a. Can you improve your sentence with a more expressive word or phrase from the list?
2. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## 6 Numbers

0	zero		
1	one	first	1st
2	two	second	2nd
3	three	third	3rd
4	four	fourth	4th
5	five	fifth	5th
6	six	sixth	6th
7	seven	seventh	7th
8	eight	eighth	8th
9	nine	ninth	9th
10	ten	tenth	10th
11	eleven	eleventh	11th
12	twelve	twelfth	12th
13	thirteen	thirteenth	13th
14	fourteen	fourteenth	14th
15	fifteen	fifteenth	15th
16	sixteen	sixteenth	16th
17	seventeen	seventeenth	17th
18	eighteen	eighteenth	18th

## ■ Writing Help

19	nineteen	nineteenth	19th
20	twenty	twentieth	20th
21	twenty-one	twenty-first	21st
22	twenty-two	twenty-second	22nd
23	twenty-three	twenty-third	23rd
24	twenty-four	twenty-fourth	24th
25	twenty-five	twenty-fifth	25th
26	twenty-six	twenty-sixth	26th
27	twenty-seven	twenty-seventh	27th
28	twenty-eight	twenty-eighth	28th
29	twenty-nine	twenty-ninth	29th
30	thirty	thirtieth	30th
40	forty	fortieth	40th
50	fifty	fiftieth	50th
60	sixty	sixtieth	60th
70	seventy	seventieth	70th
80	eighty	eightieth	80th
90	ninety	ninetieth	90th
100	one hundred	hundredth	100th
1000	one thousand	thousandth	1000th
1 000 000	one million	millionth	1 000 000th
1 000 000 000	one billion	billionth	1 000 000 000th



### 6.1.1 Words or figures?

A common rule for writing numbers is to write *one, two, three, four, five, six, seven, eight, nine* and *ten* as words, but larger numbers as figures.

The following numbers may also be written as words in normal text:

twenty	sixty	hundred
thirty	seventy	thousand
forty	eighty	million
fifty	ninety	billion

### Approximate versus exact

Compare also the examples below where words are used for approximate amounts and figures for exact values:

There have been over fifty new cases this year.

There have been 54 new cases this year.

There are around five thousand new students every year.

Last year there were 5023 new students.

### Use figures with units or abbreviations

3%	10 kg
6 mm	100 km
25 °C	pH 7

### Use figures with page, figure and table numbers

page 1	p. 100
Figure 6	Fig. 8
Table 3	

## ■ Writing Help

### Use figures with dates

19 February 2008

October 11, 2009

### 6.1.2 Avoid beginning a sentence with a figure

In university and research writing you should avoid beginning a sentence with a figure, for example:

1 in 10 pregnancies ...

**Better:** One in ten pregnancies ...

2.5 mg of distilled water were added after 30 minutes ...

**Better:** After 30 minutes, 2.5 mg of distilled water were added ...

50% of students at some UK universities come from private schools ...

**Better:** Fifty percent of students at some UK universities come from private schools ...

### 6.1.3 Avoid mixing words and figures

Where possible, avoid mixing words and figures in the same sentence, particularly when comparing. For example:

Compulsory education in Britain is from five to 16, though many children begin preschool at 3 or four.

**Better:** Compulsory education in Britain is from 5 to 16, though many children begin preschool at 3 or 4.

### Avoiding ambiguity

However, where necessary numbers should be written as words or figures to avoid ambiguity, for example:

three 5-point scales

five 10-year-old children

### Values over a million

Some values over a million, particularly currencies, may be written as a combination of figures and words, particularly when round figures:

£3 million

USD 10 billion

Similarly with populations:

The population of the UK is around 60 million.

### 6.1.4 Hundreds

In English, do not add *-s* to specific multiples of a *hundred*, *thousand*, *million* or *billion*. For example:

two hundred (**not** two hundreds)

three thousand (**not** three thousands)

four million (**not** four millions)

five billion (**not** five billions)

However, an *-s* is indeed added to the general multiples *hundreds*, *thousands*, *millions* and *billions*:

Hundreds of researchers attended this year's conference.

Thousands of people die of preventable diseases every day.

The cost may run into the millions, even billions.

In British English, when pronouncing numbers over 100 or writing them in words, *and* is always added before any units under 100:

110	one hundred <b>and</b> ten
125	one hundred <b>and</b> twenty-five
150	one hundred <b>and</b> fifty
175	one hundred <b>and</b> seventy-five

## ■ Writing Help

### 6.1.5 Thousands

Multiples of a thousand are marked by a space or comma. A common rule in university and research texts is to write numbers under 10 000 without commas or spacing, and numbers 10 000 and over with commas or spacing. Some authors and publishers also divide four-figure numbers, for example 3 987 or 3,987.

Spacing	Commas
3987 or 3 987	3987 or 3,987
29 483	29,483
6 728 349	6,728,349

A space is less ambiguous as the comma is used in some countries as the decimal symbol, for instance 3,142. As always, be consistent throughout your text and follow any guidelines for your subject or publication.

#### Do not use a point to mark thousands

In English, unlike some languages, the point is not used to mark thousands:

3.500 means 3½, **not** 3500

#### Do not add commas or spaces in page numbers

page 1234, **not** page 1 234 or page 1,234

#### Computer help

To prevent spaced numbers from being split at the end of a line in Microsoft Word, use a non-breaking space: Ctrl + Shift + space (this option may depend on your program version).

### 6.1.6 Billion

Beware of ambiguity when reading or writing *billion* in British English:

£5 billion

£10 billion

Although *billion* is now normally used in British English to mean a thousand million ( $10^9$ ) as in US English, it also has an earlier meaning of a million million ( $10^{12}$ ).

### 6.1.7 Decimals

Decimals in English are indicated by a point, not a comma as in some languages. For example:

a half	0.5
a third	0.333
a quarter or fourth	0.25
a fifth	0.2

If you normally use a comma for decimals in your country, be sure to carefully check your figures in English as this is a potential source of major error.

### 6.1.8 Fractions

Common, single fractions do not need a hyphen:

$\frac{1}{2}$	one half
$\frac{1}{3}$	one third
$\frac{1}{4}$	one quarter or fourth
$\frac{1}{8}$	one eighth

But others generally do:

$\frac{2}{3}$	two-thirds
$\frac{3}{4}$	three-quarters or three-fourths
$\frac{3}{8}$	three-eighths
$\frac{5}{8}$	five-eighths
$\frac{7}{8}$	seven-eighths

## ■ Writing Help

### 6.1.9 Percentages

The British spelling is *per cent* as two words and the US spelling *percent* as one word, though this is not a hard-and-fast distinction.

You should be consistent in your text in your use of %, *per cent* or *percent*.

ten per cent	ten percent
10 per cent	10 percent
10%	<b>not</b> ten %

The % symbol should always be written next to its number without a space:

100%

**Not:** 100 %

### 6.1.10 Mathematical symbols

Be consistent in the spacing of symbols in your text, for example:

$$1 + 1 = 2$$

$$5 - 3 = 2$$

$$< 10$$

$$> 6$$

On your computer, use the minus sign rather than a hyphen (-) or en dash (–), as these can be separated from their number at the end of a line. This is also the case for superscripts. The correct minus sign stays with its number even at the end of a line.

$$-45$$

$$10^{-2}$$

### Computer help

The minus sign in Microsoft Word is at Insert – Symbol – Font (normal text) – Subset Mathematical Operators (this option may depend on your program version and font).

### 6.1.11 Roman numerals

Roman numerals are sometimes used in university and research writing, for example for the preliminary pages of a book and sometimes for chapter numbers and bullets.

Arabic Numeral	Roman Upper Case	Roman Lower Case
1	I	i
2	II	ii
3	III	iii
4	IV	iv
5	V	v
6	VI	vi
7	VII	vii
8	VIII	viii
9	IX	ix
10	X	x
50	L	l
100	C	c
500	D	d
1000	M	m

#### How to calculate Roman numerals

Add numbers after a symbol of equal or greater value:

$$XX = X + X = 20$$

$$CX = C + X = 110$$

Subtract numbers before a symbol of greater value:

$$IX = X - I = 9$$

$$XC = C - X = 90$$

## ■ Writing Help

### 6.1.12 Greek and Latin numerical affixes

Numerical Value	Greek or Latin
1	mono, uni
2	di, bi, du
3	tri, ter
4	quadr
5	penta, quin
6	hexa, sex
7	sept, hept
8	oct
9	non, nona
10	dec
11	hendeca
12	dodeca
100	cent
1000	milli, mille
semi, demi, hemi	half
haplo	single
diplo	double
dicho	in two
proto	first
deuter	second
oligo	few



pluri	several
multi, poly	much or many

### Computer help

To check numbers in Microsoft Word, go to Options – Spelling & Grammar – Settings or Word Options – Proofing – Grammar Settings and check the ‘Numbers’ box (this option may depend on your program version).

### Writing practice

1. Go through the sections above, checking the numbers in your text
  - a. Are all your numbers written correctly?
2. What are the following Roman numerals?
  - a. viii
  - b. XXII
  - c. xiv
  - d. MMVII
2. Look at the Greek and Latin numerical affixes in the table above
  - a. What words can you think of that contain these elements (you can use a dictionary if you wish)?
3. In class, in groups or in pairs, exchange texts and evaluate each other’s writing, going through the points above

## 7 Time

### 7.1.1 Dates

In the short date format, the order of the day and month are reversed in British and US English. Therefore, when writing dates, use the longer format to avoid ambiguity, for example 4 July 1776:

**British English**

4-7-1776

**US English**

7-4-1776

**Better**

4 July 1776 or July 4, 1776

If you wish, you can add *-st*, *-nd*, *-rd*, *th* after the date, for example *1st*, *2nd*, *3rd*, *4th* July. However, this is not necessary. The date format with superscript *1<sup>st</sup>*, *2<sup>nd</sup>*, *3<sup>rd</sup>* or *4<sup>th</sup>* is now somewhat old-fashioned.

### 7.1.2 Years

Decades and centuries can be written without an apostrophe:

The 1900s saw great changes in many countries.

The 1960s were a time of great social change.

Unless you use the abbreviated form, in which case an apostrophe should be added before the date:

The '60s were a time of great social change.

The '40s saw widespread famine.

However, this abbreviated form is more informal and potentially ambiguous. In university and research writing, therefore, it is better to write years in full.

When referring to year ranges, if you abbreviate, abbreviate sensibly so that the meaning is clear.

### 7.1.3 BC and AD

Where used, BC is written after a date and AD before a date in formal writing, for example:

55 BC	AD 1066
25,000 BC	AD 1564

However, as BC means 'Before Christ' and AD is short for 'Anno Domini', which means 'In the Year of the Lord', you may prefer BCE and CE respectively as more neutral alternatives. BCE means *Before the Common Era*, and CE means *Common Era*.

### 7.1.4 Time

Beware of using relative terms, which vary depending on when your work is written or read, for example:

in the last five years

**Better:** from 2000–2005

next year

**Better:** in 2008

This is particularly the case for texts with a long time span, such as a thesis or a book.

In writing times, British English usually uses a full stop to separate hours and minutes, while US English uses a colon, for example:

7.30 (British English)

7:30 (US English)

If you use the 12-hour clock, *a.m.* means before noon, and *p.m.* means after noon:

Breakfast is served from 7 a.m. to 9 a.m.

Dinner is at 7 p.m.

## ■ Writing Help

### Writing practice

1. Following the section above, check the dates in your text
  - a. Is your date format unambiguous?
2. Check your time references
  - a. Have you used any relative terms? If so, are they OK?
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## **8 Phrases**

## ■ Phrases

### 8.1 Preface and acknowledgements

- The study was *conceived* as ...
- When I began work on ..., little did I realize US and GB or realise GB ...
- Needless to say, the faults remaining are entirely my own
- Of course, as is usual, all errors and oversights are entirely my own.

#### Thanks

- First of all, I would like to thank ...
- First and foremost, I would like to thank ...
- In particular, I would like to thank ...
- I am especially grateful to ...
- Many people have contributed either directly or indirectly to this study
- I would like to thank ...
  - my *colleagues* at the Department of ... at the University of ...
  - my PhD supervisor at ... University
  - my late colleague, ...
  - my students at the University of ...
  - ... for their helpful *comments*
  - ... for *comments* on an earlier *draft* of this manuscript or paper etc.
  - ..., who read an earlier *draft of chapter* ...
  - ..., who kindly read through an earlier *version* of ...
  - ..., who provided valuable or extensive *comments* on ...
  - ... for her detailed *comments* on ...
  - ... for help in the preparation of the manuscript or book
  - ..., who assisted in ...
  - ... for *assistance* in or with ...
  - ... for *technical assistance* in or with ...
  - ... for his or her or their encouragement
  - ... for his or her or their tireless enthusiasm
  - ... for his or her or their support
  - ... for granting me leave to write this book
  - ... for permission to use previously unpublished materials
  - ... for permission to reproduce figures
- I would like to thank my teacher or supervisor, X,
  - for awakening my interest in ...
  - who encouraged me to ...

- who first introduced me to ...
- for a thorough grounding in the principles of ...
- We have benefited greatly from the *comments* and suggestions of ...
- I would also like to thank the reviewers of the *previous edition* for their constructive *comments*
- ... the anonymous reviewers at ... for their useful *comments*
- ... is or are reprinted by kind permission of ...
- I also wish to thank a number of people who ...
- We would also like to thank ...
- In addition, we would like to thank ...
- I am also grateful to ...
- Thanks are also due to X and Y
- Further thanks to ...
- Thanks too to ...
- ..., and above all special thanks to ...

### Support, funding and approval

- We have benefited greatly from ...
- We are indebted to ...
- ... for invaluable support
- I am deeply grateful for the *assistance* of ...
- I would also like to acknowledge here my gratitude for ...
- on *behalf* of all the co-authors
- I would like to thank ...
  - ... for their support of this *research*
  - ... for the funding of this *research*
  - ... for *research* grant 12345
  - ... for funding of field work in ...
- Financial support for this study was provided by ...
- Partial support was provided by ...
- This study was supported by the or a or an ... Award for ...
- The authors would like to acknowledge the financial support of ...
- Grateful acknowledgement is made to ... for grant number 12345
- ..., which enabled me to ...
  - carry out essential fieldwork
  - *conduct* interviews in ...
  - purchase vital *equipment* for ...

## ■ Phrases

- attend the *conference* on ... in ...
- take a year's sabbatical
- write up the *final* stages of my *thesis*
- The or this study was *approved* by the ... Committee etc.
- a *conflict* of interest

## Personal thanks

- Finally, I would like to add personal thanks to ...
- Finally, I would like to thank ...
- On a personal note, ...
- And lastly, ...
- And most importantly, ...
- ..., without whom this would not have been possible
- ... for her or his or their encouragement and support ...
- ..., when it seemed that this book or *thesis* would never be written
- To X
- For X
- To my husband or wife
- To my partner, X
- To my parents
- To my late father, X
- To my mother, X
- To my children, X and Y
- To my daughter, X
- To my son, X
- To my brother or sister, X, who ...
- This book is dedicated to ...
- ... my wife or husband
- ... my children
- ... the memory of ... , who ...
- In memory of X



### Writing practice

1. Write a preface to your text using phrases from the section above
2. Write an acknowledgement thanking people who have helped you in your work
3. Using the words in italics in the section above, write five new phrases for your text
4. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## 8.2 About the author or authors

### Education and position

- X is Chair or Director of ...
- X is Professor of ... at the University of X
- X is the ... Professor of ... at ...
- X is a lecturer GB in ... at the University of X
- X is assistant professor US of ... at the University of X
- X is a senior lecturer GB in ... at the University of X
- X is associate professor US of ... at the University of X
- Since 2002 *etc.*, she or he has taught ... at ...
- X has taught at ...
- She has taught at various universities, including ...
- X is a researcher in ... at the ... *Institute*
- X was a visiting professor, scholar *etc.* at ...
- In 2007, X was a guest lecturer or a researcher at ...
- X studied ... at ... with Professor A. Smith
- She received her PhD from the University of X in 2007 *etc.*
- He received his doctorate in ... at ...
- After graduating in ... at ..., X or he or she ...
- She is currently ...
- He was, until recently, Professor of ...
- She was formerly ...
- He was head of ... between ... and ...
- She was head of ... from ... to ...

## ■ Phrases

### Research and publications

- He is the *author* of ...
- His *major* books include ...
- Her most recent books are ...
- Her publications include ...
- Among her publications are ...
- The *author* of papers on ..., X ...
- X is a leading *authority* on ...
- X has *published* extensively in or on ...
- X has *published* on various *aspects* of ...
- Among her other books or publications are ...
- His PhD examined ...
- Her *doctoral* or *master's thesis* examined ...
- He is a frequent contributor to ...
- His main *research* interest is ...
- Her *principal research* interests are ...
- His *research* focuses on ...
- His particular *area* of interest is ...
- Her *research* interests include ...
- She is *currently* editor of ...
- X serves or has served on the editorial boards of ...

### Contributions and awards

- She was the ... Award winner for her paper on ...
- In 2007 etc., X received the ... Prize for ...
- X has made a number of *important* contributions to ...
- X was influential in *establishing* etc. ...
- X is widely *acknowledged* as ...
- X is perhaps best known for his *research* on or *contribution* to ...
- Her *contribution* to ... is widely recognized US and GB or recognised GB
- In 2004 etc., she was elected President, Chair etc. of ...
- X is a member of the ... Committee, Society etc. ...

### Contributors

- X was responsible for ...
  - the *design* of the study
  - *data* collection and *analysis*
- X contributed to the writing of the paper
- X assisted in writing the paper
- X supervised ...
- X participated in ...
- X provided *important* information on ...
- X carried out a number of *experiments*
- X assisted in *data* collection and *entry*
- This study *etc.* was carried out in *partnership* with ...

### Writing practice

1. Write a section about yourself using the phrases above
2. Write a short piece about someone in your class
3. Using the words in italics in the section above, write five new phrases for your text
4. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## ■ Phrases

### 8.3 Introducing a study, chapter or section

- This *volume* is ...
- This study investigates ...
- This paper examines ...
- This collection of papers presents ...
- This special issue ...
- The present *volume* contains ...
- This paper puts forward ...
- This paper will show ...
- The study includes chapters on ...
- This *chapter* presents ...
- a presentation of ...
- The question to be asked here is ...
- The question to be examined in this paper is ...
- In broad outline, ...
- An *obvious* starting point is ...
- ... is generally taken as a or the starting point in discussing etc. ...
- Before embarking on a discussion of ..., it is important to ...

#### Structure

- The study is divided into two etc. or several parts
- The study is divided into four etc. main sections
- The first *chapter* ...; the second *chapter* ...; the *final chapter* ...
- The first two etc. chapters examine ...
- *Chapter X* discusses ...
- *Chapter X* addresses a number of *issues* ...
- Chapters X–X concentrate on ...
- Firstly, secondly, thirdly ...
- Firstly, ..., followed by ..., and finally ...
- In part 1, ...; in part 2, ...; and in part 3 ...
- The central *theme* is ...
- The question to be asked here is ...
- the subject of inquiry
- to examine the *research* problem in detail
- By way of introduction, ...
- the study will begin by outlining or examining ...

- it seems *appropriate* to ...
- ... give a *brief* overview of the problem
- ... provide a *brief* outline of ...
- ... outline the *investigation*
- It will highlight ...
- The following *section* sets out ...
- This *section* will examine ...
- ... is or are introduced in this *section* or *chapter*
- The *analysis* in *chapter* X ...
- In X.X it is argued that ...
- In X.X the importance of ... as a factor ... is discussed
- This is followed by ...

#### Related work

- The paper presented here is based in part on an earlier study
- An earlier *version* of this paper was presented at ...
- ... was published in the *Journal* of ...
- This paper ...
- ... is a revised *version* of ...
- ... has been substantially revised
- ... includes new chapters on ...
- There are new sections on ...
- This paper *etc.* forms part of a larger study of ...
- This paper *etc.* has been *submitted* for publication in ...
- Parts of this study have been or were presented at the *conference* on ...
- Parts of this paper were presented in a *lecture* on ... to ... in April 2007 *etc.*

#### Writing practice

1. Using phrases from the section above, write an introduction to your text
2. Using the words in italics in the section above, write five new phrases for your text
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## ■ Phrases

### 8.4 The aim of your study and outlining the topic

- The study examines ...
- This study investigates ...
- The study addresses ...
- This study puts forward ...
- The study will attempt to show ...
- This study seeks to explain ...
- This study attempts to clarify ...
- This study evaluates ...
- The study seeks to combine ...
- The study seeks to integrate ...
- *integration* of ... and ...
- The study aims to ...
- The purpose of this study is to ...
- The purpose of the present paper is to ...
- The study focuses on ...
- It will highlight ...
- ... to explore ...
- ... to examine ...
- ... to explain ...
- ... to attempt to ...
- ... to develop ...
- ... to determine whether ...
- ... to define ...
- ... to account for ...
- ... to identify ...
- ... to replicate ...
- the *concept* of ...
- the question whether ...
- the first question is whether ...
- a or one key question relates to ...
- the *fundamental* questions concerning ...
- the issue of ...
- the problem of ...
- the problem of how to ...
- the need to ...
- the origin of ...

## The aim of your study and outlining the topic ■

- the effect of ... on ...
- the possible effects of ... on ...
- the relationship between ... and ...
- Our main aim or *objective* here is to ...
- the *overall* aim or *objective* of ...
- a general explanation for ...
- We will show how ...
- We will show that ...
- What we aim to *achieve* is ...
- ..., with the aim of establishing a *framework* ...
- ... in the *framework* of a general *theory* of ...
- The aim of this study is twofold, threefold etc.:
- The aim or *objective* of the study is ...
- ... to put forward an explanation for ...
- ... to put forward a *theory* of or for ...
- ... to examine the types of ...
- ... to verify the *role* of ... in ...
- ... to investigate what *role*, if any, ... plays in ...
- ... to assess the effects of ... on ...
- ... to *trace* the development of ...
- ... to improve the or our understanding of ...
- ... to broaden our understanding of ...
- ... to gain new *insights* into ...
- ... to provide better insight into ...
- ... to highlight a number of ...
- ... to direct attention towards ...
- ... to establish a theoretical *framework* ...
- ... to find a *unified* basis for ...
- ... to lay the foundations of or for ...
- ... to introduce new terminology
- ... to make recommendations for ...
- ... to address the *issues* of ...
- ... to move beyond ...
- ... to identify and evaluate ...
- ... to evaluate or examine critically ...
- ... to evaluate empirically ...
- ... to examine the value of ...
- ... to examine the *validity* of ...

## ■ Phrases

- ... to examine the nature of ...
- ... to determine the relationship between ...
- ... to examine the development of ...
- ... to examine the effects of ... on ...
- ... to examine whether ... is affected by ...
- ... to examine to what extent ... is affected by ...
- ... to elaborate on the idea that *or* of ...
- ... to stimulate the *debate* on ...
- Our contention is that ...
- The present study was designed to test the *hypothesis* that ...
- a combination of breadth of coverage and depth of detail
- This study seeks to strike a balance between ... and ...

## Current understanding

- to re-examine ...
- to revisit ...
- ... the long-standing issue of ...
- ... the long-standing question
- to take up and build on earlier *research*
- The issue, problem, cause *etc.* of ...
- ... merits further study
- ... deserves further consideration
- ... is worth examining more closely
- ... is worth exploring further
- ... has not yet been addressed fully
- ... is neglected in current *theory*
- ... is not *yet* clearly understood
- ... is not *yet* completely understood
- ... is not well understood
- ... is poorly understood
- *successive* attempts have failed to solve
- this *approach* gives a better basis for ...
- The problem is a *complex* one.
- ... presents a difficult set of problems
- ... poses a number of problems:
- ... poses particular problems in *cases where* ...
- the prevailing view is that ...



## The aim of your study and outlining the topic ■

- ... is widely *perceived* as ...
- the question has been raised whether ...
- Present understanding of ... is limited.
- the field of ... is still relatively undeveloped
- there is as yet or at present no consensus on ...
- As yet, no one explanation has gained acceptance.
- there is at present little agreement on the causes of etc. ...
- there is at present no general agreement on the causes of etc. ...
- there is still *considerable* disagreement on the causes of etc. ...
- the *mechanism* by which ... is unknown or not well understood
- the controversial question of ...
- much of our knowledge of ... comes from ...
- the *task* of ... is complicated further by ...
- The *impact* of ... on ... is not easy to determine
- The effect of ... on ... has not been examined in detail.
- its effects on ... have not previously been studied in detail

### Importance of the study

- The study is important for a number of reasons:
- The study is of relevance because ...
- It is important to ...
- the importance of ...
- an important aspect of ...
- ... is an important or urgent subject for study
- ... is needed
- ... is necessary
- ... warrants further *investigation*
- ... warrants closer scrutiny or examination
- The problem merits further *investigation*.
- ... is worth examining for its own sake
- ... to shed light on a number of *issues* or problem areas in current *theory*
- *Resolution* of this problem would ...
- the *prospect* of a breakthrough in ...
- Other authors have also called for ...
- This study, *thesis*, paper etc.
- ... may show or reveal ...
- ... may stimulate the *debate* on ...

## ■ Phrases

- ... may provide *evidence* of or for ...
- ... may contribute to our understanding of ...
- ... may contribute towards a better understanding of ...
- ... may offer an *alternative* view or explanation of ...
- ... may *enable* a better explanation of ...

### Writing practice

1. Using phrases from the section above, write a section on the aim of your study, and outline your study topic
2. Write and present a poster on your work, either individually or in groups or pairs
3. Using the words in italics in the section above, write five new phrases for your text
4. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## 8.5 Defining the scope of your study

- The *focus* of the study is ...
- The study focuses on ...
- The inquiry focused on ...
- The study encompasses ...
- The study incorporates ...
- The question to be asked here is ...
- The central question to be examined in this paper etc. is ...
- ... is or are central to this study
- ... is or are discussed in detail
- More specifically, ...
- a or one condition *imposed* by ... is ...
- What we are mainly concerned with here ...
- a *focus* on ...
- an *emphasis* on ...
- in the *context* of ...
- to seek *initial* answers to ...
- to provide a basis for ...
- ... will be expanded upon
- a simplified *approach* to ...
- an *empirical approach*
- a more theoretical *approach* to ...
- a purely theoretical *approach*

### What is excluded from study

- The aim or purpose of this study is not to ...
- ... is or are not central to this study
- ... is or are not discussed in detail
- ... is beyond the *scope* of this study
- ... falls outside this study
- ..., which can only be discussed briefly here
- ..., only some of which can be discussed here
- It excludes ...
- ... is distinct from ...
- ... was *excluded* from the study
- While it would be interesting to examine ... in greater detail, ...

## ■ Phrases

- we have decided here to ...
- we have *purposely excluded* ...
- *access* to ... is difficult
- one problem *inherent* in ... is ...
- For the purpose of this study, paper etc., we will confine the discussion to ...
- our *priority* here is to ...
- attention will be *restricted* here to ...
- I have *restricted* myself to ...
- the *or* my intention is not to ...
- It is not the *task* of this study to ...
- We make no claims here of *or* that ...
- I do not wish to imply by this study that ...

## Further references

- A fuller discussion of ... will appear in a later *publication*.
- ... will be taken up in a later *publication*
- ... see X (*forthcoming*)
- ... see X (in press)
- references are given at the end of the paper
- for further discussion see *for example* ...
- ... is discussed in detail by *or* in X
- see X for complete *data*
- see X for a *summary* and references
- For a *survey* *or* review of ..., see X
- For an in-depth review of ..., see X
- For further information *on* ..., see X
- For a more detailed examination of ..., see X
- For a bibliography of studies on ..., see X

### Writing practice

1. Using phrases from the section above, write a paragraph or section outlining the scope of your study
  - a. Also discuss what is excluded from your study
2. Using the words in italics in the section above, write five new phrases for your text
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## 8.6 Your method or approach

### Type of study

- an *initial* study of ...
- an exploratory study of ...
- a pilot study of ...
- an overview of ...
- a *survey* of ...
- a critical *survey* of ...
- a *comprehensive investigation* of ...
- a detailed *analysis* of ...
- an in-depth *analysis* of ...
- a comparative study of ...
- a comparative *investigation* of ...
- a comparison of ...
- a theoretical *approach*
- a theoretical *analysis* of ...
- a statistical *analysis* of ...
- an *empirical* study or *investigation* of ...
- a *series* of experiments
- to *conduct* an experiment on ...
- a field study of ...
- a case study of ...
- a chronological account of ...
- a programme GB or program US to or of ...

## ■ Phrases

- a questionnaire completed by ...
- interviews carried out between ... and ... at or in ...
- a new *approach*
- a new *approach* to the problem of ...
- a holistic *approach*

## Method

- by examining ...
- ... is or can be *obtained* by ...
- with the help of ...
- with the *aid* of ...
- by means of ...
- by application of ...
- A useful tool for ... is ...
- an indispensable tool in ...
- this *device* enables us to ...
- we have a number of techniques at our *disposal*
- ..., drawing on ...
- incorporating a number of ...
- in the *context* of ...
- in conjunction with ...
- based primarily on ...
- a *process* involving ...
- within the *framework* of ...
- a or the frame of reference
- First we *select* ... ; we then *select* ...
- Stage or step 1 involves .... In stage or step 2, we ...
- *Phase 1* ...; *phase 2* ...; *phase 3* ...
- We used ...
- ... to study the effects of ... on ...
- ... to examine the effects of ... on ...
- ... to model the effects of ... on ...
- ... to *estimate* the effects of ... on ...
- To determine whether ..., we ...
- To assess whether ..., we ...
- To measure the effects of ... on ..., we ...
- To assess whether ... was affected by ..., we ...

- To investigate whether ..., we analysed GB or analyzed US ...
- ... was or were measured by ...
- ... was determined for each ... by ...
- ... was measured before and after ...
- ... was used to measure ...
- ... was equipped with ...
- ... was transferred to ...
- ... was or is used in the *analysis* of ... to determine ...
- ... provides a useful *estimate* of or for ...
- the *simulation* showed that ...
- in the presence of ...
- in the absence of ...
- after addition of ...
- *substitution* of ... for ...
- if the constraints are *relaxed*
- measurements were made or taken at ... sites
- background measurements, samples etc. were taken ...
- ... under these conditions ...
- ... following the *method* outlined in ...
- ... according to standard *criteria*
- ... following standard *procedure*
- ... in accordance with standard procedures
- ... was performed according to a or the standard ... *protocol*
- ... following the manufacturer's *guidelines* or *instructions*
- ... according to the manufacturer's *guidelines* or *instructions*
- ... as *specified* in the manufacturer's *guidelines* or *instructions*
- For this we can use a number of *strategies*
- One *option* here would be to ...
- *Adjustment* of ... allows us to ...
- ... is *enhanced* if we ...
- This *method* can be used to obtain ...
- This *technology* enables us to ...
- The most usual *method* is ...
- ... is commonly used in ... to measure etc. ...
- ... by the ... *method*
- ... according to the ... *method*
- ... as previously described by X
- ... using the ... procedures described by X et al.

## ■ Phrases

- ... using the ... *method* as *modified* by X
- ... later *modified* by X
- ... adapted from X et al.
- our *adaptation* of the ... or X's method
- X and X *advocate* the use of ...
- The *method* etc. can also be adapted or extended to ...
- Using this *method* or technique, we are or were able to ...

## Reasoning

- to verify ...
- to establish ...
- to *facilitate* ...
- to capture ...
- to measure *accurately* ...
- the reason for this is ...
- Because of this, ...
- it should be stressed that ...
- we might expect that ...
- it is convenient to ...
- it is helpful to consider ...
- It is helpful here to ...
- In practice, ...
- the application of ... to ...
- Particular attention will be paid to ...
- to examine more closely
- ... will be or was investigated further by ...
- ... will be examined in *greater detail*
- Based on ..., we decided to ...
- This has been shown to ...
- In doing so, ...
- it will be useful to examine ...
- ... deserves special attention
- we opted to ...
- from this *perspective*
- This *approach* is based on ...
- ... is *frequently* used to ...
- The experiment was designed to ...



- *Previous* measurements based on ... have shown that ...
- The *traditional* approach has been to ...
- This *innovation* allows us to ...
- The most *straightforward* way of ... is ...
- This *route* would enable us to ...
- This is the course or *method* adopted here.
- The advantage of this *approach* is that ...
- This *approach* has the advantage of or that ...
- This *approach* has a number of advantages: firstly, ...
- ... gives a better basis for ...
- it combines ... with or and ...
- This *format* allows us to see more clearly how ...
- In this way, we are or were able to *target* ...
- This enables one to *create* ...
- ... allows or enables the *transfer* of ... from ... to ...
- such a *rigid* approach does not allow ...
- this approach gives greater *flexibility*
- this *construction* allows us to ...
- This rather strict *regime* ensures that ...
- By *monitoring* ..., we are or were able to ...
- This allows ... to be examined within the same *framework*.
- In this way, we are able to *eliminate* several of the problems of previous approaches or methods
- One difficulty in ... is ...
- A or one *significant* problem is ...
- *Coordination* of ... and ... is essential or particularly difficult
- a compromise
- One strategy would be to ...
- ... avoids this difficulty by ...
- the practical problems *involved* in ...
- an *alternative* way of approaching the problem
- Another way of looking at the question of ...
- If, however, we reformulate the question, we ...
- It is impossible to discuss, examine etc. ... without discussing ...
- It is impossible to discuss, examine etc. ... without reference to ...
- ... methodological *issues* ...
- The original or earlier *method* was abandoned because of problems with ...
- Conventional methods, *techniques* etc. are unable to ...

## ■ Phrases

- ... cannot be achieved by conventional methods

### Controls

- In control experiments, we found that ...
- under control conditions
- under *similar* conditions
- ... in a temperature-controlled *environment*
- The experiment was carried out at room temperature.
- To control ..., we ...
- To control the effects of ..., it is necessary to ...
- ... serves as an important check on ...
- ... in order to avoid ...
- ... to prevent ...
- ... to correct for ...
- ... may be corrected by ...
- To *ensure* that ..., we ...
- ... can be ensured by ...
- It is relatively easy to control for or check that ...
- We went to great lengths to *ensure* ...
- this is or can be *minimized* US and GB or *minimised* GB by ...
- It is *particularly* important to ...
- It is important to bear in mind ...

### Writing practice

1. Using phrases from the section above, outline your method or approach. Discuss
  - a. Your method
  - b. Your reasoning behind the study or method
  - c. Any materials and controls
2. Using the words in italics in the section above, write five new phrases for your text
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## 8.7 Definitions, notation and terminology

- the types of ...
- in terms of ...
- with reference to ...
- this *formula* allows us to ...
- We defined ... as ...
- By ... we mean ...
- By ... is meant ...
- ... is defined as ...
- ... can be defined as ...
- ... is or are often defined as ...
- ... are defined in this study as follows:
- ... can be characterized US and GB or characterised GB as ...
- ... can be formulated as follows:
- ... denotes ...
- ... represents
- ... is representative of ...
- ..., which is or are represented here by or as ...
- ... can be written as ...
- ... are classified as ...
- ... can be classified as either ... or ...
- ... can be classified by ... into two, several etc. *categories*
- ... can be categorized US and GB or categorised GB as ...
- ... can be *specified* as follows:
- ... can be grouped into a number of different types:
- ... derives from ...
- ... is *derived* from ...
- ... are labelled GB or labeled US as ...
- we can *label* this ...
- ... can *perhaps* be termed ...
- ... satisfies the *definition* of ... as ...
- ... accounts for ...
- ... are exclusively ...
- ... is primarily ...
- ... should *essentially* be viewed as ...

## ■ Phrases

### Rules and laws

- as a rule
- a general rule
- a rule of thumb
- the rules that govern ...
- according to X's Law
- ... is said to be ... when or if ...
- If ..., then ... is said to be ...
- in *principle*
- a basic tenet of ...
- ... is based on the *principle* of ...
- according to the *guidelines* laid down by ...
- an important or a *fundamental principle* that underlies ...
- *violation* of this principle results in or would mean that ...

### Use and reference

- in the sense of or that ...
- in the *context* of ...
- in effect
- de facto
- The terms ... are used as ...
- in the sense described or discussed above
- In this study, the term ... refers to ...
- In this paper, the term ... will be used to refer to ...
- In this study, ... designates ...
- In its strictest sense, the term ... denotes ...
- a narrow *definition* of ...
- The term ... is used here in a *somewhat restricted* sense
- This can be expressed in terms of ...
- ... can be expressed as follows:
- ... is taken here to include ...
- ... of a given type
- ... also falls into this category
- ... may well also fall into this category
- ... known collectively as ...
- in more general terms
- Broadly speaking, ...

- In its most general sense, ... refers to ...
- ... is used here as an umbrella term
- This enables various types of ... to be grouped under one heading.
- ... can be subsumed under the heading ...
- This *definition* can also be applied to ...
- The *definition* of ... overlaps with ...
- to extend the *definition* of ... to include ...
- If ... is viewed or defined as ..., then ...
- this *definition* allows us to speak of ...
- ... is used as a convenient shorthand for ...
- a convenient abbreviation for or of ...
- in other words
- Other possible terms are ...
- An *alternative definition* of or for ... is ...
- An *alternative* way of representing ... is ...
- ... is another way of saying ...
- in lay terms
- to use a term loosely
- for want of a better term
- This can be labelled GB or labeled US, for want of a better term, as ...
- This *definition* hinges on ...

### Following others' definitions

- In this study, ... is used as in X
- X terms this ...
- X labels this ...
- ..., as defined by X
- ... can be classified, according to or using X's terminology, as ...
- various notations are used in the literature
- ..., a term coined by X
- The term ... was coined by X to *denote* or describe ...
- ... was first used by X to describe etc....
- The first use of ... was ...
- The *concept* of ... was introduced by X to ...
- The *notion* of ... derives from ...
- This *principle* etc. is known as ... after X
- ... is named after X, who ...

## ■ Phrases

- ... adopted from X
- ... largely or to some extent borrowed from X
- It seems best, following X, to ...
- X recognizes two *etc.* types of ..., which she or he terms ...
- various definitions have been suggested in the literature
- a widely accepted *definition*
- ... is usually accepted as ...
- For the sake of clarity, we have *retained* X's nomenclature ...
- The term ... is commonly or often or sometimes used to refer to ...
- ... is conventionally labelled GB or labeled US ...
- ... can be labelled GB or labeled US ... according to the *convention* ...
- For this reason ... is often labelled GB or labeled US ...
- Most usually ... refers to ...
- Usually, ... is labelled GB or labeled US ...
- it is customary to speak of ...
- what has come to be known as ...
- ... is or are also known as ...
- ... (also known as ...)
- ... variously termed ...
- the terms ... and ... are sometimes, often *etc.* used interchangeably
- Some writers *etc.* use the terms ... and ... interchangeably
- ... later *modified* by X
- X uses ... in a *somewhat restricted* sense
- The term ... originally referred to ...; however, it is now used ...
- For historical reasons, ... is often labelled GB or labeled US ...
- ... are traditionally categorized US and GB or categorised GB as ...
- ... are traditionally divided into a number of *categories* or groups *etc.* ...
- the *so-called* ...
- This *definition* differs to some extent from ...

## Exceptions

- Unless stated otherwise, ...
- ... unless indicated otherwise
- apart from the ... noted or discussed above
- The term is not used here in the sense of ...
- The term is not used here in the conventional sense

- The term ... is taken from X, but is here used differently: in this study it refers to or is defined as ...

### Writing practice

1. Using phrases from the section above, write a section on the definitions, notation and terminology used in your text
  - a. Define any terms used
  - b. Discuss where you have followed others' definitions
  - c. Outline any exceptions
2. Using the words in italics in the section above, write five new phrases for your text
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## 8.8 Presenting data

- ... can be expressed more simply as ...
- ... is or was determined as follows:
- ... is or was measured by ...
- ... is or was calculated as follows:
- ... is or was calculated by ...
- where ...
  - is the ...
  - represents
  - denotes
- only half of ...
- over half of ...
- the *ratio* of ... to ...
- expressed as a percentage of ...
- The *proportion* of ... ranged from ... to ...
- ranging from ... to ...
- ... ranked in order of ...
- ... is proportional to ...
- ... was significantly higher in ... than in ...
- ... was significantly lower in ...

## ■ Phrases

- ... peaked at ...
- ... was higher than expected
- ... was lower than expected
- the expected number of ...
- *items* 1 to 5 show ...
- For the sake of *clarity* or brevity, we have omitted ...
- *supplementary* data can be obtained from the authors

## Figures, tables and graphs

- table X shows ...
- figure X illustrates ...
- as seen in figure X
- as shown in the table above or below
- examples of ... are shown in figure or table X
- The *image* shows that ...
- The figures, *data* etc. ...
- ... are given above
- ... are presented below
- ... are shown in table X
- ... are listed above or below
- ... are summarized US and GB or summarised GB in figure or table X
- ... are *illustrated* in figure X
- ... are *illustrated* in the figure, graph or table above or below
- ... are shown in the graph above or below
- ... are shown in brackets or parentheses
- ... are given in the *appendix*
- Figure X shows ...
- ... the size of ...
- ... the level of ...
- ... the extent of ...
- ... the effect of ...
- ... the rate of ...
- ... the *concentration* of ...
- ... the *distribution* of ...
- All values are given as ...
- each column represents ...
- The shaded *area* represents ...



- ... is shown superimposed on ...
- ... based on the *data* given in table etc. X
- Values in brackets or parentheses are ...
- An *alternative* way of presenting ... is to ...

### Describing figures and graphs

- a rise
- an increase
- a sharp rise or increase in ...
- a steady rise or increase in ...
- a gradual increase
- an *initial* rise followed by a steady etc. decrease
- ... peaked at ...
- a peak of ...
- a decrease
- a fall
- a sharp *decline* or decrease or fall in ...
- a drop of ... *per cent* GB or *percent* US
- a reduction in ...
- a steady decrease in ...
- shows an upward or a downward *trend*
- ... remained *constant*
- marked as a shaded *area* in figure X
- shown by a solid line
- marked by a dotted line
- the top left of the figure
- the top right of the table
- in the centre GB or center US or middle of the graph
- centre GB or center US right or left
- the bottom left of the graph
- the bottom right of the figure

### Data sources and collection

- *primary* sources were:
- secondary sources included ...
- an extensive database
- to collect *data* on ...

## ■ Phrases

- *We obtained data* on ... from ...
- *Data* on ... were collected ...
- ... by ...
- ... between ... and ...
- ... during ...
- ... at regular intervals ...
- ... continuously
- The data were or are *compiled* from a number of or several sources
- the *bulk* of the data was collected ...
- Continuous measurements of ... were made ...
- Sampling of ... was carried out over a two-week etc. *period* in July 2007.
- Conditions during the sampling *period* were ...
- a *random* sample of ...
- ... selected or chosen at *random* from ...
- ... randomly selected from ...
- ... provides a representative sample of ...
- It is estimated that there are ...
- No *data* were *available* for or on ...
- ... is or are omitted here for the sake of brevity  
(*data* not shown)
- It is the university's *policy* to ...
- All participants gave their informed *consent*
- Participation in the study was *voluntary*
- We would like to thank ... for their *participation* in the study.

### Writing practice

1. Using phrases from the section above, discuss the data used in your text
  - a. Add a figure, table or graph and label it
  - b. Outline your data sources and method of collection
2. Using the words in italics in the section above, write five new phrases for your text
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## 8.9 Giving examples

- for example ...
- e.g.
- such as ...
- for *instance* ...
- compare ...
- To illustrate:
- this is *illustrated by* ...
- ..., as ... illustrates
- as in the following *equation*
- Take, for example, the case of ...
- As a case in point, consider ...
- note for example ...
- in each case
- one example of ... is ...
- one such case ...
- one example concerns ...
- one *instance* ...
- one example as illustration ...
- To mention or cite one example: ...
- as seen in the following *quotation* by X
- In this example, ...
- compare similarly ...
- a striking example of ... is ...
- a classic example of ... is ...
- a classic case of ...
- a clear-cut case of ...
- a graphic illustration of ...
- To take a concrete example: ...
- a number of *specific* examples are given later in the paper
- a more recent example
- a typical example of ...
- an oft-quoted example
- a frequently *cited* example of ...
- Examples of ... are ...
- Instances of ... *occur* or are found in ...
- a number of examples of ... are given below

## ■ Phrases

- examples of ... were given above
- in the footnote below
- in note X
- see footnotes X and Y
- examples are listed or given in the *appendix*
- ... are given in the bibliography
- There are numerous examples of ...
- *plus* a number of other ...
- Examples abound of ...
- ..., only some of which can be discussed here
- To take the most striking example, ...
- Other notable examples are ...
- A further example of ... is ...
- Further examples of ... are ...
- It is *very* difficult to cite an example or a single case of ...

### What the examples show

- The examples show ...
- This example shows ...
- The example demonstrates ...
- These examples *indicate* ...
- What these examples *clearly* illustrate is that ...
- This serves to illustrate ...
- ... provides *strong empirical evidence* of or for ...
- each point is *illustrated* with examples
- The case of ... illustrates how or why ...
- The case or example is instructive because or as it provides ...
- as the examples below show or *demonstrate*
- as is evident from ...
- the example of ... has often been *cited* as ...
- As an illustration, compare the following examples
- *evidence* from actual studies of ... shows ...
- *evidence* also exists that ...
- in a recent etc. *survey* of ...
- There may be further *evidence* for ...
- The examples suggest ...
- What is the *empirical* basis or *evidence* for ...?

- ... (unpublished *data*)
- anecdotal *evidence*
- the *evidence* for ... is purely anecdotal
- This clearly illustrates the problem of ...
- a counterexample to ...
- There are no examples of ...

### Interviews

- In interviews, respondents stated that ...
- Typical responses were ...
- Typical statements were ...
- Typical *comments* by interviewees were ...
- ..., as mentioned by several respondents
- The following quote illustrates ...
- As one interviewee stated, ...
- X states, for example, that ...
- This was expressed by one respondent as ...

### Writing practice

1. Using phrases from the section above, add a number of examples to your text
  - a. Discuss what the examples show
2. Using the words in italics in the section above, write five new phrases for your text
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## ■ Phrases

### 8.10 The relationship to other work

- As is well known, ...
- It is well known that ...
- ... widely accepted ...
- Many authors agree that ...
- ... broadly agree that ...
- Many or most authors would agree that ...
- a widely held belief
- a widely accepted *notion*
- our present understanding of ...
- a common theoretical position
- the most widely accepted explanation of ... is that ...
- the prevailing view of ... is that ...
- the current consensus is that ...
- Most or many or some scholars view ... as ...
- Most authors would interpret this as ...
- ... is usually interpreted as ...
- ... is generally analysed GB or analyzed US as ...
- ... is generally regarded as ...
- within ... *theory*
- from a ... *perspective*
- within the *framework* of ...
- a or the frame of reference

#### Previous work

- As in *previous* studies of ..., ...
- ..., as put forward in the study of ... by X
- ... originally proposed by X
- ... first shown or demonstrated by X
- ... in the writing of X
- ... can be traced to ...
- in his or her earlier work
- in her or his 2007 doctoral *thesis*
- initial *reaction* to X's paper was mixed
- The *notion* of ... derives from ...
- ... has or have been the subject or the *focus* of numerous studies

- ... has or have been discussed, examined etc. extensively in the literature
- several or various explanations etc. have been suggested in the literature
- a great many explanations etc. have been put forward for ...
- The *topic* is not a new one; however, ...
- There is now a substantial body of *research* or literature or work on ...
- the wealth of literature on ...
- Noteworthy studies of ... are ...
- X's most influential work
- X and Y, in their influential study of ..., ...
- ... has been carried out in detail by X
- The most detailed examination or study of ... to date is ...
- *Initial* observations suggest or *indicate* that ...
- *Previous* studies of or on ... have shown or suggested that ...
- Results from earlier studies have indicated or suggested that ...
- *Research* conducted in the 1990s etc. indicated that ...
- this has led some authors to suggest that ...
- It has been shown or demonstrated repeatedly that ...
- This view can be found in ...
- a number of other studies ...
- In a *preliminary* or an exploratory study, X found that ...
- ... has been linked to ...
- ..., which is also known to cause etc. ...
- ... has been found to have an adverse effect on ...
- ... has been shown to play an important or a pivotal *role* in ...
- X first remarked on the similarity, relationship or connection between ...
- Originally suggested by X in 1980 etc., ... was subsequently developed further by Y
- X's discovery of ...
- ... paved the way for ...
- ... was taken up by others ...
- ... provided the impetus for further *research* on etc. ...
- ... was the *trigger* for an explosion of research on ...
- ... contributed to the development of ...
- ... marked a *major* turning point in ...
- X showed that ...
- X and Y's study was the first to show etc. that or how ...
- ... was the first *major* work in or on ...
- Before X, it was widely believed that ...

## ■ Phrases

- X's work, little recognized US and GB or recognised GB at the time, has come to be regarded as ...
- though not *published* in his or her lifetime
- ... now widely used in ...
- X's study or work *established* ...
- X's study laid the groundwork for ...
- the or a cornerstone of ... *theory*
- the *foundation* of ... *theory*
- Of *fundamental* importance to ... is ...
- The most detailed or *explicit* statement of ... *theory* is ...
- Building on or drawing on X's work, ...
- X's *theory* is obviously of relevance or applicable here
- The ... presented here is based in part on an earlier study
- Many of our or the findings confirm ... found by X
- Based on these results, ...
- Against this backdrop, ...
- In view of this, it is useful to ...
- Taking this on board, we can state that ...
- Interestingly, some studies show ...
- A number of investigators have shown ...
- Some studies have reported ..., while others have shown ...
- Several authors or researchers have commented on ...
- Previously, it was *widely* assumed that ...
- Until recently, it was *widely* believed that ...
- Many scholars adhere to the view that ...
- Historically, ...
- Traditionally, ...
- Conventionally, ...
- ... is or was often *attributed* to ...
- ... is or was largely *attributed* to ...
- We now know that ...

## Current work

- a topical *area* of *research*
- *issues* currently under discussion
- ... has recently gained currency
- an *area* that has become increasingly important



- An increasing amount of literature is *devoted to* ...
- This is reflected in current *research* on ...
- ... has or have been debated widely in the *media*
- research *undertaken* by X and X in the last ten etc. years has shown that ...
- *Attitudes* to ... vary from ... to ...
- Recent work or *research* suggests that ...
- X and Y have proposed that ...
- A number of commentators have suggested that ...
- Recently, it has been suggested or demonstrated that ...
- It has recently been shown that ...
- a new and interesting observation
- A comparatively recent study on or of ... is ...
- ... presented recently ...
- ... is the subject of work in progress
- Recent *research* on ... has made great strides towards ...
- Recently, there have been important advances in ...
- The last few years have witnessed ...
- ... a *shift* towards ...
- ... an increase in ...
- ... a surge of interest in ...
- ... renewed interest in ...
- ... a revival of ...
- the *ongoing* effort to ...
- ... *complement* current or existing *research*
- The problem has been much discussed in recent literature.
- ... has attracted *considerable* or *widespread* interest ...
- *Similar* results have been found in ..., suggesting that ...
- ... is *similar* to that reported by X
- ... is *similar* to results *recently published* by X
- ... parallels X's findings
- ... has *emerged* as the most likely explanation for ...
- This *interpretation* or explanation is supported by earlier work on ... by X
- Their work has yielded a number of promising new avenues of *research*
- ... has prompted new ways of looking at ...
- Another possibility considered in *previous* studies is that ...
- A growing number of researchers share the view of ... as ...
- This is often taken to support the view that ...
- This is based on the belief that ...

## ■ Phrases

- a long-standing question
- the long-standing issue of ...
- ... are known to exist
- a new line of inquiry

### Contrasting work

- Another view is that ...
- ..., *whereas* X believes that ...
- a competing *theory*
- This contrasts with ... who found that ...
- In *contrast*, a study of ... found or reported or showed ...
- this *interpretation* has recently been challenged, however
- X's *theory*, explanation etc. has been challenged on various or several grounds:
- Although *research* suggests that ..., *previous* studies have ...
- Although early work or results suggested that ..., *subsequent* studies have shown ...
- Current *theory*, as it stands, does not adequately account for ...
- A number of *aspects* of the problem require further *investigation*.
- Although a number of studies exist on ...,
- ... still a great deal of disagreement
- ... has been hotly debated in the literature
- a bone of contention
- a *source* or hotbed of *controversy*
- *Controversy* remains regarding ...
- Although controversial, ...
- critics of ... *theory* would argue that ...
- X and X's *response* is that ...
- X's views have failed to gain *widespread* acceptance
- X has been criticized US and GB or criticised GB for failing to take account of etc. ...
- We *rejected* X's hypothesis on the basis of or that ...
- This is reflected in X's findings that ...
- Previous studies have *ignored* ...
- The question has been raised whether ...
- There are increasing doubts about ...
- Many scholars doubt, however, whether or that ...
- Other authors have also called for ...
- Many authors have stressed the importance of ...
- Few authors would dispute that ...

- A number of other studies have argued or suggested that ...
- The *traditional* approach has been to ...
- An *alternative* ..., suggested by X, is ...
- However, recent *research* by X ... suggests that ...
- X and Y have also pointed out or to ...
- Researchers have traditionally been *reluctant* to ...
- Researchers adopting this position include for example ...
- ... is beginning to gain acceptance as ...
- a foot in both camps
- Rather than engaging in the *debate* on ..., I would like to ...
- Rather than adding yet another explanation for ..., we would like instead to *focus* on ...
- Rather than going over old ground, ...
- In *contrast* to earlier studies, ...
- In *contrast* to *previous research* on ..., this study ...
- Unlike some or many or most earlier studies, this study ...
- This study contends that ...
- This study questions the widely held view that or of ...
- This study differs from *previous research* in a number of respects:
- At the risk of offending some readers, ...

### The limitations of current knowledge

- At present, little is known about ...
- Very little is known about ...
- There is as yet no clear *evidence* of or for ...
- Little attention has been paid to ...
- There has been as yet no systematic examination of ...
- *Research* in this *area* has been limited to ...
- ... *research* has concentrated on ...
- Very little has been written on or about ...
- ... is or are frequently overlooked in discussions of ...
- ... has rarely been done before
- ... is not yet clearly or completely understood
- Our understanding to date has been limited to ...
- ... has received very little attention in the literature
- there is as yet or at present no consensus on ...
- there is at present no general agreement on the causes of etc. ...
- no satisfactory account or explanation of ... has been given or provided

## ■ Phrases

- this *diversity* of approaches or methods reflects ...
- attempts to ... have so far proved unsuccessful
- The initial claims that ... were unduly *positive*
- *evaluation* is hindered or made more difficult by ...
- It has not been demonstrated unequivocally or conclusively that ...
- there are difficulties with all or a number of these explanations
- at least in its or their current or present form
- The question remains, however, ...
- a or one *persistent* problem in ... is ...
- X and X's results *posed* a number of questions which we have so far been unable to answer
- Although much important work has been carried out on ..., a number of questions remain.
- Although *considerable* progress has been made in ..., many important *issues* remain unexplored or unresolved.
- Although much has been learned about ... over the past ... years, a number of *fundamental* questions remain.

### Writing practice

1. Using phrases from the section above, discuss how your study relates to other work in your field
  - a. Describe your study's relationship to previous work
  - b. Discuss how it relates to current work in your subject
  - c. Discuss any contrasting work
  - d. Outline the limitations of current knowledge
2. Using the words in italics in the section above, write five new phrases for your text
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## 8.11 Referring to other work

- According to X, ...
- X states ...
- see X
- see for example X and Y
- see e.g. X
- see X, and also Y
- X believes that ...
- X notes that ...
- X observes that ...
- X shows that ...
- X adds that ...
- X makes the point that ...
- X puts the case for ...
- X documents ...
- As X states, ...
- As X puts it, ...
- as X explains:
- ..., as X points out
- X describes this as ...
- as discussed by X and Y
- as shown by X and Y
- as has been shown by X and Y
- as reported by X and *colleagues*
- as demonstrated in the work by X
- in a recent article by X
- in a paper *published* in ...
- in her or his joint work with X
- see the *comments* by X
- In this article, X discusses ...
- X, in a study of ..., argues ...
- X sees in ... *evidence* for ...
- ..., citing for example ...
- in a ... *survey* of ... by ...
- ... was or were reported to have ...
- Following X, ...
- ..., as defined by X

## ■ Phrases

- This follows X's study on ...
- It seems best, following X, to ...
- We have previously shown ...
- We have shown in an earlier *publication* ...
- in the same study ...
- in a study of ... *cited* by X
- a study conducted in ... showed that ...
- note for example the study or studies by X and Y
- X (personal *communication*)
- X (*forthcoming*)
- X (in press)
- originally *published* in ...
- X (unpublished *data*)
- Figure courtesy of A. Smith.
- X's figure (after Shimizu et al. 2004) shows ...

### Citing work to support a view

- *Similar* findings were reported by X
- *Similar* findings have been reported in ...
- Similarly, X and Y state ...
- a *similar* point is made by X
- see for example the articles by X
- ... has been described in ... as ...
- ... is *similar* to figures or results etc. reported elsewhere (e.g. X et al.)
- ..., which is *similar* to the figures or results etc. *obtained* by X
- support for this *interpretation* comes from ...
- there is a growing body of *evidence* to suggest that ...
- there is *considerable evidence* to support ...
- there is now *considerable* or a great deal of *evidence* for ...
- Additional support for this explanation etc. comes from ...
- The results generally agree with those *obtained* in *previous* studies.
- As X suggests, ...
- X also notes ...
- ..., as X also points out
- ..., a point also made by X
- ..., as X also states
- compare or cf. X's *comments* on ...

- compare the *comments* by X on ...
- compare X and Y who discuss ...
- The study by X is probably closest to my own position
- ..., though see also the *comments* by ...
- *contrast X's comments* on ...
- *contrast the comments* by X on ...
- *contrast X and Y* who discuss ...

### Further references

- on ... see X
- for further discussion see for example ...
- see X for a *summary* of ...
- For a *survey* or review of ..., see X
- For a discussion of ..., see X
- For a detailed examination of ..., see X
- For a bibliography of studies on ..., see X

### Writing practice

1. Using phrases from the section above, add a number of references in your text
  - a. Cite other work that supports your view
  - b. Add further references for the reader
2. Using the words in italics in the section above, write five new phrases for your text
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## ■ Phrases

### 8.12 Reviewing other work

- X's study of ...
- X's 2007 etc. paper on ...
- X's 2007 etc. study, entitled ..., examines etc. ...
- In a study of ..., X ...
- X's *investigation* of ...
- X's discussion of ...
- X and Y examine ...
- X and Y examine or discuss in detail ...
- X analyses GB or analyzes US ...
- X's study looks at ...
- X gives an overview of ...
- The authors discuss ...
- written from the standpoint of ...
- The title of the study, ..., suggests that ...
- Topics covered or treated include ...
- The *core* of X's argument is that ...
- the study or X touches on a number of points
- one is immediately struck by ...
- the arguments are *consistent* with an *approach* that ...
- The study or their work, like that of ..., is influenced by ...
- The basic contention of ... is that ...
- a vigorous defence GB or defense US of ...
- X's unorthodox *approach*
- X avoids this difficulty by ...
- According to X and Y, ...
- The authors argue that ...
- X believes that ...
- In X's view, ...
- X attributes ... to ...
- X argues for ...
- X and Y propose that ...
- X's argument that ...
- X advocates ...
- The authors point out that ...
- X *comments* on or that ...
- X's observation that ...



- X explains ... as ...
- X's point that ...
- X compares ... to ...
- The authors point to the ...
- X draws our attention to ...
- X is careful to point out that ...
- X is clearly *aware* of or that ...
- The *author* is clearly very familiar with ...
- The *author* demonstrates an intimate knowledge of ...
- X also recognizes US and GB or recognises GB ...
- ..., as X states
- ..., as X indeed points out
- ..., as X makes clear
- The following quote illustrates ...
- ..., as the following quote illustrates:
- ... is especially evident
- Typical *comments* by X are ...
- It is clear from these *comments* that ...
- From the *text* or article it is clear that ...
- One reading of this would be ...
- One *interpretation* of this would be ...
- Reading between the lines, ...
- It would be interesting to know or hear the author's thoughts on ...
- a tacit assumption
- An assumption, *implicit* in X's argument, is ...
- X and Y found that ...
- X's *theory* reveals ...
- X's *theory* demonstrates ...
- X concludes from the *data* that ...
- The most interesting finding relates to ...
- It is interesting that ...
- Without wishing to take sides, ...
- to sit on the fence
- X has gone some way towards ...
- X probably comes closest to ...
- X's study raises a number of important *issues*
- The *issues* raised by X warrant further discussion
- The work challenges the assumption of or that ...

## ■ Phrases

- X's study or work departs radically from current thinking on ...
- Clearly, if X's *theory* is correct, then ...
- Although some have argued ...,
- *significant* differences exist or remain between ... and ...
- In *contrast* to ..., X sees the reason for ...
- X's *theory* or explanation is *perhaps* preferable to Y's in that it ...
- X and Y suggest instead that ...
- X's *theory* is most plausible with regard to ...
- X is clearly *aware* of the difficulties *involved* in ...
- X rejects the view or idea that ...
- X seeks to justify ...
- X justifies this by ...
- On the strength of this *evidence*, X argues that ...
- X stops short of ...
- X admits, however, that ...
- X acknowledges that ...
- X concedes that ...
- *Overall*, ...
- On balance, ...

### 8.13 What you agree with

- a useful introduction to ...
- a valuable and important study of ...
- an important and original work on ...
- an important *contribution* to ...
- a *positive contribution* to ...
- an important *contribution* to recent work on ...
- an important *contribution* to the *debate* on ...
- The study makes several or a number of important contributions to ...
- X's seminal work on ...
- an authoritative study of ...
- X writes with considerable *authority*: she or he ...
- a *comprehensive* examination of ...
- a standard work
- X's classic study of ...

- X's study is a textbook example of ...
- a valuable *contribution* to ...
- valuable in its own right
- ... is an achievement in itself
- X's work on ... has come to be recognized US and GB or recognised GB as ...
- X's work has had a profound influence on ...
- X's *contribution* to ... cannot be overestimated.
- detailed knowledge of ...
- an in-depth discussion of ...
- a well-researched *investigation* of ...
- a thorough examination of ...
- a lucid explanation of or for ...
- a sophisticated *theory* of ...
- elegant prose
- an elegant argument or model
- Of particular interest is X's *finding* etc. that ...
- a new and interesting observation
- This is an interesting finding because it ...
- the study contains a number of new and important *insights*:
- X and Y make a number of or several important observations
- The authors attempt, successfully in my or our view, to ...
- X makes a number of valid points
- X makes a strong case for ...
- X offers persuasive *evidence* for ...
- a strong argument for ...
- X's examination of ... is exemplary
- X's treatment of ... is particularly interesting or compelling
- X's *contribution* to ... is clear
- X's study illustrates ...
- X's study clearly demonstrates ...
- X makes *explicit* the relationship between etc. ...
- X makes a useful *distinction* between ... and ...
- As X rightly points out, ...
- X states, in my view correctly, that ...
- I or we share X's view of or that ...
- It is possible to agree with X that ...
- We broadly agree with X's *interpretation* of ...
- X highlights a number of problems in current *theory*

## ■ Phrases

- the main strength of X's argument is ...
- the study breaks new ground
- ground-breaking *research* carried out last century
- The study is new in several respects:
- the study will be of particular interest to ...

### 8.14 What you disagree with

- It or the study lacks ...
- The *author* appears to ...
- X overlooks ...
  - earlier studies of ...
  - the existing literature on ...
  - recent work on ...
  - Y's findings ...
  - important or *crucial data* on ...
- X's study might *benefit* from ...
- The study has, in my view, several shortcomings: firstly, ...
- X seems to be unaware of ...
- X ignores ...
- X claims that ...
- ..., which X claims ...
- X presupposes or assumes that ...
- X's assertion that ...
- It is curious that ...
- It is *odd* that X does not mention ...
- a puzzling statement
- the rather confusing statement that ...
- ... can hardly be viewed as ...
- We believe this to be an *error*.
- Serious doubts have been raised about ...
- a *fundamental* problem
- a further or unnecessary *layer* of complexity
- X fails to mention that ...
- There is no reference to ...
- Surprisingly, no mention is made of ...

- we are not told whether ...
- The study fails to address the question ...
- X pays scant attention to ...
- to cut corners
- the *integrity* of the data
- anecdotal *evidence*
- ad hoc explanation
- dogmatic
- sweeping generalizations
- X's argument, point etc. that ...
  - is too broad in *scope*
  - is too selective
  - is not new
- echoes of ...
- Reading X, one is reminded of ...
- ... is merely reinventing the wheel

#### Their method

- X confuses ...
- X and Y confuse the issue
- a misreading of ...
- The authors underestimate ...
- X and Y miss the point
- It is very much an oversimplification to ...
- The authors fail to recognize US and GB or recognise GB ...
- The disadvantage of this *approach* is that ...
- A criticism of this explanation is that ...
- ... an incorrect assumption
- ... unconvincing reasoning
- ... inadequate controls
- ... incorrectly assessed
- ... merely *compounds* the problem
- X's argument contains a number of inconsistencies: firstly, ...
- X's argument that ... is flawed.
- X's explanation of or for ... is unconvincing
- X's explanation of ... is hardly convincing
- The author's claim that ... is not well *founded*.

## ■ Phrases

- the misleading statement that ...
- It is *somewhat* of an overstatement or exaggeration to claim that ...
- ... contains a number of inaccuracies
- a number of controversial viewpoints
- In fact, the problem is more *complex*
- The *author* fails to take ... into account
- X and Y take little or no account of ...
- The authors have, however, failed to take account of ...
- There is little or no systematic examination of ...
- The study fails to answer the question of or whether ...
- A problem with this argument is that ...
- the same problem also applies to ...
- There is little or no *evidence* to suggest that ...

## Their results or conclusions

- X's explanation depends on or relies on ...
- The *evidence* for ... is inconclusive
- The reasoning here is problematic
- the conclusions are *somewhat weak*
- X's arguments ... are unconvincing
- this, however, holds only for ...
- the claim or argument that ... simply does not hold water
- ... is not *sufficient* argument for the existence of etc. ...
- this assumption is rather *arbitrary*, however
- X's main assumption that ... is debatable or problematic
- We would dispute X's *conclusion* that ...
- X's explanation for or of ... is rather or highly speculative
- this *contradiction* has also been pointed out by X
- an *error* in the calculation
- X's figures, results, conclusions etc. should, however, be treated with caution
- The results should be treated with a degree of or some or *considerable* caution
- X's conclusions would carry more weight if ...
- further clarification of ... is *required*
- X and Y fail to explain ...
- the causal relationship between ... and ... needs to be clarified
- a number of valid criticisms
- ... violates the *principle* of ...

- This invalidates, however, ...
- X's argument rests or depends almost entirely on ...
- X's statement or *theory* etc. ... requires some qualification
- X gives a detailed if not always tenable *analysis* of ...
- X attempts, unsuccessfully in my or our view, to ...
- Where X's argument or explanation falls down is in ...
- X's explanation is not implausible, if not entirely satisfactory
- Further *research* is necessary to establish a clearer relationship between ... and ...
- Further *research* is necessary before ascribing ... to ...
- A more complete explanation of ... would ...
- a simplistic assumption

### Your view

- My own view is that ...
- a number of reservations
- One cause for concern is ...
- It is not necessarily the case that ...
- It does not necessarily follow that ...
- ... begs the question ...
- One may question whether ...
- To claim here that ...
- ... would be denying the fact that ...
- X claims, in my view wrongly, that ...
- the question is rather ...
- it is more likely that ...
- The point is surely rather that ...
- One could in fact also state that ...
- it would be more *accurate* to say that ...
- a more promising *approach* would be ...
- a more plausible explanation would be that ...
- It is important to make a *distinction* between ...
- It is important to distinguish between ... and ...
- If the most important etc. factor had been ..., then it would be expected that ...
- The *author* has clearly not understood ...
- The authors merely pay lip service to ...
- The paper offers little in the way of ...
- The paper offers little that is new.

## ■ Phrases

- The study offers only cursory examination of ...
- we should beware of throwing out the baby with the bathwater
- While acknowledging the author's *contribution*, ...
- While a valuable *contribution* in many respects, ...
- At the risk of offending ...,
- page X
- ... must be examined more closely
- ... cannot be accepted as it stands
- more needs to be said about ...
- However, given these reservations, ...
- *Despite* these reservations, ...
- *Despite* these limitations, ...
- Given these qualifications, ...

### Writing practice

1. Using phrases from the section above, write a review of a paper or book in your subject
  - a. Write about what you agree with in the work
  - b. Discuss what you disagree with
2. Using the words in italics in the section above, write five new phrases for your text
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above



## 8.15 Arguing your case and putting forward ideas

- My own view is that ...
- In our view, ...
- This study argues the importance of ...
- the reason for this is ...
- Arguably, ...
- from a or an ... point of view
- from this *perspective*
- from a ... standpoint
- our contention is that ...
- At issue here is or are ...
- This point is particularly *relevant* to ...
- an important point to bear in mind
- A *couple* of points are worth mentioning here: firstly, ...
- ... is or are important to the explanation of ...
- In view of this, it is also important to examine ...
- What I or we wish to emphasize US and GB or emphasise GB here ...
- It should be emphasized US and GB or emphasised GB that ...
- Detailed examination of ... reveals ...
- This becomes clear when one examines ...
- It is by no means an exaggeration to state that ...
- It is true that ...
- What is certain is that ...
- *logic* would suggest that ...
- It is *obvious* that ...
- It is self-evident that ...
- compelling *evidence* of or for ...
- The decisive *evidence* for ...
- It is certainly true that ...
- There is no doubt that ...
- It is undoubtedly the case that ...
- There can be little doubt that ...
- We are or remain *convinced* that ...
- The *justification* for this assumption etc. is that ...
- ..., which demonstrates that ... can indeed ...
- It follows that ...
- Hence, we can say that ...

## ■ Phrases

- ... *thereby* demonstrating or showing clearly that ...
- It is clear that ...
- ... clearly ...
- Obviously, ...
- Not surprisingly, ...
- note that ...
- A valid point is that ...
- It is widely accepted that ...
- Common sense suggests that ...
- This strongly suggests that ...
- It seems clear that ...
- this is *largely* or *mainly* a or the result of ...
- Without disregarding the importance of ..., ...
- It is possible, however, that ...
- We can *assume* that ...
- It is quite possible that ...
- It may well be the case that ...
- It is worth noting that ...
- It is important to point out that ...
- a more likely *interpretation* is that ...
- ... or, more plausibly, ...
- a different line of reasoning
- While this proposal may seem *radical*, we believe that it offers a number of advantages.
- ... in support of ...
- *strong* support for this *interpretation* of ... as ... comes from ...
- *indirect* support for ... comes from ...
- There is indirect *evidence* of ...
- This lends weight to the argument that ...
- This strengthens the argument ...
- This is *confirmed* by ...
- This is borne out by ...
- ... is further supported by ...
- Indeed, ...
- *indeed*, one could say that ...
- in other words
- ..., i.e. ...
- To put it another way, ...
- Put another way, ...

- More specifically, ...
- To reiterate: ...
- *Furthermore*, ...
- Note also that ...
- It is equally clear that ...
- This clearly requires a ...
- This is not to say that ...
- This raises the question whether ...
- This raises questions about the *validity* of ...
- This raises another issue
- This raises a further question:
- I do not wish to imply that ...

### Writing practice

1. Using the phrases above, write a section in your text arguing your case
2. Using the words in italics in the section above, write five new phrases for your text
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## 8.16 Arguing against

- neither ... nor ...
- This does not imply that ...
- ... begs the question ...
- One question is whether ...
- It is questionable or doubtful whether ...
- It is by no means clear that ...
- This raises the question whether ...
- We can question whether in fact ...
- While it may well be true that ..., ...
- While it may well be valid that ..., ...
- While we cannot *deny* that ..., we ...
- ... inconclusive *evidence*
- ... insufficient proof

## ■ Phrases

- ... discouraging results
- ... unsatisfactory results
- to outline the case against ...
- it is important to consider ...
- it is important to take account of ...
- it is important not to overlook that ...
- the *evidence* for ... is sketchy at best
- ... fails to take ... into account ...
- ... is or are frequently overlooked in discussion of ...
- It is frequently overlooked that ...
- Although ... may play an important *role*, it is clearly not the only factor.
- The problem, however, is that ...
- It does not follow that ...
- One difficulty is ...
- a or the lack of ...
- it does not easily explain ...
- Difficulties arise in ...
- ... poses particular problems in cases where ...
- the problems *identified* also apply to ...
- A further problem is ...
- A *potential* problem is ...
- This is further complicated by ...
- A or the flaw in this argument is that ...
- A more serious failing is that ...
- A or one *major* weakness of ... is ...
- A serious drawback with or of this *approach* is ...
- One of the *prime* failings of this *theory* or explanation etc. is ...
- The or one problem with this explanation or *approach* etc. is that ...
- A serious question remains concerning ...
- Serious doubts have been raised about ...
- However, there is also *evidence* of or for ...
- However, there is also *evidence* to suggest that ...
- It is probable, therefore, that ... reflects or represents ... rather than ...
- It is by no means the case that ...
- ... the present study indicates that this is not the case.
- It is frequently claimed that ...; however, ...
- Although many authors would agree that ..., ...
- From a ... standpoint, however, ...

- Crucially, however, ...
- However, it would be rash to conclude *from this that* ...
- However, we cannot be certain that *or whether* ...
- The *relevant* or important factor here is not ..., rather ...
- However, none of the explanations accounts for ...
- The explanation simply does not hold water.
- An *alternative* explanation would be ...
- a more likely *interpretation* is that ...

### Writing practice

1. Using phrases from the section above, take a topic in your subject and argue why you disagree with it
2. Using the words in italics in the section above, write five new phrases for your text
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## ■ Phrases

### 8.17 Analysis and discussion

- to examine ...
- to examine ... more closely
- to observe ...
- to observe ... in detail
- to evaluate ...
- to assess ...
- to assess the significance of ...
- In determining ..., ...
- to determine whether ...
- whether or not ...
- We observed ...
- By analysing GB or analyzing US ...,
- ... was analysed GB or analyzed US by or for ...
- The *analysis* here is based on ...
- It is relatively easy to describe ...
- one immediately *obvious* feature of ... is ...
- A quick glance at ... shows that ...
- ... *exhibit* classic signs or symptoms of ...
- From ... it is *apparent* that ...
- ... is immediately *apparent*
- ... is most pronounced in ...
- ... shows *evidence* of ...
- Superficially at least, ...
- *Underlying* ... is the view etc. that ...
- *Analysis* of the *data revealed* ...
- Closer *examination* of ... reveals that ...
- Closer *inspection* revealed that ...
- Viewed in this way, ...
- There is some indication that ...
- Observations of ... suggest that ...
- The presence of ... can be tested by ...
- An important test for ... is whether or not ...
- ... may be or is *confirmed* by ...
- ... tends to *occur* or be found in ...
- ... is *not* a necessary condition for ...
- the *interaction* of ... and ...

- *exposure* to ... results in ...
- One way of examining or viewing ...
- One way of analysing GB or analyzing US ...
- ... can be thought of as ...
- Comparison of theoretical predictions with actual observations *revealed* that ...

### Characteristics

- the type of ...
- the size of ...
- The *dimensions* of ... are or were as follows:
- the level of ...
- the degree of ...
- the extent of ...
- the *intensity* of ...
- the presence of ...
- the absence of ...
- the properties of ...
- the nature of ...
- the *core* of ...
- the nucleus of ...
- the *role* of ...
- a change of or in ...
- a change or *shift* from ... to ...
- a gradual *process* of ...
- ... typical of ...
- ... consists of ...
- ... is made up of ...
- ... is composed of ...
- ... is determined by ...
- ... is governed by ...
- ... is subject to ...
- ... is a *function* of ...
- ... is independent of ...
- ... is characteristic of ...
- ... is characterized US and GB or characterised GB by ...
- ... is an indicator of ...
- ... is the best indicator of ...

## ■ Phrases

- ... is a good or reliable indicator of ...
- ... may also be present in ...
- ... can be described as ...
- a typical case of ...
- a textbook case of ...
- an interesting aspect of ... is ...
- one important feature of ... is ...
- a number of *physical* features
- a *significant* feature of ...
- a *fundamental* characteristic of ...
- an *integral* part of ...
- ... is an essential component of ...
- ... is or are associated with ...
- ... comprises a number of *components*
- the or one *dominant* feature of ... is ...
- *features* of both ... and ...
- ... has or plays a dual *role* in ...
- ... shows a number of typical or unusual *features*
- the *structure* of ... is revealed by
- the *site* of ...
- The main or chief characteristics of ... are ...
- One important characteristic of ... is ...
- the common denominator is ...
- these *features* are characteristic of ...
- One of the characteristics of ... is what X has termed or called ...
- ... can be grouped under a number of different types
- Difficulties arise in attempting to characterize US and GB or characterise GB ... as ...

## Discussion

- The importance of ... is demonstrated by the fact that ...
- ... assumes a special significance because or as ...
- One of the *most obvious consequences* of ... is
- the or an important observation that ...
- A point that can be made is that ...
- This may be discussed in terms of ...
- ... is *perhaps* best viewed as ...
- If this is the case, then ...



- If, for the sake of argument, we *assume* ...
- ... can be deduced from ...
- This attests to ...
- This agrees with ...
- ... is or are, in effect, ...
- ... supports the *notion* that ...
- ... may be *inferred* from ...
- This would suggest that ...
- There is some *evidence* to suggest that ...
- A clue to ... can be or is found in ...
- A clue to ... lies in the fact that ...
- It may be argued that ...
- This may be applicable to ...
- the extent to which this reflects ... is unclear
- a real if elusive relationship between ...
- to tip the scales in favour GB or favor US of ...
- the *distinction* between ... and ... is not always clear cut
- a *bias* towards ...
- a relatively weak predictor
- ... is a poor predictor of ...
- ... is often masked by ...
- ... leads to overrepresentation or underrepresentation of ...
- systematic differences in ...
- It is not *obvious* how or why ...
- It is by no means clear that ...
- The question arises whether ...
- It is an open question whether ...
- This raises a further question:
- This raises the issue whether ...
- This raises a number of questions.
- The *notion* that or of ... raises a number of *fundamental* or important questions for ...
- ... cannot simply be explained by or as ...
- This raises questions about the *validity* of ...

## ■ Phrases

### Writing practice

1. Using phrases from the section above, examine and discuss the central points in your text
2. Write and present a poster on your work, either individually or in groups or pairs
3. Using the words in italics in the section above, write five new phrases for your text
4. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## 8.18 Explanation

- This explains why ...
- This is because ...
- ... is self-explanatory
- ... essential to the explanation of ...
- This can be explained as ...
- ... can be explained by ...
- This *explanation* also accounts for ...
- the most likely explanation
- Many ... can be explained by or as ...
- ... is or are better explained by or as ...
- ... is accounted for by ...
- ..., which accounts for ...
- An or one explanation for or of ... is that ...
- A likely explanation for ... is ...
- ... important to the explanation of ...
- ... can only be *adequately* explained by ...
- ... accounts for a *considerable* number of cases of ...
- This in part explains ...
- This may explain ...
- This would explain why ...
- Other possible explanations or causes are ...
- An *alternative* explanation would be ...
- One possible explanation for ... is ...
- A more plausible explanation for ... would be that ...

- This explanation would appear to be supported by ...
- By adopting the view of or that ..., we can explain ...
- a factor in ...
- an important factor in ...
- the importance of ... as a factor in ...
- a contributory factor
- a number of *external* factors
- this factor may contribute to ...
- ... plays an important part in ...
- ... plays a *crucial role* in ...
- ... has an important *role* in ...
- the key to the problem
- one solution might be ...
- the main cause of ... is ...
- the *primary* cause of ...
- ... is one of the most common causes of ... in ...
- ... can be shown to be ...
- the *motivation* for or behind ...
- The *fundamental* reason for ... is clear:
- the *principal* reason for ...
- For this or that reason ...
- one reason for ...
- one of the reasons for ...
- As already discussed, one reason for the ...
- for a number of reasons
- The reason for ... is unknown, but ... has been suggested by X as a possible factor.
- The key to understanding ... is ...
- *crucial* to the understanding of ...
- can be best understood by or as ...
- This highlights the importance of ...
- one example of the importance or relevance of ...
- This demonstrates ...
- therefore
- i.e.
- Clearly, ...
- ... can be seen in a number of developments or examples
- This is as true for ... as it is for ...
- It is frequently the case that ...

## ■ Phrases

- It is *also* important to note that ...
- One point worth noting here is that ...
- On the basis of this ...,
- Indeed, in many cases ...
- This is *consistent* with ...
- as a means of ...
- ... associated with ...
- ..., which is based on the idea of ...
- *features* or developments *etc.* compatible with ...
- This does not, *however*, explain ...
- This cannot explain ...
- ... is or are difficult to explain because of ...
- This explanation is *adequate*, if not entirely satisfactory.
- the reasons for ... are *complex*
- This explanation is barely *adequate*
- None of these explanations accounts for the ...

### Writing practice

1. Using phrases from the section above, explain the main points of your text
2. Using the words in italics in the section above, write five new phrases for your text
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## 8.19 Qualifying

- if ...
- whether ...
- If ..., then ...
- If this is the case, then ...
- This depends on ...
- ..., depending on ...
- either ... or ...
- neither ... nor ...
- ..., but ...
- However, ...
- ... nor, however, ...
- Although ...,
- ... rather ...
- rather than ...
- though
- Unfortunately, ...
- At the same time, ...
- ..., *albeit* ...
- regardless of ...
- ... not necessarily ...
- *Nevertheless*, ...
- In fact, ...
- In reality, ...
- Of course, ...
- Generally speaking, ...
- Broadly speaking, ...
- In large part, this is due to ...
- in many respects
- In practice, ...
- In *principle*, ...
- Ideally, ...
- providing or provided that ...
- ... with the proviso that ...
- a condition of ...
- ... is a necessary condition for ...
- ... is a prerequisite of ...

## ■ Phrases

- ... unless stated otherwise
- in all probability
- to all intents and purposes
- frequently
- on the whole
- a wide *range* of ...
- a variety of ...
- by no means uncommon
- in a broader sense
- with one or two exceptions
- ... was *confined* to ...
- ... are found *predominantly* in ...
- ... is or are more likely to be
- a number of ...
- some ...
- probably
- in some cases
- to some extent
- at least to some extent
- at least in part
- partly ..., and partly ...
- in some sense
- It is possible that ...
- possibly
- perhaps
- under these *circumstances*
- in this respect
- in this case
- specifically, ...
- Strictly speaking, ...
- only
- relatively few cases of ...
- with minor exceptions
- very few cases of ...
- *solely*
- with little or no ...
- with the exception of ...
- a notable exception

- a number of reservations
- To my knowledge, ...
- There are, to our knowledge, no ...
- There are no *objective* grounds for ...
- It should be noted that ...
- It is worth bearing in mind that ...
- It is important to bear in mind that ...
- It should, *nevertheless*, be borne in mind that ...
- It is easy to underestimate the ...
- It is important not to ignore ...
- It is equally clear that ...
- While it may seem unlikely that ..., it is important to remember that ...
- Although it may well be true that ..., it is important not to overlook ...
- Although it may be the case that ..., it is important to bear in mind ...
- Although it is generally accepted that ..., ...
- without jumping to conclusions
- However, this is not to say that ...
- ..., though the fact that ...
- ... should not be understood as ...
- ... should not be underestimated
- ... cannot be ruled out
- ... does not necessarily imply that ...
- ... can be better accounted for by or as ...
- ..., though it must be emphasized US and GB or emphasised GB that ...
- While we are unable to *guarantee* ..., we are able to state that ...
- *Furthermore*, it is by no means the case that ...
- Leaving aside where this is not the case etc., we can say that ...
- While the findings are promising, ...
- It is *certainly* possible that ...
- It is *certainly* true that ...; however, ...
- While there is no question that ..., ...
- While it may well be true that ..., ...
- Up to a point, this may be true; however, ...
- While this may be true to some extent, ...
- While this may be valid in some cases, ...
- the figures, results etc. should be treated with caution
- we should or must be cautious about generalizing US and GB or generalising GB ...
- there is more than one possible development, explanation etc.

## ■ Phrases

- Although this does not exclude the possibility that ..., it does suggest that other *factors* may be *relevant*.
- *Similar* results have been recorded elsewhere, *albeit* in a different *context*.
- a balance must be drawn between ...
- it is a difference of degree, not of kind
- ... represents not so much ..., but ...
- other contributory *factors* may also be *relevant*
- This is due to a combination of *factors* rather than *solely* attributable to ...
- A widely held assumption is that ...; however, ...
- However, it cannot be denied that ...
- This does not mean, however, that ...
- This does not necessarily mean ...
- The principles discussed here cannot, however, be taken as absolute.
- The extent to which *factors* such as ... are *significant* varies.
- ... is just one aspect of the problem
- a number of limitations
- not wholly *accurate*
- It is impossible to ...
- It is not possible to ...
- It is debatable or questionable whether ...
- to what extent this is *parallel* to ... is unclear
- the extent to which this reflects ... is unclear
- On first glance this may appear promising, but ...
- ... seems at first sight ...; however, ...
- While superficially appealing, ... does not stand up to closer scrutiny
- closer examination reveals, however, ...
- The results should be treated with *great* caution
- While promising, further work needs to be carried out before ...
- ... needs to be more *explicit*
- The limitations of ... become evident if one considers ...
- ... very little *evidence* for or of ...
- ... would carry more weight if ...
- An *alternative* explanation is that ...
- It is not necessarily the case that ...
- ... this is by no means always the case
- It is by no means the case that ...
- It would be wrong to *assume* that ...
- It is unlikely that ...



- It is rarely the case that ...
- examples of ... are rare
- examples of ... are few and far between
- This *process*, *type* etc. is *restricted* to ...
- Of a total of ..., only ...
- the exception rather than the rule
- It remains to be seen whether ...

### Writing practice

1. Using phrases from the section above, qualify your findings or conclusions
2. Using the words in italics in the section above, write five new phrases for your text
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## 8.20 Quantifying

### Measurement

- to measure ...
- to calculate ...
- to determine ...
- to compute ...
- to count ...
- to quantify ...
- to weigh ...
- to weigh up ...
- to gauge ...
- to *estimate* ...
- to establish ...
- the number of ...
- the size of ...
- the magnitude of the problem
- the *volume* of ...
- the *capacity* of ...

## ■ Phrases

- the amount of ...
- the degree of ...
- the level of ...
  - a high level of ...
  - high levels of ...
  - moderate levels of ...
  - a low level of ...
  - low levels of ...
- the rate of ...
  - at a rate of ...
  - a high rate of ...
  - a low rate of ...
- the value of ...
- the *true* cost of ...
- the occurrence of ...
- the frequency of ...
- the *incidence* of ...
- the *concentration* of ...
- the composition of ...
- the extent of ...
- the percentage of ...
- the *proportion* of ...
- the *ratio* of ...
- the estimated number of ...
- the presence or absence of ...
- the existence of ...
- a group of ...
- a quota
- an *estimate* of ...
- a value for ...
- the *sum* of ...
- the combined total of ...
- the total number of ...
- ... was or were measured by or with ...
- ... was or were calculated as or by ...
- ... was or were calculated as follows:
- ... was or were determined as follows:
- Using ..., we calculated ...

- Calculations show ...
- to use ... as a yardstick to measure the ...
- to miscalculate ...
- to misjudge ...
- to overestimate ...
- to underestimate ...
- a *minimum* requirement is that ...

### Amount

- exactly
- precisely
- *virtually*
- almost
- nearly
- approximately
- an approximation
- We have *approximated* the figures to ...
- roughly
- Roughly speaking, ...
- in the order of ...
- by and large
- within ...
- within the *range* ...
- Within this *range* lie ...
- numerous
- countless
- innumerable
- the *vast* majority of ...
- a full *complement* of ...
- the *maximum* possible ... is ...
- in all but ...
- most, if not all, of ...
- the lion's share of ...
- a large number of ...
- a high percentage of ...
- a great deal of ...
- much of ...

## ■ Phrases

- up to ten different types etc. ...
- a *significant* number of ...
- a *considerable* number of ...
- at amounts etc. exceeding ...
- at levels etc. in excess of ...
- over 50% or *per cent* GB or *percent* US of ...
- at least
- ... equal to ...
- ... equates to ...
- *equivalent* to ...
- of equal value
- in equilibrium
- proportional to ...
- to balance
- ... is *offset* by ...
- On average, ...
- to differ
- to diverge
- to deviate from ...
- to disagree with ...
- inversely proportional to ...
- ... accounted for approximately ... *per cent* GB or *percent* US of cases
- several ...
- some ...
- less or fewer than 50% or *per cent* GB or *percent* US of ...
- a fraction of ...
- at most
- Of these, ...
- Of the ... examined or tested etc., ...
- Of these, only about ... *involved* ...
- Of a total of ..., only ...
- a small number of ...
- a limited number of ...
- the remaining ...
- the remainder of ...
- little or no ...
- very few ...
- the scarcity of ...

- a or the lack of ...
- a dearth of ...
- an absence of ...

### Order

- hierarchy
- level
- position
- in order of ...
- in alphabetical order
- in chronological order
- in numerical order
- in the following order:
- in *sequence*
- arranged in order of ...
- ranked according to ...
- graded according to ...
- ... can be rated as follows:
- *intermediate* between ... and ...
- more than ...
- greater than ...
- over 95% or *per cent* GB or *percent* US of ...
- much larger than ...
- ... peaked at ...
- ... was consistently higher than ...
- ... was significantly higher in ... than in ...
- greater than *normal*
- higher than expected
- above average
- progressively larger or smaller
- cumulative
- less than ...
- considerably smaller than ...
- lower than *normal*
- less than *predicted*
- ... was significantly lower ...
- under 5% or *per cent* GB or *percent* US

## ■ Phrases

- below average
- substandard

## Change

- to change
- a change of ...
- to modify
- to revise
- to adjust
- to *alter*
- to transform
- the or a *transition* from ... to ...
- a *shift* from ... to ...
- this *dramatic* shift from ... to ...
- to substitute ... for ...
- a *transformation* of ... from ... to ...
- to convert ... into ...
- we *converted* ... from ... to ...
- to vary
- the number of ... varies
- to fluctuate
- such *fluctuations* in ... are normal or unusual
- to alternate *between* ... and ...
- to expand ...
- to enlarge ...
- to extend ...
- to intensify ...
- to multiply ...
- to magnify ...
- to strengthen ...
- to raise ...
- to boost ...
- to double ...
- to triple ...
- to quadruple ...
- twofold
- threefold

- fourfold
- a or the rise in ...
- an increase of ...
- There was an increase in ...
- There is or was a clear increase or decrease in ...
- the greatest increase was in ...
- ... increased significantly
- ... increased the rate of ...
- ... was or were increased by ... *per cent* GB or *percent* US
- to maximize US and GB or maximise GB
- to round up ...
- to round down ...
- a decrease in or of ...
- the greatest decrease occurred in ...
- ... decreased significantly
- ... was reduced from ... to ...
- a fall in ...
- a reduction in the rate of ...
- to minimize US and GB or minimise GB
- ... declined markedly

### Writing practice

1. Using phrases from the section above, quantify any data in your text. Discuss its
  - a. Measurement
  - b. Amount
  - c. Order
  - d. Or change
2. Using the words in italics in the section above, write five new phrases for your text
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## ■ Phrases

### 8.21 Time

- the start or beginning of ...
- the onset of ...
- the end of ...
- at any time
- at any given time
- at any one time
- the first stage of ...
- *concurrent*
- simultaneous
- a *contemporary* account of ...
- Shakespeare's etc. *contemporary*
- consecutive
- in chronological order
- the *project* was completed on time

### Duration

- between ... and ...
- from ... to ...
- an *interval* of ... seconds, hours etc.
- over the course of ... five weeks, one year etc.
- a 24-hour *period*
- for or during the entire *period*
- during the study
- for the *duration* of the experiment
- to change over time
- to evolve over time
- a *brief period* of ...
- a rapid development
- a time of rapid change
- a swift decision to ...
- a continuous *process* of ...
- chronic poverty, illness etc.
- a *temporary* measure
- ... is only a short-term solution to ...
- ... has been plagued by short-termism



- a long-term problem
- long-term change proved to be more difficult ...
- a or one *persistent* problem in ... is ...
- ... *eventually* led to ...
- in the long run
- a permanent solution
- The problem was *eventually* solved by ...
- a *period of stability* or great change
- the ... *period* is usually defined as ...
- the Elizabethan etc. era is or was characterized US and GB or characterised GB by ...
- ... spans several decades or centuries
- an age of ...
- a new epoch
- the end of an epoch

### Frequency

- the occurrence of ...
- the frequency of ...
- the rate of ...
- the *incidence* of ...
- always
- without fail
- frequently
- repeatedly
- in quick succession
- a succession of ...
- ... recurs over and again
- time and again
- time after time
- often
- regularly
- at regular intervals
- at 1, 10, 30 etc. minute intervals
- every 5 etc. minutes, seconds, years etc.
- a five-year *cycle*
- per second
- per minute

## ■ Phrases

- per hour
- hourly
- per week
- weekly
- per month
- monthly
- per annum
- annually
- an *annual* increase of ...
- yearly
- sometimes
- occasionally
- hardly
- seldom
- rarely
- never

## Present

- now
- the present day
- The situation today is that ...
- the *status* of ...
- At present, we are unable to ...
- at the moment
- current *theory*, knowledge, methods, trends etc.
- currently
- until now
- Recently, ...
- recent developments in ...
- as recently as ...
- Until recently, *very* little was known about ...
- ... is a relatively recent *phenomenon*
- To date, *very* few examples of ... have been found

## Previous and past

- at the outset
- from the outset

- from the start
- before
- *prior to* ...
- Previously, ...
- *previous* experiments have been unsuccessful in ...
- an early sign or indication of ...
- ... was noticeable early on
- As stated earlier, ...
- in the past
- already in ...
- two weeks, months, years etc. ago
- over ... ago
- less than ... ago
- circa ...
- since the 1950s etc.
- by the end of the nineteenth century
- at the end of the sixteenth century
- an or the era of ...
- ... dates from ...
- We can date ... to ...
- This *method*, though dated, has a number of advantages
- ... is now obsolete

### Subsequent and future

- after
- immediately after
- soon after
- after a further 3 minutes etc.
- the future of ... is uncertain
- in ... days, months, years etc.
- on *schedule*
- the *project* is on *schedule*
- ... is scheduled or due to be completed in ...
- to postpone
- at a later stage
- to be on the verge of ...
- the *predicted* results

## ■ Phrases

- at the *forthcoming conference* on ...
- modern architecture, art etc.
- a new *generation* of ...
- X was ahead of her or his time
- X's work, paper etc. *anticipated* the development, discovery etc. of ...

### Writing practice

1. Using phrases from the section above, discuss any aspect of time in your text. Consider the following:
  - a. Duration
  - b. Frequency
  - c. Present
  - d. Previous and past
  - e. Subsequent and future
2. Using the words in italics in the section above, write five new phrases for your text
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## 8.22 Hypotheses and probability

- Theoretically, ...
- In *theory*, ...
- In *principle*, ...
- an *abstract* argument
- a model of or for ...
- According to the model, ...
- ... may be *inferred* from ...
- ... has a strong theoretical basis
- Hypothetically, ...
- a hypothetical question
- to construct a *hypothesis*
- to formulate a *hypothesis*
- The *hypothesis* can be stated as follows:
- A *hypothesis* could be made that ...
- ... has led to the *hypothesis* that ... is caused by ...
- a working *hypothesis*
- the *underlying hypothesis* that ...
- an *alternative hypothesis* or proposition that ...
- a *series* of hypotheses predicting ...
- to evaluate the *hypothesis* that ...
- to test the *hypothesis* that ...
- We tested the *hypothesis* by ...
- We are able to *refine* our hypothesis
- to verify a *hypothesis*
- the *hypothesis* is *confirmed* by ...
- ... supports the *hypothesis* that ...
- ... refutes or disproves the *hypothesis* that ...

### Possibility

- It is entirely possible that ...
- It is possible that ...
- One possibility is ...
- One *possible theory* is that ...
- A further possibility is ...
- Yet another possibility is ...

## ■ Phrases

- the possibility of ...
- the likelihood of ...
- One way of viewing ...
- It is not inconceivable that ...
- It is possible to argue that ...
- a possible explanation for ...
- It may well be the case that ...
- It seems likely that ...
- ... more likely
- ... less likely
- ... may be associated with ...
- whether ... is attributable to ...
- There are a number of possible *outcomes*

## Suggestion and speculation

- This suggests that ...
- One suggestion might be that ...
- ... may be due to ...
- It may be that ...
- This may *indicate* ...
- This may reflect ...
- The most likely explanation for or of ... is ...
- A number of tentative conclusions can be drawn
- Provisionally, ...
- One solution might be ...
- One *alternative* might be ...
- One tentative proposal might be ...
- One *scenario* is that ...
- the *potential* effects of ... on ...
- It is possible to speculate that ...
- One may speculate whether ...
- an educated guess
- Another suggestion might be ...
- This finding *has* prompted the plausible speculation that ...
- This has led some authors to suggest that ...
- This has led some authors to speculate whether ...
- One suggestion, though purely conjecture, might be that ...

- In the absence of ..., we can only speculate on ...
- Explanations of or for ... remain highly speculative.

### Probability and prediction

- the probability that or of ...
- ... is probably due to ...
- the most probable explanation
- It is *highly* probable that ...
- Potentially, ...
- We *estimate* that ...
- Estimates suggest that ...
- Predictably, ...
- As forecast, ...
- we would predict that ...
- projections *range* from ... to ...
- ... tends or tend to ...
- ... tends or tend to *occur* or be found in ...
- a or the tendency to ...
- it is or was inevitable that ...
- ... would *inevitably* follow
- The results were predictable
- ... was or were widely *predicted*
- The results are or were as *predicted*

### Assumption and implication

- assuming that ...
- an assumption that ...
- to take for *granted*
- If we *assume* that ...
- If, for the sake of argument, we *assume* ...
- based on the assumption that ...
- the assumptions that underpin ...
- This assumption is supported by ...
- ... may support the assumption that ...
- This is presumably due to ...
- ..., presumably because of ...
- We may surmise that ...

## ■ Phrases

- If ..., then ...
- If this is the case, then ...
- It follows that if ..., then ...
- this *implies* that ...
- By implication, ...
- The implication is that ...
- the *implications* of ...
- ... may have a number of important *implications* for ...
- ... has *widespread implications*
- This can be expressed by or as the following implicational statement:

### Writing practice

1. Using phrases from the section above, put forward a hypothesis based on the arguments in your text
  - a. Discuss the probability of your hypothesis
2. Using the words in italics in the section above, write five new phrases for your text
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## 8.23 Rhetorical questions and addressing your audience

- Consider, for example, ...
- Now consider the issue of ...
- Note that ...
- Recall that ...
- many readers ...
- the majority of readers
- the question why ...
- This raises the question ...
- This brings us to the question of ...
- One may well ask whether ...?
- One might ask, for example, whether ...?
- The question can be asked whether ...
- What can we say about ...?



## Rhetorical questions and addressing your audience ■

- What does this tell us about ...?
- What is the explanation for this?
- What is the *role* of ...?
- What *evidence* is there for ...?
- How are ... related?
- How can ... be expressed?
- How might ... be explained?
- How can we understand ...?
- In what way is ... currently understood?
- How can these *different* or *various* approaches be reconciled?
- Can we replicate the theoretical results empirically?
- What conclusions can be drawn from this?
- The question why ... appears to have no simple answer or solution.
- This explanation etc. would, for many scholars, be unacceptable.

### Writing practice

1. Using phrases from the section above, address the audience of your text, for example as if giving a lecture or presentation
  - a. Add one or two rhetorical questions
2. Using the words in italics in the section above, write five new phrases for your text
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## ■ Phrases

### 8.24 Compare and contrast

- Firstly, secondly, thirdly ...
- (a), (b), (c) ...
- (i), (ii), (iii) ...
- On the one hand ..., on the other hand ...
- both ..., and ...
- as well as ...
- not only ..., but also ...
- ... or, for that matter, ...
- Just as ..., ...
- Comparison of ...
- compared with or to ...
- To give a comparison from ...,
- ... has been compared or likened to ...
- ... is or are often compared to or with ...
- ... are broadly comparable
- comparatively few
- relatively speaking
- It is interesting to compare ...
- For comparison, we also examined ...
- Comparison of ... *revealed* that ...
- The results were compared with or to those *obtained* in or by ...
- a comparative study or *investigation* of ...

#### Equal or equivalent

- ... equals ...
- ... is equal to ...
- ... is *equivalent* to ...
- to equate ... with ...
- the terms ... and ... are used interchangeably
- Equally, ...
- It is equally clear that ...
- in equilibrium
- On balance, ...
- to strike a balance between ... and ...
- in *parallel*

- ... parallels ...
- ... is paralleled by ...
- a *parallel process* of ...

### Same or similar

- *identical to* ...
- almost or *virtually identical*
- the same as ...
- ... bears a striking resemblance to ...
- ... is *virtually* indistinguishable from ...
- There is an *obvious* resemblance between ...
- the difference is *only marginal*
- the results were *relatively uniform*
- This is also true of or for ...
- The same is true of or for ...
- The same applies to ...
- The same principles that determine, govern etc. ... apply to ...
- much the same as ...
- in much the same way as ...
- the same seems to be true of ...
- *similar to* ...
- ... approximates to ...
- ... similarly shows ...
- *similar cases etc. occur* in ...
- ... shows a *similar pattern* to ...
- the similarity between ...
- a *similar type* or kind of ...
- Similarly, for example, ...
- there are many similarities between ... and ...
- there is a great deal of similarity between ... and ...
- In several or some respects, ... is closer to ... than to ...
- ... has or have much in common with ...
- ... mimics ...
- to duplicate the results *obtained by* or in ...
- *Likewise*, ...
- the analogy of ...
- By analogy, ...

## ■ Phrases

- an *analogous* case is when or where ...
- ... closely resembles ...
- ... resembles ... more than ...

## Relation

- in relation to ...
- relative to ...
- ... is or are related to ...
- ... correlates with ...
- the correlation of ... with ...
- a or the correlation between ...
- ... are clearly closely connected or related
- The *link* between ... and ... is obvious or unproven
- relatively speaking
- the relative merits of ...
- a or the related problem of ...
- the related question or issue of ...
- a related development
- ... bears or bore no relation to ...
- the or a relationship between ...
- There is a strong relationship between ...
- Closely related to ... is or are ...
- is or are closely associated with ...
- akin to ...
- ... should be seen in *context*
- a combination of ... and ...
- ..., combined with
- ... associated with ...
- ... in association with ...
- ... is strongly linked to ...
- *contact* between ... and ...
- the interplay of or between ...
- ... goes hand in hand with ...
- ... and ... act in concert
- an *integral* part of ...
- a *network* of ...

### Agreement and correspondence

- ... agrees with ...
- There is general or *widespread* agreement on or that ...
- ... coincides with ...
- ... corresponds to ...
- the or a correspondence between ...
- a *corresponding* ...
- Correspondingly, ...
- This shows that the correspondence or relationship between ... and ... is not necessarily a simple one.
- ... and ... *overlap*
- complementary
- ... and vice versa

### Contrast

- in *contrast* to ...
- ... contrasts with ...
- ... is in stark *contrast* to or with ...
- a marked *contrast*
- In or by *contrast*, ...
- *Conversely*, ...
- ..., *whereas* ...
- on the *contrary*, ...
- the *reverse* is actually the case
- ... contradicts ...
- ... is contradicted by ...
- contradicting theories or *research*
- ... contains a number of contradictions
- *Contrary* to expectations, ...
- Paradoxically, ...
- ... versus ...
- ... and ... are *incompatible*
- a *conflict* between ... and ...
- the opposite of ...
- opposite to ...
- as opposed to ...
- juxtaposition of ... and ...

## ■ Phrases

### Difference

- ... differ in a number of respects
- ... differs considerably from ...
- ... differs significantly from ...
- ... is or are markedly different from or to ...
- ... differs slightly from ...
- ... differs *only* in small respects from ...
- an important difference or *distinction*
- though the similarity is clear, there is a *crucial* or an important difference
- There is a *fundamental* difference between ...
- There are a number of important differences, not only in ..., but also ...
- What differentiates ... is ...
- a *distinction* between ... and ...
- to make or draw a *distinction* between ...
- A *distinction* must be made between ...
- It is important to distinguish between ...
- This *distinction* is important, because ...
- *Differentiation* of ... is important for two etc. reasons
- *maintenance* of this *distinction* is important because ...
- ... poses different problems to ...
- to differentiate ...
- ... is not *consistent* with ...
- this is not the case for ...
- the same is not true for ...
- the analogy does not hold for ...
- this *parallel* does not, however, extend to ...
- The disparity between the results may be due to ...
- The discrepancy between ... and ... may be explained by ...
- ... deviates from ...
- ... diverge considerably or widely
- diverging views of ...
- unlike ...
- ... not necessarily *identical* or the same
- Some ..., while or *whereas* others ...
- ... runs counter to ...
- ... at odds with current theories of ...
- the dividing line between ... and ...
- the dichotomy of or between ... and ...

- ... and ... are mutually exclusive

### Writing practice

1. Using phrases from the section above, compare and contrast parts of your text, for example your findings. Discuss
  - a. How they are similar
  - b. In what way they differ
2. Using the words in *italics* in the section above, write five new phrases for your text
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## 8.25 Tying a text together

- this study
- the present paper or article
- ..., including ...
- both ... and ...
- together with ...
- throughout this study
- (a), (b), (c) ...
- (i), (ii), (iii) ...
- Firstly, secondly, thirdly etc. ...
- Firstly, ..., followed by ..., and finally ...
- In part 1, ...; in part 2, ...; and in part 3 ...
- on page X
- in the *paragraph* above or below
- in the *section* above or below
- in *chapter X*
- in chapters X–X above or below

### Referring forwards

- below
- ... as follows:

## ■ Phrases

- followed by ...
- In addition, ...
- *Furthermore*, ...
- Moreover, ...
- Accordingly, ...
- By implication, ...
- Similarly, ...
- Equally, ...
- A further point is ...
- A further argument is ...
- a related development
- the related question or issue of ...
- As well as ..., ... also occurs ...
- Also, there is or are ...
- In a *similar* vein, ...
- Building on ..., ...
- Alternatively, ...
- This brings us to the question of ...
- We now turn to ...
- Now consider the issue of ...
- Next ...
- The next *section* ...
- in the next *chapter* or *section*
- as discussed in the next *chapter*
- The next *section* introduces ...
- The following *chapter* addresses ...
- The next *section* broadens the discussion to include ...
- The next *section* takes up a number of *issues* raised in this discussion.
- It will be shown in *chapter X* that or how ...
- As will be discussed or shown or seen further below, ...
- ... is or are discussed further below
- ..., as will be outlined later in the paper, ...
- ..., about which more below
- ... (discussed below)
- ..., which will be taken up in *chapter X*
- ... will be discussed in detail in *chapter X*
- ... will be discussed in *subsequent* sections
- ... will be shown both in this and in *subsequent* chapters



- ... will be dealt with or discussed or taken up in the following sections
- The relevance of ... to ... will be discussed in ...
- The relevance of ... to ... is discussed further or in detail in X.X.
- for reasons discussed below
- in the sense described or discussed above
- Reasons for this are discussed later in the *chapter*.
- in the remainder of the paper

### Referring back

- above
- in the last *section*
- at the beginning of the paper or *chapter*
- To summarize US and GB or summarise GB:
- To *sum* up:
- To recap:
- as already noted
- as already mentioned
- as already stated
- as shown above
- as already discussed
- as stated or discussed or described in ...
- as stated or discussed or described above
- ... of the kind or type described or discussed above
- for reasons discussed above
- as a result of the *factors* discussed in ...
- the points discussed above
- ... has already been pointed out above
- ... has already been referred to or touched on earlier
- It was noted earlier or above that or how ...
- Returning to the example of ..., ...
- This type of development etc. has already been referred to in *chapter* X
- the discussion above has argued ...
- the discussion so far has concentrated on ...
- the *preceding* discussion has shown how ...
- ..., which has been shown to ...
- We have previously shown how ...
- The discussion above demonstrates clearly ...

## ■ Phrases

- From the *preceding* discussion it is clear that ...
- Given the ... discussed or described above, ...
- In view of this, ...
- As a result, ...
- So far, I have not commented on ...

### Writing practice

1. Using phrases from the section above, tie your text together, making it more coherent
  - a. Try to guide the reader through your argument, referring forwards or back as necessary
2. Using the words in italics in the section above, write five new phrases for your text
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## 8.26 Presenting results

- The results of ...
- ... are given below:
- ... are shown in table X
- ... are *illustrated* by figure X
- ... are shown in the graph above or below
- ... are given in the *appendix*
- Figure X shows the *distribution* of ...
- the outcome of the experiment
- The result that emerges from ... is ...
- the resulting ...
- we *detected* ...
- the *output* varies depending on ...
- ... *generated* the following results ...
- The *analysis* or experiment etc. yielded *data* on ...
- ... was more pronounced ...
- ... typically increased by or to ...
- ... typically decreased by or to ...
- ... under these conditions ...
- ... occurred in spite of ...
- ... took place even though ...
- ... is found even in cases where ...
- The *proportion* of ... ranged from ... to ...
- The effects of ... on ... were greatest in ...
- The observed ... is or was lower or higher than *predicted*.
- The results of ...
- ... suggest that ...
- ... appear to confirm ...
- ... show a clear pattern
- ... fall within a narrow *range*
- ... show wide variation
- ... clearly *demonstrate* ...
- ... provide definitive *evidence* of or for ...
- ... prove ...
- ... disprove the *theory* or *hypothesis* or claim that ...
- ... cast doubt on earlier findings ...
- Typically, ...

## ■ Phrases

- a *major* feature of ...
- a clear-cut case of ...
- The *evidence* suggests that ...
- ... results from ...
- ... affected primarily ...
- the effect of ... is ...
- the presence of ... usually indicates ...
- absence of ... suggests that ...
- this in part reflects ...
- ... was or were found to have ...
- ... was or were shown to have ...
- ... resulted in a characteristic ...
- ... was particularly noticeable
- ... was completely successful in ...
- ... was partially successful in ...
- a borderline case
- borderline indices
- ... are or were *ambiguous*
- ... are or were inconclusive
- The main point is ...
- Based on these results, ...
- without jumping to conclusions
- The investigations reveal that ...
- It is *perhaps* not surprising that ...
- This is an interesting finding because it ...
- There are a number of points worth noting or stressing
- The study has *identified* a number of general trends
- The results lend strong support to the argument that ...
- A number of *issues* have been resolved
- A number of ... are worth examining more closely.

## Negative results

- The results of ... were negative
- We did not find ...
- There was little or no change in ...
- There was little improvement in ...
- There was little correlation between ...

- There was no detectable increase etc. in ...
- No effect of ... on ... was observed
- ... could not be *identified*
- ... was not *significant*
- ... remained *constant*
- ... did not increase the ...
- ... did or does not significantly *affect* ...
- ... was or were unaffected by ...
- ... had little or no effect on ...
- the effect of ... on ... was *minimal*
- ... had little *impact* on ...
- ... did not vary greatly with ...
- ... did not change or *alter* etc. significantly
- ... showed no *significant* change in ...
- ... is unlikely to have affected ...
- ... is unlikely to have been affected by ...
- ... was adversely affected by ...
- ... was unsuccessful in ...
- We *encountered* a number of difficulties or problems
- the failure of ...
- ... failed to ...
- The results are somewhat *distorted* by ...
- only half of ...
- over half of ...
- Of a total of ..., only ...
- ... where information was *available* ...
- ... for whom information was *available* ...
- *Individual* results vary; however, ...
- The experiments yielded conflicting *data* on ...

## ■ Phrases

### Writing practice

1. Using the phrases above, write a section presenting your results
  - a. Also discuss any negative findings
2. Write and present a poster on your work, either individually or in groups or pairs
3. Using the words in italics in the section above, write five new phrases for your text
4. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## 8.27 Interpreting findings

- The findings *etc.* discussed here are from ...
- This means that ...
- It is clear that ...
- The *statistics* show clearly that ...
- It is *significant* that ...
- Significantly, ...
- Most significantly, ...
- ... plays a *major role* in ...
- an important point
- a *fundamental* factor
- the main cause of ... is ...
- This raises a number of questions
- It is probable that ...
- It is likely that ...
- It seems clear that ...
- ... can be *attributed* to ...
- This suggests that ...
- This indicates that ...
- This *or* the *evidence* points to ... as a factor in ...
- The findings *indicate* that ...
- The *data* suggest that ...
- This seems to *indicate* that ...
- ..., which *indicates* *or* *suggests* *or* *confirms* ...
- ..., *indicating* *or* *suggesting* *or* *confirming* that ...

- It is possible that ...
- this may be due to ...
- It is possible to speculate ...
- One may speculate whether ...
- It can hardly be a coincidence that ...
- *preliminary evidence* suggests that ...
- The *preliminary* findings suggest ...
- There are a number of *factors* or points worth noting:
- The results suggest that ... is due to ... rather than ...
- The significance of ... as a factor in ... is suggested by ...
- The benefits of this approach are immediately *visible*
- The existence of ... may be *illustrated* by ...
- The influence of ... on ... is indisputable
- This means that we are able to *link* ... and ...
- It is important to distinguish carefully between ...
- It is important to emphasize US and GB or emphasise GB ...
- Here we see an example of the importance of ...
- This underlines the importance of ...
- It is perhaps not surprising that ...
- An interesting aspect of ... that emerges is ...
- given the findings *etc.* discussed or described above
- Given ..., it is possible to propose or state that ...
- It is uncertain whether ...
- One *interpretation* of this would be ...
- One reading of this would be ...
- One way of interpreting ...
- Turning this around, we can say that ...
- It is important not to overlook ...
- There are systematic differences in ...
- ... is not primarily governed or determined by ..., but by ...
- The *consequences* of this are ...
- One of the most *obvious consequences* of ... is ...
- A further important consequence of ... is that ...
- ... may have a number of *implications* for ...
- ... has or have important *implications* for ...
- A further implication of ... is that ...

## ■ Phrases

### Agreement

- Taken together, ...
- *Similar* results were or have been *obtained* by ...
- *Similar* results are found in ..., suggesting that ...
- The results *coincide* with those of X
- This finding is *consistent* with ...
- The results are *consistent* with ...
- *As predicted*, ...
- *as predicted* by the model
- ... shows or showed *evidence* of ...
- there is limited *evidence* of ...
- The findings etc. provide *conclusive* support for ...
- this has *reinforced* our view that ...
- Many of our or the findings confirm ... found by X
- The results closely match those *obtained* by X
- The results *generally* agree with those *obtained* in *previous* studies.
- The results agree *by and large* with those reported in a study of ... by X.

### Contradictory, unexpected or inconclusive findings

- Surprisingly, ...
- Unexpectedly, ...
- *Contrary* to expectations, ...
- The results of ... were unexpected.
- The most striking finding is that ...
- The results *contrast* with X who found ...
- There is or was little *evidence* to suggest that ...
- There is or was little *evidence* to support ...
- There is or was little *evidence* of ...
- ... is or was not corroborated by the *evidence* ...
- There was no *evidence* of ...
- This does not imply that ...
- The results of ... do not support the *hypothesis* of or that ...
- The results of ... invalidate the *hypothesis* of or that ...
- The results suggest, *contrary* to current *theory*, that ...
- The results call for some explanation and comment: ...
- A number of *elements* require further explanation
- This surprising result may be due to ...



- It is not clear why ...
- It is not immediately *obvious* how or why ...
- ... may have been indirectly influenced by ...
- although the *mechanism* is not completely understood
- The results are unclear or inconclusive or contradictory
- ... can be interpreted in a number of ways
- The *impact* of ... on ... is not easy to determine
- The *data* cannot adequately explain ...
- ... complicates the *assessment* of the *data*
- *Interpretation* of the *data* is complicated by ...
- The results are to some extent misleading
- The results must be interpreted with a degree of or the utmost caution
- The findings are not *consistent* with ...
- The disparity between the results may be due to ...
- These disparities may reflect ...
- The discrepancy *between* ... may be explained by ...
- These *apparent* differences may be explained by ...
- While it may seem unlikely that ..., it is important to remember that ...
- The reasons for ... remain unclear.

### Writing practice

1. Using phrases from the section above, discuss your findings
  - a. Discuss findings that confirm or agree with your hypothesis or argument
  - b. Discuss contradictory, unexpected or inconclusive findings
2. Using the words in italics in the section above, write five new phrases for your text
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## ■ Phrases

### 8.28 Concluding a study, chapter or section

- In *conclusion*, ...
- To conclude:
- Finally, ...
- we are able to draw a number of conclusions
- Concluding this *section*, we can say that ...
- From this, we can draw several conclusions:
- We can conclude *from the data* that ...
- Concluding this *section*, it may be argued that ...
- it is reasonable to conclude that ...
- One *conclusion* might be that ...
- a number of *tentative* conclusions can be drawn:
- However, it would be rash to conclude that ...
- The answer *etc.* probably lies somewhere between these two poles.

#### 8.28.1 Contribution

- This study, *thesis*, paper *etc.*
- ... has attempted to ...
- ... has shown or demonstrated ...
- ... has focused attention on ...
- ... may stimulate the *debate* on ...
- ... extends *previous* work on ...
- ... has put forward an explanation of or for ...
- ... has put forward a tentative explanation of or for ...
- ... has provided *evidence* of or for ...
- ... has provided convincing or conclusive *evidence* of or for ...
- ... has provided *conclusive* support for ...
- ... has provided *empirical* validation of or for ...
- ... has made a *contribution* towards ...
- ... contributes to our understanding of ...
- ... may contribute towards a better understanding of ...
- ... has gone some way towards understanding or explaining ...
- ... has been able to make a number of generalizations about ...
- ... differs from *previous research* in a number of respects
- ... differs from *previous research* in that ...
- ... offers an *alternative view* or *interpretation* of ...

- ... has *highlighted* a number of problems with or in ...
- ... has drawn attention to a number of problem areas in existing *theory*
- To our knowledge, this is the first examination of ...
- This, to our knowledge, is the first study to ...
- This *approach* etc.
- ... has enabled better explanation of ...
- ... has enabled *underlying* principles to be *identified* more clearly
- we were or have been able to *link* ... and ...
- an explanation for ...
- a key insight into ...
- ... is a new and interesting observation
- the *theory* developed in this study
- This underlines the importance of ...
- The advantages of this *approach* are ...
- It is clear from the current study that ...
- a number of tentative conclusions on ...
- A number of key *issues* have been addressed in this study.
- One of the *most important* contributions of this study is ...
- ... represents one of the main contributions of this study
- ... *identified* by the *investigation*
- ... *identified* in the study
- We were able to *document* a number of cases of ...
- The results *exceed* those previously achieved
- The results suggest, *contrary* to current *theory*, that ...
- In *contrast* to *previous research* on ... , this study has attempted to ...
- Developments viewed in isolation by earlier studies are here considered together.

### Limitations

- A or one *significant* problem is ...
- ... is a serious obstacle to ...
- The problem is a *complex* one.
- There are *obvious* limitations to or in ...
- ... can only be *adequately* explained by ...
- ... is beyond the *scope* of this study
- whether ... also applies to ... is unclear
- the *precise* or exact *mechanism* for or of ... remains unclear
- *practical implementation* of ... poses a number of problems

## ■ Phrases

- The question remains, however, ...
- What the study is unable to say is ...
- This study does not claim to be able to ...
- It would be rash to conclude from this that ...
- It is still uncertain whether ...
- ... remains an open question
- It remains to be seen whether ...
- It would be unwise at present to ...
- *Nevertheless*, it must be emphasized US and GB or emphasised GB that ...
- We should *stress* that these results are only provisional.
- As with all such studies, there are limitations that offer opportunities for further *research*.
- further work or *research* is *required* in order to ...
- further work or *research* is necessary before we can ...
- much work remains to be done on ...
- ... requires a great deal of further *research*
- ... remains a *considerable challenge* to or for ...
- At present, these or such *goals* seem remote.

## Implications and applications

- This *implies* that ...
- This may well imply that ...
- It may well be that ...
- The results or findings or conclusions presented here ...
- ... can also be applied to ...
- ... may be applicable to ...
- ... may be *relevant* to ...
- ... may be *significant* in ...
- ... may be of practical importance in or to ...
- ... may have important *implications* for ...
- ... may have a number of *implications* for ...
- ... may have wider *implications* for ...
- ... may have wider relevance to ...
- A number of the conclusions of the study may be valid for ...
- A number of the conclusions of this study may have wider *validity* to ...
- In practical terms, ...
- the theoretical or practical *implications* of ...
- a number of important or practical applications

- One application of ... is ...
- In the light of these results, ...
- ... suggests some common *factors*
- whether or not ... is or are also applicable to ...
- if the results are reproducible in other studies, contexts etc.
- One question is to what extent the conclusions of this study may be applicable to ...
- The results of this study suggest a number of new avenues for *research*
- The findings presented here provide a starting point for further examination or *investigation* of ...
- This study raises a number of questions concerning or about ...

### Recommendations

- ... is needed
- ... is necessary
- ... is *required*
- a new *approach*
- One strategy would be to ...
- an *emphasis* not on ..., but on ...
- This highlights the importance of ...
- ... may be important in re-examining ...
- ... is or are worth exploring further
- The problem merits further *investigation*.
- The *challenge* for future *research* or studies will be to ...
- Clearly, further *research* is necessary before ...
- This demonstrates or shows or makes clear the need for ...
- The questions raised by this study warrant further *investigation*.
- Any model of ... which does not take ... into account is by *definition* incomplete
- This emphasizes US and GB or emphasises GB or underlines the need for ...
- A study of ... must take account of ...
- Other authors have also called for ...
- Unless we ..., we are at risk of ...
- ... we run the risk of ...
- re-examine our foundations
- The aim of *research* on ... must surely be ...

## ■ Phrases

### Writing practice

1. Using phrases from the section above, write a conclusion to your text
  - a. Discuss what your text contributes
  - b. Discuss its limitations
  - c. Discuss any implications or applications arising from your work
  - d. Outline your recommendations for future study
2. Using the words in italics in the section above, write five new phrases for your text
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## 8.29 Summary and abstract

- *Overall*, ...
- On balance, ...
- Briefly, ...
- In short, ...
- Essentially, ...
- an overview of ...
- a *brief* outline of ...
- a *brief* account of ... is given below etc.
- To summarize US and GB or summarise GB:
- In *summary*, we have shown that ...
- In *summary*, we can state that ...
- ... can be summarized US and GB or summarised GB as follows:
- The main points are:
- there are a number of points worth reiterating:
- The discussion *so far* has focused on ...
- In this *section*, ... was presented
- The purpose of this *section* has been to ...
- We have *sought* to explain or clarify ...
- It has been shown in this *chapter* ...
- The effects of ... on ... were studied in ...
- This study has shown ...
- This study has attempted to ...

- The study represents a first or *initial* attempt at or to ...
- In this study, we have investigated or examined ...
- A main point of this study has been to ...
- It is the central argument of this study that ...
- *Chapter X* draws together the main findings of the study.
- One of the most important findings of this study is ...

### 8.29.1 Book jackets

- This study examines ...
- This *volume* for the first time ...
- This book is an introduction to ...
- a *comprehensive* introduction to ...
- an overview of ...
- a revised *edition* of ...
- a thoroughly revised *edition* of ...
- a *completely* revised and updated *edition* of ...
- a textbook
- a valuable teaching *aid*
- a useful reference for ...
- It includes an extensive bibliography of ...
- Since its first *publication* in ..., ...
- X's widely acclaimed book *etc.* on ...
- The new *edition* ...
- In this work, ...
- It covers ...
- It surveys the ...
- Areas covered include ...
- *Issues* addressed in this *volume* include ...
- Topics discussed include ...
- It investigates how and why ...
- In this *volume*, X provides ...
- ..., and draws on *data* from ...
- a wide-ranging discussion
- ..., giving special attention to ...
- It takes into account recent *research* on ...
- It incorporates the latest developments in ...
- incorporating recent developments in the field

## ■ Phrases

- ... addresses many of the *issues* currently under discussion
- This book will be of particular interest to ...
- ... will prove invaluable for ...
- This book will also be of interest to ...
- Although intended primarily for or as ..., the book will also be of use to ...

### Writing practice

1. Write a summary of your text
  - a. Read your whole text, highlighting the most important points
  - b. From these, write your summary
2. Select a journal in your subject and read its guidelines for abstracts
  - a. Write an abstract of your text following the journal's guidelines
3. Produce a short text for the jacket of your next book!
4. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above



## 9 Thesaurus

## ■ Thesaurus

### according to

- X believes
- X argues that
- X's view is
- X holds the view that
- X's position is
- X reasons that
- X claims

### advantage

- benefit
- gain
- the advantages and disadvantages of
- the pros and cons of
- disadvantage
- drawback

### agree with

- consistent with
- coincide with
- conform to
- correspond to
- match
- fit
- *same or similar*
- *disagree with*
- *differ*
- contrast with
- contradict

### analyse or analyze

- examine
- investigate
- *look at*

- study
- explore
- evaluate
- assess
- *research*
- the analysis
- the investigation
- the examination
- analytical

### appear

- seem
- look like
- the appearance of
- apparently

### argue and argument

- argue for
- argue against
- maintain
- reason
- point to
- dispute
- question
- polemic
- the or a case for or against
- the grounds for
- X's reasoning
- premise or premiss

### author

- writer
- cowriter or co-writer
- co-author
- researcher

- investigator
- academic
- scholar
- colleague
- X and colleagues
- X et al.
- the research community
- scholars in the field
- researchers in general
- reader
- reviewer

**bad**

- poor
- insufficient evidence
- inconclusive evidence
- an incorrect assumption
- inadequate
- imperfect
- less than perfect
- unfavourable GB or  
unfavorable US
- unsatisfactory
- discouraging results
- a detrimental effect on ...
- adverse effects
- a flaw
- *good*

**basis**

- foundation
- grounds for
- support
- root
- cornerstone
- groundwork
- *framework*

- starting point
- core
- basic
- essential
- fundamental
- principal

**because**

- as
- since
- due to
- as a result of
- resulting from
- a consequence of
- resultant

**beginning a sentence**

- Firstly,
- As ...,
- In order to
- Given ...,
- In particular,
- In addition,
- Furthermore,
- Moreover,
- Importantly,
- Similarly,
- However,
- Although ...,
- While ...,
- Nevertheless,
- In spite of ...,
- Surprisingly,

**better**

- *more*

## ■ Thesaurus

- greater
- superior
- progress
- to improve
- improvement
- to enhance
- to advance
- to succeed
- success
- *develop*
- *increase*
- *advantage*
- worse
- to worsen
- inferior
- decline
- *decrease*
- fail
- failure

### certain

- definite
- true
- positive
- conclusive evidence of
- unequivocal
- indisputable
- inevitable
- undeniably
- without doubt
- uncertain
- inconclusive
- unlikely
- doubtful
- questionable
- negative

### change

- alter
- shift
- vary
- fluctuate
- alternate
- replace
- exchange
- substitute
- transform
- modify
- adapt
- convert
- reform
- a transformation
- a transition
- volatile
- stable
- constant
- permanent

### clear

- obvious
- apparent
- coherent
- distinct
- evident
- explicit
- lucid
- perceptible
- pronounced
- recognizable
- transparent
- obscure
- opaque
- ambiguous
- confused

- hidden
- latent
- incomprehensible
- fuzzy

**compare**

- comparable
- a comparison of
- in comparison
- comparatively
- relatively
- in relation to
- to weigh up
- contrast
- contrary
- opposite
- to juxtapose

**consider**

- bear in mind
- take account of
- take ... into account
- ignore
- disregard
- overlook
- neglect

**contain**

- hold
- include
- involve
- incorporate
- comprise
- possess
- the contents of

**context**

- situation
- environment
- framework
- background
- circumstances
- perspective
- in the context of
- against the backdrop of

**control**

- monitor
- regulate
- administer
- manage
- supervise
- handle
- deal with
- oversee
- verify
- check
- restrict
- limit
- constrain
- curb
- regulation of
- supervision of
- management of
- regulatory

**criticism**

- irrelevant
- unconvincing
- insufficient explanation
- a simplistic assumption
- confusing

## ■ Thesaurus

- the puzzling statement
- inaccurate
- misleading
- contrary to
- anecdotal evidence
- ad hoc explanation

### data

- facts
- figures
- results
- findings
- information
- records
- statistics
- material
- documentation
- corpus
- corpora
- database
- empirical material
- survey
- sample
- fieldwork
- case study
- interviews
- responses

### decrease

- a reduction in or of
- a loss of
- a decline in
- a cutback in
- reduce
- lower
- decline
- diminish

- drop
- subside
- contract
- lessen the impact or effect of
- fall off
- an economic downturn
- wane
- *increase*

### depth

- in depth
- detailed
- thorough
- systematic
- comprehensive
- fundamental
- profound
- insight
- probe
- a penetrating argument
- superficial
- cursory
- trivial
- shallow
- brief

### decide

- determine
- conclude
- resolve
- choose
- select
- to make a decision
- decisive
- conclusive evidence of

**develop**

- grow
- increase
- improve
- build on
- expand
- extend
- widen
- evolve
- advance
- progress
- cultivate
- flourish

**differ and different**

- a difference between
- to differentiate
- distinctive
- to make or draw a distinction between
- to distinguish
- to vary
- various types of
- variable
- variation
- diverse
- diversity
- diversify
- separate
- dissimilar
- unrelated
- unequal
- inconsistent
- atypical
- contrast
- disagree
- contradict

- to depart from
- diverge
- oppose
- opposite
- run counter to
- heterogeneous
- mutually exclusive
- a dichotomy
- diametrically opposed
- *same or similar*

**difficult**

- the difficulty in or of
- *problem*
- problematic
- complex
- the complexity of
- complication
- *simple*

**disagree**

- *differ*
- argue
- dispute
- contest
- conflict
- contradict
- oppose
- reject
- disagreement
- a contradiction
- contradictory
- *agree*

**discuss**

- a discussion of

## ■ Thesaurus

- debate
- *argue*

### disprove

- challenge
- contradict
- refute
- invalidate
- *prove*

### effective

- efficient
- productive
- powerful
- potent
- ineffective
- inefficient
- inadequate
- insufficient
- unproductive
- *weak*

### emphasis

- stress
- accent
- focus
- weight
- priority
- prominence
- emphatic
- prominent
- *important*
- to emphasize US and GB or  
emphasise GB
- to highlight
- to accentuate

- to heighten
- to underline
- to focus on
- to centre GB or center US on
- to prioritize US and GB or  
prioritise GB
- to raise awareness of
- to play down or downplay
- to gloss over
- to minimize US and GB or  
minimise GB
- bias
- to fail to disclose
- to conceal

### evidence

- proof
- grounds for
- a sign of
- an indication of
- to attest to
- to substantiate
- to corroborate
- to bear witness to
- *data*
- *support*
- *prove*
- *disprove*
- a lack of evidence
- refute

### example

- for example
- e.g.
- for instance
- such as
- as in the case of



- a case in point
- as illustration
- To illustrate:
- a counterexample

**explain and explanation**

- an explanation for
- to account for
- to solve
- to clarify
- answer
- the *reason* for
- a solution to or of
- clarification of
- explanatory
- *understand*
- to fail to explain
- to fail to account for

**false**

- untrue
- wrong
- incorrect
- a mistake
- an error
- mistaken
- in error
- an erroneous assumption, belief etc.
- faulty
- invalid
- inaccurate
- unsound
- unreliable
- misleading
- artificial
- fictional

- *true*
- right
- correct

**find out**

- discover
- determine
- establish
- learn
- realize US and GB or realise GB
- *identify*
- detect
- locate
- to pinpoint
- *work out*
- verify
- a finding

**framework**

- *theory*
- *basis*
- empirical basis
- theoretical framework
- frame of reference
- convention
- principles
- rules
- guidelines
- system
- paradigm
- model
- plan
- program US or programme GB
- organization US and GB or organisation GB
- structure
- scheme

## ■ Thesaurus

- skeleton
- outline

### good

- excellent
- exemplary
- a convincing argument
- sound
- positive
- valuable
- praiseworthy
- commendable
- skilful GB or skillful US
- *bad*

### group

- category
- class
- organization US and GB or  
organisation GB
- association
- formation
- collection
- set
- series
- batch
- cluster
- *type*

|

- the author
- the writer
- one
- we
- this study argues etc.
- it may be argued that etc.

### idea

- notion
- concept
- abstraction
- plan
- proposal
- hypothesis
- proposition
- *theory*
- view
- belief
- *opinion*
- *understanding*
- sense
- suspicion

### identify

- identifiable
- identification
- detect
- discover
- recognize US and GB or  
recognise GB
- diagnose
- distinguish
- distinguishable
- separate
- isolate
- pinpoint
- specify
- name
- label
- classify

### important

- main

- major
- central
- focal
- principal
- primary
- foremost
- outstanding
- substantial
- fundamental
- a key factor
- vital
- crucial
- essential
- decisive
- indispensable
- significant
- salient
- valuable
- far-reaching
- X's seminal work
- the importance of
- the significance of
- superficial
- minor
- secondary
- peripheral
- trivial
- insignificant
- negligible
- a red herring
- irrelevant

**include**

- *contain*
- incorporate
- subsume
- cover

- encompass
- embrace
- involve
- exclude
- omit
- rule out
- eliminate

**increase**

- grow
- enlarge
- expand
- extend
- widen
- raise
- gain
- boost
- advance
- augment
- strengthen
- magnify
- multiply
- amplify
- intensify
- heighten
- escalate
- *develop*
- an increase of or in
- a rise of or in
- a growth of or in
- inflation
- an addition to
- an additional ...
- an expansion of
- an enlargement of
- an extension of
- *decrease*

## ■ Thesaurus

### indicate

- point to
- signal
- *suggest*
- imply
- a sign of
- an indication of
- is indicative of
- a clue to
- a symptom of
- *evidence* of or for

### in fact

- indeed
- actually
- in reality
- de facto

### in other words

- i.e.
- that is,
- namely

### lack

- is absent
- absence of
- inadequate
- insufficient
- a deficiency
- is deficient in
- a deficit of
- a shortage of
- a dearth of
- a scarcity of
- to deprive

- deprivation
- need
- want
- *weak*

### large

- extensive
- considerable
- substantial
- sizable or sizeable
- major
- the majority of
- great
- vast
- *little*

### level

- amount
- degree
- extent
- number
- size
- quantity
- volume

### link

- join
- connect
- relate
- attach
- bracket together
- draw or pull together
- combine
- integrate
- merge
- unite

- the relationship between
- correlation
- association
- affiliation
- connection
- conjunction
- coupled with
- a combination of
- attachment
- bond
- network
- separate

**little**

- small
- minor
- minority
- hardly any
- scant
- sparse
- limited
- insufficient
- insignificant
- negligible
- *large*

**look at**

- examine
- investigate
- study
- *analyse* GB or *analyze* US
- observe
- view
- survey
- review
- explore
- monitor

- probe
- overlook
- fail to examine
- disregard
- ignore

**mainly**

- above all
- primarily
- chiefly
- predominantly
- principally
- essentially
- in most cases
- in the majority of cases
- generally
- in general
- generally speaking
- normally
- usually
- frequently
- largely
- on the whole
- for the most part

**many**

- a large number of
- numerous
- few
- very few

**method**

- way
- approach
- methodology
- process

## ■ Thesaurus

- technique
- procedure
- routine
- practice
- convention
- principles
- rules
- guidelines
- *framework*
- program US or programme GB
- system

### more

- additional
- added
- further
- increasingly
- over
- supplementary
- plus
- to add
- an addition of or to
- less
- fewer
- *decrease*

### number

- figure
- quantity
- amount
- value
- sum
- total

### occur

- take place

- happen
- *result*
- appear
- materialize US and GB or  
materialise GB
- exist
- is found
- is present
- an event
- the occurrence of

### only

- sole
- solely
- mere
- merely
- purely
- exclusively
- at most
- not or no more than

### opinion

- view
- point of view
- viewpoint
- position on
- standpoint
- school of thought
- attitude
- stance
- point
- belief
- *idea*
- *think*
- judgment or judgement
- conviction
- assertion

- *theory*
- subjective
- objective

#### other

- another
- additional
- alternative
- *different*

#### part

- partly
- in part
- partial
- piece
- portion
- division
- share
- segment
- section
- sector
- unit
- fragment
- fraction
- extract
- feature
- aspect
- element
- component
- module
- constituent
- ingredient
- faction
- whole
- complete

#### possible

- likely
- probable
- feasible
- potential
- plausible
- conceivable
- hypothetical
- possibly
- the possibility of
- the likelihood of
- the probability of
- a **feasibility** study
- impossible
- unlikely
- improbable

#### problem

- *question*
- issue
- dilemma
- *difficulty*
- complication
- disadvantage
- drawback
- flaw
- pitfall
- danger
- problematic
- answer
- to solve
- the solution
- *simple*
- *advantage*

## ■ Thesaurus

### produce

- make
- create
- *develop*
- construct
- manufacture
- give
- cause
- generate
- yield
- bring about
- give rise to
- *result* in
- productive
- *effective*
- the product of
- production of

### prove

- *show*
- demonstrate
- confirm
- establish
- verify
- is or are borne out by
- corroborate
- testify to
- attest
- proof of
- *evidence* of or for
- demonstration of
- confirmation of
- corroboration of
- verification of
- *disprove*
- fail to demonstrate

### qualifiers

- very
- certainly
- definitely
- particularly
- specially
- above all
- chiefly
- on the whole
- probably
- possibly

### question

- question mark
- uncertainty
- doubt
- difficulty
- *problem*
- discussion
- debate
- issue
- inquiry
- to ask
- to investigate
- to challenge
- to dispute
- answer
- solution
- to solve
- *certain*

### reason and cause

- the **reason** for
- the **cause** of
- the **basis** for
- the grounds for



- the case for
- the argument for
- the justification for
- the purpose of
- the motivation behind or for
- the rationale behind or for
- *explanation*

#### referring to other work

- *theory*
- current theory
- *subject*
- *study*
- work
- current work on
- current thinking
- the literature
- project
- report
- a preliminary report
- plan
- an exploratory study of
- case
- account of
- programme GB or program US
- a survey of
- an outline of
- a summary of
- a synopsis of
- a review of
- *question*
- issue
- *analysis* of
- examination of
- investigation of
- inquiry into
- assessment of
- a test of
- an estimate of
- evaluation of
- exploration of
- experiment
- *method*
- procedure
- approach
- strategy
- definition of
- demonstration of
- description of
- illustration
- *example*
- *idea*
- concept
- notion
- hypothesis
- scenario
- proposal
- assumption
- premise or premiss
- *understanding*
- interpretation
- misinterpretation of
- belief
- view
- position
- perspective
- *opinion*
- claim
- *argument*
- assertion
- reasoning
- conviction
- defence GB or defense US of
- justification for or of
- response to

## ■ Thesaurus

- *finding*
- an initial finding
- initial findings
- insight into
- deduction
- clarification of
- *explanation*
- solution to or of
- answer
- confirmation of
- corroboration of
- verification of
- *proof* of
- conclusion

### result

- a finding
- the effect of
- the outcome of
- the product of
- a consequence of
- resulting
- resultant
- consequent
- *cause*

### reviewing other work

- write
- present
- state
- describe
- document
- report
- *discuss*
- introduce
- cover
- *include*

- incorporate
- add
- repeat
- outline
- summarize US and GB or  
summarise GB
- note
- comment
- touch upon
- observe
- point out
- refer to
- call attention to
- *identify*
- single out
- quote
- cite
- ask
- examine
- investigate
- *analyse* GB or *analyze* US
- detail
- characterize US and GB or  
characterise GB
- define
- categorize US and GB or  
categorise GB
- label
- name
- illustrate
- interpret
- account for
- demonstrate
- *show*
- establish
- *explain*
- *prove*
- believe

- view
- *consider*
- assume
- imply
- *indicate*
- *suggest*
- estimate
- speculate
- claim
- propose
- put forward
- predict
- advise
- maintain
- *reason*
- *argue*
- remind
- recommend
- advocate
- urge
- warn against
- judge
- defend
- justify
- reply
- respond
- counter
- object
- *criticize* US and GB or *criticise* GB
- doubt
- dispute
- refute
- deny
- realize US and GB or realise GB
- recognize US and GB or recognise GB
- *understand*

- *agree*
- accept
- concede
- admit
- acknowledge
- omit
- overlook
- confirm
- *decide*
- conclude

**rule**

- regular
- regularity
- law
- principle
- guideline
- convention
- formula
- regulation
- regulatory
- ruling
- order
- standard
- precept
- maxim
- axiom
- doctrine
- dogma
- dogmatic
- irregular
- irregularity
- illegal

**same or similar**

- identical
- indistinguishable

## ■ Thesaurus

- duplicate
- equal
- equivalent
- interchangeable
- match
- *agree*
- correspond
- *comparable*
- uniform
- homogeneous
- consistent
- constant
- invariable
- even
- parallel
- alike
- a similarity
- analogous
- an affinity
- resemble
- related
- akin to
- cognate
- connected
- *differ and different*

### say

- state
- write
- note
- observe
- remark
- point out
- make the point that
- according to X
- report
- *suggest*

- *argue*
- claim
- add
- stress
- emphasize US and GB or  
emphasise GB

### scale

- cline
- gradation
- progression
- sliding scale
- hierarchy
- ranking
- spectrum
- range
- gradual

### show

- indicate
- reveal
- present
- illustrate
- display
- demonstrate
- make clear
- *explain*
- confirm
- testify to
- *prove*
- fail to demonstrate
- *disprove*

### simple

- straightforward
- *clear*

- basic
- elementary
- to simplify
- simplicity
- oversimplification
- simplistic
- naive
- complex
- *difficult*
- *problem*

**some**

- a number of
- several
- one or two
- a few

**strong**

- powerful
- forceful
- firm
- potent
- resilient
- durable
- intense
- vivid
- bold
- compelling evidence
- a persuasive argument
- a robust defence GB or defense  
US of
- *weak*

**study**

- work
- paper

- article
- report
- review
- survey
- thesis
- dissertation
- book
- volume
- monograph
- collection of papers
- festschrift
- *research*
- analysis
- inquiry
- investigation
- examination

**subject**

- area
- field
- case
- topic
- issue
- point
- *question*
- the focus of
- the area under discussion
- area of research
- area of interest
- research field
- field of study

**suggest**

- a suggestion
- to put forward
- to recommend
- a recommendation

## ■ Thesaurus

- to propose
- *indicate*
- an indication of or that
- imply
- an implication of
- a connotation
- to bring or call to mind

### support

- *evidence*
- *agree with*
- corroborate
- lend credence to
- is borne out by
- back up
- underpin
- reinforce
- strengthen
- aid
- undermine
- *disagree with*
- *disprove*

### term and terminology

- label
- definition
- description
- to define
- to designate
- to classify
- to categorize US and GB or  
categorise GB
- the convention
- classification
- categorization US and GB or  
categorisation GB

### text

- work
- book
- thesis
- paper
- chapter
- section
- subsection
- passage
- paragraph
- sentence
- phrase
- words
- note
- comment
- statement
- phrasing
- wording
- choice of words
- terminology
- the main body of the text
- excerpt
- quotation
- to paraphrase
- summary

### theory

- principle
- *framework*
- system
- model
- scheme
- idea
- notion
- concept
- reasoning
- hypothesis

- proposition
- assumption

**think**

- believe
- *argue*
- consider
- bear in mind
- conclude
- assume
- speculate
- claim

**time**

- archaic
- obsolete
- an anachronism
- dated
- obsolescent
- past
- earlier
- a precursor of
- previous
- former
- extant
- now
- present
- current
- modern
- forthcoming
- future
- to defer
- to postpone
- temporary
- permanent
- date
- period

- interval
- term
- span
- age
- era
- epoch
- generation

**true**

- correct
- right
- fact
- genuine
- authentic
- the authenticity of
- to verify
- verification of
- to validate
- *false*

**type**

- form
- kind
- variety
- strain
- category
- class
- genre
- *group*

**understand**

- grasp
- know
- comprehend
- **realize** US and GB or **realise** GB
- to fail to understand

## ■ Thesaurus

- misunderstand

### weak

- poor
- faint
- fragile
- inconclusive evidence
- ineffective
- impotent
- powerless
- vulnerable
- a weakness in or of

- *lack*
- *strong*

### work out

- calculate
- solve
- the solution to
- resolve
- *find out*
- plan
- devise
- formulate

### Writing practice

1. Look at the vocabulary in your text
  - a. Using the headings in the thesaurus, think how you can improve any expressions in your text
  - b. In what way do the words differ (use a dictionary if necessary)?
2. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above



## **10 Glossary and Reference**

## ■ Glossary

### 10.1 University and research terminology

#### 10.1.1 Symbols

,	Comma
;	Semicolon
:	Colon
.	Full stop GB or period US <i>In a web address dot</i> <i>A decimal point</i>
?	Question mark
!	Exclamation mark GB or exclamation point US
-	Hyphen
—	(En) dash
—	(Em) dash
'	Apostrophe
' '	(Single) quotation marks or GB inverted commas
" "	(Double) quotation marks or GB inverted commas
...	Ellipsis
()	Parentheses or (round) brackets GB
[]	Brackets US or square brackets GB
{ }	Braces or informally curly braces US or curly brackets GB
< >	Angle brackets
·	Raised dot or period US
&	And

@	At in an email address
/	(Forward) slash or US slant
\	Backslash
*	Asterisk
§	Section
#	Number US, CA Note: readers outside North America are not always familiar with the meaning of this symbol
´	(Acute) accent, e.g. cliché
*	With a date, born, e.g. Thomas More (*1477) A neutral alternative is b., e.g. Charles Darwin (b. 1809)
†	With a date, died, e.g. Thomas More (†1535) A neutral alternative is d., e.g. Charles Darwin (d. 1882)

### 10.1.2 Terminology

ABD US	All but dissertation
academia	The academic world
Academic Word List	A list of the most frequent words in academic English, compiled by Averil Coxhead et al. at Victoria University of Wellington, New Zealand. For further details see <a href="http://www.vuw.ac.nz/lals/research/awl">www.vuw.ac.nz/lals/research/awl</a>
AD	After year 0 in the Western calendar <i>Bede was born around AD 675.</i>
addendum	An addition to a text, usually after printing
ad hoc	For this case only, an ad hoc explanation
ad infinitum	Again and again, to infinity

## ■ Glossary

ad lib	To speak or perform without preparation
ad libitum	Freely, for instance when study animals are given unlimited access to food, e.g. <i>The animals were fed ad libitum</i>
alma mater	Your old school, college or university
alumni	A Latin word meaning former students of a university or college. A male former student is an <i>alumnus</i> , a female former student an <i>alumna</i> .
a.m.	Before 12 noon, e.g. 2 a.m.
anno	In the year
anon.	Anonymous, e.g. Beowulf (anon.)
appendix	Additional material included at the end of a text
a priori	Assumed valid <i>Until Copernicus, most Western astronomers believed a priori that the sun revolved around the earth.</i>
ASAP	As soon as possible
assistant professor US, CA	GB approximately lecturer
associate professor US, CA	GB approximately senior lecturer
AU	In the PhraseBook, an Australian spelling or term
BA	Bachelor of Arts
bachelor	The first university degree, taken after three or four years of study
BC	Before year 0 in the Western calendar
bibliography	A list of works referred to or used in a text
bona fide	Genuine, e.g. <i>a bona fide case of ...</i>

BP	Before the present
BSc or BS US	Bachelor of Science
C	Century, e.g. C19
c. or ca.	Circa, approximately, c. 1066
campus	The university or college grounds <i>I live on campus.</i>
CA	In the PhraseBook, a Canadian spelling or term
Cantab.	(In a degree title) Cambridge University
carrel	A private study cubicle
ceteris paribus	Other things being equal <i>This may lead, ceteris paribus, to a fall in inflation.</i>
cf.	Compare, cf. Smith (2007)
ch.	Chapter
chancellor GB	The honorary head of a university
chancellor US	The president or chief executive officer of a university
chap.	Chapter
circa	Approximately <i>The original Globe Theatre was built circa 1600.</i>
concordance	An index to words in a work or works, e.g. a Shakespeare concordance
corpus	A database or collection of material for research
corrigenda	Corrections to a text
cum laude US	With distinction
curriculum	Courses for study

## ■ Glossary

curriculum vitae	A summary of your education and career
CV	Curriculum vitae
dean	The head of a faculty or school
de facto	In practice, in reality <i>The threat of violence often results in a de facto curfew.</i>
diss.	Dissertation
dorm	Student accommodation
DPh or DPhil	Doctor of Philosophy
ed.	Editor, edited (by) or edition
edn	Edition
e.g.	For example
emerita	A retired female professor etc. <i>Professor Emerita Elizabeth Smith</i>
emeritus	A retired (male) professor etc. <i>Professor Emeritus John Smith</i>
epigraph	A quotation at the beginning of a book or chapter
erratum	An error in a text
errata	(A list of) errors in a text
esp.	Especially
et al.	And others, used in references, e.g. Perez et al. (2007)
etc.	And so on
exeunt	They leave (in stage directions)
ex libris	From the library of
extracurricular	Outside the normal curriculum, for example clubs and societies

ex vivo	Outside the body
f.	And following page or line, e.g. Petrov (2007:7f.)
faculty	A major subject division of a university, such as a Faculty of Arts, Faculty of Engineering or Faculty of Science
faculty US, CA	The teaching and research staff of a university
festschrift	A German word meaning a collection of papers in honour GB or honor US of a colleague
ff.	And following pages, e.g. Rahman (2007:7ff.)
field trip	An excursion for practical study or research
fig.	Figure
a first GB	The highest grade of an honours bachelor's degree <i>Mary graduated with a first in chemistry.</i>
fl. or flor.	Meaning flourished, fl. or flor. is used when a person's birth and death dates are unknown, to show when they were active
fn.	Footnote
fo. or fol.	Folio
folio	A large book
fraternity US	A male student society (with a name in Greek letters)
fresher GB, freshman, freshman	A first-year student
GB	In the PhraseBook, a British spelling or term
GPA US	Grade point average
grade US, CA	GB mark
graduate student US, CA	GB postgraduate student A student studying for a master's or doctoral degree

## ■ Glossary

hall	A university hall of residence, student accommodation
honours GB, AU	An honours degree, higher than an ordinary bachelor's degree
Hons GB	An honours degree, e.g. BA (Hons)
ibid.	At the same place, used in references to refer to a reference already cited, e.g. Lee <i>ibid.</i>
i.e.	That is
IE	In the PhraseBook, an Irish spelling or term
in lieu of	In place of
in memoriam	In memory of someone who has died
in situ	In position or at its original site
inter alia	Among other things <i>Stonehenge probably symbolizes, inter alia, a worship of nature.</i>
intramural	Within a university or college, for example intramural sports are between teams at the same university or college
in vitro	Outside the body, in vitro literally means 'in glass'
in vivo	Inside the body, in living organisms
ipso facto	By that very fact or act <i>A native speaker is ipso facto an expert linguist.</i>
ISBN	International Standard Book Number
ISSN	International Standard Serial Number
ivory tower	An academic world seen as isolated and with little relevance to the outside world
Ivy League	A number of older eastern US universities, including Harvard, Yale and Princeton
l.	Line



lecturer GB	US, CA approximately assistant professor
Lent	Spring term or trimester
lingua franca	A language used for communication between people who do not speak the same first language
ll.	Lines
LLB	Bachelor of Laws
loc. cit.	In the place cited
locum	A temporary substitute (doctor etc.)
lower case	A small letter, such as <i>a, b, c</i>
MA	Master of Arts
magna cum laude US	With great distinction
major	Main degree subject
mark GB	US, CA grade
max.	Maximum
Michaelmas GB	Autumn term or trimester
min.	Minimum or minute(s)
modus operandi	Method of doing something
MPhil	Master of Philosophy
MSc or MS US	Master of Science
MS(S) or ms(s).	Manuscript(s)
n/a or n.a.	Not applicable or not available n/a is used to show when a category is not applicable or data are not available, for example in a table

## ■ Glossary

nb or N.B.	Note
n.d.	No date (of a reference)
no. or No.	Number
ns	New series (of a journal)
ns or n.s.	Nonsignificant
NZ	In the PhraseBook, a New Zealand spelling or term
Op.	Opus
op. cit.	In the work cited op. cit. refers to a work already cited, e.g. Anderson, op. cit.
opus	A piece of work, often musical
Oxbridge	Oxford University and Cambridge University
Oxon.	(In a degree title) Oxford University
O-Week AU	Orientation week
p.	Page
passim	In many places (used in references) <i>Examples of the double negative abound in Chaucer, see The Canterbury Tales, passim.</i>
per annum	Per year
per capita	Per person
per se	In itself, as such <i>The threat is not nuclear power per se, but man's exploitation of it.</i>
plagiarism	To copy someone else's work or ideas and make it appear as if your own <i>The British government was widely criticized for its plagiarism of a graduate student's work.</i>

## University and research terminology ■

p.m.	After 12 noon, e.g. 5 p.m.
postdoc	An informal abbreviation of postdoctoral, after a PhD etc.
postgraduate student GB	US, CA graduate student A student studying for a master's or doctoral degree
posthumous	After death (e.g. a publication or an award) <i>A posthumous award</i>
pp.	Pages <i>pp. 56–125</i>
précis	A concise summary
prima facie	On the face of it <i>Prima facie evidence</i>
prospectus	A brochure detailing courses at a university or college An alternative prospectus is sometimes published by students, giving the student view of the university and city
pt	Part
PTO or pto	Please turn over
publ.	Published or publisher
q.v.	See the cross-reference
raison d'être	Reason for being
reader GB	An academic post between senior lecturer and professor
recto	Right-hand page
ref.	Reference
refectory	A dining hall
résumé	A summary of your education and career
rev.	Revised or review(ed)

## ■ Glossary

SA	In the PhraseBook, a South African spelling or term
sabbatical	A break from normal work, often for a term or a year, for example to carry out research or to travel <i>Professor Martin is on sabbatical.</i>
sc.	Scilicet
a second GB	The middle grade of an honours bachelor's degree, divided into a 2:1 and a 2:2 <i>He has a 2:2 in geography.</i>
semester	Half an academic year
senior lecturer GB	US, CA approximately associate professor
sic	Shows that something questionable in a quotation is correctly cited
sophomore US	A second-year student
sorority US	A female student society (with a name in Greek letters)
sp. (spp.)	Species (plural)
stack	A library storage area, usually not open to the public, where books are retrieved by library staff
status quo	The way things are now
summa cum laude US	With highest distinction
supervisor GB	A lecturer or professor who supervises the work of a research student
suppl. or supp.	Supplement
syllabus	A plan of subjects to be studied
TA US	Teaching assistant
TBA or t.b.a.	To be announced

tenure	A permanent post at a department or faculty
term GB	One of the (normally) three periods of the academic year
a third GB	The lowest grade of a bachelor's degree
tr.	Translated or translator
trans.	Translated or translator
trimester	A third of an academic year
tutor GB	A university teacher who supervises a student
tutor US	An advanced or graduate student who gives study help
tutorial GB	A class where students discuss their work with a tutor
2:1 GB	The upper middle grade of an honours bachelor's degree
2:2 GB	The lower middle grade of an honours bachelor's degree
undergraduate	A student studying for a bachelor's degree
union	A student organization or student building
upper case	A capital letter, such as A, B, C
UP	University Press
US	In the PhraseBook, a US spelling or term
v.	Versus
verbatim	Quoted exactly word for word
verso	Left-hand page
versus	As opposed to, against
vice chancellor GB, AU	The administrative head of a university
vice versa	The other way round
vis-à-vis	In relation to, regarding

## ■ Glossary

vita	A summary of your education and career
viva	Oral examination
viz	Namely
vol.	Volume

### Writing practice

1. Go through the glossary, examining any words you do not know
  - a. Write an example sentence for each word
2. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

## 10.2 Greek, Latin and other elements

### 10.2.1 Greek alphabet

Greek Upper Case	Greek Lower Case	English Name
A	α	alpha
B	β	beta
Γ	γ	gamma
Δ	δ	delta
E	ε	epsilon
Z	ζ	zeta
H	η	eta
Θ	θ	theta
I	ι	iota
K	κ	kappa
Λ	λ	lambda
M	μ	mu
N	ν	nu
Ξ	ξ	xi
O	ο	omicron
Π	π	pi
P	ρ	rho
Σ	σ, ς	sigma
T	τ	tau
Υ	υ	upsilon

## ■ Glossary

Φ	φ	phi
Χ	χ	chi
Ψ	ψ	psi
Ω	ω	omega

### 10.2.2 Greek and Latin vocabulary

Given the large number of Greek and Latin elements in English, particularly in university and research vocabulary, it can often be difficult to guess the meaning of an unfamiliar word.

In some subjects a great deal of terminology derives from Greek or Latin, and, as modern-day coinages such as *tele* + *vision* show, Greek and Latin elements are still used to create new terms today. This technical vocabulary may be used alongside everyday words, such as *cardiac* and *heart* or *aqueous* and *water* for example.

Knowledge of some Greek and Latin helps to decipher the meaning of many terms, not least for speakers from parts of the world with other classical languages.

Some of the most common Greek, Latin and other elements are listed below.

Element	Meaning and Examples
a	not or without <i>atheist, asexual, apathy, asymmetrical</i>
ab	from or away <i>abduct, abstract, absent</i>
acro	top or tip <i>acropolis, acronym</i>
aden	gland <i>adenoid, adenocarcinoma</i>
(a)eo	dawn or early <i>aeon or eon, Eolithic, Eocene, eosin</i>



aero	air
	<i>aerodynamic, aeronautics, aerobic</i>
Afro	African or Africa
	<i>Afro-Caribbean</i>
agog(ue)	leading
	<i>pedagogy, demagogue, synagogue</i>
agro, agri	field
	<i>agriculture, agrochemical</i>
alb	white
	<i>albumen, albinism</i>
algia	pain
	<i>neuralgia, myalgia</i>
allo	other or different
	<i>allomorphic, allophone, allotrope</i>
alto, alti	high
	<i>alto, altocumulus, altitude</i>
ambi, amphi	both
	<i>ambivalent, amphibian</i>
andro	male
	<i>androgynous, androgen, androcentric</i>
angi	vessel
	<i>angiography, angioplasty, angiosperm</i>
Anglo	English or England

## ■ Glossary

	<i>Anglo-American, Anglocentric, Anglophile</i>
ante	before
	<i>antenatal, anteroom, antedate, anterior</i>
anth	flower
	<i>anther, anthesis, chrysanthemum</i>
anthrop	man or human
	<i>anthropology, anthropomorphism, philanthropy</i>
anti	against or opposite
	<i>antibiotic, anti-apartheid, antifreeze</i>
aqu	water
	<i>aqueous, aquatic, aquifer, aquarium, aqueduct</i>
arch(a)eo	ancient
	<i>archaeology, archaic</i>
arch, archy	ruler or rule
	<i>anarchy, monarch, oligarchy</i>
arthr	joint
	<i>arthritis, arthroscopy, arthralgia, arthropod</i>
astro	star
	<i>astronomy, astrophysics, astronaut</i>
audio	hear or sound
	<i>audio, audiovisual, audiologist</i>
auto	self
	<i>automobile, autocratic, autonomy, autism</i>

biblio	book
	<i>bibliography, bibliophile</i>
bio	life
	<i>biology, biochemistry, amphibian</i>
caco	bad
	<i>cacophony</i>
cap	head
	<i>decapitate, captain, capital</i>
cardi	heart
	<i>cardiology, cardiac</i>
carp	fruit
	<i>pericarp, mesocarp, monocarpic, carpology</i>
cene	new or recent
	<i>Eocene, Miocene, Pleistocene</i>
cephal	head
	<i>encephalitis, hydrocephalus, cephalothorax, biceps</i>
chir	hand
	<i>chiropractic, surgery</i>
chlor	green
	<i>chiropractic, surgery</i>
chrom(at)	colour GB or color US
	<i>chromatography, chromium, monochrome</i>
chron	time

## ■ Glossary

	<i>chronology, chronic, anachronism</i>
chrys	gold
	<i>chrysanthemum, chrysalis</i>
cid(e)	kill
	<i>suicide, genocide, pesticide</i>
circum	around
	<i>circumference, circumnavigate, circumstance</i>
contra	against
	<i>contradict, contrast, contraception</i>
corona	crown
	<i>corona, coronary artery, coronation</i>
cosmo	world or universe
	<i>cosmos, cosmonaut, cosmopolitan, microcosm</i>
crat, cracy	government or power
	<i>democracy, bureaucrat, plutocracy, meritocratic</i>
cryo	cold or freezing
	<i>cryophyte, cryostat</i>
crypto	hidden
	<i>encrypt, cryptic, cryptography</i>
cyto, cyte	cell or vessel
	<i>cytology, lymphocyte, cytoplasm, cytolysis</i>
dactyl	finger
	<i>dactyl, pterodactyl</i>

demo	people
	<i>democracy, demographic, epidemic</i>
dendr	tree
	<i>dendrogram, dendrochronology, dendrite</i>
dent	tooth
	<i>dentistry, dental, dentate, dentil</i>
derm	skin
	<i>dermatology, hypodermic, epidermis, taxidermy</i>
dextr	right
	<i>dextral, dextrorotation, dexterity</i>
dia, di	through or across
	<i>diabetes, diachronic, diameter</i>
dis	apart or lack
	<i>disagree, disconnect, disadvantage, disease</i>
dynam	power
	<i>dynamo, dynamic, thermodynamics, dynamite</i>
dys	wrong
	<i>dyslexia, dysfunctional, dysentery</i>
ecto	outside
	<i>ectoplasm, ectophyte, ectopic</i>
endo, ento	within or inside
	<i>endoplasm, endoscope, endorphin</i>
entero, entery	intestine

## ■ Glossary

	<i>gastroenterology, dysentery, enteritis</i>
entomo	insect
	<i>entomology, entomophilous</i>
epistem	knowledge
	<i>epistemology</i>
erg, urgy	work
	<i>ergonomics, ergometer, metallurgy</i>
erythro	red
	<i>erythrocyte, erythropoiesis</i>
eu	well or good
	<i>euphoria, eulogy, euphemism, euthanasia</i>
ex	out of or former
	<i>exclude, export, extract, excrete, ex-president</i>
exo	external or outside
	<i>exoskeleton, exosphere, exotic</i>
extra	outside or beyond
	<i>external, extracurricular, extraordinary</i>
ferro	iron
	<i>ferrous, ferric, ferrite, ferritin</i>
fili	son or daughter
	<i>filial, F1, F2, affiliate</i>
fract	broken
	<i>fracture, fraction, diffraction, fragment</i>

Franco	French or France
	<i>Francophile, Franco-Prussian, Francophone</i>
frat(e)r	brother
	<i>fraternize, fraternal, fraternity</i>
galact	milk, galaxy
	<i>galactose, galactic</i>
gamy, gamo	marriage or union
	<i>gamete, monogamy, bigamy, polygamy</i>
gastro	stomach
	<i>gastric, gastritis, gastroenterology, gastronomy</i>
gen	produces or produced
	<i>hydrogen, carcinogen, androgen, allergen</i>
geo	earth
	<i>geography, geology, geomorphology, geometry</i>
giga	giant
	<i>gigabyte, gigahertz</i>
gloss	tongue or language
	<i>gloss, glossary, diglossia, polyglot</i>
glyc, gluc	sugar or sweet
	<i>glucose, glycerol, hypoglycaemia GB or hypoglycemia US</i>
gnosis	knowledge
	<i>diagnosis, prognosis, gnostic, agnostic</i>
gono, gony	seed

## ■ Glossary

	<i>gonad, gonorrhoea GB or gonorrhea US</i>
graph	write
	<i>photography, telegraph, biography, monograph</i>
Gr(a)eco	Greek
	<i>Greco-Roman</i>
gyn	female
	<i>gyn(a)ecology, androgynous, epigynous</i>
gyro	circle
	<i>gyrate, gyroscope, gyrus, spirogyra</i>
h(a)em, (a)emia	blood
	<i>h(a)emoglobin, h(a)ematology, h(a)emorrhage, an(a)emia</i>
hal	salt
	<i>halophytic, halite, halogen, Hallstatt</i>
helio	sun
	<i>heliocentric, heliolatry, heliotaxis, helium</i>
hepat	liver
	<i>hepatitis, hepatocyte, hepatotoxic</i>
hetero	other or different
	<i>heterosexual, heterogeneous, heterodox</i>
hier	sacred
	<i>hieroglyphics, hierarchy</i>
hippo	horse
	<i>hippocampus, hippodrome, hippopotamus</i>



histo	web or tissue
	<i>histology, histocompatibility</i>
homeo, homoio	like or similar
	<i>homeobox, homeotherm, homeosis</i>
homo	same
	<i>homosexual, homogeneous, homonym</i>
hydro	water or fluid
	<i>hydroelectric, dehydration, hydrolysis, hydrogen</i>
hygro	wet or moisture
	<i>hygrometer, hygrophyte</i>
hyper	over or above
	<i>hyperactive, hypersensitive, hyperbole</i>
hypn	sleep
	<i>hyperactive, hypersensitive, hyperbole</i>
hypo	under or below
	<i>hypodermic, hypothermia</i>
iatr	healing
	<i>psychiatry, paediatric GB or pediatric US, iatrogenic</i>
icono	image
	<i>icon, iconography, iconoclast</i>
ideo	idea
	<i>ideology, ideogram</i>
idio	own or individual

## ■ Glossary

	<i>idiosyncratic, idiom, idiolect, idiopathic</i>
ign	fire
	<i>ignite, ignition, igneous</i>
Indo	Indian or India
	<i>Indo-European</i>
infra	below
	<i>infrared, infrasonic, infraspecific, infrarenal</i>
inter	between or together
	<i>international, interactive, interlibrary loan, internet</i>
intra	inside
	<i>intravenous, intramural, intranet</i>
iso	equal
	<i>isomorphic, isotope, isobar</i>
kerat	horn or cornea
	<i>keratin, keratose, keratitis</i>
kine, cine	to move
	<i>kinetic energy, pharmacokinetics, cinema</i>
labi	lip
	<i>bilabial, labiodental, labium</i>
lact	milk
	<i>lactic acid, lactose, lactate</i>
leuk, leuc	white
	<i>leukocyte US and GB or leucocyte GB, leuk(a)emia</i>

lign	wood
	<i>lignite, lignify, lignin, lignocellulose</i>
lip(o)	fat
	<i>lipoprotein, lipid, liposuction</i>
lith	stone
	<i>lithic, Neolithic, monolith, megalith, lithography</i>
log, loqu	word or speech
	<i>prologue, monologue, soliloquy, colloquial</i>
luna	moon
	<i>lunar</i>
lys, lysis	loosen or break down
	<i>analysis, electrolysis, catalysis</i>
macro	large
	<i>macroeconomics, macromolecule, macrocyte</i>
mal	bad or wrong
	<i>malfunction, malignant, malnutrition</i>
man(u)	hand
	<i>manual, manipulate, manuscript</i>
matri	mother
	<i>maternal, maternity, matriarch, matrilineal</i>
mega, megal	huge
	<i>megalith, megaloblast, megalomania</i>
melan	black

## ■ Glossary

	<i>melanin, melanoma, melancholy</i>
meso	middle
	<i>mesocarp, mesoderm, Meso-America, Mesopotamia</i>
meta	concepts or change
	<i>metatheory, metamorphosis, metabolism</i>
micro	small
	<i>microbe, microscope, microfilm, microclimate</i>
miso	hatred
	<i>misogynist</i>
mito	thread
	<i>mitochondria, mitogenic, mitosis</i>
morph	shape
	<i>morphology, metamorphosis, anthropomorphism</i>
multi	much or many
	<i>multiply, multicultural, multidisciplinary, multilateral</i>
myc, mycet	fungus
	<i>mycosis, mycoprotein, mycology</i>
myel	bone marrow or spinal cord
	<i>myelitis, myeloid, myelin sheath</i>
myo	muscle
	<i>myocardium, cardiomyopathy, myoglobin</i>
narco	numb
	<i>narcotic, narcosis</i>

nebul	mist or cloud
	<i>nebula, nebulizer, nebulous</i>
necro	dead
	<i>necrosis, necrotic, necropsy, necropolis</i>
nemat	thread
	<i>nematocyst, nematode, nematic</i>
neo	new
	<i>Neolithic, neoclassicism, neonatal</i>
nephr	kidney
	<i>nephrology, nephritis, nephrectomy</i>
nes	island
	<i>Polynesia, Micronesia, Indonesia</i>
neur	nerve
	<i>neural, neurology, neuron</i>
nihil	nothing
	<i>nihilism, annihilation</i>
noct, nox	night
	<i>nocturnal, noctilucent, equinox</i>
nomo, nomy	law or laws
	<i>taxonomy, astronomy, autonomy</i>
non	not
	<i>nonexistent, nonspecific, nonstandard, nontoxic</i>
noso, nosis	disease

## ■ Glossary

	<i>zoonosis, nosology</i>
nov	new
	<i>novel, novice, innovation, renovate</i>
ocul	eye
	<i>ocular, binoculars, oculus</i>
odon(t)	tooth
	<i>odontology, orthodontics</i>
oma	tumour GB or tumor US
	<i>carcinoma, lymphoma, melanoma</i>
omni	all or everywhere
	<i>omnipresent, (omni)bus, omnivore</i>
onco	tumour GB or tumor US
	<i>oncology</i>
onto	being
	<i>ontology, paleontology</i>
ophthalmo	eye
	<i>ophthalmology</i>
or	mouth
	<i>oral, oropharynx</i>
ornitho	bird
	<i>ornithology, ornithophily, ornithosis</i>
oro	mountain
	<i>orogeny, orography</i>

ortho	straight or right
	<i>orthodox, orthop(a)edic, orthography, orthodontics</i>
osteo	bone
	<i>osteology, osteoporosis, osteopathy</i>
oto	ear
	<i>otorhinolaryngology, otitis</i>
p(a)ed	child
	<i>p(a)ediatrics, p(a)edophile</i>
pal(a)eo	old
	<i>pal(a)eontology, Pal(a)eolithic</i>
pan	all
	<i>Pan-African, Pan-American, pantheon</i>
para	beside or beyond
	<i>parasite, parallel, paradigm, paramedic, paradox</i>
patho, pathy	suffering or feeling
	<i>pathology, apathy, antipathy, sympathy, empathy</i>
patr	father
	<i>paternal, patriotism, compatriot, patriarch</i>
ped(e), pod	foot
	<i>centipede, millipede, biped, tripod, pedal, pedestrian</i>
peri	around or near
	<i>perinatal, pericarp, periscope, periphery, perihelion</i>
petr	rock or stone

## ■ Glossary

	<i>petrified, petroleum, petroglyph</i>
phag	eating or consuming
	<i>(o)esophagus, sarcophagus, bacteriophage</i>
pharmac	drug
	<i>pharmacology, pharmacy, pharmaceutical</i>
phasia	speech
	<i>aphasia, dysphasia</i>
pheno	show
	<i>phenotype, phenomenon</i>
phil	love
	<i>philosophy, philanthropy, drosophila, Philadelphia</i>
phobia	fear
	<i>phobia, claustrophobia, xenophobic</i>
phon	sound or voice
	<i>phonetics, telephone, symphony, Francophone</i>
phor	bear
	<i>semaphore, amphora, euphoria, phosphorus</i>
photo	light
	<i>photograph, photosynthesis, photocopy</i>
phyll, fol	leaf
	<i>chlorophyll, phylloxera, foliage, folic acid, foliated</i>
physi	nature
	<i>physics, physiology, physician</i>



phyto, phyte	plant
	<i>phytochemistry, phytoplankton</i>
plasm	forming or moulded GB or molded US
	<i>plasma, protoplasm</i>
pneum	lung, breath, air or spirit
	<i>pneumonia, apn(o)ea, pneumatic, dipnoan</i>
polis	city
	<i>acropolis, metropolis, Persepolis, Constantinople, Naples</i>
polit	citizen
	<i>politics, cosmopolitan</i>
poly	much or many
	<i>polytechnic, polymer, polygon, polyglot, Polynesia</i>
post	after or behind
	<i>postnatal, postdoctoral, postindustrial, postmortem</i>
potam	river
	<i>hippopotamus, potamology, Mesopotamia</i>
pre	before
	<i>pre-Columbian, predict, premature, prejudice</i>
procto	anus or rectum
	<i>proctology, proctoscope</i>
proto	first
	<i>prototype, protocol, protolanguage, protozoa</i>
pseudo	false

## ■ Glossary

	<i>pseudonym, pseudomorph, pseudopodium</i>
psych	mind
	<i>psychology, psychiatry, psycholinguistics</i>
pter	wing
	<i>pterodactyl, helicopter, dipterous</i>
pyr	fire or heat
	<i>pyrite, pyrotechnics, pyre, pyroclastic, pyromania</i>
quasi	as if
	<i>quasi-judicial, quasi-scientific</i>
radi(o)	ray or spoke
	<i>radio, radiation, radioactive, radiology, radius</i>
re	again
	<i>recognize, reappear, reconsider, renew</i>
renal, ren	kidney
	<i>renal, adrenal</i>
retro	back or behind
	<i>retrospect, retroactive, retrograde</i>
rrh, rrhage, rrhoid	discharge or burst
	<i>h(a)emorrhage, h(a)emorrhoid, catarrh, diarrh(o)ea</i>
rhino	nose
	<i>rhinoceros, catarrhine, otorhinolaryngology, rhinitis</i>
rhizo	root
	<i>rhizome, rhizoid, rhizocarpous</i>

## Greek, Latin and other elements ■

sarc	flesh
	<i>sarcoma, sarcophagus, sarcasm</i>
saur(us)	lizard
	<i>dinosaur, tyrannosaur(us)</i>
schizo	split
	<i>schizophrenia, schizocarp</i>
scler	hard
	<i>sclerosis, sclera</i>
selen	moon
	<i>selenology, selenography</i>
Sino	China or Chinese
	<i>Sinology, Sino-Japanese, Sinophile</i>
somat	body
	<i>psychosomatic, somatic, somatotrophin</i>
somn	sleep
	<i>insomnia, somnolent</i>
sophy	wisdom
	<i>philosophy</i>
stereo	solid or three-dimensional
	<i>stereo(phonic), stereochemistry, stereotype</i>
sub	under or below
	<i>submarine, suburb, subordinate, subatomic, subconscious</i>
super	above or greater

## ■ Glossary

	<i>supersonic, superimpose, superfluous, superficial</i>
syn, sym	with or together
	<i>sympathy, symphony, symmetry, synapse, synergy</i>
tacho, tachy	speed or rapid
	<i>tachograph, tachometer, tachycardia</i>
tax(is), taxy	arrangement or orientation
	<i>syntax, taxonomy, phototaxis</i>
techn	art or skill
	<i>technology, technique, technical</i>
tele	far
	<i>television, telephone, telescope, telegraph</i>
temp	time
	<i>temporary, contemporary, temporal</i>
the(o)	god
	<i>theology, atheist, pantheon, theocracy</i>
therm	heat
	<i>thermal, thermodynamics, geothermal, thermometer</i>
thi(o)	sulphur GB or sulfur US
	<i>thiamine or thiamin, thiol, thionic</i>
tom, (ec)tomy	cut (out) or section
	<i>anatomy, tracheotomy, tonsillectomy, tomography</i>
tox, toxic	poison
	<i>toxic, toxicology, toxin, intoxication</i>

trans	across or through
	<i>transport, transaction, transfer, transmit, transparent</i>
trich	hair
	<i>trichology, trichiasis, trichomonad, trichome</i>
troph(y)	nourishment or growth
	<i>atrophy, somatotrophin, biotroph, trophoblast</i>
ultra	beyond
	<i>ultrasound, ultraviolet, ultrahigh frequency</i>
ur	original
	<i>urtext</i>
vis, video	see or sight
	<i>video, vision, television, visible</i>
vor, vorous	eating
	<i>carnivore, omnivore, herbivore, voracious</i>
xanth	yellow
	<i>xanthic acid, xanthophyll</i>
xeno	foreign
	<i>xenophobia, xenotransplant, xenon</i>
xer	dry
	<i>xeric, xerophyte, xerophthalmia</i>
xyl	wood
	<i>xylophone, xylose, xylitol</i>
zoo, zo	animal

## ■ Glossary

	<i>zoology, zoomorphic, protozoa</i>
zygo	pair or join
	<i>zygote, zygodactyls</i>

### Writing practice

1. Go through the Greek, Latin and other elements above
  - a. Can you think of other words that contain these elements?
2. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

### 10.3 SI prefixes

Prefix	Symbol	Numerical Value
deca	da	ten
hecto	h	hundred
kilo	k	thousand
mega	M	million
giga	G	$10^9$
tera	T	$10^{12}$
peta	P	$10^{15}$
exa	E	$10^{18}$
zetta	Z	$10^{21}$
yotta	Y	$10^{24}$
deci	d	tenth
centi	c	hundredth
milli	m	thousandth
micro	$\mu$	millionth
nano	n	$10^{-9}$
pico	p	$10^{-12}$
femto	f	$10^{-15}$
atto	a	$10^{-18}$
zepto	z	$10^{-21}$
yocto	y	$10^{-24}$

## ■ Reference

### 10.4 SI and British-American units

#### 10.4.1 British-American differences

Although the British-American system is still common in everyday use in the UK and US, internationally and in university and research writing *Système International* or SI units are the norm.

Some approximate SI and British-American equivalents are given below, including non-SI units accepted for use with the International System. Note that British and American units also differ in some cases, as does the spelling of *metre/meter* and *litre/liter* etc.

SI	British-American
1 millimetre GB or millimeter US (mm)	0.04 inches
1 centimetre GB or centimeter US (cm)	0.394 inches
1 metre GB or meter US (m)	3.281 feet or 1.094 yards
1 kilometre GB or kilometer US (km)	0.621 miles
1 hectare (ha)	2.471 acres
1 litre GB or liter US (l, L)	0.22 GB gallons or 0.264 US gallons
1 gram (g)	0.035 ounces
1 kilogram (kg)	2.205 pounds

British-American	SI
1 inch (in or ")	2.54 cm
1 foot (ft or ')	30.5 cm
1 yard (yd)	0.914 m
1 mile	1.609 km
1 acre	0.405 ha
1 square mile	2.6 km <sup>2</sup>



## SI and British-American units ■

1 ounce (oz)	28.35 g
1 pound (lb)	0.454 kg
1 GB stone	6.350 kg
1 GB fluid ounce (fl. oz)	28.41 ml
1 US fluid ounce (fl. oz)	29.57 ml
1 GB pint	0.568 L
1 US pint	0.473 L
1 GB gallon	4.546 L
1 US gallon	3.785 L

1 foot	12 inches
1 yard	3 feet
1 pound	16 ounces
1 GB stone	14 pounds
1 GB pint	20 GB fluid ounces
1 US pint	16 US fluid ounces
1 quart	2 pints
1 gallon	8 pints
32 Fahrenheit	0 Celsius
212 Fahrenheit	100 Celsius

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