# PhraseBook for Writing Papers and Research in English

4th Edition Stephen Howe, BA, PhD Kristina Henriksson, MSc, PhD



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

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# **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. 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.

# 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,  $\dots$ Originally suggested by X,  $\dots$  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.

# 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 every-day academic terms – such as *campus*, *school* and *curriculum* – also derive from Latin or Greek.

As modern coinages such as *tele* + *vision* and *inter*met 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.

# 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.

# **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 Phrase-Book, 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* 

**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.

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
ОК	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
iťs	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.

# **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

# **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 *w*e 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.

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 ...

# 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:

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 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.

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 de-

scribed 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.

# 2.1.1 -ou- and -o-

British English	US English
arbour some meanings	arbor
ardour	ardor
armour	armor
behaviour	behavior
candour	candor
clamour	clamor
colour	color
demeanour	demeanor
enamour	enamor
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 some meanings	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

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-

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

# 2.1.4 -ph- and -f-

British English	US English
sulphur	sulfur

sulphate	sulfate
sulphite	sulfite
sulphuric	sulfuric

## 2.1.5 -pp- and -p-

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

## 2.1.6 -II- and -I-

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

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 tranquillize
tranquillizer or tranquilliser	tranquilizer or tranquillizer
tranquillity	tranquillity or tranquility
travelling	traveling
travelled	traveled
traveller	traveler
woollen	woolen

2.1.7 -I- and -II-

In contrast to the examples above, in the words below it is British English with -/- and US English with -//-. 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

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 money	check
chequer pattern	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
vice tool for gripping	vise or vice

# 2.1.12 -re and -er

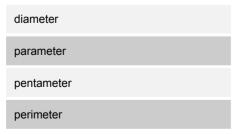
British English	US English
calibre	caliber
centre	center
fibre	fiber
goitre	goiter
litre, millilitre etc.	liter, milliliter etc.
lustre	luster
manoeuvre	maneuver

meagre	meager
metre some meanings	meter
meter measuring device	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:



## 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 computing	analog
axe	ax or axe
catalogue	catalog or catalogue
dialogue	dialogue or dialog
gram or gramme etc.	gram etc.
programme	program
program computing	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 some meanings	draft
grey	gray
plough	plow
storey floor of building	story
tyre vehicle	tire

## 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 organize
organizing	organizing or organizing
organized	organized or organized
organizer	organizer or organizer
organization	organization or organization
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 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.

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.

# **3.3 Semicolon**

The term semi*colon* 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)

# 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
со	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.

### 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.

## 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.

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

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

## 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

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?

## 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

## **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

# 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., II. 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 I. and II. mean line and lines respectively, for example:

I. 64	line 64
II. 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.

### 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.

### 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

## **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: crossdisciplinary 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	Ра	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.

However, do not make plurals of SI units:

Incorrect	50 cms	90 kgs
Correct	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:

	Singular	Plural
page	р.	pp.
line	I.	ΙΙ.
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	СО	Colo.
Connecticut	СТ	Conn.
Delaware	DE	Del.
District of Columbia	DC	D.C.
Florida	FL	Fla.
Georgia	GA	Ga.
Hawaii	НІ	
Idaho	ID	
Illinois	IL	III.
Indiana	IN	Ind.
Iowa	IA	la.
Kansas	KS	Kan. or Kans.
Kentucky	KY	Ку.
Louisiana	LA	La.
Maine	ME	Me.
Maryland	MD	Md.
Massachusetts	MA	Mass.

Michigan	МІ	Mich.
Minnesota	MN	Minn.
Mississippi	MS	Miss.
Missouri	МО	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	ОК	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	ТХ	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.

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

Initial capital letters

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.

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.

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 ...

## 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

mathematics

obstetrics

optics

paediatrics GB or pediatrics US

phonetics

physics

politics

robotics

semantics

semiotics

statistics

tectonics

## And

diabetes

measles

mumps

rabies

rickets

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.

-a to -ae

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

#### -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

Singular	Plural
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

### -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	vetoes
volcano	volcanoes

### -on to -a

Singular	Plural
criterion	criteria

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

### -um to -a

Singular	Plural
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

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

syll	abus
------	------

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, religious brethren

tooth	teeth
foot	feet
goose	geese
mouse	mice
louse	lice
ох	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 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).

## 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

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	stuck
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
z pronounced 'zed'	z pronounced 'zee'

#### 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:

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.

### 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

# 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:

receive, obtain become reach, arrive cause to, induce understand, comprehend

#### get across

get

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

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

# Vocabulary

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 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

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	рН 7

Use figures with page, figure and table numbers

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

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 and twenty-five
150	one hundred and fifty
175	one hundred and seventy-five

## 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 31/2, 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 nonbreaking 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:

1/2	one half
1/3	one third
1/4	one quarter or fourth
1/8	one eighth

# But others generally do:

2/3	two-thirds
3⁄4	three-quarters or three-fourths
3⁄8	three-eighths
5/8	five-eighths
7/8	seven-eighths

## 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%	not 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:

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<sup>-2</sup>

### **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	Ш	ii
3	Ш	iii
4	IV	iv
5	V	v
6	VI	vi
7	VII	vii
8	VIII	viii
9	IX	ix
10	х	x
50	L	1
100	С	c
500	D	d
1000	М	m

How to calculate Roman numerals

Add numbers after a symbol of equal or greater value:

XX = X + X = 20CX = C + X = 110

Subtract numbers before a symbol of greater value:

$$IX = X - I = 9$$
$$XC = C - X = 90$$

# 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  $1^{st}$ ,  $2^{nd}$ ,  $3^{rd}$  or  $4^{th}$  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 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 ...
  - In 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 ...
- sum 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

# 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 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 ...

- 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 ...

- 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, ...

- 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 ...

- 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 ...
- In following the *method* outlined in ...
- ... according to standard criteria
- In following standard procedure
- ... in accordance with standard procedures
- ... was performed according to a or the standard ... protocol
- In 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.

- ... using the ... method as modified by X
- Inter 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 ...

... 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 ...

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
- Inter 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

- 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

# 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 ...

- 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

# 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

- 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 ...,
- pace 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 ...
  - Iow 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 ...
- Iower 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

## 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
- Iong-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 ...?

- 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

# 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, …

- 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 ...

### 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 ...

- 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
- In the second second
- ... 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 ...

#### 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 ...
- siven 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 ...

# 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

# 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 ...
- In the second second
- 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 ...

#### 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

- ... 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

### 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

- 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

- 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
- Iower
- 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

- 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
- Iocate
- 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

- 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

#### I

- 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

# 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

- 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 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

#### 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

- 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 agree ÷. consider accept . concede assume . admit imply . indicate acknowledge omit suggest . estimate overlook . confirm speculate н decide claim . . propose conclude . put forward predict rule advise regular maintain ÷. regularity reason . law argue . principle remind . guideline . recommend convention advocate formula urge regulation warn against . regulatory judge ruling defend . order justify ÷. standard reply . precept respond maxim counter . axiom object . doctrine criticize US and GB or criticise . GB dogma н doubt . dogmatic dispute irregular . irregularity refute . illegal deny ÷. realize US and GB or realise GB recognize US and GB or same or similar recognise GB

understand

245

identical

indistinguishable

.

÷.

- 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

- 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

misunderstand ÷. lack ÷.

#### weak

- poor
- faint .
- fragile
- inconclusive evidence .
- . ineffective
- impotent
- powerless
- vulnerable .
- a weakness in or of

strong

#### work out

- calculate ÷.
- solve н.
- the solution to ÷.
- . resolve
- find out ÷.
- plan .
- devise
- formulate

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** 

### **10.1 University and research terminology**

### 10.1.1 Symbols

3	Comma
• 3	Semicolon
:	Colon
	Full stop GB or period US <i>In a web address</i> dot <i>A decimal</i> point
?	Question mark
!	Exclamation mark GB or exclamation point US
-	Hyphen
-	(En) dash
-	(Em) dash
3	Apostrophe
٤ ٢	(Single) quotation marks or GB inverted commas
u "	(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
1	(Forward) slash or US slant
١	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 www.vuw.ac.nz/lals/research/awl
AD	After year 0 in the Western calendar Bede was born around AD 675.
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

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 Until Copernicus, most Western astronomers believed a priori that the sun revolved around the earth.
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
ВА	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. a bona fide case of

BP	Before the present
BSc or BS US	Bachelor of Science
С	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 The original Globe Theatre was built circa 1600.
concordance	An index to words in a work or works, e.g. a Shakespeare concor- dance
corpus	A database or collection of material for research
corrigenda	Corrections to a text
cum laude US	With distinction
curriculum	Courses for study

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 The threat of violence often results in a de facto curfew.
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. Professor Emerita Elizabeth Smith
emeritus	A retired (male) professor etc. Professor Emeritus John Smith
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 Mary graduated with a first in chemistry.
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, fresh- man, freshwoman	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

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 al- ready cited, e.g. Lee ibid.
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 Stonehenge probably symbolizes, inter alia, a worship of nature.
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 A native speaker is ipso facto an expert linguist.
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
Ш.	Lines
LLB	Bachelor of Laws
loc. cit.	In the place cited
locum	A temporary substitute (doctor etc.)
lower case	A small letter, such as a, b, c
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

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
р.	Page
passim	In many places (used in references) Examples of the double negative abound in Chaucer, see The Canterbury Tales, passim.
per annum	Per year
per capita	Per person
per se	In itself, as such The threat is not nuclear power per se, but man's exploitation of it.
plagiarism	To copy someone else's work or ideas and make it appear as if your own The British government was widely criticized for its plagiarism of a graduate student's work.

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) A posthumous award
pp.	Pages pp. 56–125
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)

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 He has a 2:2 in geography.
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
TAUS	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
ν.	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
	The administrative head of a university The other way round
GB, AU	

### 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**

Greek Upper Case	Greek Lower Case	English Name
А	α	alpha
В	β	beta
Г	γ	gamma
Δ	δ	delta
E	٤	epsilon
Z	ζ	zeta
н	η	eta
Θ	θ	theta
1	I	iota
К	к	kappa
٨	λ	lambda
Μ	μ	mu
Ν	v	nu
Ξ	ξ	xi
0	0	omicron
п	π	pi
Ρ	ρ	rho
Σ	σ, ς	sigma
т	т	tau
Y	U	upsilon

10.2.1 Greek alphabet

Φ	φ	phi
х	Х	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 *car-diac* 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
а	not or without
	atheist, asexual, apathy, asymmetrical
ab	from or away
	abduct, abstract, absent
acro	top or tip
	acropolis, acronym
aden	gland
	adenoid, adenocarcinoma
(a)eo	dawn or early
	aeon or eon, Eolithic, Eocene, eosin

aero	air
	aerodynamic, aeronautics, aerobic
Afro	African or Africa
	Afro-Caribbean
agog(ue)	leading
	pedagogy, demagogue, synagogue
agro, agri	field
	agriculture, agrochemical
alb	white
	albumen, albinism
algia	pain
	neuralgia, myalgia
allo	other or different
	allomorphic, allophone, allotrope
alto, alti	high
	alto, altocumulus, altitude
ambi, amphi	both
	ambivalent, amphibian
andro	male
	androgynous, androgen, androcentric
angi	vessel
	angiography, angioplasty, angiosperm
Anglo	English or England

### Glossary

	Anglo-American, Anglocentric, Anglophile
ante	before
	antenatal, anteroom, antedate, anterior
anth	flower
	anther, anthesis, chrysanthemum
anthrop	man or human
	anthropology, anthropomorphism, philanthropy
anti	against or opposite
	antibiotic, anti-apartheid, antifreeze
aqu	water
	aqueous, aquatic, aquifer, aquarium, aqueduct
arch(a)eo	ancient
	archaeology, archaic
arch, archy	ruler or rule
	anarchy, monarch, oligarchy
arthr	joint
	arthritis, arthroscopy, arthralgia, arthropod
astro	star
	astronomy, astrophysics, astronaut
audio	hear or sound
	audio, audiovisual, audiologist
auto	self
	automobile, autocratic, autonomy, autism

biblio	book
	bibliography, bibliophile
bio	life
	biology, biochemistry, amphibian
caco	bad
	cacophony
сар	head
	decapitate, captain, capital
cardi	heart
	cardiology, cardiac
carp	fruit
	pericarp, mesocarp, monocarpic, carpology
cene	new or recent
	Eocene, Miocene, Pleistocene
cephal	head
	encephalitis, hydrocephalus, cephalothorax, biceps
chir	hand
	chiropractic, surgery
chlor	green
	chiropractic, surgery
chrom(at)	colour GB or color US
	chromatography, chromium, monochrome
chron	time

	chronology, chronic, anachronism
chrys	gold
	chrysanthemum, chrysalis
cid(e)	kill
	suicide, genocide, pesticide
circum	around
	circumference, circumnavigate, circumstance
contra	against
	contradict, contrast, contraception
corona	crown
	corona, coronary artery, coronation
cosmo	world or universe
	cosmos, cosmonaut, cosmopolitan, microcosm
crat, cracy	government or power
	democracy, bureaucrat, plutocracy, meritocratic
сгуо	cold or freezing
	cryophyte, cryostat
crypto	hidden
	encrypt, cryptic, cryptography
cyto, cyte	cell or vessel
	cytology, lymphocyte, cytoplasm, cytolysis
dactyl	finger
	dactyl, pterodactyl

demo	people
	democracy, demographic, epidemic
dendr	tree
	dendrogram, dendrochronology, dendrite
dent	tooth
	dentistry, dental, dentate, dentil
derm	skin
	dermatology, hypodermic, epidermis, taxidermy
dextr	right
	dextral, dextrorotation, dexterity
dia, di	through or across
	diabetes, diachronic, diameter
dis	apart or lack
	disagree, disconnect, disadvantage, disease
dynam	power
	dynamo, dynamic, thermodynamics, dynamite
dys	wrong
	dyslexia, dysfunctional, dysentery
ecto	outside
	ectoplasm, ectophyte, ectopic
endo, ento	within or inside
	endoplasm, endoscope, endorphin
entero, entery	intestine

	gastroenterology, dysentery, enteritis
entomo	insect
	entomology, entomophilous
epistem	knowledge
	epistemology
erg, urgy	work
	ergonomics, ergometer, metallurgy
erythro	red
	erythrocyte, erythropoiesis
eu	well or good
	euphoria, eulogy, euphemism, euthanasia
ex	out of or former
	exclude, export, extract, excrete, ex-president
ехо	external or outside
	exoskeleton, exosphere, exotic
extra	outside or beyond
	external, extracurricular, extraordinary
ferro	iron
	ferrous, ferric, ferrite, ferritin
fili	son or daughter
	filial, F1, F2, affiliate
fract	broken
	fracture, fraction, diffraction, fragment

Franco	French or France
	Francophile, Franco-Prussian, Francophone
frat(e)r	brother
	fraternize, fraternal, fraternity
galact	milk, galaxy
	galactose, galactic
gamy, gamo	marriage or union
	gamete, monogamy, bigamy, polygamy
gastro	stomach
	gastric, gastritis, gastroenterology, gastronomy
gen	produces or produced
	hydrogen, carcinogen, androgen, allergen
geo	earth
	geography, geology, geomorphology, geometry
giga	giant
	gigabyte, gigahertz
gloss	tongue or language
	gloss, glossary, diglossia, polyglot
glyc, gluc	sugar or sweet
	glucose, glycerol, hypoglycaemia GB or hypoglycemia US
gnosis	knowledge
	diagnosis, prognosis, gnostic, agnostic
gono, gony	seed

	gonad, gonorrhoea GB or gonorrhea US
graph	write
	photography, telegraph, biography, monograph
Gr(a)eco	Greek
	Greco-Roman
gyn	female
	gyn(a)ecology, androgynous, epigynous
gyro	circle
	gyrate, gyroscope, gyrus, spirogyra
h(a)em, (a)emia	blood
	h(a)emoglobin, h(a)ematology, h(a)emorrhage, an(a)emia
hal	salt
	halophytic, halite, halogen, Hallstatt
helio	sun
	heliocentric, heliolatry, heliotaxis, helium
hepat	liver
	hepatitis, hepatocyte, hepatoxic
hetero	other or different
	heterosexual, heterogeneous, heterodox
hier	sacred
	hieroglyphics, hierarchy
hippo	horse
	hippocampus, hippodrome, hippopotamus

histo	web or tissue
	histology, histocompatibility
homeo, homoio	like or similar
	homeobox, homeotherm, homeosis
homo	same
	homosexual, homogeneous, homonym
hydro	water or fluid
	hydroelectric, dehydration, hydrolysis, hydrogen
hygro	wet or moisture
	hygrometer, hygrophyte
hyper	over or above
	hyperactive, hypersensitive, hyperbole
hypn	sleep
	hyperactive, hypersensitive, hyperbole
hypo	under or below
	hypodermic, hypothermia
iatr	healing
	psychiatry, paediatric GB or pediatric US, iatrogenic
icono	image
	icon, iconography, iconoclast
ideo	idea
	ideology, ideogram
idio	own or individual

	idiosyncratic, idiom, idiolect, idiopathic
ign	fire
	ignite, ignition, igneous
Indo	Indian or India
	Indo-European
infra	below
	infrared, infrasonic, infraspecific, infrarenal
inter	between or together
	international, interactive, interlibrary loan, internet
intra	inside
	intravenous, intramural, intranet
iso	equal
	isomorphic, isotope, isobar
kerat	horn or cornea
	keratin, keratose, keratitis
kine, cine	to move
	kinetic energy, pharmacokinetics, cinema
labi	lip
	bilabial, labiodental, labium
lact	milk
	lactic acid, lactose, lactate
leuk, leuc	white
	leukocyte US and GB or leucocyte GB, leuk(a)emia

lign	wood
	lignite, lignify, lignin, lignocellulose
lip(o)	fat
	lipoprotein, lipid, liposuction
lith	stone
	lithic, Neolithic, monolith, megalith, lithography
log, loqu	word or speech
	prologue, monologue, soliloquy, colloquial
luna	moon
	lunar
lys, lysis	loosen or break down
	analysis, electrolysis, catalysis
macro	large
	macroeconomics, macromolecule, macrocyte
mal	bad or wrong
	malfunction, malignant, malnutrition
man(u)	hand
	manual, manipulate, manuscript
matri	mother
	maternal, maternity, matriarch, matrilineal
mega, megal	huge
	megalith, megaloblast, megalomania
melan	black

# ■ Glossary

	melanin, melanoma, melancholy
meso	middle
	mesocarp, mesoderm, Meso-America, Mesopotamia
meta	concepts or change
	metatheory, metamorphosis, metabolism
micro	small
	microbe, microscope, microfilm, microclimate
miso	hatred
	misogynist
mito	thread
	mitochondria, mitogenic, mitosis
morph	shape
	morphology, metamorphosis, anthropomorphism
multi	much or many
	multiply, multicultural, multidisciplinary, multilateral
myc, mycet	fungus
	mycosis, mycoprotein, mycology
myel	bone marrow or spinal cord
	myelitis, myeloid, myelin sheath
туо	muscle
	myocardium, cardiomyopathy, myoglobin
narco	numb
	narcotic, narcosis

nebul	mist or cloud
	nebula, nebulizer, nebulous
necro	dead
	necrosis, necrotic, necropsy, necropolis
nemat	thread
	nematocyst, nematode, nematic
neo	new
	Neolithic, neoclassicism, neonatal
nephr	kidney
	nephrology, nephritis, nephrectomy
nes	island
	Polynesia, Micronesia, Indonesia
neur	nerve
	neural, neurology, neuron
nihil	nothing
	nihilism, annihilation
noct, nox	night
	nocturnal, noctilucent, equinox
nomo, nomy	law or laws
	taxonomy, astronomy, autonomy
non	not
	nonexistent, nonspecific, nonstandard, nontoxic
noso, nosis	disease

	zoonosis, nosology
nov	new
	novel, novice, innovation, renovate
ocul	еуе
	ocular, binoculars, oculus
odon(t)	tooth
	odontology, orthodontics
oma	tumour GB or tumor US
	carcinoma, lymphoma, melanoma
omni	all or everywhere
	omnipresent, (omni)bus, omnivore
onco	tumour GB or tumor US
	oncology
onto	being
	ontology, paleontology
ophthalmo	еуе
	ophthalmology
or	mouth
	oral, oropharynx
ornitho	bird
	ornithology, ornithophily, ornithosis
oro	mountain
	orogeny, orography

ortho	straight or right
	orthodox, orthop(a)edic, orthography, orthodontics
osteo	bone
	osteology, osteoporosis, osteopathy
oto	ear
	otorhinolaryngology, otitis
p(a)ed	child
	p(a)ediatrics, p(a)edophile
pal(a)eo	old
	pal(a)eontology, Pal(a)eolithic
pan	all
	Pan-African, Pan-American, pantheon
para	beside or beyond
	parasite, parallel, paradigm, paramedic, paradox
patho, pathy	suffering or feeling
	pathology, apathy, antipathy, sympathy, empathy
patr	father
	paternal, patriotism, compatriot, patriarch
ped(e), pod	foot
	centipede, millipede, biped, tripod, pedal, pedestrian
peri	around or near
	perinatal, pericarp, periscope, periphery, perihelion
petr	rock or stone

# ■ Glossary

	petrified, petroleum, petroglyph
phag	eating or consuming
	(o)esophagus, sarcophagus, bacteriophage
pharmac	drug
	pharmacology, pharmacy, pharmaceutical
phasia	speech
	aphasia, dysphasia
pheno	show
	phenotype, phenomenon
phil	love
	philosophy, philanthropy, drosophila, Philadelphia
phobia	fear
	phobia, claustrophobia, xenophobic
phon	sound or voice
	phonetics, telephone, symphony, Francophone
phor	bear
	semaphore, amphora, euphoria, phosphorus
photo	light
	photograph, photosynthesis, photocopy
phyll, fol	leaf
	chlorophyll, phylloxera, foliage, folic acid, foliated
physi	nature
	physics, physiology, physician

phyto, phyte	plant
	phytochemistry, phytoplankton
plasm	forming or moulded GB or molded US
	plasma, protoplasm
pneum	lung, breath, air or spirit
	pneumonia, apn(o)ea, pneumatic, dipnoan
polis	city
	acropolis, metropolis, Persepolis, Constantinople, Naples
polit	citizen
	politics, cosmopolitan
poly	much or many
	polytechnic, polymer, polygon, polyglot, Polynesia
post	after or behind
	postnatal, postdoctoral, postindustrial, postmortem
potam	river
	hippopotamus, potamology, Mesopotamia
pre	before
	pre-Columbian, predict, premature, prejudice
procto	anus or rectum
	proctology, proctoscope
proto	first
	prototype, protocol, protolanguage, protozoa
pseudo	false

	pseudonym, pseudomorph, pseudopodium
psych	mind
	psychology, psychiatry, psycholinguistics
pter	wing
	pterodactyl, helicopter, dipterous
pyr	fire or heat
	pyrite, pyrotechnics, pyre, pyroclastic, pyromania
quasi	as if
	quasi-judicial, quasi-scientific
radi(o)	ray or spoke
	radio, radiation, radioactive, radiology, radius
re	again
	recognize, reappear, reconsider, renew
renal, ren	kidney
	renal, adrenal
retro	back or behind
	retrospect, retroactive, retrograde
rrh, rrhage, rrhoid	discharge or burst
	h(a)emorrhage, h(a)emorrhoid, catarrh, diarrh(o)ea
rhino	nose
	rhinoceros, catarrhine, otorhinolaryngology, rhinitis
rhizo	root
	rhizome, rhizoid, rhizocarpous

sarc	flesh
	sarcoma, sarcophagus, sarcasm
saur(us)	lizard
	dinosaur, tyrannosaur(us)
schizo	split
	schizophrenia, schizocarp
scler	hard
	sclerosis, sclera
selen	moon
	selenology, selenography
Sino	China or Chinese
	Sinology, Sino-Japanese, Sinophile
somat	body
	psychosomatic, somatic, somatotrophin
somn	sleep
	insomnia, somnolent
sophy	wisdom
	philosophy
stereo	solid or three-dimensional
	stereo(phonic), stereochemistry, stereotype
sub	under or below
	submarine, suburb, subordinate, subatomic, subconscious
super	above or greater

	supersonic, superimpose, superfluous, superficial
syn, sym	with or together
	sympathy, symphony, symmetry, synapse, synergy
tacho, tachy	speed or rapid
	tachograph, tachometer, tachycardia
tax(is), taxy	arrangement or orientation
	syntax, taxonomy, phototaxis
techn	art or skill
	technology, technique, technical
tele	far
	television, telephone, telescope, telegraph
temp	time
	temporary, contemporary, temporal
the(o)	god
	theology, atheist, pantheon, theocracy
therm	heat
	thermal, thermodynamics, geothermal, thermometer
thi(o)	sulphur GB or sulfur US
	thiamine or thiamin, thiol, thionic
tom, (ec)tomy	cut (out) or section
	anatomy, tracheotomy, tonsillectomy, tomography
tox, toxic	poison
	toxic, toxicology, toxin, intoxication

trans	across or through
	transport, transaction, transfer, transmit, transparent
trich	hair
	trichology, trichiasis, trichomonad, trichome
troph(y)	nourishment or growth
	atrophy, somatotrophin, biotroph, trophoblast
ultra	beyond
	ultrasound, ultraviolet, ultrahigh frequency
ur	original
	urtext
vis, video	see or sight
	video, vision, television, visible
vor, vorous	eating
	carnivore, omnivore, herbivore, voracious
xanth	yellow
	xanthic acid, xanthophyll
xeno	foreign
	xenophobia, xenotransplant, xenon
xer	dry
	xeric, xerophyte, xerophthalmia
xyl	wood
	xylophone, xylose, xylitol
Z00, Z0	animal

	zoology, zoomorphic, protozoa
zygo	pair or join
	zygote, zygodactyls

#### 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	М	million
giga	G	10 <sup>9</sup>
tera	т	10 <sup>12</sup>
peta	Ρ	10 <sup>15</sup>
exa	E	10 <sup>18</sup>
zetta	Z	10 <sup>21</sup>
yotta	Y	10 <sup>24</sup>

deci	d	tenth
centi	с	hundredth
milli	m	thousandth
micro	μ	millionth
nano	n	10 <sup>-9</sup>
pico	р	10 <sup>-12</sup>
femto	f	10 <sup>-15</sup>
atto	а	10 <sup>-18</sup>
zepto	z	10 <sup>-21</sup>
yocto	У	10 <sup>-24</sup>

### 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 (I, 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>

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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