

Before you start

A

What do I need

- a notebook or file – to write down the vocabulary that you study in this book as well as words and expressions that you come across elsewhere
- some good dictionaries

We strongly recommend the *Cambridge Advanced Learner's Dictionary* as this contains exactly the kind of information you need in order to be able to understand and use English vocabulary. Through its example sentences it shows you how the word is used and which other words it typically combines with. The dictionary also helps you with difficult items such as phrasal verbs indicating, for example, whether the object can come before the particle (set up the apparatus, set the apparatus up, go through a set of calculations but not ~~go a set of calculations through~~). The dictionary is available in both paper and electronic versions and can be accessed online at <http://dictionary.cambridge.org>.

You will need a specialist dictionary relating to your own subject area as well. Your teacher may also be able to recommend other dictionaries for your specific needs.

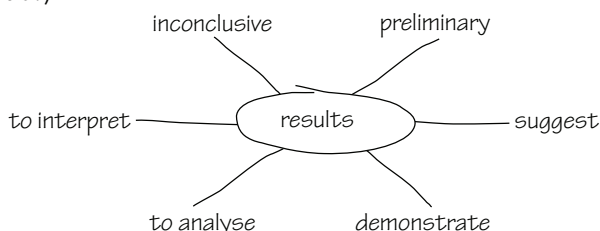
B

What should I note about new vocabulary?

Here are some things to note – though it won't be appropriate to note them all for all words you come across.

- examples of the word or expression in use
- typical word combinations - you might, for example, note down adjectives or verbs typically associated with a noun that you want to learn or nouns, adverbs or prepositions associated with a verb
- any special features of the word (e.g. is there anything special about its grammar or pronunciation or is it particularly characteristic of either written or spoken English?)
- any other information that might help you to learn the word (e.g. is it similar to any word in your own language or does it share a root with a word you already know?)
- any additional vocabulary that learning this word may help with (e.g. does a verb have a related noun or what is the opposite of an adjective?)
- any other uses of the word (e.g. can it be used metaphorically or does it have any other meanings in the way that so many English words do?)

Diagrams can be useful, for example, word bubbles:



or word forks:



C

What else can I do to improve my vocabulary?

As well as working through the units in this book, read as much English as you can in the subject areas that are most relevant to you. If you are new to studying in English, you could start by reading a textbook aimed at students who are at a slightly lower level than you are as far as the subject area is concerned; or you might prefer to read the latest articles in your field from a journal on the internet.

There is an enormous wealth of material available online for you to study and learn from. Try the websites of universities and other academic institutions which have extensive websites, for example, or blogs written by specialists in your field. Don't forget that, as well as written texts, you can find plenty of lectures and other listening materials online too.

What is special about academic English?

A

Everyday words and academic uses

Many words in academic English are the same as everyday vocabulary, but they are often used with a slightly different meaning, which may be specialised.

everyday use	meaning	academic use	meaning
Standards of discipline in schools have declined.	ability to control yourself or other people	Nanotechnology is a relatively new discipline .	area of study
Underline your family name on the form.	draw a line under it	The research underlines the value of case studies.	gives emphasis to
The lake was frozen solid .	not liquid or gas	We have no solid evidence that radiation has caused the problem.	certain or safe; of a good standard

B

Vocabulary and academic style

In writing, academics use many neutral expressions. They also use rather formal expressions which are not common in everyday language. Knowing whether an expression is formal or just neutral is important.

neutral	more formal	neutral	more formal
in short, briefly, basically	in sum, to sum up, fundamentally	try	attempt
only	sole(ly)	mainly, mostly	primarily
almost, more or less	virtually	typical of	characteristic of

However, very informal vocabulary may be used in *spoken* academic styles in classes and lectures. Learn to understand informal language when you hear it but be careful not to use it in essays and written assignments. Here are some examples of teachers using informal language.

‘OK. **Have a shot at** doing task number 3.’ [more formal: *Try/Attempt to do ...*]

‘**There’s no way** schools can be held responsible for failures of government policy.’ [more formal: *Schools cannot in any way be held ...*]

Academic language tries to be clear and precise, so it is important to keep a vocabulary notebook (see page 8) and learn the differences between similar words, as well as typical word combinations (underlined here).

The building is a **prime example** of 1920s architecture. [excellent in quality or value]

The group’s **primary concern** is to protect human rights. [main; most important]

C

Noun phrases

Academic language often uses complex noun phrases. For example, instead of saying *Radiation was accidentally released over a 24-hour period, damaging a wide area for a long time*, an academic might say *The accidental release of radiation over a 24-hour period caused widespread long-term damage*. It is therefore important to learn the different forms of a word, for example:

noun	verb	adjective(s)	adverb(s)
accident		accidental	accidentally
quantity/quantification	quantify	quantitative/quantifiable	quantitatively/quantifiably

Finally, be aware of ‘chunks’ or phrases which occur frequently, and learn them as whole units. Examples: *in terms of, in addition to, for the most part, in the case of*, etc. (See Unit 16).

Language help

Using complex noun phrases improves your writing style and can contribute to higher grades in essays and assignments.

This unit focuses on some important nouns in academic English. See also Units 10, 11 and 15.

A

General nouns referring to ideas

She wrote an article on the **subject** of class. [thing which is being discussed, considered or studied]

The **theme** of the poem is emigration. [main subject of a talk, book, etc.]

The students were given a list of essay **topics**. [specific subjects that someone discusses or writes about]

There was a lively debate on the **issue** of globalisation. [important subject or problem]

Political **theory** is a popular undergraduate subject. Einstein's **theory** of gravitation has been questioned recently. [statement of the rules on which a subject of study is based or, more generally, an opinion or explanation]

The **model** of climate change presented in the Stern Review seems to be becoming a reality. [description of a system or process which explains how it works]

The book is called 'The **Nature** of Intelligence'. [basic character of something]

Human behaviour is based on the **principle** of least effort. [basic idea or rule that explains how something happens or works]

B

More specific nouns connected with ideas and phenomena

Repetition is an important **aspect** of speech development in children. [one individual part of a situation, problem, subject, etc.]

Automatic backup is a **feature** of the new software. [a typical quality that something has]

The political motives for the government's actions are beyond the **scope** of this essay. [range of a subject covered by a book, discussion, class, etc.]

The study revealed a **pattern** of results. [a regularly repeated arrangement]

During 2005, the **number** of violent attacks increased to an alarming degree. [amount or level]

C

Nouns referring to ways of thinking, processes and activities

Read these titles of academic books and articles. Note the key nouns and their prepositions.

Micro-organisms in water: their **significance**¹ and **identification**²

Renewable energy: a critical **assessment**³ of recent **research**

Citizens' **Views** on Healthcare Systems in the European Union

The **Case**⁴ for Change: Rethinking Teacher Education. Towards a New **Approach**⁵

6

7

Epidemiological research into asthma and allergic disease: establishing a standardised **methodology**⁸

¹ importance ² ability to establish the identity of something ³ judgement of the amount, quality or importance of something ⁴ arguments and facts in support of or against something ⁵ way of considering something ⁶ particular ways of considering something ⁷ understanding based on experience or information ⁸ set of methods used when studying something

Common Mistake

Research is uncountable. Don't say: *They carried out some useful researches.* To make it plural, say *research studies* or *pieces of research*. *Research* is followed by *on* or *into* not *of*. Say, for example, *do research on/into memory loss*.

A

Key verbs for structuring academic assignments

Look at these tasks which students have been given.

Discuss some of the problems **involved**¹ in **investigating** attitudes to diet and health. Write a critical review of an investigation you have read about, or describe an investigation you yourself could **conduct**². **Consider** the advantages and disadvantages of different methods.

Starting from rest, an aircraft accelerates to its take-off speed of 60 ms^{-1} in a distance of 900 metres. **Illustrate**³ this with a velocity-time graph. **Assuming**⁴ constant acceleration, **find**⁵ how long the take-off run lasts. Hence **calculate**⁶ the acceleration.

Examine¹⁰ how industrial growth has **affected** any two developing countries. **Provide**¹¹ statistical evidence where necessary and **include** a discussion of likely future trends.

- ¹ which are part of/included in ² organise and do ³ draw something in order to explain something
⁴ accepting something to be true ⁵ discover by calculating (see 6) ⁶ judge the number or amount of something by adding, multiplying, subtracting or dividing numbers ⁷ shows, makes clear ⁸ recognise someone or something and say or prove who or what they are
⁹ questions whether something is true ¹⁰ look at or consider carefully and in detail ¹¹ give

B

More key verbs

These extracts from academic books contain more key verbs.

In **developing** methods to explain the significance of health status measures, one can **classify**¹ ways of **establishing**² quality of life into two main types.

The length of time spent on the tasks may **account for**³ the decrease in motivation which **was seen**⁴ in many of the participants.

The data **presented**⁵ in Chapter 3 **showed**⁶ that the age of the subjects was not the main factor.

Political theory **attempts**⁷ to build bridges between different schools of political thought.

- ¹ divide things into groups according to their type ² discovering or getting proof of ³ explain ⁴ see is often used in the passive in academic style ⁵ given ⁶ proved ⁷ tries

C

Noun forms of key verbs

In academic style, noun forms of key verbs are often used instead of the verbs.

key verb	verb + noun form of key verb	example
explain	give/provide/offer an explanation (of/for)	The model provides an explanation for the differences between the two sets of data.
explore	undertake / carry out an exploration (of)	Kumar undertook an exploration of music genius.
emphasise	place/put emphasis (on)	The hospital puts a lot of emphasis on training.
describe	give/provide a description (of)	The book gives a description of modern Europe.
affect	have an effect on	Climate change has an effect on sea levels.
prove	offer/provide proof (that)	This research offers proof that bees are on the decline.

Common Mistake

Notice the difference in spelling between the verb *affect* and the noun *effect*. Don't confuse them. The verb **to effect** means to make something happen. *The invention of the world wide web **effected** a transformation in global communications.*

Key adjectives

For any key adjective it is useful to note (a) whether it is typically followed by a specific preposition, (b) what nouns it typically collocates with, (c) whether it has any antonyms (adjectives of opposite meaning) and (d) whether it has any related nouns.

A Adjectives and prepositions

Here are some extracts from academic texts, with adjectives followed by *to* or *of*.

Language development is conceived as **relative**¹ **to** one's own past performance, or relative to that of others.

Some of the responses to the questionnaire were **specific**⁴ **to** young male respondents. Others were **common to** all the respondents.

How can we make science **relevant**² **to** environmental policy? Poor communication between scientists and politicians is **characteristic**³ **of** the situation today.

We need to plan technologies which are **appropriate**⁵ **to** the needs of small farmers. It was **typical of** the farmers in the study that they had a negative attitude to technology.

¹ true to a particular degree when it is being compared with other things connected with what is happening or being discussed ² connected with what is happening or being discussed
³ typical of ⁴ only found in ⁵ suitable or right for a particular situation or occasion

B Some key adjectives and their typical noun collocates

There was an **apparent**¹ discrepancy between the two sets of results.

We noted a **potential**² problem with the experimental design which we had to deal with first.

The **principal**³ cause of the failure was a sudden temperature change.

The research used a **rigorous**⁴ methodology which had been tested on many occasions.

¹ seeming to exist or be true ² possible when the necessary conditions exist ³ first in order of importance ⁴ careful to look at or consider every part of something to make certain it is correct

C Adjectives and their opposites

Each sentence in this text on drug abuse contains a pair of adjectives which are opposites.

	1	2
3	4	
5		6

¹ existing only as an idea, not as a material object ² existing in a form that can be seen or felt
³ using or based on numbers and statistics ⁴ using non-number-based methods such as interviews, focus groups, etc. ⁵ important or noticeable ⁶ fairly correct but not exact or detailed

D Nouns related to adjectives

Often in academic style, a noun form of the key adjective is used.

I admire her **simple** style.

I admire the **simplicity** of her style.

These statistics are less **relevant**.

These statistics have less **relevance**.

A

Adverbs that compare

adverb	meaning	example
comparatively/relatively	in comparison with something else	Our sample was relatively/comparatively small.
especially/particularly	more than usual	The process was not especially/particularly difficult.
specially	for a specific purpose	We used specially designed equipment.
somewhat (opposite: considerably)	(slightly formal) rather, to some degree	The second experiment involved a somewhat/considerably larger sample.
primarily	mainly	The article is primarily concerned with the effects of pesticides.
mostly/largely	almost completely (but not totally so)	The project was largely/mostly successful.
directly (opposite: indirectly)	without anything else being involved	The illness is (in)directly linked to poor housing.

B

Adverbs that relate to numbers or time

There are **approximately** 20,000 pairs of birds on the island. [around, about]

The figure of 17% is **roughly** equivalent to the decline in population in the north of the country from 1980 to 2010. [more or less]

The phenomenon occurs relatively **frequently/infrequently**. [often/not often]

We **eventually** obtained the figures we were hoping for, which were **precisely** the same as those found by Rosenberg (2008). [in the end, after some time; completely and accurately]

Ultimately, we plan to repeat the study using **exactly** the same number of informants. [finally, after other things have been completed. *Exactly* is similar to *precisely*, but is more often used to refer to numbers]

The team **initially** failed to establish the cause of the death of the whales. [in the early stages]

Common Mistake

Eventually means 'after some time'. Use *finally* or *lastly* when beginning the last point in a discussion. *Finally/Lastly, let us consider the impact of tourism on local cultures.*

C

Adverbs that relate to how things are stated

Hall's 1968 book **essentially**¹ differs from his earlier work in that it is **explicitly**² critical of the government of the time. **Generally**³ his disapproval of government was only conveyed **implicitly**⁴ in his previous works, but here he **specifically**⁵ condemns their handling of a number of issues. The 1968 work is more **broadly**⁶ in line with other political commentaries of the period.

¹ referring to its main characteristics; also **basically** ² openly ³ usually, also **on the whole**

⁴ not directly, suggested or implied rather than stated; opposite of **explicitly**

⁵ in particular; opposite of **generally** ⁶ in general, without considering minor details

D

Adverbs that restrict or limit

merely The medication will **merely** make the symptoms bearable; it will not cure the disease. [exactly and nothing more]

simply Note that **simply** can have different meanings. To **put it simply**, the risks of this approach would seem to outweigh its advantages. [plainly] The book presents difficult ideas **simply**, in a way appropriate for the non-expert. [easily] The exam results were **simply** dreadful. [without doubt]

solely Certain events are **solely** confined to our planet. [only, involving nothing else]

Phrasal verbs in academic English

Although phrasal verbs occur most frequently in more informal spoken and written English, they are also not uncommon in an academic context. You will hear them used in lectures and will read them in serious journals. Of the phrasal verbs in this unit, only *go/look back over* and *work out* are not appropriate for a formal written assignment.

A

Phrasal verbs and one-word synonyms

Phrasal verbs often have one-word synonyms. These sound more formal than their phrasal verb equivalent but both are appropriate when writing or talking about academic subjects. Vary your language by using both.

phrasal verb	synonym	example
put forward (an idea/view/opinion/theory/plan)	present	In her latest article Kaufmann puts forward a theory which is likely to prove controversial.
carry out (an experiment / research)	conduct	I intend to carry out a series of experiments.
make up	constitute	Children under the age of 15 make up nearly half of the country's population.
be made up of	consist of	Parliament is made up of two houses.
point out	observe	Grenne points out that the increase in life expectancy has led to some economic problems.
point up	highlight	The study points up the weaknesses in the current school system.
set out (to do something)	aim	In his article Losanov sets out to prove that ...
set out	describe	The document sets out the terms of the treaty.
go into	discuss	In this book Sergeant goes into the causes of the Civil War in some depth.
go/look back over	revise, review *	Please go/look back over this term's notes.
go through	check	Go through your calculations carefully.

*Revise is the BrE synonym and review the AmE synonym. (Revise in AmE only means to edit or change something to make it better; review is not used in BrE in the context of preparing for a test as focused on here.)

B

Carrying out research

After completing her first degree in zoology Meena **went on to**¹ apply to graduate school. She wanted to **work on**² animal behaviour at a well-known institute in New Zealand. She **set up**³ a series of experiments investigating how bees communicate. She has noticed some curious behaviour patterns but has not yet **worked out**⁴ why her bees behave as they do. What she has observed seems to **go against**⁵ current theories of bee behaviour. When she has completed all her research she will have to **write** it all **up**⁶.

¹ do something after doing something else ² study, work in the field of ³ prepared, arranged
⁴ come to a conclusion about ⁵ not be in agreement with ⁶ (of an important document) write in a final form



Language help

Consult a good dictionary when you use phrasal verbs in your writing. For example, a good dictionary tells you when the object can be used before the particle (e.g. **write your results up**) and when it cannot (e.g. **this goes against current theories**).

Key quantifying expressions

Quantifying expressions are important in academic English as it is often necessary to comment on figures or trends. There is more useful language for talking about numbers in Units 33 and 34.

A

Expressing numbers and amounts

We use **amount** with uncountable nouns: *a large amount of money/interest/influence.*

We use **number** with plural countable nouns: *a small number of articles/books/words.*

The words *number* and *amount* can be used with adjectives such as **small, considerable, substantial, significant, huge, enormous, vast, total, surprising, excessive** [too much/many], **fair** [quite a lot] and **reasonable** [acceptable].

We can also use the phrase **a great deal of** [a large amount of] with uncountable nouns: *a great deal of time/money/effort.*

B

Other ways of expressing quantity

The size of our survey was relatively **small-scale**¹. We sent out 2,500 questionnaires **in total**². Although a **handful**³ of people did not respond, the **bulk**⁴ (95%) of those sent questionnaires completed them. The survey shows that, **for the most part**⁵, the population is becoming more aware of the importance of recycling. **All of** the people said that they recycled at least some of their rubbish, and **none of** them felt that recycling was a waste of time. Only **one of** the respondents said that he recycled less than he used to.

¹ only involving a small number ² in all ³ a relatively very small number

⁴ the majority ⁵ as regards the greatest number

Common Mistake

Notice how *respondents* is in the plural. We use a plural noun after *one of*: *one of our surveys*. But we use a singular verb: *One of our surveys **was** reported on local radio.*

C

Comparing numbers and quantities

expression	example	comment
exceeding	Results exceeding 5 cm were eliminated from the survey.	more than
in excess of	The team has secured research grants in excess of €20m.	more than, used mainly in official or legal writing
fewer and fewer / less and less	Fewer and fewer people are staying in the same job throughout their lives. Young people are becoming less and less interested in politics.	a steadily declining/decreasing number of, decreasingly
more and more	There is more and more interest in the topic. People are becoming more and more aware of the need to conserve energy.	a steadily increasing amount of, increasingly
more or less	The events happened more or less simultaneously.	(slightly informal) approximately
no fewer than	No fewer than 200 people responded.	used to suggest the number was unexpectedly large

Words with several meanings

A

Set

Many words in English have more than one meaning. *Set*, for example, has a large number of different meanings. Here are some examples which are relevant to academic English.

- a) (verb) adjust something to a particular level: *Set the instruments to zero.*
- b) (verb) establish: *I would like to set some ground rules for the course.*
- c) (verb) cause to be in a stated condition: *The decision set a number of changes in motion.*
- d) (verb) arrange: *We must set a time for our next meeting.*
- e) (verb) become solid: *Concrete sets as it cools.*
- f) (noun) group: *The condition is associated with a particular set of symptoms.*
- g) (adjective) that must be studied: *We have a number of set texts to read for our course.*

B

Academic uses for familiar words

These words have a distinct academic meaning as well as more familiar meanings.

word	academic meaning	example
accommodate (verb)	change to allow something to fit in	He had to adapt his theory to accommodate new information.
charge (verb)	refresh the supply of electricity	You need to charge the batteries every day.
contract (verb)	become smaller, shorten	As the metal cools, it contracts .
occur (verb)	exist	Some valuable minerals occur in these rocks.
reference (noun)	details of author or book mentioned in a piece of writing, to show where information was found	You must provide a list of references at the end of your assignment.
revolution (noun)	complete turn (e.g. of a wheel)	Time is measured by the revolution of the earth around the sun.
structure (noun)	way in which parts of a system or object are organised or arranged	The structure of this element is particularly complex.

C

Words with several different academic uses

Many academic words have distinct meanings in different disciplines. **Channel**, for example, has specific meanings in electronics, linguistics, biology, physics, social sciences and geography [e.g. *channels of communication, irrigation channels, government channels, to channel something*]. So you will, of course, need a specific dictionary for your own subject.

Other words have several distinct meanings that are important in general academic English.

The writer **takes issue with** Kwame's interpretation. [raises arguments against]

In your essay you need to address a number of key **issues**. [topics]

Have you seen the latest **issue** of the Malaysian Medical Journal? [edition]

Jackson raises some important **points** in his article. [opinions, ideas, information]

The writer takes a long time to get to the **point**. [most significant part]

Only 10.2 [ten **point** two] per cent of the people who received questionnaires responded.

Draw a straight line between **points** A and B on the map. [mark showing the position of something on a plan or diagram]

Language help

If you come across a word that you know but it does not seem to make sense in that context, check to see whether it has another distinct meaning. If it does, write it down with both (or all) its meanings in your vocabulary notebook.

Metaphors and idioms

A metaphor is an expression which describes something by comparing it to something else with similar characteristics. For example, you might say an academic 'attacks' or 'demolishes' someone's theory or argument, just as an army can attack an enemy or workers can demolish a building.

If a metaphor is used so often that the original comparison becomes forgotten, then it may be called an idiom. For example, people often say, 'I'm snowed under with work at the moment.' Originally this was a metaphor comparing a great deal of work to deep snow (overwhelming everything and making movement difficult). However, this expression has been used so frequently that it no longer usually makes people think of snow. Academic English uses various metaphors and idioms.

A

Metaphors and idioms referring to light and darkness

Data from the comet may **shed (new) light on** / **shine a (new) light on**¹ how life on earth began.

Views on depression have changed **in (the) light of**² recent studies of the brain.

Novelists, poets and essayists often refer to historical events to **illuminate**³ their understanding of human behaviour.

The book provides an **illuminating** discussion of how languages change.

The report revealed the **glaring**⁴ discrepancy between patients' needs and what the health service can offer them, and **highlighted**⁵ the need for a new approach.

Researchers **remain in the dark**⁶ about what can ensure successful recovery from drug addiction.

The book dealt with economic policy **in the shadow of**⁷ the Civil War of 1994–1999.

¹ provide a clearer explanation for it ² because of ³ show more clearly something that is difficult to understand ⁴ something bad that is very obvious (to *glare* means to shine too brightly)

⁵ emphasised something important ⁶ continue in a state of not knowing something

⁷ in a situation where something bad has happened or is happening

B

Metaphors and idioms referring to war and conflict

Look at these extracts from lectures and note the metaphors and idioms.

Critics **opposed to** D. H. Lawrence **attacked** his novels on various grounds. But despite the apparent diversity of opinion, Lawrence's critics were **united** on what they saw as several serious problems.

In the 19th century, travellers in the region were especially vulnerable to **the onslaught of**³ tropical diseases.

It's useful at the present time to look at Japan's experience **in the battle against** air pollution, and it's **a battle** no nation can afford to lose.

Children have been **bombarded with**⁴ increasing amounts of violence in the media. But campaigners have recently **scored a victory**⁵ with tighter regulations now going through Parliament.

Following **a barrage**¹ of hostile criticism, in his later works we see the artist becoming increasingly detached from the material world, **retreating**² more into his own mind than before.

Parents and teachers need to **maintain a united front**⁶ on the question of bad conduct at school.

¹ action of firing large guns continuously, here meaning a great many criticisms all at once

² going back to escape from attacks ³ a very powerful attack ⁴ forced to experience, subjected to

⁵ won a battle ⁶ remain united in their opinions and agree on how to act

Language help

Make notes of metaphors and idioms in your vocabulary notebook and group them together into themes such as 'war', 'light', 'temperature and weather', and so on.

Nouns and the words they combine with

Nouns often combine with specific adjectives, for example *medical research*, *undivided attention* or with specific verbs, for example *carry out research*, *pay attention*.

A

Nouns and the adjectives they combine with

adjective + noun combinations	example
useful, valuable, personal, constant, close, frequent, intermittent ¹ contact	I made some useful contacts at the conference.
considerable, heated ² , intense, public, animated ³ debate	After the lecture there was a heated debate .
crucial, decisive, fundamental element [=factor]	Timing is a crucial element of the experiment.
conflicting, contrasting, constituent ⁴ elements [=parts]	There are conflicting elements in the artist's work.
excess, sufficient, nuclear energy	Wind turbines create sufficient energy for the town's needs.
common, isolated, natural, recent, universal phenomenon	Such anti-social behaviour is a recent phenomenon .
conflicting, (in)conclusive, unforeseen ⁵ , preliminary ⁶ , encouraging, interim ⁷ results	Our preliminary results were encouraging .
decisive, challenging, conflicting, influential, key, pivotal ⁸ role	Student activists played a pivotal role in the riot.
random, representative sample	A representative sample of the population was surveyed.
alternative, efficient, fair, practical, convenient, proper, acceptable way	It is important to treat your research subjects in a fair way .
in absolute, broad, relative, general, practical, economic terms	People are better off in economic terms .

¹ from time to time ² strong, often angry ³ lively ⁴ that combine to make something
⁵ not expected ⁶ first ⁷ temporary ⁸ important

B

Nouns and the verbs they combine with

Most of the nouns in the table above are also strongly associated with specific verbs.

You can **come into contact with** someone or something or you can **establish, maintain, break off** or **lose contact**.

Academics may **engage in debate** or **contribute to a debate**. You talk about **the debate surrounding** an issue.

You can **combine, differentiate** or **discern** [recognise] **the elements** of, for example, a chemical compound.

You **consume** [use], **conserve, generate** [create], **save** or **waste energy**.

Phenomena emerge or **occur** and students will try to **observe, investigate** and then **explain** those **phenomena**.

Academics **collect, collate** [organise] and **publish** their **results**. Sometimes **results are questioned** or **invalidated** [shown to be wrong]. Occasionally they are even **falsified**!

Roles may be **defined** or **strengthened**. People or factors can **play a role** or **take on a role**.

You can **take, provide** or **analyse a sample**.

You can **discover, devise** [think up], **work out** or **develop a way** to do something.

Language help

Whenever you notice a noun that seems to be key as far as your own studies are concerned, write it down with the adjectives and verbs it is typically associated with.

Adjective and noun combinations

Noun phrases are an important feature of academic style. This unit focuses on a number of adjective + noun combinations which are particularly frequent in academic English.

A

Adjectives suggesting importance

adjective	comment	frequently combines with ...
important	significant can convey the same meaning and both adjectives often go with these nouns	aspect, contribution, difference(s), implications, point, question, reason, element
major	the opposite, minor , also often goes with these nouns	role, changes, problem, factor, issue, concern, difference, theme, contribution, point
central	means main or most important	role, theme, issue, question, concern, feature, focus, element, problem, argument
particular	means special	interest, attention, significance, importance, concern

B

Adjectives suggesting amount/extent

adjective	comment	frequently combines with ...
significant	large in size	increase, effect, reduction, number, proportion
enormous / considerable	enormous can mean very large or very important; considerable means large or of noticeable importance (i.e. slightly less strong than enormous)	amount, expansion, number, range, diversity, difference, variation, extent, degree, impact, power, influence, significance, interest
vast	means extremely big	majority, array, amount, range, quantity/quantities, sums, scale, improvement
widespread	means that something happens in many places or among many people	belief, acceptance, support, opposition, assumption, use
common*	means that something is normal or frequent and found on many occasions	experience, practice, use, concern, problem, view

***Common** can also mean 'shared' and as such it combines with *knowledge*, *ground* [areas of interest], *feature*, *interest*, e.g. *There is much **common ground** between the two writers.*

C

Other useful adjective and noun combinations

Specific means relating to one thing and not to things in general. It often combines with *context*, *information*, *case*, *type*, *form*, *purpose*, *characteristics*, *conditions*, *example*. For example, *The reaction occurs only under specific conditions.*

Inevitable is often used with words relating to results or changes such as *consequence*, *outcome*, *collapse*, *decline*, *conflict*, *effect*, *developments*. [unavoidable]

Explicit combines with words relating to how things are presented, e.g. *reference*, *statement*, *comparison*, *account*, *mention*. [clear and exact, communicated directly]

Relevant combines with words relating to evidence of different types, e.g. *data*, *documents*, *information*, *details*, *factors*. [connected with what is being discussed]

D

Adjectives and prepositional phrases

A feature of academic writing is that it often uses the noun form of an adjective in a prepositional phrase beginning with *of*, instead of just using an adjective.

Sagan's contribution is **of particular significance**. (= particularly significant)

Helvena's work is **of great interest** to researchers. (= very interesting)

This is a work **of considerable importance**. (= very important)

A

How verbs combine with other words

When you learn verbs in an academic context, it is useful to note a number of things about them.

Do they combine with any nouns, and does the noun go before or after the verb, for example, **the research / theory is based on, to pose a problem / question / threat?**

Do they combine with any adverbs, for example, **mainly / partly / loosely based on?**

Are they followed by any prepositions, for example, to **base** something **on** something else?

Are they often used in the passive, for example, **be based on, be associated with?**

verb	nouns	adverbs	examples
base (on)	research, theory, story, hypothesis	mainly, partly, loosely	The story was loosely based on a true event which occurred in 1892. The theory is mainly based on the writer's initial study.
associate (with)	word, idea, theory, term	generally, commonly, invariably	A decrease in consumer spending is generally associated with fears of instability. The word is commonly associated with youth culture.
discuss	idea, problem, issue, question, topic, theme	at length, briefly, thoroughly	Wilson and Crick (1965) discuss the problem at length . Sim's article discusses the issue thoroughly .
establish	relationship, connection	firmly, clearly, conclusively	Geologists have been unable to firmly establish a connection between the two types of fossils. Lopez conclusively establishes a relationship between the two phenomena.
examine	facts, evidence, effects, aspects	briefly, critically, thoroughly	We shall now briefly examine the evidence for the existence of dark matter. Our aim is to thoroughly examine the effects of stress.
demonstrate	existence, need, effects, importance	clearly, convincingly	The study clearly demonstrates the importance of support for dementia sufferers. Harvey's work convincingly demonstrates the need for a new approach to the problem.
identify (with) (often used in passive)	causes, factors, issues, properties, needs, approach, origin	correctly, clearly, closely	This approach is closely identified with the work of H. Crowley during the 1950s. The article clearly identifies the factors influencing the decision to go to war.

B

More verbs in combination with nouns, adverbs and prepositions

pose: This **inevitably poses a question** concerning the stability of society. Parks **poses a challenge** to Kahn's theory.

suggest: The most recent results **strongly suggest a different interpretation** of the situation. The article **suggests a new approach** to the problem.

list: Here I **simply list** the main **hypotheses / causes / features / characteristics**; they will be examined in detail below.

refer: The book **refers frequently / specifically / in passing** to the 1956 economic crisis.

observe: This is due to the **changes / trends / differences** we **observed** earlier.

Common Mistake

Remember we say *based on* NOT *based in*.

We say *discuss a problem / an issue* NOT *discuss about a problem*

Notice the prepositional phrases in bold in the texts below.

A

A book review



The *Guide to the Semi-Colon in English* was written by Keith Pedant **in conjunction with**¹ a team of researchers at Boredham University. **In comparison with** previous works on the semi-colon, this is a very substantial volume. **In addition to** the main text there are a number of appendices. These are **to some extent**² the most useful parts of the book as, **in line with**³ modern linguistic practice, they provide a wealth of real data. **In spite of** its potentially dry topic, the book contains many fascinating examples, in the sections dealing with the history of the semi-colon **in particular**. **With the exception of**⁴ the final chapter, this book may be of some interest to the general reader as well as the specialist but **on the whole**⁵ is mainly for those who have a professional interest in punctuation marks. If it fails **in any respect**⁶, it is **in relation to**⁷ recent changes in the punctuation of e-communication, **in terms of**⁸ the conventions of text-messaging, tweets and similar media.

- ¹ working together with ² notice also **to a greater / lesser / certain extent** ³ following; also **in accordance with** ⁴ not including ⁵ generally ⁶ or **in any way** ⁷ in connection with
⁸ describes which particular area of a subject is being discussed

B

A talk to a genealogy club

Chairperson: Now, **at this stage**¹ in the proceedings it's my pleasure to introduce our speaker tonight, Dr Anna Klein, the country's leading family history specialist. Anna, I'd like to welcome you **on behalf of**² all our members. Ladies and gentlemen, **in view of**³ the fact that we only have 45 minutes, I would ask you to keep any questions till the end of Dr Klein's talk. Thank you.

Anna Klein: Thank you. Er ... I should confess **from the outset**⁴ that my own interest in genealogy came about **as a result of** discovering some old letters in the attic at home. You know, I found them purely **by chance**⁵. They'd been written by some relatives who'd emigrated to Canada a hundred years or so before ... and for me, as a ten-year-old then, they were **by far**⁶ the most exciting things I'd ever read. They were, **for the most part**⁷, extremely well-written and, **from then on**⁸, I was determined to learn as much as I could about my family. **In other words**⁹, I had started out on my genealogical journey. **In some ways** I was very lucky. I was able, **so to speak**¹⁰, to get to know my family **on the basis of** the old letters and this enabled me to track down some relations living in Montreal. They, **in turn**, provided some contacts with Australian cousins and so it continued. **In the process**¹¹, I've learnt a great deal, not only about my own family, but also **as regards** how to approach tracing one's family. **In most respects**¹² it's been a thoroughly enjoyable adventure though there have been some difficult moments ...

- ¹ now, also **at this point** ² representing ³ because of ⁴ from the beginning ⁵ accidentally
⁶ very much ⁷ generally ⁸ since that moment ⁹ to express something differently ¹⁰ what I am saying is not to be understood exactly as stated ¹¹ while doing this ¹² considering most aspects of the experience

Common Mistake

On the one hand and *on the other hand* are used to compare and contrast two different ways of looking at an issue. Do not confuse *on the other hand* with *on the contrary*. *On the contrary* means that the previous statement is not true or not correct. *Stoneworkers use a variety of names for types of stone. Geologists, on the other hand, use names that are too technical or specialised for ordinary use.* (Not: *Geologists, on the contrary, use names ...*)

A

Verbs with **on** – sentences from academic articles

Chapter 1 of Huang's book **focuses on** violent human behaviour.

Sura's article **draws on** data gathered over a period of ten years. [uses in support of his/her case]

The introduction to the book **comments** briefly **on** a case study carried out in Brazil.

In this section I **concentrate on** the economic aspects of immigration.

The book **is based on** a number of studies carried out during the 1990s. [often used in passive]

The method used by Scanlon **relies on** / **rests on*** two basic principles. [* (formal) is based on]

B

Verbs with **to** – teachers talk to students

We **assigned**¹ the tasks randomly **to** the experimental group and the control group to see how the subjects would **react to** the different problems.

Malaria poses a major health risk to people who **are exposed to** infection where malaria is common. Last year 13% of deaths among children **were attributed to**² malaria in one area of Zaire.

OK, let's **turn to** the more difficult cases that I mentioned earlier. How should a doctor **respond to** a patient who doesn't **consent to** treatment when it seems to be essential?

When you're planning a questionnaire, you should always **attend to**³ design issues such as the number of questions and how clear they are.



We can't really say that an increase in inflation of two per cent **amounts to**⁴ an economic crisis, and I **refer** here **to** some recent stories in the media which are highly exaggerated and which can **be traced to**⁵ a deep misunderstanding of how inflation operates.

¹ give a particular job or piece of work to someone ² say or think that something is the result of something (often used in passive) ³ deal with something, give your attention to something

⁴ be the same as something, or have the same effect as something ⁵ discover the origin of something by examining how it has developed (often used in passive)

C

Other verb + preposition combinations

verbs + prepositions	examples
associate, provide, couple, equip + with	We try to equip our laboratories with the latest technology. Heart disease is often associated with unhealthy lifestyles. Note: In the active voice, as in the first example, this group of verbs follows the pattern verb + object + preposition + complement. Note also that these verbs are often used in the passive, as in the second example.
depart, benefit, emerge, exclude + from	In this book, Herne departs from his earlier theory. [takes a different view] Some of the data were excluded from the final analysis.
write, speak, convince, dispose + of	Abuka writes / speaks of the early years of industrial development. [both are rather formal] We must convince people of the need for water conservation.
account, search, call, argue + for	Lung cancer accounted for 20% of deaths in men. [formed a total of] Hopper (1987) argues for a new approach to English grammar. [opposite: argue against]

Common Mistake

The verbs *emphasise* and *stress* are used without any preposition (NOT *on*). The study **emphasises / stresses** the need for more controlled experiments to back up the conclusions.
Divide is followed by *into* (NOT *divide in*). The subjects **were divided into** three groups.

Nouns and prepositions

A

Groups of related nouns sharing prepositions

Sometimes groups of nouns with related meanings share the same prepositions.

nouns	preposition	example
book, article, paper, essay, lecture, talk, seminar, presentation, dissertation, thesis, project, assignment	about, on	In 1978, Da Silva published a book about ¹ the history of emigration. She wrote a dissertation on ² teenage slang in New York and gave a presentation on it to the whole class.
research (see also B), investigation, inquiry	into	Kelly (1969) conducted an investigation into the origins of international terrorism.
analysis, examination, exploration (see also B), study	of	The article offers an analysis of the potential impact of the HSN I Avian Flu virus.
problem, difficulty, issue	of, with	He gave a lecture on the problem of global warming. One difficulty with this approach is that a set of results may allow different interpretations.
motivation, rationale (see also B)	for	Economists have recently questioned the rationale for government spending.

¹ and ² *about* tends to be used for more general subjects; *on* is frequently used for more specific, detailed works, although both may be found in both uses. See also the notes on prepositions after nouns in Unit 46.

B

Nouns commonly associated with particular prepositions

You can also learn the nouns which most frequently come before a particular preposition. Some of these are in A above. The following examples are all titles of academic articles.

nouns	preposition	example
look, attempt, point, age, rate	at	An attempt at integration of economic and psychological theories of consumption The relationship between obesity and the age at which hip and knee replacement is undertaken
changes, differences, increase, decrease	in	Gender differences in risk-taking in financial decision making
insight, inquiry, research, investigation	into	An investigation into sleep characteristics of children with autism
work, research, influence, emphasis, effect	on	Genetic influence on smoking - a study of male twins
basis, idea, part, lack, exploration, means	of	A computerised clinical decision support system as a means of implementing depression guidelines.
need, basis, case, preference	for	Assessing organisational culture: the case for multiple methods
relation, approach, response, attention	to	Communicating with strangers: an approach to intercultural communication
attitude, tendency, move, progress	to/towards	Progress towards sustainable regional development
principle, rationale, assumptions, logic	behind	Questioning the assumptions behind art criticism
relationship, difference, distinction	between	The relationship between educational technology and student achievement in mathematics

Common Mistake

The noun *reason* is followed by *for*, not *of*: The **reason for** this change may be found in the development of a service-based economy. (Not The reason of this change ...)

Chunks: useful phrases

If we look at a corpus of academic texts, we see that certain chunks of language occur very frequently in spoken and written contexts. This unit looks at some of the most useful ones.

A

Chunks expressing number, quantity, degree

Look at these comments written by a college teacher on assignments handed in by her students.

A good paper. It's clear you've spent **a great deal of** time researching the subject and you quote **a wide range of** sources.

Grade: B

Some good points here but it's not clear **to what extent** you're aware of all the issues involved. Global trade affects trade **in a variety of ways**.

Grade: C

I think you've misunderstood the topic **to some extent**. You've written **in excess of**¹ 3,000 words on areas that are not entirely relevant. Let's talk.

Grade: F

¹ more than

B

Chunks for generalising and specifying

In this class discussion, the students make fairly general statements, while the teacher tries to make the discussion more specific.

Marsha: Well, I think **on the whole** parents should take more responsibility for their kids.

Teacher: Yes, **with respect to**¹ home life, yes, but **in the case of** violence, surely the wider community is involved, isn't it? I mean, **for the purposes of** our discussions about social stability, everyone's involved, aren't they?

Marsha: Yes, but **in general** I don't think people want to get involved in violent incidents, **as a rule** at least. They get scared off.

Teacher: True. But **as far as** general discipline **is concerned**, don't you think it's a community-wide issue? I mean discipline **as regards**² everyday actions, **with the exception of** school discipline. What do you think, **in terms of** public life, Tariq?

Tariq: I think the community **as a whole** does care about crime and discipline and things, but **for the most part** they see violence as something that is outside of them, you know, not their direct responsibility.

Teacher: OK. So, let's consider the topic **in more detail**³, I mean **from the point of view of** violence and aggression specifically in schools. Let's look at some extracts from the American Medical Association's 2012 report on bullying. They're on the handout.

¹ or **in respect of**, or (more neutral) **with regard to** ² another neutral alternative to 1

³ or (more formally) **in greater detail**

C

Chunks for linking points and arguments

The increase in house sales is **due to the fact that** inflation fell in 2004. **At the same time**, tax rate reductions were beginning to have an effect.

Joslav used an eight-point scale in the questionnaire, **as opposed to**¹ a four-point one, **by means of which** he showed that attitudes covered a very wide range, **in the sense that** the results were spread very evenly over all eight points.

It's very difficult to interpret these data. **Be that as it may**², there is some evidence of a decline in frequency. **For this reason**, we decided to repeat the experiment.

In addition to surveying the literature on population movements, we also reviewed work carried out on family names in five regions.

¹ rather than ² a typical academic way of saying 'although I accept that this is true'; more common in speech than in writing

A

Common abbreviations used in academic contexts

abbreviation	stands for	example or comment
e.g.	for example (from Latin, <i>exempli gratia</i>)	Many large mammals, e.g. the African elephant, the black rhino and the white rhino ...
i.e.	that is (from Latin, <i>id est</i>)	Higher earners, i.e. those earning over £100,000 a year ...
etc.	and so on (from Latin, <i>et cetera</i>)	Smaller European countries (Slovenia, Slovakia, Estonia, etc.) had different interests.
NB	note carefully (from Latin, <i>nota bene</i>)	NB You must answer all the questions on this page.
et al	and others (from Latin, <i>et alii</i>)	used when giving bibliographical reference, e.g. as mentioned in Potts et al (1995)
ibid.	in the same place as the preceding footnote (from Latin, <i>ibidem</i>)	1 Lee, D. S. (1987) <i>History of Tea-Drinking in Europe</i> . 2 ibid.
Cf	compare (from Latin, <i>confer</i>)	cf Löfstedt (2005) for a different approach.
op. cit.	see previously quoted work by author (from Latin, <i>opus citatum</i>)	Potts op. cit. 33–54
ed(s).	editor(s)	used when giving bibliographical references
vol.	volume	used when giving bibliographical references
p. / pp.	page / pages	See McKinley 2015 pp. 11–19.

B

Affixes: common prefixes and suffixes

prefix	meaning	examples
anti-	against	anti-bacterial, anti-pollution
bi-	two, twice	bilingual, bi-monthly
co-, col-, com-, con-	with	co-author, cooperate, collaborate, combine
contra-, counter-	against, opposing	contradict, counter-claim
eco-	relating to the environment	eco-tourism, eco-friendly
hyper-	having too much	hyperactive, hyper-inflation
il-, im-, in-, ir-	not	illogical, impossible, indistinct, irregular
inter-	between, connected	interrelated, interact
mal-	badly	malfunction, malpractice
multi-	many	multilingual, multi-storey
over-	too much	overload, overworked
pre-	before	pre-industrial, pre-war
post-	after	post-war, post-colonial

suffix	meaning	examples
-able	can be	predictable, identifiable
-ant	having an effect	coolant, anti-depressant
-cy	state or quality	accuracy, urgency
-ee	person affected by something	employee, trainee
-hood	state, condition	childhood, adulthood
-ify	give something a quality	clarify, purify
-ism / -ist	belief / person with that belief	heroism, modernism, anarchist, optimist
-ise, -ize	bring about a state or condition	modernise/ize, colonise/ize
-less	without	meaningless, colourless, fearless
-ocracy / -ocrat	type of ruling body, person ruling	autocracy, autocrat
-proof	protected against, safe from	waterproof, soundproof

Here we look at applying for a place at a UK university. Institutions in other countries may have slightly different processes. These will be described on their web pages.

A

Preparing to apply

Read this information about preparing an application for postgraduate study.

What should I do first?

Do all you can to learn about the **careers** that will be open to you after studying – and what **qualifications** you will need in order to get the job you want.

What qualifications do I need for postgraduate study?

A **first degree** is **required** to study at postgraduate level.

The specific **entry requirements** for each course of study are listed on the individual course pages.

If needed, **clarification**¹ may be **sought**² from the department you are applying to.

Your performance in previous schooling is very important to your application **profile**³.

What are the requirements for international students?

In addition to the general admission requirements, international applicants must **submit**⁴:

- A **transcript**⁵ of university courses and grades, translated into English, and
- Results of the International English Language Testing System (IELTS) or Test of English as a Foreign Language (TOEFL), unless you have received **English-medium**⁶ education for at least one year.

Applicants must have a **minimum** IELTS **score** of 6.5 or a TOEFL score of 580.

Are any grants⁷ or scholarships⁸ available for international students?

Visit our International Office pages for details.

¹ making clearer by giving more details ² past participle of seek: 'to look for' ³ overall character of the application ⁴ give something officially ⁵ official document listing courses completed and grades ⁶ where all the classes are taught in English ⁷ money given to enable a person to study ⁸ money given by a college or university to pay for the studies of a talented student

B

The application process

Look at this email from Tania to Liam. Tania is applying to study at Wanstow University.

Hi Liam,

At last I've **filled in** my **application form** and sent it off. It took ages. As well as all my personal details they wanted the names of two **referees**¹, **financial guarantees**², and I had to attach a **personal statement** saying why I wanted to go to Wanstow. Anyway, the **deadline**³ is next Friday, then the website said they'd take about six weeks to **process**⁴ the application after they **acknowledge**⁵ it, then I might be **called for**⁶ an interview. By that time the **references** have to be in. I'm just hoping that because I'm a **mature student**⁷ I might have a good chance of being **offered a place** – Wanstow has a lot of mature students and they have a strong **equal opportunities policy**⁸. The **fees**⁹ are pretty high, but I can get a **student loan**¹⁰ if I **get in**¹¹.

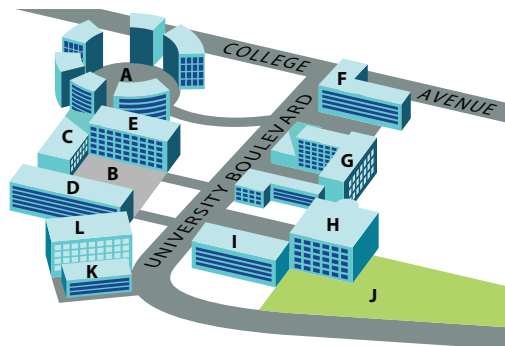
Love, Tania

¹ person who knows you and who is willing to support your application ² proof of ability to pay ³ final date by which something must be done ⁴ deal with documents officially ⁵ say that they have received it ⁶ asked to attend ⁷ a student who is older than the usual age ⁸ principle of treating all people the same, regardless of sex, race, religion, etc. ⁹ amount of money paid for a particular service ¹⁰ money which must be repaid when you have completed your studies ¹¹ (informal) am accepted

A Places

Key

- A **Halls of residence**¹ G **Cafeteria**
 B Staff car park H University **Library**
 C **Administration**² Building I **Student Union**⁵
 D Arts **Faculty**³ Building J **Sports ground**
 E **Great Hall**⁴ K **School**⁶ of Engineering
 F University **Health Centre** L Arts **Lecture Theatre**⁷



¹ a building where students live ² the main offices ³ a group of similar **departments** ⁴ a large hall where graduation ceremonies are held ⁵ a building where students meet socially ⁶ part of a university specialising in a particular subject; also **department** ⁷ a large hall where lectures are held

B People, structures and activities

person	meaning / example
professor	a senior university teacher: <i>The Head of Department is Professor Bradley.</i>
lecturer	a university teacher: <i>She's now a senior lecturer.</i>
staff	all the teachers in a university; also faculty AmE
head of department	the most senior person in a department
tutor	a teacher who looks after one student or a small group: <i>All students have a personal tutor.</i>
supervisor	a teacher with responsibility for a particular student's work; adviser AmE: <i>a dissertation supervisor</i>
postgraduate student	a student who has completed their first degree and is studying for a second degree; graduate student AmE
research student	a postgraduate student doing research
research assistant	someone who is paid to do research at the university
student counsellor	someone trained to give students advice about their problems
postgrad rep	someone who acts officially for postgraduate students; postgraduate representative

A **lecture** is a large formal class where students listen and take notes. A **seminar** is a smaller discussion group. A **tutorial** is a very small group where students discuss their work with a teacher.

A **semester** is a time when a university is open (also **term** BrE). A **vacation** is a time when it is closed (also **holiday** BrE). The **office hours** are the hours when the university offices are open.

C Ways of talking about academic life: American (AmE) and British English (BrE)

In the UK, **school** is your primary or secondary education. **University** is your undergraduate years. A **college** is a place that specialises in certain subjects, for example an art college. When you go to university, you start as a **fresher** in your first year, then you become a **second-year** student and, next, a **third-year** student, etc.

In the USA, **school** is often used to mean university. For example, you can say you go to Cornell **University**, or you go to school at Harvard. **College** refers to your undergraduate years. When you go to college, you start as a **freshman** in your first year. The following year you become a **sophomore**, then a **junior** and finally a **senior** in your fourth year.

A

Course descriptions

Look at this extract from a university's web pages.

Diploma/MA in English Language and Culture

- **Qualification:** **Diploma**¹ or **MA**. **Duration:** One year full-time or two years part-time.
The course is a **180-credit**² course, consisting of 120 credits of **core**³ and **elective** i.e. **optional**⁴ **modules**⁵ plus a 60-credit **dissertation** module. Core modules are **obligatory**. **Candidates** not wishing to **proceed** to the MA may **opt for**⁶ the Diploma (120 credits without dissertation).
- **Course description:** The course covers all the major aspects of present-day English language and culture. Topics include grammar, vocabulary, language in society, literature in English (for a full list, see the list of modules). Elective modules only run if a minimum of ten students **enrol**⁷. The modules consist of a mixture of **lectures**, **seminars**, **workshops** and **tutorials**⁸.
- **Assessment**⁹: A 3,000-word **assignment**¹⁰ must be submitted for each core module. Elective modules are assessed through **essays**, **projects** and **portfolios**¹¹. The **word limit** for the dissertation is 12,000 to 15,000 words. Candidates who achieve a grade average of 70% or more over all modules may be **eligible**¹² for a **distinction**¹³.

¹ a qualification between a bachelor's degree and a master's degree ² unit which represents a successfully completed part of a course ³ most important parts of a course of study, that all students must do ⁴ which are chosen ⁵ one of the units which together make a complete course taught especially at a college or university ⁶ choose ⁷ put your name on an official list of course members ⁸ see Unit 19 for the meaning of these ⁹ judgements of the quality of students' work ¹⁰ a piece of written work ¹¹ a collection of documents that represent a person's work ¹² having the necessary qualities or fulfilling the necessary conditions ¹³ a special mark given to students who produce work of an excellent standard

B

Other aspects of courses

Dr Ward is holding a question-and-answer session for new MA students.

Reza: Can we **defer**¹ the dissertation if we can't stay here during the summer?

Dr Ward: Yes, you can defer for a year, but don't forget, if you do go home, you won't be able to have face-to-face **supervisions**².

Simon: Are the **in-sessional**³ language courses compulsory?

Dr Ward: No. Most of you did the **pre-sessional**, which is the most important. But there are good in-sessional courses you can **sign up for**, especially the **EAP**⁴ writing course.

Angela: If we get the MA, can we go on to do a **PhD** immediately?

Dr Ward: Not automatically. You have to show you can do PhD standard work first anyway, and then **upgrade**⁵ to the PhD programme after a year or so.

¹ delay until a later time ² individual meetings with the teacher who is responsible for the student's dissertation ³ courses held during the main teaching semesters; pre-sessional courses are held before the main teaching semesters begin ⁴ English for Academic Purposes ⁵ become officially registered for a higher level degree

Common Mistake

When addressing someone with a PhD, always use their family name, e.g. "Excuse me, Dr Lopez." Only medical doctors can be addressed simply as *Doctor*, without using their family name.

A

E-learning terminology

Look at this glossary of e-learning terminology.

Distance education: Education in which the instructor and the student are in different locations and may also be working at different times.

E-learning: Learning that occurs through the use of digitally delivered content and support.

Synchronous learning: Online learning in which instructors and participants are logged in at the same time and instructors and students communicate directly with each other in real time.

Asynchronous learning: Online learning in which students and instructors can participate **intermittently**¹ at times that suit them individually.

Learning environment: The physical or **virtual**² context for learning.

LMS (learning management system): Software that is used to organise the administration of learning. It allows instructors to register and **track**³ learners, and can record data and provide feedback for all participants.

Online community: A meeting place on the internet for people who share common interests and needs, **facilitating**⁴ contact and **collaboration**⁵ between them.

Learning portal: Website offering **consolidated**⁶ access to **multiple**⁷ sources of educational resources.

¹ stopping and starting repeatedly, not continuously ² that can be experienced via a computer, without the need to go to the physical location ³ follow the progress of ⁴ making easier
⁵ working together with the same goals ⁶ brought together in one place ⁷ very many

B

E-learning environments

¹ traditional ² which happens via a computer ³ where work usually done in class can become homework and vice-versa ⁴ a blog is a record of opinions and experiences on the internet; a blog with video is a vlog; a wiki allows users to add and edit content, a forum (plural fora) is a website where people can discuss subjects ⁵ seminars delivered over the internet ⁶ watched and checked ⁷ at their own speed ⁸ where students mark each other's work ⁹ software that checks whether someone has copied someone else's work ¹⁰ massive open online courses: courses delivered over the internet and free of charge ¹¹ learning via smart phones, tablets, etc. ¹² learning where the computer changes the feedback it gives according to the behaviour of the individual user

A

Time management

West Preston University has a web-based self-assessment questionnaire on **time management**.



Time management: Rate your ability to organise your time.

	often	sometimes	never
1 Do you begin end-of-semester assignments early in the semester?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Do you meet deadlines ¹ for submitting work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Do you ever have to request an extension ² for your work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Do you spend hours cramming ³ just before an exam?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Do you make a to-do list ⁴ each week?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 Do you include extra-curricular ⁵ activities in your study plan?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¹ complete your work by the official final day or time ² ask for more time beyond the deadline

³ try to learn a lot very quickly before an exam ⁴ make a list of things you should do ⁵ activities outside of the subjects you are studying

B

Study habits and problems studying

I try to **prioritise**¹ the most difficult or urgent task first, when I feel more motivated.

I'm a slow reader. I need to improve my **reading speed**. I find **revision** before exams really difficult. I can only **revise** for about two hours at a time. **My mind starts to wander**².

I always try to **review**³ my **lecture notes** within 24 hours of the time I took them. I do need to improve my **note-taking**.

I use tricks to **memorise** things, like **mnemonics**⁴ and **visualising**⁵. I try to **brainstorm**⁶ the topic and draw **mind maps**⁷ before I write a first **draft**⁸ of an essay.

I know **rote learning**⁹ isn't very fashionable nowadays, but I find it useful to **learn** some things **by heart**¹⁰, especially lists of things.

I try to make a **study plan** each semester – but I never manage to keep to it!

I always try to get the books I need from the library on **long-term loan**. **Short-term loan** is never long enough, even though you can sometimes extend it for 24 hours.

In an exam I make **rough**¹¹ notes for each question, otherwise **my mind** just **goes blank**¹².

¹ decide which things are the most important so that you can deal with them first ² I start thinking of things not connected to my studies ³ read or study again ⁴ a very short poem or a special word used to help you remember something ⁵ forming an image in your mind ⁶ think of a lot of ideas very quickly before considering some of them more carefully ⁷ diagram or drawing showing how different ideas on a topic are related ⁸ text containing all the main ideas but not in a fully developed form ⁹ (often used with a negative association) learning something so you can repeat it from memory, rather than understand it ¹⁰ learn something in such a way that you can say it from memory ¹¹ not exact or detailed; approximate ¹² I can't remember a particular thing, or I can't remember anything

A

Financing your studies

Read the texts and note in particular the collocations (word combinations).

Tuition fees¹

It is important to know in advance what the fees will be, when they are payable and whether you will need to provide any financial guarantees. There are different ways in which you can **seek funding**² to **finance your studies**. In many countries, students can apply to **take out a student loan** to help **cover** their **living costs**³ while studying. Student loans are often fixed at a low interest rate. Your **entitlement to**⁴ a loan may have to be assessed. You may be eligible for a government grant or a **scholarship** or other **award**⁵.

In many countries, **full-time** students from lower income households can apply for a non-repayable **maintenance grant**⁶. Grants may be payable as a **lump sum**⁷ or **in instalments**⁸.



Your personal finances

Student bank accounts are similar to normal current accounts but they often have additional benefits such as **interest-free overdrafts**⁹ and the banks may **offer inducements**¹⁰ to open an account. Students often find it difficult to **make ends meet**¹¹.

In the UK, for example, student debt has **soared**¹² and many UK students can now expect to **accumulate** considerable **debts**¹³ which they will have to pay back over many years. It is a good idea to budget carefully and calculate your **monthly** or **annual expenditure**¹⁴ and the total cost of your course. The **cost of living** in big cities is often very high, so plan carefully.

- ¹ what students pay for being taught ² try to get money to pay for your studies ³ pay for their daily expenses ⁴ right to receive ⁵ money or a prize given following an official decision
⁶ money available for students to get (e.g. by doing well in an exam or by fulfilling certain requirements) ⁷ one large amount on one occasion ⁸ parts of the money paid at different times till the total is reached ⁹ money that can be borrowed from a bank without paying any interest charges ¹⁰ give things that are intended to persuade people ¹¹ have just enough money to pay for the things you need ¹² gone up very quickly ¹³ owe more and more money to someone
¹⁴ how much you spend each month or each year

B

Spending money

We asked some students about their day-to-day expenditure. Here are some of the responses.

Books can be expensive, especially **hardbacks**¹, but you can get more and more stuff online now and you can get **second-hand**² books from people who've finished with them.

I'm doing business studies so I've taken out **subscriptions**³ to a couple of online business magazines, which was an expense I didn't **anticipate**⁴ really.

I share a house with three other students and we split the rent and **energy bills**⁵ but it's still a **drain on my finances**⁶.

Money was a bit **tight**⁷ and I had to get a **part-time job** in a restaurant but it's a **low-paid job** and it means working pretty **unsocial hours**⁸.

- ¹ book with a stiff cover ² not new, used in the past by someone else ³ amounts of money paid regularly to receive a product or service ⁴ expect to happen ⁵ bills for gas, heating oil and/or electricity ⁶ an expense which causes my finances to reduce ⁷ there was only just enough of it
⁸ times when other people are not working

A

Talking about goals

word	in sentence or collocation	comment
goal	have something as a goal, achieve your goal	we don't usually say 'reach your goal'
intention	with the intention of -ing, have no intention of -ing	verb = intend followed by the infinitive
motive	motive for -ing [reason]	verb = motivate ; more general noun = motivation
objective	meet¹ / achieve objectives	= what you plan to do or achieve
priority	top priority, take priority over, give (top) priority to	implies a list of important things
purpose	Our purpose was to test our theory.	on purpose means deliberately
strategy	Their strategy was to proceed slowly.	= detailed plan for success
target	reach / achieve / attain a target	= level or situation you hope to achieve
deliberate	We took the deliberate decision to keep our study small.	= intentional; is often used for something negative

¹we also talk about meeting criteria

B

An example of a mission statement

Look at this web page for the Centre of Research into Creation in the Performing Arts. Note how it uses the infinitive to express the aims, and note the formal language.

MISSION STATEMENT¹

ResCen exists to **further²** the understanding of how artists research and develop new processes and forms, by working with professional artists and others.

AIMS

- To **establish³** new **understandings⁴** of creative methods and their **application** in practice-as-research, extending **knowledge bases⁵** in these areas
- To explore and **challenge⁶** traditional **hypothesis-based** and critical-analytical **research methodologies** established within the university
- To establish a **critical mass⁷** of artist-researchers, meeting regularly, to **instigate⁸** and **inform⁹** new creative work across **disciplines**
- To provide an **infrastructure¹⁰** for **practice-led** and artist-informed postgraduate study within the university
- To further develop **criteria¹¹** for the **definition** and **evaluation** of **creative practice-as-research**, as part of the wider **national debate**
- To **contribute to** the development of a national infrastructure supporting practice-as-research, at the **interface¹²** between academic and other centres of art-making and its study.

¹ short written statement of the aims of an organisation ² move forward, advance

³ encourage people to accept ⁴ understanding can be used as a countable noun in this context

⁵ the basic knowledge shared by everyone working in the areas ⁶ question ⁷ influential number

⁸ initiate, cause to start ⁹ provide knowledge that can influence ¹⁰ basic systems and support services

¹¹ standards or principles that you use to judge something or make a decision; singular = **criterion**

¹² place where two things come together and affect each other

A Reading for an assignment

Advice on reading for an essay or assignment

Don't **rush into**¹ your reading. When you are given your essay or assignment topic, write down your **initial thoughts**², or else make a **spider diagram**³ or **mind map**⁴ to help you organise your ideas.

You should **note briefly**⁵ the following points. Ask yourself these questions:

- What do I *already* know about the topic? What do I know from general knowledge?
- What do I *not* know about the topic? What do I need to find out?
- What do I think my initial response might be? This may change later as you do your reading.

As you read, you should start to **formulate your argument**⁶. Doing this helps to **focus your reading**⁷; it enables you to **pinpoint**⁸ what else you need to find out so that you can go directly to the most **relevant**⁹ sources (particular articles, books, websites, etc.).

When you've done your reading – It's now time to **summarise** all your notes on a single page. This will be the overall plan for your essay/assignment. A spider diagram or mind map can help.

Next it's time to **bring together** the **key**¹⁰ points from your reading and to **clarify**¹¹ what you have learnt. Your initial ideas may have changed **in light of**¹² the reading you've done. This is normal, and is a natural part of the planning process. The next step in the process is to **find a pathway through**¹³ all the ideas you have **encountered**¹⁴ in your reading.

Finally, don't forget to include brief details of authors and **page nos.**¹⁵ for the most important information. Doing this provides you with a quick **at-a-glance**¹⁶ guide for referring to the sources you will use to support your arguments.

- ¹ start too quickly ² thoughts at the beginning ³ a plan with lines and circles for organising information ⁴ another name for a spider diagram ⁵ write in a few words ⁶ develop the details of why you support or oppose an idea ⁷ give attention to particular aspects of your reading
⁸ discover or describe the exact facts about something ⁹ important to the topic ¹⁰ most important
¹¹ make clear ¹² because of; also **in the light of** ¹³ identify a set of actions to take you through
¹⁴ found/experienced in your reading ¹⁵ short form of *page numbers* ¹⁶ which you can read quickly

B Other things to do when preparing work

Read these emails from postgraduate students to their tutors, asking for advice.

Dear Prof. Lewis,

I've just begun **collecting data**¹ for my project and I'm now wondering if the interviews I have **conducted**² will be sufficient to do an in-depth investigation of the topic, or should I **distribute**³ some **questionnaires** too? If so, how many **informants**⁴ should I **approach**⁵ initially? Could I possibly come and see you about it?

Marissa

Hi Dr Nunan,

Thanks for the reading list you sent me. It will be very useful for the **review of literature**⁶ in my dissertation. I've now **mapped out**⁷ some **headings** and **sections** and have some notes in **bullet-point**⁸ form. At this point should I start to **formulate** my **hypotheses**⁹ or does that come later?

Thanks and best wishes,

Hideyuki

- ¹ information ² done ³ give out to several people ⁴ people who give information that you need
⁵ speak to or write to ⁶ a report giving your opinion of the reading you have done ⁷ planned in detail ⁸ a small, black circle, used in text to separate things in a list ⁹ ideas which you have not yet proved

A

Useful word combinations

an effective
a reliable
an alternative
a common
the traditional

method

to carry out / conduct

a procedure
an experiment
a pilot study²
a survey

apparatus³

is assembled
is checked

to use
to employ (more formal)

a method, a methodology
a technique, a procedure
an approach
an instrument, a device¹

¹ object or piece of equipment² preliminary study³ equipment for a lab experiment.

Apparatus is an uncountable noun but you can talk about a *piece of apparatus*.

B

Types of research method

method	what the researcher does	limitation of method
exploratory study	carries out a preliminary study of something not previously researched	often uses small samples so conclusions can only be tentative ¹
experimental study	manipulates ² a variable [anything that can vary] under controlled conditions to see if this produces any changes in a dependent variable	done in the highly controlled conditions of the laboratory – these conditions are artificial ³ and may not reflect what happens in the more complex real world; other researchers often try to replicate ⁴ successful experiments
correlational study	attempts to determine the relationship between two or more variables, using mathematical techniques for summarising data	only shows that two variables are related in a systematic way , but does not prove or disprove ⁵ that the relationship is a cause-and-effect relationship
causal study	attempts to prove a cause-and-effect relationship	difficult to eliminate other variables in order to demonstrate a clear causal relationship
naturalistic (empirical) observation (also known as field study)	observes and records some behaviour or phenomenon ⁶ , often over a prolonged period, in its natural setting without interfering with ⁷ the subjects or phenomena in any way	can be very time-consuming as researcher may have to wait for some time to observe the behaviour or phenomenon of interest; difficult to observe behaviour without disrupting ⁸ it
survey	makes inferences from ⁹ data collected via interviews or questionnaires	intentional deception, poor memory, or misunderstanding of the question can all contribute to inaccuracies in the data
case study	keeps in-depth ¹⁰ descriptive records, as an outside observer , of an individual or group	often focuses on a single individual and this person may not be representative of the general group or population
longitudinal study	follows the same sample [e.g. group of people] over time and makes repeated observations	takes a long time to gather results ; maintaining the same sample can be difficult over time

¹ uncertain ² makes changes to ³ not natural ⁴ do in exactly the same way ⁵ show something is not true ⁶ something that exists and can be seen, felt, tasted, etc. ⁷ altering ⁸ making it change ⁹ comes to conclusions on the basis of ¹⁰ detailed

A

Referring to source materials

Look at these extracts where writers are talking about their sources. Although the writers occasionally use 'I', many academic departments advise against doing this in writing if possible.

This paper begins with a **review of the literature on**¹ patient communication. The medical literature **suggests** that patients with serious illnesses tend to communicate poorly, especially if the 'disease' is not considered by the patient to be particularly threatening.

This essay draws its data from the most important **primary source**² of information on manufacturing in Nigeria: the Central Bank of Nigeria. I shall **make reference to**³ this source throughout this essay. Several recent **secondary sources**⁴ were also **consulted**.

5
6
7

As **noted**¹³ in a recent report, Australia has been at the forefront of developments in e-learning. This success is **often attributed to**¹⁴ Australia's geographical position, but the factors **catalogued**¹⁵ in the report reveal a more complex picture.

An extensive **body of literature**⁸ exists on the effects of wildfires, ie fires that occur naturally, not caused by human action. Wildfires have burned across the western United States for centuries, but their effects are not fully known or **documented**⁹. The present study **draws primarily on**¹⁰ the work of Gordon (1996), although information was also **retrieved**¹¹ from several relevant websites, all **accessed**¹² during the last six months.

¹ a summary and evaluation of all the important works written on a particular subject ² an original document or set of documents giving information about a subject ³ slightly more formal alternative to *refer to* ⁴ books or articles about a subject, not original documents ⁵ a collection of documents of historical importance ⁶ searched for all the important works, summarised and evaluated them ⁷ refer to for illustration or proof ⁸ also 'body of knowledge/research'; note how it combines with *extensive* and *exist* ⁹ written about ¹⁰ uses information mainly from ¹¹ found and taken from ¹² opened in order to look at them ¹³ given special mention ¹⁴ people often say that this is the cause ¹⁵ recorded, listed

B

More ways of referring to sources

Beeching's **seminal**¹ work **laid the foundations**² for the field of functional analysis.

Keynes's ideas were **set out**³ in his book, *The General Theory of Employment, Interest and Money*, published in 1936. This work changed the way we look at how economies function. **Elsewhere**⁴, Keynes claimed to be developing classical economic theory.

Design of compact heat exchangers is dealt with in Appendix A of the report, **treated**⁵ separately from the **main body**⁶ of the report.

¹ important and original work from which other works grow ² created the first ideas from which a major set of ideas grew ³ gave all the details of his ideas, or explained them clearly (especially used about writing) ⁴ in another work by him ⁵ more formal version of *dealt with* ⁶ the main part

A

Analysis in academic texts

Academic texts often include sections which deal with the analysis of data. In analysing a social or political issue, the writer may need to **come to / reach a conclusion** about the **advantages** or **disadvantages** of a particular **course of action**¹. The writer may, for instance, conclude that the benefits **outweigh**² the **drawbacks**³ or vice versa. An analysis may be a matter of **weighing up**⁴ both sides of an argument, **taking into account** all the **relevant aspects**⁵ of the issue and discussing all the **points raised**⁶ by the research. When analysing the results of an experiment researchers must be **rigorous**⁷ in their approach in order to be taken seriously by their peers. In their analysis scientists try to **deduce**⁸ as much as is possible from their data, **drawing conclusions** that are **robust**⁹ because they are **soundly**¹⁰ based on their results.

¹ way of doing something ² are of more importance than ³ disadvantages ⁴ thinking carefully about ⁵ (of a problem or situation) parts, features ⁶ ideas, opinions or pieces of information that have been presented in relation to the topic ⁷ extremely careful ⁸ reach an answer by thinking carefully about the known facts ⁹ reliable, able to stand up to close examination ¹⁰ completely, firmly

B

Weighing up results

In the text in A did you notice an interesting metaphorical use of language – the image of **weighing up** ideas and of considering whether advantages **outweigh** disadvantages?

Arguments are, as it were, placed on each **side** of the scales and the judge or jury then have to **come down on one side** or the other. A particularly strong argument may **tip the scales in favour of** one side.



Language help

Noticing how language can be used metaphorically may help you to extend the use of the words you know. Make a note of any examples that you come across and try to find other examples of language based round the same metaphor.

C

Interpreting results

The results **point to** an interesting trend. [show, indicate]

On the basis of our data we would **predict** continuing social unrest. [say something will happen in the future]

The survey provides some useful **insights** into the problem. [points that help us to understand more clearly]

We found that women **constitute** 40% of the workforce. [account for]

D

Critical – several meanings

To analyse results properly a student needs good **critical thinking** skills. [the process of thinking carefully about a subject or idea, without allowing feelings or opinions to affect you]

The study begins with a **critical** review of the literature in the field. [giving opinions]

Most of our respondents were **critical of** the new law. [not pleased with, negative about]

The results suggest we are reaching a **critical** period in terms of climate change. [very important]

The results show the economy is in a **critical** condition. [serious]

It is **absolutely critical** that students check all their results carefully. [extremely important]

The tutor was **deeply critical of** our conclusions. [very negative about]

Language help

Remember how English words often have several distinct meanings. Note examples as you meet them.

A

Talking about an idea or a collection of ideas

Look at the useful language for talking about ideas in the description of one idea below.



Article

Occasionally, in all **disciplines**¹ in both the arts and sciences, a **paradigm shift**² will occur which profoundly influences intellectual **thought**³. One such shift was represented by postmodernism, a (largely European) philosophical **movement**⁴ of the late 20th century. As its name suggests, postmodernism followed and was a **reaction to**⁵ 'modern' thought that had its origins in the 18th century (the period of the Enlightenment), when it was believed that logic, science and rigorous thinking would improve the world. The modernists believed in the existence of complete truth and objectivity and the search for the absolute **essence**⁶ of things. The postmodernists rejected this way of thinking and **asserted**⁷ that there is no objective reality or objective truth and that it is impossible to **generalise**⁸ about human experience. Every individual **interprets**⁹ the world in his or her own way, and that no interpretation should be considered more **valid**¹⁰ than another.

¹ subjects ² a time when the accepted way of doing or thinking about something changes completely ³ thinking in general ⁴ group of people sharing aims or beliefs ⁵ process of change stimulated by something else, often moving in the opposite direction ⁶ the most important quality or characteristics ⁷ said that something was true ⁸ present as something that is always true ⁹ decides what the meaning is ¹⁰ appropriate / which can be accepted

Common Mistake

You *discuss an idea* or *talk/write about an idea* but NOT ~~discuss about an idea~~.

Language help

In academic writing it is best to avoid *in my opinion* and to use a less personal expression like *It can be argued that ...* or *Most (people) would agree that...*

B

Some useful nouns relating to ideas

word	meaning	example
concept	principle, idea	The concept of honesty is understood differently in different cultures.
framework	system of rules, beliefs or ideas used as the basis for something	Mary is working on an analytical framework to help people design and evaluate training courses.
model	simple description useful for discussing ideas	The writer uses a Marxist model as the basis for his discussion of the economy.
notion	belief, idea	She doesn't agree with the notion that boys and girls should be taught separately.
perception	belief, opinion, held by many people	The novel had a powerful impact on people's perception of the war.
stance	way of thinking, often publicly stated	The government has made its stance on the boycott issue clear.
viewpoint	opinion, way of looking at an issue	The article provides a different viewpoint on this difficult topic.

Language help

A number of words that are useful for talking about ideas have irregular plurals: **criterion/criteria**, **phenomenon/phenomena**, **hypothesis/hypotheses**, **analysis/analyses**, **thesis/theses**. They all originate from Ancient Greek. Perhaps this sentence will help you remember them. *There are several different hypotheses which claim to explain these phenomena and in his doctoral thesis Kohl offers an analysis of each hypothesis in accordance with a rigorous set of criteria.*

A

Reporting verbs

Reporting what others say is a key aspect of academic English. Notice the verb patterns.

In her latest article Morton **explains** how information technology is changing society.

Schmidt **describes** the process of language change.

Lee **states** that problems arose earlier than was previously thought. [says directly]

Uvarov **claims/asserts/contends/maintains/declares** that the causes of the revolution can be traced back to the 1800s. [says something is true, often used when others disagree]

Levack **observes/notes/comments/points out** that there are contradictions in Day's interpretation of the poem. [states but does not develop at length]

In the book Dean **mentions** some new research in the field. [refers to briefly]

Kim **demonstrates/shows** how Bach's music draws on earlier composers' work.

Gray **proves** there is a link between obesity and genes. [shows that something must be true]

Kon **suggests** that all poets are influenced by their childhood. [says indirectly or tentatively]

Van Ek **implies** that other historians have misinterpreted the period. [suggests indirectly]

Patel **argues** that governments should fund space research. [states with reasons]

Greenberg **emphasises/highlights/stresses** the importance of diet. [gives particular importance to]

McIntosh **pinpoints** the key features of the period in question. [focuses in on]

Vaz **advances/puts forward/proposes** a new theory. [used with *idea, theory, hypothesis*]

Davidson **casts doubt on** previous research in the field. [suggests it is inaccurate]

Gerhard **questions** previous interpretations of the play. [expresses doubts about]

B

Reporting nouns

Academic writing frequently uses reporting nouns. Notice the verbs and patterns with each noun

Morton **provides an explanation as to** how information technology is changing society.

Schmidt **gives a description of** the process of language change.

Lee's **statement** that problems arose earlier than previously thought **has been challenged**.

Uvarov **makes the claim/assertion** that the causes of the revolution can be traced back to the 1800s.

Levack's **observation** that there are contradictions in Day's interpretation of the poem **has been supported** by a number of other scholars.

Kim gives a fascinating **demonstration of the way in which** Bach's music draws on the work of earlier composers.

Gray **provides proof of** the link between obesity and genes.

Kon's **suggestion** that poets are influenced by their childhood **is convincing**.

Van Ek **makes the** controversial **implication** that other historians have misinterpreted the period.

Patel **puts forward the argument** that governments should fund space research.

Greenberg **puts emphasis/stress on** the importance of diet. [Pl = emphases]

Common Mistake

According to is used when reporting others' viewpoints rather than your own. For example, *according to Greene and Willis ... but I would argue that ...* NOT *according to me*.

A

The importance of meaning

Academic study in any subject inevitably requires precision with regard to the meanings of the **terms**¹ used. Many textbooks provide a **glossary**² of the **terminology**³ of the subject and this should be referred to frequently, whenever the meaning of some new term is not **transparent**⁴. Often there are **subtle distinctions**⁵ between the way in which a word is used in a non-academic context and the way in which it is used in a specific academic discipline and the student needs to be able to **distinguish**⁶ between these different **senses**⁷ of the same word. When writing an essay or an article it is often appropriate to begin by **defining**⁸ the key terms relating to the topic. If this is not done, then the reader may find the writing **ambiguous**⁹ and may **misinterpret**¹⁰ the text. In lectures, too, the audience will require the lecturer to **clarify**¹¹ what they are saying by providing a definition of any unfamiliar terminology. This is essential if the lecturer is to communicate their meaning in a clear, **concise**¹² and **coherent**¹³ way.

- ¹ individual words or expressions used in relation to a specific context ² list of words/expressions with explanations of their meanings ³ a general word for the words/expressions used in relation to a specific subject ⁴ clear, often used when referring to meaning ⁵ small differences
⁶ understand the difference ⁷ meanings ⁸ explaining the meaning of ⁹ having more than one possible meaning ¹⁰ understand in the wrong way ¹¹ make clear ¹² expressing what needs to be said in a short and clear way ¹³ carefully organised and making sense

B

The power of words



Writers may use words to **express** ideas or to **convey** a **message**¹ or to **evoke**² an **atmosphere**³. In scientific **discourse**⁴, if words are not used precisely, then it is hard for the reader to **comprehend**⁵ what the writer is trying to say. In literature, especially in poetry, the **connotations**⁶ that words have may be at least as important, if not more important, than what those words **denote**⁷. The reader has to **infer**⁸ the poet's meaning and this may involve being sensitive to **nuances of meaning**⁹ and the ability to see things from the poet's **perspective**¹⁰.

- ¹ key idea (e.g. in a book or film) ² create a feeling or mood ³ feeling or mood
⁴ written or spoken texts ⁵ (formal) understand. In this context we can also say *apprehend*
⁶ associations ⁷ mean ⁸ form an opinion on the basis of indirect evidence
⁹ small differences in meaning ¹⁰ point of view

Language help

Use prefixes to help you work out the meaning of some words that initially look unfamiliar. For example, the prefix *mis-* carries the idea of wrongly or badly as in *misinterpret/misinterpretation*. Other examples include *mistranslate/mistranslation* and *misquote/misquotation*. (See Reference 5.)

A Commenting on others' views

No one can have a completely **objective**¹ point of view. Inevitably, we all see things to some extent **subjectively**². It is impossible to be truly **impartial**³. We tend to be **biased in favour of**⁴ things we're familiar with and **prejudiced against**⁵ things we have little experience of. Of course, everyone believes their own views are totally **rational**⁶.

¹ not influenced by personal beliefs or attitudes, based only on facts; opposite = **subjective** ² in a way that is influenced by personal beliefs or attitudes ³ not supporting one person or group more than others ⁴ showing an unreasonable liking for something based on personal beliefs or opinions; opposite = **biased against** ⁵ showing an unreasonable dislike for, based on personal beliefs or opinions (stronger and more pejorative than *biased*); opposite = prejudiced in favour of ⁶ based only on reason; opposite = **irrational**

People's views tend to change as they grow older and begin looking at life from a different **standpoint**¹. Young people are more likely to be **radical**² but then become more **reactionary**³ or **conservative**⁴ with age, considering their younger opinions **immature**⁵.

¹ set of principles or beliefs on the basis of which opinions are formed ² believing that there should be extreme political or social change ³ (disapproving) opposed to political or social change or new ideas ⁴ not inclined to trust change, especially if it is sudden ⁵ (disapproving) lacking in experience; opposite = **mature**

An **ideology** is a theory or set of beliefs or principles, particularly one on which a political system or organisation is based. It often has slightly negative associations in English, implying something that is rigid and restricting. A **philosophy**, on the other hand, suggests a set of beliefs that is much more thoughtful and serious.

B Word combinations relating to points of view

word combination	example	meaning
to hold views	My grandfather holds some surprisingly progressive views .	has opinions
to adopt/take a stance	It is important that the university should adopt a principled stance towards research.	take a position
to change/shift your position	Luisa was initially totally opposed to the idea but she has slightly shifted her position .	changed her point of view a little
have ethical objections to	Increasing numbers of people have ethical objections to the war.	dislike for reasons relating to morality
the principles underlying	'Treat others as you would like to be treated' is a principle underlying much religious teaching.	basic idea lying behind something. You can also say the underlying principles .
to encounter prejudice	Female students in the 1920s encountered a certain amount of prejudice .	experienced unreasonable negative behaviour
deep-rooted prejudice	John does not share his father's deep-rooted prejudices against women.	strong, unreasonably negative views

Common Mistake

You can say *in my opinion* but NOT *in my point of view*. You can say *from (someone's) point of view* but it means from that person's way of looking at something rather than in that person's opinion. **From the language teacher's point of view**, it's good that all children have to learn a foreign language at school.

A Types of numbers

A **series** or **set** of numbers is a group of numbers together.

2 2 2

1, 3, 5, 7 ... = **odd numbers**; 2, 4, 6, 8 ... = **even numbers**;
2, 3, 5, 7, 11 ... = **prime numbers** [numbers that cannot be divided by any other number, apart from themselves and 1].

An **approximate** number is one which is roughly correct but is not the **precise** or **exact** number. *Work out the approximate answer in your head, then use a calculator to find the exact number.*

An **aggregate** is a number reached by totalling a set of numbers = the **total**. The **average** exam mark is calculated by taking the **aggregate** of all the marks and dividing by the number of exam entries.

A **discrete** number or unit is something which is separate and cannot be divided into smaller numbers or units of the same thing.

A **random** number is one chosen by chance, i.e. you cannot predict it.

B Working with numbers

The word **figure** is often used to refer to the symbol used for a number. *Write the total number in words and figures.*

You can **calculate**¹ a number, **estimate**² a number, round a number **up/down**³ and **total**⁴ a set of numbers. Numbers can **tally**⁵. *My figures don't seem to tally with yours.* You can also **deduct**⁶ one number from another number.

Values are individual numbers in a set of data. *The graph shows the temperature values for different months of the year.* **Variables** are characteristics that can take on different values for different members of a group or set being studied. *In investigating living standards you must take key variables such as social provision and cost of living into account.*

The **incidence** of something refers to how frequently it occurs. *The incidence of twins in the population is growing.* When talking about numbers, **magnitude** simply refers to the size of something, whereas in other contexts it indicates large size or importance. *Write down the numbers in order of magnitude, beginning with the smallest.*

When **making calculations** in, say, an exam, it is often a good idea to make an **estimate**⁷ first of what the answer is likely to be. Then you will see if your final answer is **in the right area**⁸ or not. Exam candidates are also often advised to show their **workings**⁹ so that the marker can see how they **arrived at** their answer and they may get credit for their method even if the final answer is incorrect.

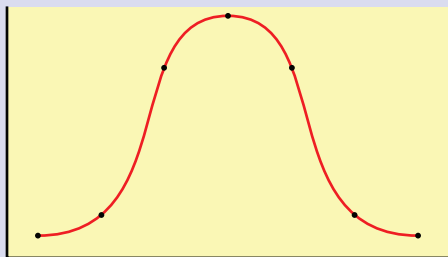
- ¹ work out ² make a rough guess at ³ make a **fraction**, e.g. $\frac{1}{6}$ or 0.78 into the nearest **whole number**
⁴ add up ⁵ match, agree ⁶ take away, subtract ⁷ rough guess ⁸ approximately the same
⁹ all the calculations leading up to an answer

Common Mistake

Numbers between 1 and 2 (e.g. 1.6, one and a half, $1\frac{1}{4}$) are followed by a plural noun. *The population was studied over a period of one and a half years.* (NOT ~~one and a half year~~).

A Basic statistical terms

A **normal distribution** of data means that most of the examples in a **set of data** are close to the **average**, also known as the **mean**, while relatively few examples tend to one extreme or the other. Normally distributed data shown on a chart will typically show a **bell curve**. It will often be necessary to work out the extent to which individuals **deviate**¹ from the **norm**² and to calculate the figure that represents **standard deviation**³.



Six children are 7, 8, 8, 8, 11 and 12 years old. Their average or mean age is 9 years old (the **sum** of their ages divided by six). The **mode** (the most frequent value) is 8. The **median** is 9.5 (the **halfway point** between the two **extremes** of the **range**).

Statisticians are often concerned with working out **correlations**⁴ – the extent to which, say, left-handedness **correlates with** intelligence. They must ensure that any data they collect is **valid**, i.e. that it is measuring what it claims to measure – all the subjects in the **sample**⁵ must be appropriately and accurately assessed as left or right-handed, for example. The figures must also be **reliable**, i.e. they would be **consistent**⁶ if the measurements were repeated. Usually, statisticians hope that their calculations will **show/indicate** a **tendency**, e.g. that left-handed people will be shown to be **significantly**⁷ more intelligent than right-handed people.

¹ differ ² the average ³ average difference from the norm ⁴ connections, often as cause and effect ⁵ the subjects of the experiment or group representing the total population measured ⁶ the same ⁷ noticeably

B A probability¹ problem

Sue picks a card **at random**² from an ordinary pack of 52 cards. If the card is a king, she stops. If not, she continues to pick cards at random, without replacing them, until either a king is picked or six cards have been picked. The **random variable**³, C, is the total number of cards picked. Construct a diagram to illustrate the possible **outcomes**⁴ of the experiment, and use it to calculate the **probability distribution**⁵ of C.

¹ likelihood of something happening
² by chance ³ number or element of a situation that can change
⁴ results ⁵ assessment of probabilities for each possible value of C

C Other useful nouns for talking about statistics

In a class of 8 women and 4 men, what **proportion**¹ are male? Answer: one third

In the same class what is the female to male **ratio**²? Answer: 2:1 (two to one)

The figures show a **trend**³ towards healthier eating habits.

The study investigates the increase in the **volume**⁴ of traffic on the roads.

Most of the students achieved marks between 45% and 65% but there were a couple of **outliers**⁵ who got 32% and 84%

¹ number compared with another number ² relationship between two numbers showing how much bigger one is ³ change in a particular direction ⁴ amount, quantity ⁵ figures very different from others in the set

Common Mistake

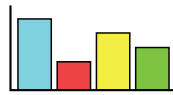
We say **10 per cent** (NOT the 10-per-cent or 10-percentage) of students got an A for the exam but the **percentage** of students achieving an A has increased.

A Types of diagrams

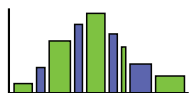
Diagrams are visual ways of **presenting data** concisely. They are often also called **figures**. In an academic article they are usually **labelled** Fig. (Figure) 1, Fig. 2, etc.



A **pie chart** is a circle divided into **segments** from the middle (like slices of a cake) to show how the total is divided up. A **key** or **legend** shows what each segment represents.



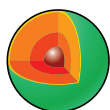
A **bar chart** is a diagram in which different amounts are represented by thin vertical or horizontal bars which have the same width but **vary** in height or length.



A **histogram** is a kind of bar chart but the bar width also varies to indicate different values.

Number	Amount
1	10
2	5
3	20

A **table** is a grid with **columns** and **rows** of numbers.



A **cross-section** is something, or a model of something, cut across the middle so that you can see the inside. A cross-section of the earth's crust, for example, shows the different **layers** that make it up. A **label** gives the name of each part of the cross-section. Cross-section can also be used to mean a small group that is representative of all the different types within the total group (e.g. *the survey looked at a cross-section of society*).

A **flowchart** is a diagram which indicates the **stages** of a process.

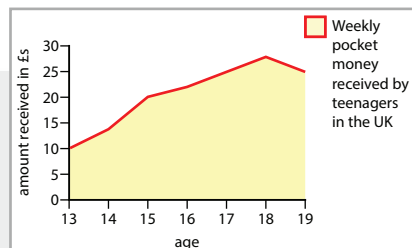


Common Mistake

Don't use the definite article (*the*) when referring to a specific diagram. See Table 4 below. (NOT See the table 4 ...)

B A graph

The **graph presents** data relating to teenagers and pocket money. A **random sample** of 1,000 teenagers were surveyed and the average pocket money received at each age has been plotted on the graph. The **x axis** or **horizontal axis indicates** age and the **y axis** or **vertical axis shows** the amount of money received per week. The **graph shows** that 15-year-olds receive twice as much pocket money as 13-year-olds. **From the graph we can see** that the amount received **reaches a peak** at the age of 18 and then starts to decline. This **decline** can perhaps **be explained by the fact that** many teenagers start earning and stop receiving pocket money at the age of 18.



Graphs are drawn by **plotting** points on them and then drawing a line to join **adjacent** points. If there are two separate lines on a graph, the lines can **cross** or **intersect** at various points. Lines that **run parallel** to one another never intersect.

Graphs show how numbers **increase** or **decrease**. Numbers can also be said to **rise** or **grow** and **fall**, **drop** or **decline**. Other verbs used about growth include **double**¹, **soar**², **multiply**³, **appreciate**⁴ and **exceed**⁵ [another number].

¹ increase to twice the number or amount; opposite = **halve** ² increase very quickly and by a large amount; opposite = **plummet** ³ increase to a very large number ⁴ increase in value; opposite = **depreciate** ⁵ increase to greater than a particular number or amount; opposite = **fall below**

Language help

The verbs *increase* and *decrease* are followed by *by* (e.g. *The population of the city has increased by 10%*). The nouns *increase*, *rise*, *growth*, *fall*, *drop* and *decline*, *decrease*, are followed by *in* (to explain what is rising) or *of* (to explain the size of the change), e.g. *a rise / an increase of 15% in the number of cars*.

A

Periods of time

A **century** = 100 years. A **decade** = 10 years. An **annual** conference is one that happens every year. A **quarterly** journal is one that comes out four times a year. An **era** is a particular period of time that is marked by special events or developments, e.g. *the post-war era*, *an era of rapid social change*.

A **phase** is any stage in a **series of events** or process of development. A project can be at an **initial** [beginning], **intermediate** [middle] or **final phase or stage**. A phase or stage may also be described as **preceding** [happening before now], **current** [happening now], **critical** [particularly important] or **transitional** [in the process of change].

B

Adjectives relating to time

Adjective	example	meaning
concurrent	There were concurrent riots in several northern towns.	occurring at the same time
contemporary	I studied all the contemporary accounts of the battle I could find. Jo is researching contemporary music.	dating from the same period existing now
eventual	The eventual cost of the project is likely to exceed €10 million.	happening or existing later; after effort or problems
forthcoming	My article will be published in the forthcoming issue of the <i>New Scientist</i> .	happening soon
ongoing	Helen has a number of ongoing projects.	happening now
simultaneous	There were simultaneous concerts in several cities.	happening at the same time
subsequent	The book examines the war and the subsequent changes in society.	happening after something else
successive	Successive governments would face similar problems.	happening immediately after something else
temporary	Georgia got a temporary position at the university.	not for a long period; not permanent

C

How times change



In recent times/years – particularly the last three decades – society has **gone through a period** of considerable change. **Prior to** the 1990s very few people had access to a home computer. **Nowadays**¹ the majority of homes have at least one computer. This expansion in home computing has **coincided with**² the **emergence**³ of internet technology. **At the moment** we are at a stage where the situation is still **evolving**⁴. Subsequent generations will live in a very different world although we do not know exactly how things will develop **in the near future**⁵, **over the next few years**, let alone **in the long term**⁶.

¹ at the present time (used to compare with the past, particularly in spoken English or more informal writing) ² happened at the same time as ³ appearance ⁴ gradually changing ⁵ at a time which is not far away; opposite = **in the distant future**; ⁶ at a period of time in the distant future opposite = **in the short term**

Common Mistake

Sometimes words, e.g. *early*, *late*, *daily* can be both adverbs and adjectives, e.g. *a(n) early/late/daily meeting*, *we met early/late/daily*. But *nowadays* is only an adverb. We talk about *present/present-day/current problems* NOT *nowadays problems*.

Cause and effect

Cause and effect is often described using conjunctions like *because*, prepositional expressions like *due to* and *because of* and adverbs like *therefore* and *consequently*. In this unit we focus on verbs and nouns relating to cause and effect. Pay particular attention to the prepositions they are used with.

A

Verbs relating to cause and effect

You are probably already familiar with these verbs relating to cause and effect: *make*, *cause*, *create*, *do*, *produce*, *force*. Here are some other useful verbs.

Her grandmother **influenced/had a considerable influence on** Sarah's choice of career.

Parental attitude largely **determines** how well a child adapts to school. [is the main factor affecting it]

A good teacher **motivates** their students. [makes them want to do something positive]

The flow of traffic through the town is **facilitated** by the one-way system. [made easier]

His speech **provoked** an angry response. [caused, usually something negative]

The explosion was **triggered** by the heat. [started, usually something sudden and negative]

The tilting of the earth on its axis **accounts for** the change in the seasons. [explains]

Sid's determination **springs/stems from** his desire to improve the world. [is the result of]

The country's victory **gave rise to** a new mood in society.

Mobile technology **contributed to** the information revolution. [was one factor influencing]

Their child was given drugs to **stimulate** growth. [cause something to develop or function]

Her exhibition **generated** a lot of interest. [caused something to happen or exist]

The drugs may **induce** nausea. [cause, often used in a medical context]

A teacher's presence can often **inhibit** teenagers' discussions. [prevent them from being as free as they might otherwise have been]

A number of benefits can be **derived from** this situation. [gained as a result of something]

B

Nouns relating to cause and effect

noun	example	meaning/comment
chain reaction	The incident set off a chain reaction which affected us all.	set of related events in which each one causes the next one
consequence	The war had major consequences .	results
effect, impact	The effect/impact of the film on the audience was very powerful	influence
end	Does the end justify the means?	note how end here means aim or goal
origin/source	The accident was the origin/source of her later problems.	beginning or cause
outcome	The outcome of the discussions was very positive.	result or effect of an action
precedent	There are several precedents for taking such a decision.	something that already happened and provides a reason for doing the same
reason	What was the reason for his success / why he succeeded?	note how reason is often followed by for or why

Common Mistakes

- 1 While *cause* can be both a noun and a verb, *effect* is usually a noun. The equivalent verb is *affect*. *Her father's problems **affected** her deeply. Her father's problems had **a** profound **effect** on her.*
- 2 The preposition that follows *reason* is *for*. *What was the reason for the decline in the population?* (NOT ~~the reason of the decline~~ ...)

Classifying means dividing things into groups, according to their type.

A

Useful nouns when classifying

word	example	meaning
category	Each of our students falls into one of three categories .	a group that shares some significant characteristics
component	Milk is an essential component of any young child's diet.	a part which combines with other parts to create something bigger
existence	The existence of 'dark matter' in the universe was first proposed in 1933.	the fact that something or someone is or exists
feature	Effective use of metaphor is a feature of the poet's style.	typical part or quality
hierarchy	Humans can be described as being at the top of a hierarchy with amoebas on the bottom level.	system in which people or things are arranged according to their importance or power
nature	The nature of her work means that she is under a lot of stress.	type or main characteristic of something
structure	In this unit we shall be looking at the structure of the heart.	the way in which the parts of a system are arranged
type	The lion is one type of large cat.	group with similar characteristics, a smaller division of a larger set

B

One example of a classification system

There is an enormous **variety/diversity** of living things (or organisms). To help study them, biologists have **devised**¹ ways of naming and classifying them according to their **similarities** and **differences**. The system most scientists use puts each living thing into seven groups organised from most **general** to most **specific**. Therefore, each species **belongs to**² a genus, each genus belongs to a family, each family belongs to an order, etc. Species are the smallest groups. A species **consists of**³ all the animals of the same type who are able to breed and produce young of the same kind; each species is **distinct from**⁴ all other species. Biologists **allocate**⁵ all organisms to a position in this system.

¹ thought of, invented ² is part of ³ includes, is made up of ⁴ significantly different from
⁵ place (also **assign**)

C

Categorising people

When categorising people, it is often necessary to take age, **gender**¹, **social class**, **occupation**, **marital status** and **ethnic background**² into account. It may also be appropriate to consider the **urban-rural**³ **dimension**⁴. Age, for example, is important in that different **generations** tend to have different attitudes and other **characteristics**. Social class can be **described** in different ways; the term **blue collar** may be used to mean working class while **white collar denotes**⁵ middle class. The categories of student, **homemaker** (i.e. housewife/househusband), and **senior citizen**, as well as types of **employment**⁶ are **subsumed**⁷ under the **heading**⁸ of occupation or **occupational background/status**.

¹ sex, male or female ² racial background ³ city versus countryside ⁴ aspect, way of considering something ⁵ means ⁶ paid work ⁷ included as part of a larger group ⁸ title summing up a group

Structuring an argument

A Developing an argument: what it is about

Read these extracts from the opening paragraphs of student essays. Note the prepositions.

This essay is **based on** findings from recent research into cold fusion.

The arguments I shall **put forward** are **relevant** to our understanding of Newton's laws.

The final section will **focus on** childcare, **paying attention to** the pre-school years in particular.

For the purposes of this essay, two opposing theories will be examined. I shall **refer to** Ashbach's and Linn's work, respectively.

The first section reviews recent literature, **with reference to** the arguments concerning social policy.

The political arguments concerning population control are **beyond the scope of** this essay.

Many articles have been published **on the subject of** genetic modification of crops.

B Adding points to an argument

Bad diet and high stress levels, **as well as** lack of exercise, are key factors in causing heart disease, **along with** smoking and high alcohol consumption.

In addition to the questionnaire, we also conducted interviews with some of the subjects.

A **further** argument in support of raising the retirement age is that life expectancy is increasing. **Moreover/Furthermore**¹, many people enjoy working; **for example / for instance**², in a recent survey, 68% of people said they would like to work till they were at least 70.

¹ *moreover* is much more frequently used in academic style than *furthermore* ² *for example* is much more frequently used in academic style than *for instance*

C Qualifying: limiting and specifying an argument

Dr O'Malley is leading a class discussion on human rights.

O'Malley: OK. 'Human rights are rights which you possess simply because you are human.' **To what extent** can we say that? What are the **pros and cons**¹ of this view?

Anna: Well, I think it's too simplistic, **in the sense that**² it ignores the rights of victims and everyone else's right to life. So, **provided that** we remember this, then we can give people basic rights, **albeit**³ with limitations.

Kirsten: Mm, that's **all very well, but**⁴ if you say human rights depend on, **say**, government decisions about national security, then they're no longer *rights*, are they? They become privileges. **Having said that**⁵, it's a complex issue with no simple answer. **Even so**, I still think we must be careful not to give our rights away.

O'Malley: OK. Fine. **Apart from** victims' rights, are there other arguments for restricting rights? I mean we could look at protecting property, ending a chronically sick person's life, **and so on / and so forth**⁶. Let's talk about **the degree/extent to which** these are relevant.

Ricardo: Every sick person has the right to life, but **at the same time / by the same token**⁷, we should be free to decide when we want to die.

O'Malley: Well, a lot of sick people can't make that decision for themselves, **despite the fact that** we may respect their right to a dignified death.

Ricardo: Hmm. **Nevertheless/Nonetheless**⁸, I think it's a key issue.

¹ advantages and disadvantages ² used to explain precisely what has just been said ³ (formal) although ⁴ indicates a partial agreement, followed by a disagreement ⁵ said when you wish to add a point which contrasts with what has just been said ⁶ and similar things; the two phrases can be used separately or together (and so on and so forth) ⁷ what you are about to say is also true, for the same reasons as what you have just said ⁸ however

A

Openings

Look at these openings from students' written work, and note the items in bold.

This assignment will **address** the problem of socio-economic data in health studies.

This dissertation **is concerned with** individual differences in the ability to connect thoughts and emotions.

The **aim** of this paper is to **explore** constant acceleration formulae, **with a focus on** motion along a slope.

The **purpose** of this essay is to **investigate** the use of focus group interviews.

This thesis **consists of** four parts. Each part **presents** and **discusses** a different set of experiments.

This assignment **is divided into** three sections, with each section **devoted to** a different aspect of world trade.

B

Organising the main points

useful when ...	Items	examples
working through a list of different things	<ul style="list-style-type: none"> • first(ly), secondly, thirdly • next • lastly/finally 	First(ly) , let us look at the history of the problem. <i>[Firstly is more formal than First]</i> Next , there is the issue of air resistance. Finally , let us consider increased taxation as a possible solution.
changing topics / bringing in new points	<ul style="list-style-type: none"> • we now turn to • let us turn to • at this point 	We now turn to the question of which model provides a better explanation of the phenomenon. At this point it is important to look again at the data.
referring forward in the text	<ul style="list-style-type: none"> • below • in the next section • later • the following 	We shall see below that depopulation has been a major factor. <i>[lower on the page or later in the essay/article]</i> Later , I shall look at other possible reasons for this. The following example comes from Hillson (1998).
referring back to something	<ul style="list-style-type: none"> • above • in the preceding section • earlier • (as) we saw / have seen 	The above figures indicate a significant decrease. Three hypotheses were listed in the preceding section . <i>[the section immediately before this one]</i> I noted earlier that lack of fresh water was a serious problem. As we saw in section 2, this is a complex topic.
referring to examples, diagrams, pages, etc.	<ul style="list-style-type: none"> • see • consider • take, for example, • as can be seen in 	For the complete results, see Appendix A, page 94. Consider Figure 1, which shows changes from 1976–8. Take, for example , Sweden, where industrialisation was rapid, as can be seen in Figure 2.
referring separately to different people or things	<ul style="list-style-type: none"> • respectively • the former • the latter 	Groups A and B consisted of 14-year-olds and 16-year-olds, respectively . <i>[i.e. group A was 14-year-olds and group B was 16-year-olds]</i> Rostov and Krow both studied the problem. The former wrote a book; the latter published two papers. <i>[the first and then the second person or thing mentioned]</i>

Common Mistakes

Don't confuse, *first(ly)* with *at first*. *At first* means 'at the beginning' and refers to situations which change: *At first there was no increase in temperature, but later, the temperature rose by 0.5 °C.* See Unit 49 for the difference between *lastly* and *last*.

Say *as can be seen in Figure 1*, NOT *as it can be seen in Figure 1*.

See Units 16 and 47 for more useful expressions for organising your writing.

A

General nouns and verbs

Note the prepositions which follow the nouns in bold.

The next **stage in / step in / phase of** the data collection was the administration of the questionnaire.

The **procedure**¹ **for** Experiment B was different from that of Experiment A.

The **application**² **of** Thoren's method produced some interesting results.

They studied the **behaviour of** large corporations during periods of economic crisis.

The team carried out a computer **simulation**³ **of** climate change over the next 30 years.

Twenty-five subjects were **selected**⁴ **from** the first group to take part in the second analysis.

She **designed** a course to train students to **utilise**⁵ self-motivation strategies.

The article sets out to **unify**⁶ some concepts in the theory of economic growth.

Three case studies were carried out to **supplement**⁷ the statistical data.

The experiments were repeated, in order to **verify**⁸ the results observed in the original data.

¹ carefully controlled set of actions ² using it for a practical purpose ³ a model of a problem or course of events ⁴ (formal) chosen ⁵ (formal) use something in an effective way ⁶ bring together/combine ⁷ add something to something to make it larger or better ⁸ make certain that something is correct

B

Social/political/economic processes

example with noun	equivalent verb	meaning
The emergence of nation states changed Europe in the 19th century.	Nation states emerged in the 19th century.	process of appearing or starting to exist
The paper is a study of water consumption in Brazil during 2001.	Millions of litres of bottled water are now consumed .	process of using fuel, energy, food, etc.
Ratification of the trade agreement took place in 2004.	The agreement was ratified in 2004.	process of making an agreement official
Before the advent of computers, scientific analysis was a slow process.	Before computers were developed/ invented , analysis took a long time.	arrival of an invention (the noun has no verb form)

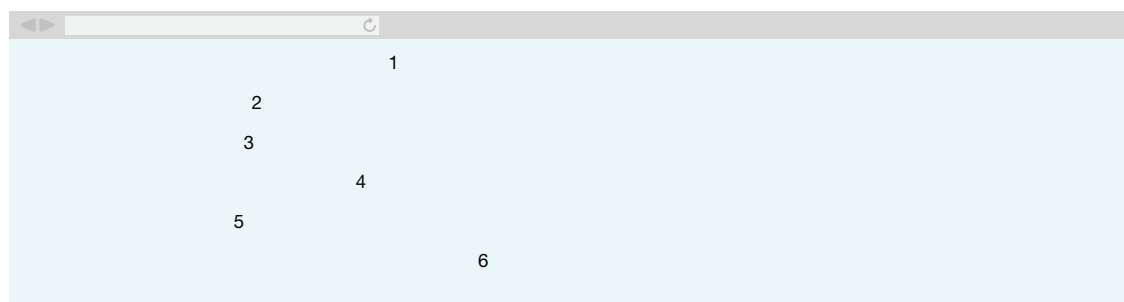
Language help

Research into academic writing shows that using the noun forms of the words in B above is typical of formal writing and often leads to higher grades in exams and assessments.

C

Technological processes and procedures

Look at these questions on a college website dealing with computer problems.



¹ make it be operated by machines, instead of by humans ² arrange them so that they can be seen ³ copy it either to a different part of the computer's storage space or to another form of storage ⁴ put them into the computer's system ⁵ add ⁶ results produced by the programme

Being able to use the vocabulary in this unit well will help you avoid repetition in your writing.

A

Facts

Fact is a countable noun.

Researchers try to **establish** the facts. They hope that the facts will **bear out**¹ or **support** their hypothesis. Most carefully **check** their facts before **presenting** them to others although there are, of course, dishonest people prepared to **distort**² the facts in order to claim that these facts are **interesting**, **relevant**³, **undeniable** or **little-known**.

Notice how *fact* is also often used in sentences like the following:

It is hard to **account for the fact that** share prices rose over this period. [explain why]

The problem **stems from the fact that** there is a basic conflict of interests. [has arisen because]

The lecturer **drew attention to the fact that** the economy was now improving. [emphasised that]

¹ confirm ² change ³ connected to the topic being discussed

B

Evidence

Evidence is uncountable - you can refer to one **piece/item of evidence** or to the **body of evidence** [large amount of evidence].

Researchers	look for	evidence.	Evidence	exists.	Evidence may	suggest	a conclusion.
	collect			comes to light ¹ .		point to	
	examine			accumulates ² .		confirm	
	consider			emerges.		support demonstrate	

Irrefutable³, **abundant**⁴, **convincing** or **growing** evidence pleases the researcher.

Flimsy⁵, **conflicting**⁶, **scant**⁷ or **inconclusive**⁸ evidence is a problem for the researcher.

Researchers aim to **provide** or **offer** enough **hard evidence**⁹ to support their theories.

¹ becomes known ² builds up ³ which cannot be denied ⁴ plenty of ⁵ not strong

⁶ contradictory ⁷ not much ⁸ neither proving nor disproving in a clear way

⁹ evidence which is reliable and can be proven, used mainly in spoken English

C

Data

Some people consider **data** as a plural noun – *these data show an unexpected trend* – while others consider it as uncountable – *this data differs from last year's*. *This is a particularly interesting piece/item of data*. The tendency is increasingly to use *data* as an uncountable noun, but you will see both forms and may use it whichever way you prefer yourself.

Data can be **reliable**¹, **comprehensive**², **accurate**, **extensive** or **empirical**³.

You **organise**, **analyse**, **interpret**, **record**, **obtain** or **collect** data.

Data **suggests**, **reflects**, **indicates**, **shows** or **demonstrates** something.

¹ can be trusted ² full, complete ³ based on practical observation rather than theory

D

Giving examples

You often need to **give** or **provide an example** to **illustrate the facts** you're presenting. A good example can be described as **striking**, **clear**, **vivid**, **illuminating** or **telling**. Sometimes, particularly in written English, the word **instance** is used as an alternative to **example**. *There is a striking instance of the author's use of metaphor in the final poem. We shall analyse one specific instance of this problem.*

Say can be used in informal English to mean *for example*. *Try and finish the report by, say, next Friday.*

A

Connecting data and evidence

Read how a scientist used 14 cameras to study his baby son learning language.

In a child's life the progression from just making noises to using words meaningfully is still not completely understood. So an American scientist has collected 24,000 hours of video, **complemented**¹ by 33,000 hours of audio, of his baby son. The scientist hopes computers will **reveal links**² between the child's activities and his learning of language. He has divided each room into sections such as sink, table, fridge and stove. The computer picks out **combinations of** movements between these sections which are repeated. Researchers then **piece together**³ how these fragments **correlate with**⁴ specific activities, such as making coffee or doing the dishes. Eventually the computer will **bring** all the information **together** and provide statistics on how often the child observed an activity before finally producing a word **related to** it.

¹ which has made the video better or more useful ² show connections not seen before

³ understand by looking ⁴ are connected with and influenced by

B

Expressing links and connections between people and things

Nowadays, the term 'hacker' is **synonymous with**¹ a criminal who attacks computer systems. Originally, the word **referred to**² a skilled programmer, and only later did it become **associated with**³ malicious attacks.

In humans and in chimpanzees, hand movements **accompanied by** speech or vocal sounds are made more often with the right hand than the left hand. **Taken together**, the data suggest that this phenomenon may date back as far as 5 million years ago.

In the 1980s, the wages of less-skilled US workers fell **relative to**⁴ those of more-skilled workers. The **mutual**⁵ influence of the inflow of less-skilled immigrants and the growth in US imports is also important.

Scientists have found **evidence of** an animal that can shrink and then grow again. Galapagos marine iguanas seem to grow smaller or larger, possibly **reflecting** changes in the food supply.

The book examines the development of the **bond**⁶ between children and their parents. The **relationship between** individual development and the strength of the bond varies between sons and daughters.

In questionnaire A, zero **corresponds to** 'disagree strongly' and 5 indicates 'agree strongly'. In questionnaire B, the **reverse**⁷ is true, **in that**⁸ 5 is **equivalent to** 'disagree strongly'.

The prefix **inter-** indicates a link or relationship between things (see Reference 5).

Interaction⁹ between learner and learning material is a defining characteristic of education.

He studied the **interrelated**¹⁰ effects of families and peers on African-American youths.

The article is concerned with the **interplay**¹¹ between emotions and logical thinking.

¹ the two are so closely connected that one suggests the other ² related to ³ connected in people's minds ⁴ varying according to the speed or level of something else ⁵ influencing each other ⁶ close connection ⁷ opposite ⁸ used before giving an explanation for something ⁹ communication with or reaction to ¹⁰ connected and having an effect on each other ¹¹ the effect two or more things have on each other

Common Mistake

Remember that *evidence* is an uncountable noun. Do not make it plural. *The surface of the material showed evidence of wear and damage.* NOT *evidences of ...*

Describing problems

A

Introducing a problem

As the mining operations became deeper and deeper, **the problem of** flooding **arose**¹.

In a recent survey, 14% of customers **experienced difficulties with** online buying.

Walsh's paper discusses the **controversy**² **surrounding** privatisation of health services.

Conservation driven by market forces seems to be a **contradiction in terms**³.

The topic is inadequately treated, and several **errors are apparent**⁴ in the analysis.

Integrating the new member states **poses**⁵ **a challenge to** the European Union.

The research **raises**⁶ **the issue of** rainforests and the people who live in them.

The patient **had difficulty in** remembering very recent events.

Most theories of the origin of the universe **contain inconsistencies**⁷.

The results **revealed shortcomings**⁸ **in** the design of the questionnaire.

¹ *question/issue/difficulty/controversy* also combine with *arise* ² a lot of disagreement or argument about something ³ a combination of words which is nonsense because some of the words suggest the opposite of others ⁴ can be seen ⁵ *threat/problem/danger* also are often used with *pose*; the verb *present* can also be used with these nouns ⁶ *question/problem* also are often used with *raise* ⁷ have different parts that do not agree ⁸ faults or a failure to reach a particular standard

B

Responding to a problem

word	example	meaning
react (v) reaction (n)	It was a study of how small firms react to the problem of over-regulation.	act in a particular way as a direct result of
respond (v) response (n)	The Minister's response to the problem of inflation was to impose a price freeze.	his/her reaction to what has happened or been said
deal with	How should training courses deal with the issue of violence in the healthcare setting?	take action in order to solve a problem
tackle	Governments do not seem to be able to tackle the problem of urban congestion.	try to deal with
address	Governments need to address the problem of waste from nuclear power plants.	(formal) give attention to or deal with
mediate (v) mediation (n)	The community leaders attempted to mediate between the police and the people.	talk to the two groups involved to try to help them find a solution to their problems

C

Solving a problem

The researchers **solved the problem** by increasing the temperature.

The team **came up with / found a solution to the problem** of water damage.

By using video, the researchers **overcame the problem** of interpreting audio-only data.

The treaty **resolved the problem** of sharing water resources. [more formal, solved or ended]

A successful **resolution to** the crisis came in 2014. [noun form of resolve]

The **answer to** the problem **lay in** changing the design of the experiment.

The book was entitled: '**Conflict Resolution: the Management of International Disputes**'.

Common Mistake

We say *have difficulty (in) doing* NOT *have difficulty to do* We *had some difficulty assembling* the apparatus.

Describing situations

A Existence and location

Look at these extracts from history lectures.

The **existence** of a large population of migrant workers put pressure on the country's **infrastructure**¹.

We need to look at all the **circumstances**² **surrounding** the events of 1926.

Historians noted the **absence**³ of a clear political ideology in the actions of the workers.

Looking at events in their social **context** means taking all the factors of a person's social **environment** into account.

The **conditions** in which the poorest sector of the population lived were bad.

The **status**⁴ of women was not a serious subject of debate until the 1960s.

¹ basic systems and services, such as transport and power supplies ² facts or events that make the situation the way it is ³ opposite = **presence** ⁴ official position, especially in a social group

Common Mistake

Be careful with the spelling of *environment* and *circumstances*.

B Factors affecting situations

word	examples	notes
constrain (v) constraint (n)	Scientists are constrained by the amount of funding they can obtain / are subject to the constraints of funding.	being controlled and limited in what they can do
restrain (v) restraint (n)	Growth in car ownership could be restrained by higher taxes. High land prices are a restraint on the expansion of private housing in the city.	limiting the growth or force of something
minimum (n/adj) (opp) maximum minimal (adj)	The minimum/maximum temperature was recorded at each stage. Damage to buildings was minimal .	smallest/largest amount allowed or possible very small in amount
confine (v)	Major industrial pollution is confined to the big cities in the north of the region.	limited to
restrict (v) restriction (n)	The government took measures to restrict the sale of tobacco products to young people. To fight traffic congestion, the city imposed a restriction of one car per household.	limiting something and reducing its size or preventing it from increasing
intrinsic (adj) (opp) extrinsic	English language is an intrinsic part of the college curriculum.	extremely important and basic characteristic of it
integral (adj)	Users' experiences are integral to the way libraries measure their performance.	necessary and important as a part of a whole
finite (adj) (opp) infinite	Oil is a finite resource; it will run out one day. There is evidence to suggest the universe may be infinite in size.	having a limit or end /'faɪnaɪt/ having no limit or end /'ɪnfɪnaɪt/
stable (adj) (opp) unstable stability (n) (opp) instability	It takes decades to create a stable democracy. Political instability is a threat to the whole region.	if something is stable, it is firmly fixed or not likely to move or change

Language help

Remember that noun phrases are an important feature of academic style. Note in particular the ways of expressing verbs using noun phrases in the table above.

A

Prepositional expressions

Look at the prepositional expressions in these titles of journal articles.

expression	notes
Problems in pain measurement a comparison between verbal and visual rating scales A comparison of different methods and approaches to homeschooling	<i>Between</i> is used when two different things are being compared. <i>Of</i> is used when different examples of the same thing are being compared.
Mobility in the EU in comparison with the US The effects of risk on private investment: Africa compared with other developing areas An exploration of the average driver's speed compared to driver safety and driving skill	<i>With</i> and <i>to</i> are both used nowadays with similar meanings in these expressions. American English generally prefers <i>compared with</i> .
Reduced rate of disease development after HIV-2 infection as compared to HIV-1	This expression indicates that there is indeed a difference between the things which are compared.
Some psycho-physical analogies between speech and music	Comparisons between things which have similar features; often used to help explain a principle or idea [by drawing an analogy with something]
Differences and similarities between mothers and teachers as informants on child behaviour Differences in ethical standards between male and female managers: myth or reality?	<i>Between</i> is used with difference when different groups of people or things are compared. <i>In</i> is used when different aspects of one thing are compared (here 'ethical standards').
Is globalisation today really different from globalisation a hundred years ago?	<i>Different to</i> is also used in UK academic usage, but <i>different from</i> is more frequent. <i>Different than</i> is often found in US English. Verb = differ from
Contrasts between urban and rural living	<i>Contrast</i> suggests an obvious difference. Typical adjectives – marked/sharp/stark contrast
Children's understanding of the distinction between real and apparent emotion	A <i>distinction</i> is a difference between two similar things.

B

Linking expressions

46% of the male subjects responded negatively. **Similarly/Likewise**, 46% of the female subjects said they had never voted in any election.

The poet's early work is full of optimism. **In/By contrast**, his later work is melancholy.

Older teenagers were found to be more likely than younger teenagers to purchase clothes.

Conversely, younger teenagers purchased more video games. [in an opposite way]

Unlike Scotland at that time, Ireland had mortality rates that were relatively low.

Verb endings in some languages can show present, past or future tense, **whereas / while** in English, verb endings can only show present or past.

A recent study suggested that building a network of good friends, **rather than** maintaining close family ties, helps people live longer into old age.

On the one hand, critics accuse the police of not protecting the public from crime. **On the other hand**, people also complained that the police were too oppressive. [used to compare two different facts or two opposite ways of thinking about a situation]

In the north, the rains are plentiful. In the south **the reverse is true** and drought is common.

Common Mistake

Remember to say *the same as*, NOT *the same that*, or *the same than*. Say *similar to*, NOT *similar as*. Don't confuse *on the other hand* (see above) with *in contrast*. *In contrast* expresses a marked opposition between two ideas: *Chan sharply condemned the diplomatic moves; in contrast, his deputy, Tiong, saw them as an attempt to create political stability.*

Evaluation and emphasis

A

Adjectives for evaluating: opening sentences from science articles

The first **comprehensive**¹ survey of coral reefs is being carried out in the Indian Ocean.

Fundamental² problems exist in current theories of the universe, a physicist claims.

A **groundbreaking**³ discovery has been made in research into ageing and death.

Important new information about the planets has been gained from the Orbis space probe.

Working hours have increased and pressures at work have become more **intense** in the UK.

A **crucial** stage in global warming could be reached within ten years, scientists say.

The search for a unified theory of the human mind is **misguided**⁴, says a psychologist.

The discovery of a dinosaur-like bone fossil in Africa is **unique**, according to scientists.

In 1997, Irkan published a **significant** piece of research on open structures in bridges.

Current responses to the global energy crisis are **inadequate**, a scientist has warned.

¹ complete, including everything that is necessary ² basic, from which everything else originates

³ very new and a big change ⁴ based on bad judgement or on wrong information or beliefs

B

Teachers' evaluations of student assignments

Good! The only **criticism** I have is that there is a **notable**¹ lack of **key** references to work before 1990. You should have **given credit to**² earlier work by Wilson and Healey.

I am concerned about the **validity**³ of some of your analysis, and as a result, some of your conclusions may be **invalid**. **Significantly**, you had problems in Section C.

I don't think the two different analyses you did are **compatible**⁴. **It is not surprising that** you had problems matching the two results, which **could be viewed as** almost **contradictory**.

There are some **solid**⁵ arguments in Section A, but I think your conclusion in B is **mistaken** and lacks **hard**⁶ evidence. Your data are rather **limited**.

¹ important and deserving attention ² stated the importance of ³ basis in truth or reason

⁴ able to exist successfully together ⁵ of a good standard ⁶ clear, able to be proven

C

Other evaluative expressions

It is **noteworthy** that Holikov (1996) also had difficulty explaining the phenomenon.

It is worth recalling¹ **that** three previous studies failed to find a link between the two events.

We should **recognise/acknowledge** how difficult it is to interpret these data.

These results **are borne out by**² two other studies: Hermann (1998) and Morello (2001).

In his **seminal**³ work, Abaka **challenges**⁴ current techniques, revealing **flaws**⁵ in data interpretation.

¹ *recall* is more formal than *remember* ² confirmed, shown to be true ³ containing important new ideas, very influential ⁴ questions whether they are correct ⁵ faults, mistakes or weaknesses; we can say a method is **flawed** (adj)

D

Emphasising

The research **underlined/highlighted** the need for a new social policy for childcare.

When used at the beginning of a sentence for extra emphasis, negative expressions are followed by inversion of the subject and verb. A form of *do* is used when there is no other auxiliary or modal verb.

Under/In no circumstances / **On no account** is it acceptable to video people without consent.

Seldom / **Rarely** would such data be considered appropriate for normal research purposes, and **in no way** / **by no means** should anyone regard data gathered in this way as meeting the university's ethical criteria. **Only** when full consent had been given in writing did the researcher commence filming.

A Historical changes and their effects

The **transition**¹ from agriculture **to** industry challenged the economic and political **status quo**² in many countries. Millions of people **abandoned**³ villages and rural areas and moved into cities. The **shift**⁴ **away from** self-sufficiency meant most people became dependent to some degree on large corporations and had to **adapt**⁵ **to** new social environments and **adjust**⁶ **to** new ways of doing things. A **move**⁷ **towards** smaller, nuclear families brought about **fundamental**⁸ changes in family patterns. **Maintaining**⁹ the old ways became **increasingly**¹⁰ difficult. On the other hand, the **elimination**¹¹ **of** diseases such as smallpox **transformed**¹² millions of people's lives, and the **expansion**¹³ **of** healthcare in many countries saved countless lives. Technology **enhanced**¹⁴ life in various ways. For many people, nonetheless, the negative **impact**¹⁵ **of** technology **on** the environment **altered**¹⁶ the way we think of our relationship with nature, and **sustainable**¹⁷ **development**, rather than development for its own sake, became an important goal for a number of countries.

¹ change from one form to another ² the situation as it was at that time ³ left for ever ⁴ change in position or direction ⁵ change to suit different conditions ⁶ become more familiar with a new situation ⁷ action taken to achieve something ⁸ in a very basic way ⁹ not allowing them to change ¹⁰ more and more ¹¹ removal of ¹² changed completely ¹³ increase in size or extent ¹⁴ improved the quality of ¹⁵ powerful effect ¹⁶ changed slightly ¹⁷ causing little or no damage to the environment and therefore able to continue for a long time

B More verbs for describing change

The exchange rate between the euro and the dollar has **fluctuated** recently. [changed or varied, especially continuously and between one level and another]

The technicians **modified** the flow of oil through the engine. [changed it slightly to improve it]

The company's lawyers **amended** the contract to take account of the new situation. [changed the words of a text, typically a law or a legal document]

Seven power plants were **converted from** oil **to** gas. [caused to change in form or character]

After 20 years of trading in the US, the firm **transferred** their operations **to** Brazil. [moved]

The economy **recovered** after three years of depression. [returned to a satisfactory condition]

Oil supplies are **diminishing** rapidly so that **acquiring** new supplies is vital for many countries. [becoming less; (formal) obtaining, getting]

We need to **refine** our analysis to obtain more accurate results. [improve it, especially by removing unwanted material]

The government **relaxed** controls **on** imports in 1997. [make less strict or severe]

Plans have been drawn up to **restore** 50,000 acres of wetland to their former state. [return something or someone to an earlier good condition or position]

C Adjectives which often describe change

There was a **gradual change** in attitudes in the 1990s. [slow, over a long period of time]

A **sudden change** in the temperature of the liquid occurred after some minutes.

There is a **marked change** in how people perceive antisocial behaviour. [very noticeable]

There was **no perceptible change** in the learning outcomes. [which could be noticed]

Sweeping changes were introduced in the legal system. [important and on a large scale]

Common Mistake

A *change in* temperature/behaviour, etc. suggests a process by which the thing has become different.
A *change of* approach/government/clothing, etc. suggests the substitution of one thing for another.

A

Conclusions and summaries

Summarising is concerned with expressing the most important facts or ideas about a topic in a short and clear form.

Concluding is concerned with (a) stating your position or opinion after considering all the information about something, or (b) stating that you have come to the end of something.

Recapitulating is concerned with briefly repeating your main points.

Read these openings of the final paragraphs of academic articles. Note the useful expressions.

As we have seen / As has been shown, the data are consistent across the three separate tests. **To conclude / In conclusion**, it seems that women's greater risk of depression is a consequence of gender differences in social roles.

From these comparisons **we may draw/come to the following conclusions**. As was expected, there are large differences between Russia and the two Nordic countries (Finland and Sweden).

To recapitulate¹ the findings of the present experiments: mothers' speech to young children was simpler than their normal speech.

To sum up / To summarise / In summary², in the case of high achievers in all professions, emotional competence is twice as important as purely mental abilities. **In short**³, emotional competence is the key.

To bring this paper to a close⁴ I summarise **the main points**⁵ here: siblings influence the development of behaviour, and problems among siblings are linked to other problems.

¹ a less formal alternative is the short form *to recap* ² (more formal) can also be *in sum*

³ used before describing something in as few words and as directly as possible ⁴ or **bring this paper to an end** ⁵ or **the key points**

B

Other useful words and expressions for summarising and concluding

We may summarise the findings **in a few words**: conserving wetland is an urgent priority.

The **final** point to stress is that pay is rarely the only factor in industrial disputes. **To put it briefly / Stated briefly**, complex motives contribute to strikes. [*final* is more formal than *last*. *Stated briefly* is more formal than *to put it briefly*]

Praditsuk (1996) **provides/gives a (brief) summary** of Asian economic cooperation.

In their **abstract**, the authors claim to have made a breakthrough in cancer research. [shortened form of an article, book, etc., giving only the most important facts or arguments]

The government only published a **précis** of the report, not the full report. [/'preisi/ a short form of a text which briefly summarises the important parts]

In this essay, I have **attempted** to review **concisely** the arguments in favour of intellectual property rights in relation to the internet. [in academic style it is common to say that you have attempted/ tried to argue or demonstrate something instead of directly saying you did it; *concisely* means in a short and clear way, without unnecessary words]

On balance, the **overall** picture seems to be that the political climate influences corporate strategy. [after thinking about the different facts or opinions; general rather than in particular]

In the final/last analysis/Ultimately, the only safe prediction is that the future is likely to be very different from the present. [said when talking about what is most important or true in a situation]

Common Mistake

Don't confuse *lastly* and *at last*. *Lastly* refers to the final point or item in a list or a series of points being discussed, and is similar to *finally*. *At last* refers to something which happens after people have been waiting for it for a long time.

Remember: *eventually* does NOT mean 'perhaps'. It means 'in the end, especially after a long time or a lot of effort, problems, etc.'

A Introducing the presenter

Let's **welcome** Carmen Gregori, who's going to talk to us today **on the subject of** 'Healthcare in Paraguay'.

OK, thank you everybody. Now, Dr Ulla Fensel is going to **present her research** to us.

Now I'd like to **call on** Mieke to **make/give her presentation**. Mieke, thank you.

I'd like to introduce Dr Li Meiju, who's going to **address¹ the topic** of 'Preventive medicine'.

¹ rather formal; we can also say formally *speak to the topic of X*, or, less formally, *talk about X*

B Getting started

In this presentation I'd like to **focus on** recent developments in biomass fuels. I'll speak for about 45 minutes, to **allow time for** questions and comments. **Feel free to¹** interrupt if you have any questions or want to make a comment.

First I'll **give a brief overview of** the current situation **with regard to** intellectual property rights, then I'd like to **raise** a few **issues** concerning the internet. I'll try to **leave² time for questions** at the end.

I'd like to **begin by** looking at some previous studies of ocean temperatures. There's a handout **going round³**, and there are some **spare⁴ copies** here if you want them.

In this talk I'll **present the results of** a study I **did⁵** for my dissertation. I'll try to **keep to** 20 minutes and not **go over time**.

¹ an informal way of giving permission would be **(which is) being distributed** ² less formal than allow time ³ a more formal version ⁴ extra ⁵ or, more formal, **carried out / conducted**

C During the presentation – and closing it

Now let's turn to the problem of workplace stress.	begin to examine or talk about
Moving on , I'd like to look at the questionnaire results in more detail .	going on to the next point less formal than in greater detail
I also want to talk about the supply of clean water, but I'll come back to that later.	or, more formal, return to
I'd just like to go back to the previous slide.	or, more formal, return to
As this slide shows , there's been a clear drop in popular support for the government.	or, more formal, a marked decline in
Anyway, getting back to / to return to the question of inflation, let's look at the Thai economy.	getting back to is less formal than to return to
The results were not very clear. Having said that , I feel the experiment was worthwhile.	a less formal way of saying nevertheless
You can read more about this in my article in this month's issue of World Geography.	or, more formal, my article ... discusses this topic in more depth
In our study we draw on work done by Sinclair and Owen, aiming to take it a bit further	or, more formally, carried out by or more formally, ... develop it .
I'll skip the next slide as time is (running) short .	skip (informal) = leave out / omit;
To sum up , then, urban traffic has reached a crisis. That's all I have to say* . Thank you for listening.	* informal - not used in writing
Well, I'll stop there as I've run out of time . Thank you.	have no time left
Dr Woichek will now take questions* . Are there any questions or comments ?	* rather formal = accept and answer questions