

Academic Phrasebank

The Academic Phrasebank is a copyright free general resource for academic writers. It aims to provide you with some of the phraseological "nuts and bolts" of writing under the headings below (see contents table). It was designed primarily for international students whose first language is not English. However, if you are a native speaker writer, you may still find parts of the material helpful.

The phrases can be used simply to assist you in thinking about your writing, or they can be pasted into your own work where this is appropriate. In most cases a certain amount of creativity will be necessary when you do this. It is also possible to transfer some of the words used in particular phrases to others. **The phrases are content neutral and generic in nature; in using them, therefore, you are not stealing other people's ideas and this does not constitute plagiarism.**

Users will need to be aware that Phrasebank is not discipline specific, and it does not claim to be comprehensive.

Contents

Writing Introductions	6
Establishing the importance of the topic:	6
Establishing the importance of the topic (time frame given):	6
Highlighting a problem in the field of study:	7
Highlighting a controversy in the field of study:	7
Highlighting a knowledge gap in the field of study (for research):	7
Focus, aim, argument:	8
Outline of structure:	8
Explaining Keywords	8
Referring to Literature	8
General descriptions of the relevant literature:	9
General reference to previous research/scholarly activity (usually more than one author)	9
Reference to current state of knowledge	10
Reference to single investigations in the past: researcher(s) as sentence subject	10
Reference to single investigations or publications in the past: time frame prominent	11
Reference to single publication: no time frame	11

Reference to single investigations in the past: investigation prominent	11
Reference to single investigations in the past: research topic as subject	12
Reference to what other writers do in their text (author as subject)	12
Reference to other writers' ideas (author as subject)	13
Some ways of introducing quotations	13
Being Critical	13
Introducing questions, problems and limitations (theory)	14
Introducing questions, problems and limitations (method/practice)	14
Identifying a study's weakness	14
Offering constructive suggestions	15
Highlighting inadequacies of previous studies	15
Introducing other people's criticisms	15
Describing Methods	16
Describing different methods	16
Giving reasons why a particular method was adopted	16
Indicating a specific method	16
Describing the characteristics of the sample	17
Indicating reasons for sample characteristics	17
Describing the process: infinitive of purpose	17
Describing the process: other phrases expressing purpose	18
Describing the process: typical verbs (note use of passive form)	18
Describing the process: sequence words/phrases	18
Describing the process: adverbs of manner	19
Describing the process: passive verb + using for instruments	19
Describing the process: giving detailed information	19
Indicating problems or limitations	19
Reporting Results	19

Reference to aim/method	20
Location and summary statements:	20
Highlighting significant data in a table/chart	21
Statements of result (positive)	21
Statements of result (negative)	21
Highlighting significant, interesting or surprising results	21
Reporting results from questionnaires and interviews	22
Transition statements	22
Discussions	22
Background information (reference to literature or to research aim/question)	22
Statements of result (usually with reference to results section)	23
Unexpected outcome	23
Reference to previous research (support)	23
Reference to previous research (contradict)	24
Explanations for results:	24
Advising cautious interpretation	24
Suggesting general hypotheses	24
Noting implications	25
Commenting on findings	25
Suggestions for future work	25
Writing Conclusions	25
Summarising the content	26
Restatement of aims (research)	26
Summarising the findings (research)	26
Suggesting implications	26
Significance of the findings (research contribution)	26
Limitations of the current study (research)	27

Recommendations for further work (research)	27
Implications/recommendations for practice or policy	28
Writing Definitions	28
Introductory phrases:	28
Simple three-part definitions	28
General meanings / application of meanings:	29
Indicating difficulties in defining a term:	29
Specifying terms that are used in an essay/thesis:	29
Referring to people's definitions (author prominent):	29
Referring to people's definitions (author non-prominent):	30
Giving Examples	30
Examples as the main information in a sentence:	30
Examples as additional information in a sentence	31
Classifying and Listing	31
General Classifications	31
Specific Classifications:	32
Introducing Lists:	32
Referring to other people's lists	32
Describing Causes and Effects	33
Verbs expressing causality	33
Nouns expressing causality	33
Prepositional phrases expressing causality	33
Sentence connectors expressing causality	34
Adverbial phrases expressing causality	34
Other examples	34
Possible cause and effect relationships (expressed tentatively)	34
Comparing and Contrasting	34

Introductory Sentences: Differences	34
Introductory Sentences: Similarities	35
Comparison within one sentence	35
Comparison within one sentence (comparative forms)	35
Comparison across two sentences	35
Writing about the Past	36
Time phrases associated with the use of the simple past tense (specific times or periods of time in the past completed)	36
Reference to single investigations or publications in the past: simple past tense used	36
Time phrases associated with the use of the present perfect tense (for situations/actions which began in the past and continue up to the present, or for which the period of time is unspecified):	37
The present perfect tense may also be used to describe recent research or scholarly activity with focus on the area of enquiry - usually more than one study	37
Describing Trends and Projections	37
Describing trends	37
Describing high and low points in figures	37
Projecting trends	38
Describing Quantities	38
Describing ratios and proportions	38
Describing fractions	38
Describing percentages	38
Describing averages	38
Describing ranges	39

Writing Introductions

There are many ways to introduce an academic essay or assignment. Most academic writers, however, appear to do one or more of the following in their introductions:

- establish the context, background and/or importance of the topic
- indicate a problem, controversy or a gap in the field of study
- define the topic or key terms
- state of the purpose of the essay/writing
- provide an overview of the coverage and/or structure of the writing

Examples of phrases which are commonly employed to realise these functions are listed below. Note that there may be a certain amount of overlap between some of the categories under which the phrases are listed.

Introductory sections for research dissertations, are normally much more complex than this and, as well as the elements above, may include the following: a synopsis of key literature/current state of knowledge, synopsis of methods, lists of research questions or hypotheses to be tested, significance of the study, recognition of the limitations of the study, reasons for personal interest in the topic.

Establishing the importance of the topic:

One of the most significant current discussions in legal and moral philosophy is

It is becoming increasingly difficult to ignore the

X is the leading cause of death in western industrialised countries.

X is a common disorder characterised by

X is an important component in the climate system, and plays a key role in Y.

In the new global economy, X has become a central issue for

In the history of development economics, X has been thought of as a key factor in

Xs are one of the most widely used groups of antibacterial agents and

Xs are the most potent anti-inflammatory agents known.

X is a major public health problem, and the cause of about 4% of the global burden of disease.

X is an increasingly important area in applied linguistics.

Central to the entire discipline of X is the concept of

X is at the heart of our understanding of

Establishing the importance of the topic (time frame given):

Recent developments in X have heightened the need for

In recent years, there has been an increasing interest in

Recent developments in the field of X have led to a renewed interest in

Recently, researchers have shown an increased interest in

The past decade has seen the rapid development of X in many

The past thirty years have seen increasingly rapid advances in the field of

Over the past century there has been a dramatic increase in

One of the most important events of the 1970s was

Traditionally, Xs have subscribed to the belief that

X proved an important literary genre in the early Y community.

The changes experienced by Xs over the past decade remain unprecedented.

Xs are one of the most widely used groups of antibacterial agents and have been extensively used for decades to

Highlighting a problem in the field of study:

However, these rapid changes are having a serious effect

However, a major problem with this kind of application is

Lack of X has existed as a health problem for many years.

Despite its safety and efficacy, X suffers from several major drawbacks:

However, research has consistently shown that first year students have not attained an adequate understanding of

There is increasing concern that some Xs are being disadvantaged

Despite its long clinical success, X has a number of problems in use.

Questions have been raised about the safety of prolonged use of

Highlighting a controversy in the field of study:

To date there has been little agreement on what

More recently, literature has emerged that offers contradictory findings about

One observer has already drawn attention to the paradox in

In many Xs a debate is taking place between Ys and Zs concerning

The controversy about scientific evidence for X has raged unabated for over a century.

Debate continues about the best strategies for the management of

This concept has recently been challenged by studies demonstrating

One of the most significant current discussions in legal and moral philosophy is

One observer has already drawn attention to the paradox in

In many Xs a debate is taking place between Ys and Zs concerning

The controversy about scientific evidence for X has raged unabated for over a century.

Questions have been raised about the safety of prolonged use of

The issue of X has been a controversial and much disputed subject within the field of

The issue has grown in importance in light of recent

One major theoretical issue that has dominated the field for many years concerns

One major issue in early X research concerned.....

Highlighting a knowledge gap in the field of study (for research):

So far, however, there has been little discussion about

However, far too little attention has been paid to

Most studies in X have only been carried out in a small number of areas.

The research to date has tended to focus on X rather than Y.

In addition, no research has been found that surveyed

So far this method has only been applied to

Several studies have produced estimates of X (Smith, 2002; Jones, 2003), but there is still insufficient data for

However, there have been no controlled studies which compare differences in

The experimental data are rather controversial, and there is no general agreement about

However, there is no reliable evidence that

X's analysis does not take account of nor does he examine

Focus, aim, argument:

This paper will focus on/examine/give an account of

This essay seeks to remedy these problems by analysing the literature of

The objectives of this research are to determine whether

This paper seeks to address the following questions:

This essay critically examines/discusses/traces

The purpose of this paper is to review recent research into the

This paper will review the research conducted on

This chapter reviews the literature concerning the usefulness of using

The aim of this paper is to determine/examine

The aim of this study was to evaluate and validate

In this paper I argue that

In the pages that follow, it will be argued that

This paper attempts to show that

In this essay, I attempt to defend the view that

Outline of structure:

The main questions/issues addressed in this paper are: a), b and c).

This paper has been divided into four parts. The first part deals with

The essay has been organised in the following way.

This paper first gives a brief overview of the recent history of X.

This paper reviews the evidence for

This paper begins by

It will then go on to

The first section of this paper will examine

Finally,

Chapter 2 begins by laying out the theoretical dimensions of the research, and looks at how

Chapter 3 describes the design, synthesis, characterization and evaluation of

The last chapter assesses the

Explaining Keywords

While a variety of definitions of the term X have been suggested, this paper will use the definition first suggested by Smith (1968) who saw it as

Throughout this paper the term X will refer to/will be used to refer to

In this article the acronym/abbreviation XYZ will be used.

Referring to Literature

One important characteristic of academic writing is that all the sources of information that the writer has used need to be indicated, not just as a bibliography or list of references, but also in or alongside the text. In some cases the source will be the main subject of the sentence, in others the sources may be mentioned parenthetically (in brackets) or via a notation system (eg. footnotes). The more common verbs and verb phrases used in academic writing for referring to sources are given below. Note that different referencing systems are used in different disciplines. In the examples, the

Harvard in-text referencing system has been used. Also note that the "author as subject" style is less common in the sciences.

"Ideally, your review should be evaluative and critical of the studies which have a particular bearing on your own. For example, you may think a particular study did not investigate some necessary aspect of the area, or that the authors failed to notice some problem with their results."

Taken from the Manchester Good Practice Guide:
<http://www.man.ac.uk/goodpractice/>

General descriptions of the relevant literature:

A considerable amount of literature has been published on X. These studies

There is a large volume of published studies describing the role of

The first serious discussions and analyses of X emerged during the 1970s with

The generalisability of much published research on this issue is problematic.

What we know about X is largely based upon empirical studies that investigate how

During the past 30 years much more information has become available on

In recent years, there has been an increasing amount of literature on

A large and growing body of literature has investigated

General reference to previous research/scholarly activity (usually more than one author)

Many historians *have argued that* (eg. Jones, 1987; Johnson, 1990; Smith, 1994)

Numerous studies have attempted to explain (for example, Smith, 1996; Kelly, 1998; Johnson, 2002)

Recent evidence *suggests that* (Smith, 1996; Jones 1999; Johnson, 2001)

Recently, *in vitro* studies *have shown that* T.thermophylus EFTu can (Patel et al., 1997; Jones et al., 1998).

Surveys such as that conducted by Smith (1988) *have shown that*

Several attempts *have been made to* (Smith, 1996; Jones 1999; Johnson, 2001)

Several studies *have revealed that* it is not just X that acts on (Smith, 1996; Jones

Several biographies of Harris *have been published*. Smith presents an account, whilst Jones

Several studies investigating X *have been carried out on*

Data from several sources *have identified* the increased morbidity and mortality associated with obesity

Previous studies *have reported* (Smith, 1985; Jones, 1987; Johnson, 1992).

Previous research findings into X *have been* inconsistent and contradictory (Smith, 1996; Jones 1999,

A number of studies *have found that* (Smith, 2003; Jones, 2004).

Twenty cohort study analyses have examined the relationship between
 At least 152 case-control studies worldwide have examined the relationship between.....
 Other studies have considered the relationship

The relationship between X and Y *has been widely investigated* (Smith, 1985; Jones, 1987,
 The causes of X have been widely *investigated* (Jones, 1987; Johnson, 1990; Smith, 1994).
 The geology of X *has been addressed* in several smallscale investigations and

Xs have been identified as major contributing factors for the decline of many species (1).
X has also been shown to reverse the anti-inflammatory effects of glucocorticoids in murine-induced arthritis (11).

It has been suggested that levels of X are independent of the size of the Y (Smith et al., 1995)

It has conclusively been shown that X and Y increase Z (Smith et al., 1999; Jones, 2001
 It *has been demonstrated* that a high intake of X results in damage to (Smith, 1998;

Reference to current state of knowledge

A relationship exists between an individual's working memory and their ability to (Jones et al., 1998).

GM varieties of maize are able to cross-pollinate with non-GM varieties (Smith, 1998; Jones, 1999).

There is an unambiguous relationship between spending on education and economic development (Rao, 1998).

X is one of the most intense reactions following CHD (Lane, 2003).

MIF has been found to oppose the anti-inflammatory actions of X on Y (Alourfi, 2004).

Reference to single investigations in the past: researcher(s) as sentence subject

Smith (1999)	<i>found</i> that as levels of literacy and education of the population rise <i>showed</i> that reducing X to 190oC decreased (see figure 2) . <i>demonstrated</i> that when the maximum temperature is exceeded
Jones et al. (2001)	<i>investigated</i> the differential impact of formal and non-formal education on <i>analysed</i> the data from 72 countries and concluded that <i>reviewed</i> the literature from the period and found little evidence for this claim. <i>interviewed</i> 250 undergraduate students using semi-structured questionnaires. <i>studied</i> the effects of Cytochrome P450 on unprotected nerve cells. <i>performed</i> a similar series of experiments in the 1960s to show that <i>carried out</i> a number of investigations into the <i>conducted</i> a series of trials <i>in which</i> he mixed X with different

	quantities of <i>measured</i> both components of the <i>labelled</i> these subsets as <i>examined</i> the flow of international students <i>identified</i> parents of disabled children as <i>used</i> a survey to assess the various
--	---

Wang et al. (2004) *have recently developed* a methodology for the selective introduction of

Reference to single investigations or publications in the past: time frame prominent

In 1975, Smith et al. *published* a paper in which they described

In 1990 Patel et al. *demonstrated* that replacement of H₂O with heavy water led to

Thirty years later, Smith (1974) *reported* three cases of *Candida Albicans* which

In the 1950s Gunnar Myrdal *pointed to* some of the ways in which (Myrdal, 1957)

In 1981, Smith and co workers *demonstrated that* X induced in vitro resistance to

In 1990, El-Guerrouj et al. *reported* a new and convenient synthetic procedure to obtain

In 1984 Jones et al. *made* several amino acid esters of X and evaluated them as water-soluble pro-drugs.

Reference to single publication: no time frame

Smith has written the most complete synthesis to date of

Reference to single investigations in the past: investigation prominent

Preliminary work on X *was undertaken* by AbdulKarim (1992).
The first systematic study of X *was reported* by Patel et al. in 1986.
The study of the structural behaviour of X *was first carried out* by Rao et al. (1986).....
Analysis of the genes involved in X *was first carried out* by Smith et al (1983).

A recent study by Smith and Jones (2001) *involved*

A longitudinal study of X by Smith (2002) *reports* that

A small scale study by Smith (2002) *reaches* different conclusions, finding no increase in

Smith's cross-country analysis (2002) *showed* that

Smith's comparative study (2002) *found* that

Detailed examination of X by Smith and Patel (1961) *showed* that

In another major study, Zhao (1974) *found* that just over half of the

In a randomised controlled study of X, Smith (2004) *reported* that

In a large longitudinal study, Boucahy et al. 2004) *investigated* the incidence of X in Y.

Reference to single investigations in the past: research topic as subject

Classical conditioning *was first demonstrated* experimentally by Pavlov (Smith, 2002). In his seminal study

The electronic spectroscopy of X *was first studied* by Smith and Douglas 1 in 1970

The acid-catalyzed condensation reaction between X and Y *was first reported* by Baeyer in 1872

X *formed* the central focus of a study by Smith (2002) in which the author found

X *was originally isolated* from Y in a soil sample from (Wang et al., 1952).

The way in which the X gene is regulated was studied extensively by Ho and colleagues (Ho et al. 1995 and 1998).

To determine the effects of X, Zhao et al (2005) compared

Reference to what other writers do in their text (author as subject)

Smith (2003) *identifies* poor food, bad housing, inadequate hygiene and large families as the major causes of

Rao (2003) *lists* three reasons why the English language has become so dominant. These are:

Smith (2003) *traces* the development of Japanese history and philosophy during the 19th century.

Jones(2003) *provides* in-depth analysis of the work of Aristotle showing its relevance to contemporary times.

Smith (2003) *draws our attention to* distinctive categories of motivational beliefs often observed in

Smith (2003) *defines* evidence based medicine as the conscious, explicit and judicious use of

Rao (2003) *highlights* the need to break the link between economic growth and transport growth

Smith (2003) *discusses* the challenges and strategies for facilitating and promoting

Toh (2003) *mentions* the special situation of Singapore as an example of

Smith (2003) *questions* whether mainstream schools are the best environment for

Smith (2003) *considers* whether countries work well on cross-border issues such as

Smith (2003) *uses* examples of these various techniques as evidence that

In her major study,
In her seminal article,
In her classic critique
of,
In her case study of
.....,
In her review of,
In her analysis of
.....,
In her introduction to
.....;

Smith (2004) identifies five characteristics of

Some analysts (eg Carnoy, 2002) have attempted to draw fine distinctions between
Other authors (see Harbison, 2003; Kaplan, 2004) question the usefulness of such an approach.

Reference to other writers' ideas (author as subject)

According to Smith (2003), preventative medicine is far more cost effective, and therefore better adapted to the developing world.

Smith (2003)	points out argues maintains claims concludes suggests	that	preventative medicine is far more cost effective, and therefore better adapted to the developing world
--------------	--	------	--

Smith (2003)	argues for offers proposes suggests		an explanatory theory for each type of irrational belief.
--------------	--	--	---

This view is supported by Jones (2000) who writes
Smith argues that her data support O'Brien's (1988) view that
As Smith reminds us,
Elsewhere, Smith has argued that

Some ways of introducing quotations

In the final part of the Theses, Marx writes: "Philosophers have hitherto only interpreted the world in various ways; the point"
Sachs concludes: "The idea of development stands today like a ruin in the intellectual landscape..." (Sachs, 1992a: 156).
As Smith argues: "In the past, the purpose of education was to" (Smith, 2000:150).
As Carnoy (2004: 215) states: "there are many good reasons to be sceptical".

Being Critical

As an academic writer, you are expected to be critical of the sources that you use. This essentially means questioning what you read and not necessarily agreeing with it just because the information has been published. Being critical can also mean looking for reasons why we should not just accept something as being correct or true. This can require you to identify problems with a writer's arguments or methods, or perhaps to refer to other people's criticisms of these. Constructive criticism goes beyond this by suggesting ways in which a piece of research or writing could be improved.

..... being against is not enough. We also need to develop habits of constructive thinking.
Edward de Bono

Introducing questions, problems and limitations (theory)

One question that needs to be asked, however, is whether
A serious weakness with this argument, however, is that
One of the limitations with this explanation is that it does not explain why... .
One criticism of much of the literature on X is that
The key problem with this explanation is that
The existing accounts fail to resolve the contradiction between X and Y.
However, there is an inconsistency with this argument.
Smith's argument relies too heavily on qualitative analysis of
It seems that Jones' understanding of the X framework is questionable.
Smith's interpretation overlooks much of the historical research
One major criticism of Smith's work is that
Many writers have challenged Jones' claim on the grounds that
X's analysis does not take account of nor does he examine

Introducing questions, problems and limitations (method/practice)

Another problem with this approach is that it fails to take X into account.
Perhaps the most serious disadvantage of this method is that
Difficulties arise, however, when an attempt is made to implement the policy.
Nevertheless, the strategy has not escaped criticism from governments, agencies and academics.
One major drawback of this approach is that
The main limitation of biosynthetic incorporation, however, is
However, this method of analysis has a number of limitations.
However, approaches of this kind carry with them various well known limitations.
All the studies reviewed so far, however, suffer from the fact that
However, there are limits to how far the idea of/concept of X can be taken.
However, such explanations tend to overlook the fact that.....
However, one of the problems with the instrument the researchers used to measure X was

However, all the previously mentioned methods suffer from some serious	limitations weaknesses disadvantages drawbacks.
--	--

Identifying a study's weakness

(However,)	the main weakness of the study is the failure to address how the study fails to consider the differing categories of damage that the research does not take into account pre-existing such as the author offers no explanation for the distinction between X and Y. Smith makes no attempt to differentiate between various different types of X. Jones fails to fully acknowledge the significance of the paper would appear to be over ambitious in its claims the author overlooks the fact that X contributes to Y.
------------	--

what Smith fails to do is to draw a distinction between
 another weakness is that we are given no explanation of how
 no attempt was made to quantify the association between X and Y.

Offering constructive suggestions

Smith's paper			useful		included
Her conclusions	would have been	more	convincing	if he/she had	considered
The study	might have been	much more	interesting	if the author had	adopted
The findings		far more	persuasive		used
			original		

A better study would examine a large, randomly selected sample of societies with
 A much more systematic study would identify how X interacts with other variables that are believed to be linked to

Highlighting inadequacies of previous studies

Most studies in the field of X have only focussed on
 Most studies in X have only been carried out in a small number of areas.
 The generalisability of much published research on this issue is problematic.
 The experimental data are rather controversial, and there is no general agreement about
 Such expositions are unsatisfactory because they
 However, few writers have been able to draw on any structured research into the opinions and attitudes of
 The research to date has tended to focus on X rather than Y.
 The existing accounts fail to resolve the contradiction between X and Y.
 Researchers have not treated X in much detail.
 Previous studies of X have not dealt with
 However, these studies used non-validated methods to measure
 Half of the studies evaluated failed to specify whether
 However, much of the research up to now has been descriptive in nature
 Although extensive research has been carried out on X, no single study exists which adequately covers
 However, these results were based upon data from over 30 years ago and it is unclear if these differences still persist.

Introducing other people's criticisms

However, Jones (2003) points out that
 Many analysts now argue that the strategy of X has not been successful. Jones (2003), for example, argues that
 Non-government agencies are also very critical of the new policies.
 The X theory has been / vigorously / strongly challenged in recent years by a number of writers.
 Smith's analysis has been criticised by a number of writers. Jones (1993), for example,

points out that

Smith's meta-analysis has been subjected to considerable criticism.

The most important of these criticisms is that Smith failed to note that

Jones (2003) is probably the best known critic of the X theory. He argues that

The latter point has been devastatingly critiqued by Jones (2003).

Critics have also argued that not only do social surveys provide an inaccurate measure of X, but the.....

Critics question the ability of poststructuralist theory to provide

More recent arguments against X have been summarised by Smith and Jones (1982):

Jones (2003) is critical of the conclusions that Smith draws from his findings.

Describing Methods

In the Methods section of a dissertation or research article, writers give an account of how they carried out their research. The Materials and Methods section should be clear and detailed enough for another experienced person to repeat the research and reproduce the results. Typical features with examples of this language are listed below.

Describing different methods

To date various methods have been developed and introduced to measure X:

In most recent studies, X is measured in four different ways.

Radiographic techniques are the main non-invasive method used to determine

Different authors have measured X in a variety of ways.

Previous studies have based their criteria for selection on

A variety of methods are used to assess X. Each has its advantages and drawbacks.

Data were gathered from multiple sources at various time points during the 2007-2008 academic year.

Giving reasons why a particular method was adopted

The semi-structured approach was chosen because

Smith et al (1994) identify several advantages of the case study,

It was decided that the best method to adopt for this investigation was to

A case study approach was chosen to allow a

The design of the questionnaires was based on

The X method is one of the more practical ways of

It was considered that quantitative measures would usefully supplement and extend the qualitative analysis.

Many of the distributions were not normal so non-parametric signed rank tests were run.

The X approach has a number of attractive features:

Indicating a specific method

Article references were searched further for additional relevant publications.

Articles were searched from January 1965 until April 2008.

Publications were only included if

X was prepared according to the procedure used by Patel et al. (1957).

The synthesis of X was done according to the procedure of Smith (1973).

X was synthesised using the same method that was detailed for Y, using

This compound was prepared by adapting the procedure used by Zhao et al. (1990).

For this study the X was used to explore the subsurface
An alternative method for making scales homogenous is by using

Describing the characteristics of the sample

The initial sample consisted of 200 students of whom 13 did not complete all of the interviews
All studies described as using some sort of X procedure *were included* in the analysis.
A systematic literature review was conducted of studies that
All of the participants were aged between 18 and 19 at the beginning of the study.....
Two groups of subjects *were interviewed*, namely X and Y. The first group were
A random sample of patients with was recruited from
Forty-seven students studying X were recruited for this study.
The students were divided into two groups based on their performance on
The project used a convenience sample of 32 first year modern languages students.
Just over half the sample (53%) was female, of whom 69% were
Participants were recruited from 15 clinics across, covering urban and rural areas
Eligibility criteria required individuals to have received
Five individuals were excluded from the study on the basis of
Eligible women who matched the selection criteria were identified by
Semi structured interviews were conducted with 17 male offenders with a mean age of 38 years
A comparison group of 12 male subjects without any history of X was drawn from a pool of

Indicating reasons for sample characteristics

A small sample was chosen *because of* the expected difficulty of obtaining
The subjects were selected *on the basis of* a degree of homogeneity of their
Criteria for selecting the subjects were as follows:

Describing the process: infinitive of purpose

In order to identify the T10 and T11 spinous processes, the subjects were asked to
In order to understand how X regulates Y, a series of transfections was performed..

To enable the subjects to see the computer screen clearly, the laptop was configured with

To see if the two methods gave the same measurement, the data was plotted and

To control for bias, measurements were carried out by another person.

To measure X, a question asking was used.

To determine whether, KG-1 cells were incubated for

To establish whether,

To increase the reliability of measures, each X was tested twice with a 4-min break between

To compare the scores three weeks after initial screening, a global ANOVA F-test was used

The vials were capped with *to prevent* volatisation.

In an attempt to make each interviewee feel as comfortable as possible, the interviewer

Describing the process: other phrases expressing purpose

For the purpose of height measurement, subjects were asked to stand

For the purpose of analysis, 2 segments were extracted from each

For the estimation of protein concentration, 100 μL of protein sample was mixed with

Describing the process: typical verbs (note use of passive form)

Data management and analysis *was performed* using SPSS 8.0 (1999).

Published studies *were identified* using a search strategy developed in

The experiments *were carried out* over the course of the growing period from

Injection solutions *were coded* by a colleague to reduce experimenter bias.

Drugs *were administered* by icv injection under brief CO₂ narcosis;

The mean score for the two trials *was subjected* to multivariate analysis of variance to determine

The subjects *were asked* to pay close attention to the characters whenever

Prompts *were used* as an aid to question two so that

The pilot interviews *were conducted* informally by the trained interviewer

Blood samples *were obtained* with consent, from 256 Caucasian male patients

Independent tests *were carried out* on the x and y scores for the four years from

This experiment *was repeated* under conditions in which the poor signal/noise ratio was improved.

Significance levels *were set* at the 1% level using the student t-test.

A total of 256 samples *were taken* from 52 boreholes (Figure 11).

Describing the process: sequence words/phrases

Prior to commencing the study, ethical clearance was sought from

In the end, the EGO was selected as the measurement tool for the current study.

After "training", the subjects were told that the characters stood for X and that their task was to

After collection, the samples were shipped back to X in

After conformational analysis of X, it was necessary to

Once the Xs were located and marked, a thin clear plastic ruler

Once the positions had been decided upon, the Xs were removed from each Y and replaced by

Once the exposures were completed, the X was removed from the Y and placed in

On completion of X, the process of model specification and parameter estimation was carried out.

Following this, the samples were recovered and stored overnight at

These ratings were *then* made for the ten stimuli to which the subject had been exposed

The analysis was checked when initially performed and *then* checked again at the end of

The subjects were *then* shown a film individually and were asked to

The soil was *then* weighed again, and this weight was recorded as

The results were corrected for the background readings and *then* averaged before being converted to.....

Finally, questions were asked as to the role of

Describing the process: adverbs of manner

The soil was then placed in a furnace and *gradually* heated up to

The vials were shaken *manually* to allow the soil to mix well with the water.

The medium was then *aseptically* transferred to a conical flask.

The resulting solution was *gently* mixed at room temperature for ten minutes and

A sample of the concentrate was then *carefully* injected into

The tubes were *accurately* reweighed to six decimal places using

Describing the process: passive verb + using for instruments

15 subjects were recruited *using* email advertisements requesting healthy students from

All the work on the computer was carried out *using* Quattro Pro for Windows andl.

Data were collected *using* two high spectral resolution spectroradiometers.

The data was recorded on a digital audio recorder and transcribed *using* a

Semi-automated genotyping was carried out *using* X software and

Statistical significance was analysed *using* analysis of variance and t-tests as appropriate.

Comparisons between the two groups were made using unrelated t-tests.

Using the X-ray and looking at the actual X, it was possible to identify

Using an Anthos Microplate Reader were able to separate single cells into different

Describing the process: giving detailed information

Compounds 3 and 5 were dissolved in X at apparent pH 2.5 to give concentrations of 4mM

..... and the solutions were degraded at 55°C or 37°C for a total time of 42 hours.

At intervals of 0.5 min, 50 µL of the X was aliquoted into 0.5mL of cooled boric acid buffer (pH 7.5) to

Indicating problems or limitations

In this investigation there are several sources for error. The main error is

Another major source of uncertainty is in the method used to calculate X..

It was not possible to investigate the significant relationships of X and Y *further* because the sample size was too small.

Further data collection is required to determine exactly how X affects Y.

Reporting Results

The standard approach to this section of a dissertation is to merely present the results, without elaborate discussion or comment. This does not mean that you do not need any text to describe data presented in tables and figures. Writers usually comment on the significant data presented in the tables and figures. This often takes the form of the location or summary statement, which identifies the table or figure and indicates its content. This is normally followed by a statement or statements which point out and describe the relevant or significant data. All your tables should be numbered and given a title.

More elaborate commentary on the results is normally restricted to the Discussion section. In research articles, however, authors may comment extensively on their results as they are presented, and it is not uncommon for the Results section to be combined with the Discussion section under the heading: Results and Discussion.

Reference to aim/method

To assess X, the Y questionnaire was used.
 To distinguish between these two possibilities,

To compare the scores three weeks after initial screening, a global ANOVA F-test was used
 In order to assess Z, repeated measures of ANOVA were used.
 Regression analysis was used to predict the

Changes in X and Y were compared using

The average scores of X and Y were compared in order to

Nine items on the questionnaire measured the extent to which

The correlation between X and Y was tested.
 The first set of analyses examined the impact of

Simple statistical analysis was used to

A scatter diagram and a Pearson's product moment correlation were used to determine the relationship between

T-tests were used to analyse the relationship between

Comparisons between the two groups were made using unrelated *t*-tests.

Location and summary statements:

Table 1	shows	the experimental data on X.
Figure 1	compares	the results obtained from the preliminary analysis of X.
	presents	the intercorrelations among the nine measures of X.
	provides	
The results obtained from the preliminary analysis of X		are shown can be compared are presented
		in Table 1. in Fig 1.
As shown in Figure 12.1, As can be seen from the table (above), It can be seen from the data in Table 12.1 that From the graph above we can see that	the X group reported significantly more Y than the other two groups.	

The table below illustrates

some of the main characteristics of the

The pie chart above shows

the breakdown of

Highlighting significant data in a table/chart

It is apparent from this table that very few

This table is quite revealing in several ways. First, unlike the other tables

Data from this table can be compared with the data in Table 4.6 which shows

From the data in Figure 9, it is apparent that the length of time left between

From this data we can see that Study 2 resulted in the lowest value of

The histogram in Fig 1. indicates that

What is interesting in this data is that

In Fig.10 there is a clear trend of decreasing

As Table III shows, there is a significant difference ($t = -2.15, p = 0.03$) between the two groups.

Statements of result (positive)

Strong evidence of X was found when

This result is significant at the $p = 0.05$ level.

There was a significant positive correlation between

There was a significant difference between the two conditions

On average, Xs were shown to have

The mean score for X was

Interestingly, for those subjects with X,

A positive correlation was found between X and Y.

The results, as shown in Table 1, indicate that

Further analysis showed that

Further statistical tests revealed

Statements of result (negative)

There was no increase of X associated with

There were no significant differences between

No significant differences were found between

No increase in X was detected.

No difference greater than X was observed.

The Chi-square test did not show any significant differences between

None of these differences were statistically significant.

Overall, X did not affect males and females differently in these measure.

No significant reduction in X was found with Y compared with placebo.

A clear benefit of X in the prevention of Y could not be identified in this analysis.

Highlighting significant, interesting or surprising results

The most striking result to emerge from the data is that

Interestingly, this correlation is related to

The correlation between X and Y is interesting because

The more surprising correlation is with the
The single most striking observation to emerge from the data comparison was

Reporting results from questionnaires and interviews

The response rate was 60% at six months and 56% at 12 months.
Of the study population, 90 subjects completed and returned the questionnaire.
Of the initial cohort of 123 students, 66 were female and 57 male.
Thirty-two individuals returned the questionnaires.

The majority of respondents/those who responded felt that
Over half of those surveyed reported that
70% of those who were interviewed indicated that
Almost two-thirds of the participants (64%) said that

Approximately half of those surveyed did not comment on
A small number of those interviewed suggested that
Only a small number of respondents indicated that
Of the 148 patients who completed the questionnaire, just over half indicated that
A minority of participants (17%) indicated

In response to Question 1, most of those surveyed indicated that
The overall response to this question was very positive.
When the subject were asked, the majority commented that
Other responses to this question included
The overall response to this question was poor.
Some participants expressed the belief that
One individual stated that And another commented

Transition statements

Turning now to the experimental evidence on
Comparing the two results, it can be seen that
A comparison of the two results reveals
If we now turn to

Discussions

The term discussion has a variety of meanings in English. In academic writing, however, it usually refers to two types of activity: a) considering both sides of an issue, or question, b) considering the results of research and the implications of these. Discussion sections in dissertations and research articles are probably the most complex in terms of their elements. The most common elements and some of the language that is typically associated with them are listed below:

Background information (reference to literature or to research aim/question)

A strong relationship between X and Y has been reported in the literature.
Prior studies that have noted the importance of
In reviewing the literature, no data was found on the association between X and Y.
As mentioned in the literature review,
Very little was found in the literature on the question of
This study set out with the aim of assessing the importance of X in

The third question in this research was
It was hypothesized that participants with a history of
The present study was designed to determine the effect of

Statements of result (usually with reference to results section)

The results of this study show/indicate that
This experiment did not detect any evidence for
On the question of X, this study found that
The current study found that
The most interesting finding was that
Another important finding was that
The results of this study did not show that/did not show any significant increase in
In the current study, comparing X with Y showed that the mean degree of
In this study, Xs were found to cause
X provided the largest set of significant clusters of
It is interesting to note that in all seven cases of this study.....

Unexpected outcome

Surprisingly, X was found to
Surprisingly, no differences were found in
One unanticipated finding was that
It is somewhat surprising that no X was noted in this condition
What is surprising is that
Contrary to expectations, this study did not find a significant difference between
However, the observed difference between X and Y in this study was not significant.
However, the ANOVA (one way) showed that these results were not statistically significant.
This finding was unexpected and suggests that

Reference to previous research (support)

This study produced results which corroborate the findings of a great deal of the previous work in this field.
The findings of the current study are consistent with those of Smith and Jones (2001) who found
This finding supports previous research into this brain area which links X and Y.
This study confirms that X is associated with
This finding corroborates the ideas of Smith and Jones (2008), who suggested that
This finding is in agreement with Smith's (1999) findings which showed
It is encouraging to compare this figure with that found by Jones (1993) who found that
There are similarities between the attitudes expressed by X in this study and those described by (Smith, 1987, 1995) and Jones (1986)
These findings further support the idea of
Increased activation in the PCC in this study corroborates these earlier findings.
These results are consistent with those of other studies and suggest that
The present findings seem to be consistent with other research which found
This also accords with our earlier observations, which showed that

Reference to previous research (contradict)

However, the findings of the current study do not support the previous research.
This study has been unable to demonstrate that
However, this result has not previously been described.
In contrast to earlier findings, however, no evidence of X was detected.
Although, these results differ from some published studies (Smith, 1992; Jones, 1996), they are consistent with those of
These results differ from X's 2003 estimate of Y, but they are broadly consistent with earlier

Explanations for results:

There are several possible explanations for this result.
These differences can be explained in part by the proximity of X and Y.
A possible explanation for this might be that
Another possible explanation for this is that
This result may be explained by the fact that/ by a number of different factors.
It is difficult to explain this result, but it might be related to
It seems possible that these results are due to
The reason for this is not clear but it may have something to do with
It may be that these students benefitted from
This inconsistency/discrepancy may be due to
This rather contradictory result may be due to
These factors may explain the relatively good correlation between X and Y.
There are, however, other possible explanations.
The possible interference of X cannot be ruled out.
The observed increase in X could be attributed to
The observed correlation between X and Y might be explained in this way.
Some authors^{9,30} have speculated that
Since this difference has not been found elsewhere it is probably not due to
A possible explanation for some of our results may be the lack of adequate

Advising cautious interpretation

These data must be interpreted with caution because
These results therefore need to be interpreted with caution.
However, with a small sample size, caution must be applied, as the findings might not be transferable to
These findings cannot be extrapolated to all patients.
Although exclusion of X did not reduce the effect on X, these results should be interpreted with caution.
However, with a small sample size, caution must be applied, as the findings might not be transferable to

Suggesting general hypotheses

The value of X suggests that a weak link may exist between
It is therefore likely that such connections exist between
It can thus be suggested that
It is possible to hypothesise that these conditions are less likely to occur in
It is possible/likely/probable therefore that
Hence, it could conceivably be hypothesised that

These findings suggest that
It may be the case therefore that these variations
In general, therefore, it seems that
It is possible, therefore, that
Therefore, X could be a major factor, if not the only one, causing
It can therefore be assumed that the
This finding, while preliminary, suggests that.....

Noting implications

This finding has important implications for developing
An implication of this is the possibility that
One of the issues that emerges from these findings is
Some of the issues emerging from this finding relate specifically to
This combination of findings provides some support for the conceptual premise that

Commenting on findings

However, these results were not very encouraging.
These findings are rather disappointing.
The test was successful as it was able to identify students who
The present results are significant in at least major two respects.
The results of this study do not explain the occurrence of these adverse events.

Suggestions for future work

However, more research on this topic needs to be undertaken before the association between X and Y is more clearly understood.
Further research should be done to investigate the
Research questions that could be asked include
Future studies on the current topic are therefore recommended.
A further study with more focus on X is therefore suggested.
Further studies, which take these variables into account, will need to be undertaken.
Further work is required to establish this.
In future investigations it might be possible to use a different X in which
This is an important issue for future research.

Writing Conclusions

Conclusions are shorter sections of academic texts which usually serve two functions. The first is to summarise and bring together the main areas covered in the writing, which might be called "looking back"; and the second is to give a final comment or judgement on this. The final comment may also include making suggestions for improvement and speculating on future directions.

In dissertations and research papers, conclusions tend to be more complex and will also include sections on significance of the findings and recommendations for future work. Conclusions may be optional in research articles where consolidation of the study and general implications are covered in the Discussion section. However, they are usually expected in dissertations and essays.

Summarising the content

This paper has given an account of and the reasons for the widespread use of X

This essay has argued that X is the best instrument to

This assignment has explained the central importance of X in Y.

This dissertation has investigated

Restatement of aims (research)

This study set out to determine

The present study was designed to determine the effect of

In this investigation, the aim was to assess

The purpose of the current study was to determine

This project was undertaken to design and evaluate

Returning to the hypothesis/question posed at the beginning of this study, it is now possible to state that

Summarising the findings (research)

This study has shown that

These findings suggest that in general

One of the more significant findings to emerge from this study is that

It was also shown that.....

This study has found that generally

The following conclusions can be drawn from the present study

The relevance of X is clearly supported by the current findings.

This study/research has shown that

The second major finding was that

The results of this investigation show that

The most obvious finding to emerge from this study is that

X, Y and Z emerged as reliable predictors of

Multiple regression analysis revealed that the

Suggesting implications

The evidence from this study suggests that

The results of this study indicate that

The results of this research support the idea that

In general, therefore, it seems that

Taken together, these results suggest that

An implication of this is the possibility that

The findings of this study suggest that

Significance of the findings (research contribution)

The X that we have identified therefore assists in our understanding of the role of

These findings enhance our understanding of

This research will serve as a base for future studies and

The current findings add substantially to our understanding of

The current findings add to a growing body of literature on

The study has gone some way towards enhancing our understanding of

The methods used for this X may be applied to other Xs elsewhere in the world.

The present study, however, makes several noteworthy contributions to.....
The empirical findings in this study provide a new understanding of
The findings from this study make several contributions to the current literature. First,.....
The present study provides additional evidence with respect to
Taken together, these findings suggest a role for X in promoting Y.
The present study confirms previous findings and contributes additional evidence that suggests
Whilst this study did not confirm X, it did partially substantiate

Limitations of the current study (research)

Finally, a number of important limitations need to be considered. First,
A number of caveats need to be noted regarding the present study.
The most important limitation lies in the fact that
The current investigation was limited by
The current study was unable to analyse these variables.
The current research was not specifically designed to evaluate factors related to
The current study has only examined
The project was limited in several ways. First, the project used a convenience sample that
However, with a small sample size, caution must be applied, as the findings might not be transferable to
The sample was nationally representative of X but would tend to miss people who were
A limitation of this study is that the numbers of patients and controls were relatively small.
Thirdly, the study did not evaluate the use of
However, these findings are limited by the use of a cross sectional design.
Our findings in this report are subject to at least three limitations. First, these data apply only to
An issue that was not addressed in this study was whether.....
One source of weakness in this study which could have affected the measurements of was that
Several limitations to this pilot study need to be acknowledged. The sample size is
The main weakness of this study was the paucity of

Recommendations for further work (research)

This research has thrown up many questions in need of further investigation.
Further work needs to be done to establish whether
It is recommended that further research be undertaken in the following areas:
Further experimental investigations are needed to estimate
What is now needed is a cross-national study involving
More broadly, research is also needed to determine
It is suggested that the association of these factors is investigated in future studies.
Further research might explore/investigate
Further research in this field/regarding the role of X would be of great help in
Further investigation and experimentation into X is strongly recommended.
A number of possible future studies using the same experimental set up are apparent.
It would be interesting to assess the effects of
More information on X would help us to establish a greater degree of accuracy on this matter.
If the debate is to be moved forward, a better understanding of needs to be developed.

I suggest that before X is introduced, a study similar to this one should be carried out on

 These findings provide the following insights for future research:
 Considerably more work will need to be done to determine
 Future trials should assess a full selective decontamination regimen including
 More research is needed to better understand when implementation ends and
 It would be interesting to compare experiences of individuals within the same ... group.
 A further study could assess
 A future study investigating would be very interesting.
 The issue of X is an intriguing one which could be usefully explored in further research.
 Future research should therefore concentrate on the investigation of
 Large randomised controlled trials could provide more definitive evidence.

Implications/recommendations for practice or policy

These findings suggest several courses of action for
 An implication of these findings is that both X and Y should be taken into account when

 The findings of this study have a number of important implications for future practice.
 There is, therefore, a definite need for
 There are a number of important changes which need to be made.
 Another important practical implication is that
 Moreover, more X should be made available to
 Other types of X could include : a), b).
 Unless governments adopt X, Y will not be attained.
 This information can be used to develop targeted interventions aimed at
 A reasonable approach to tackle this issue could be to
 Taken together, these findings do not support strong recommendations to

Writing Definitions

In academic work students are often expected to give definitions of key words and phrases in order to demonstrate to their tutors that they understand these terms clearly. Academic writers generally, however, define terms so that their readers understand exactly what is meant when certain key terms are used. When important words are not clearly understood misinterpretation may result. In fact, many disagreements (academic, legal, diplomatic, personal) arise as a result of different interpretations of the same term. In academic writing, teachers and their students often have to explore these differing interpretations before moving on to study a topic.

Introductory phrases:

It is necessary here to clarify exactly what is meant by
 This shows a need to be explicit about exactly what is meant by the word X.
 X is a term frequently used in the literature, but to date there is no consensus about

Simple three-part definitions

A university is	an institution	where knowledge is "produced" and passed on to others.
Social Economics may be	the branch of	[which is] concerned with the

broadly defined as	economics	measurement, causes and consequences of social problems.
Research may be defined as	a systematic process	which consists of three elements or components: (1) a question, problem, or hypothesis, (2) data, and (3) analysis and interpretation of data.

General meanings / application of meanings:

The term X has come to be used to refer to

The term X is generally understood to mean

The term X has been applied to situations where students

In broad biological terms, X can be defined as any stimulus that is

The broad use of the term X is sometimes equated with

The term disease refers to a biological event characterised by

In the literature, the term tends to be used to refer to

X can be defined as It encompasses

The term X is a relatively new name for a Y, commonly referred to.....

X can be loosely described as a correlation.

Indicating difficulties in defining a term:

In the field of language teaching, *various definitions of fluency* are found.

Fluency is a commonly used notion in language learning and yet it is a concept *difficult to define precisely*.

A generally accepted definition of fluency is lacking.

Smith (2001) identified four abilities *that might be subsumed under the term fluency*: a)

The term poststructuralism *embodies* a multitude of concepts which

Although differences of opinion still exist, there appears to be some agreement that X refers to

Specifying terms that are used in an essay/thesis:

In this essay *the term overseas student will be used in its broadest sense to refer to all students who*

Throughout this thesis, the term education *is used to refer to* informal systems as well as formal systems.

While a variety of definitions of the term X have been suggested, this paper will use the definition first suggested by Smith (1968) who saw it as

In this paper, *the term that will be used to describe* this phenomenon is X

In this dissertation the terms X and Y *are used interchangeably to mean*

Referring to people's definitions (author prominent):

Smith (1954) was apparently the first to use the term

Chomsky writes that a grammar is a 'device of some sort for producing the' (1957, p.11).

According to a definition provided by Smith (2001:23), fluency is 'the maximally

The term "fluency" is used by Smith (2001) to refer to

Smith (2001) uses the term "fluency" to refer to

For Smith (2001), fluency means/refers to

Macro-stabilisation policy is defined by Smith (2003: 119) as "....."

Aristotle defines the imagination as "the movement which results upon an actual sensation."

The term "matter" is used by Aristotle in four overlapping senses. First, it is the underlying Secondly, it is the potential which

Smith et al. (2002) have provided a new definition of health: "health is a state of being with physical, cultural, psychological"

In 1987, sports psychologist John Smith popularized the term X to describe

Referring to people's definitions (author non-prominent):

Validity is the degree to which an assessment process or device measures what it is intended to measure (Smith et al., 1986)

Giving Examples

Writers may give specific examples as evidence to support their general claims or arguments. Examples can also be used to help the reader or listener understand unfamiliar or difficult concepts, and they tend to be easier to remember. For this reason, they are often used in teaching. Finally, students may be required to give examples in their work to demonstrate that they have understood a complex problem or concept.

Many paragraphs in academic writing show development from general statements to specific details or examples. In most paragraphs, therefore, examples usually come after a more general statement, as in the short extract below.

Many words can often acquire a more narrow meaning over time, or may come to be chiefly used in one special sense. A classic example of this practice is the word doctor. There were doctors (i.e., learned men) in theology, law, and many other fields beside medicine, but nowadays when we send for the doctor we mean a member of only one profession.

Examples as the main information in a sentence:

For example / instance, the word doctor used to mean a learned man.

For example, Smith and Jones (2004) conducted a series of semi-structured interviews in

By way of illustration, Smith (2003) shows how the data for

A classic / well-known example of this is

An example of this is the study carried out by Smith (2004) in which

X is a good example / illustration of

X illustrates this point / shows this point clearly.

This can be illustrated briefly by

Young people begin smoking for a variety of reasons. They may, *for example*, be influenced by their peers, or they may see their parents as role models.

The evidence of X can be clearly seen *in the case of*....

Another example of what is meant by X is

Diseases that can result at least in part from stress *include* arthritis, asthma, migraine, headaches and ulcers.

Examples as additional information in a sentence

Young people begin smoking for a variety of reasons, *such as* pressure from peers and the role model of parents.

Pavlov found that if some other stimulus, *for example* the ringing of a bell, preceded the food, the dog would start salivating.

In Paris, Gassendi kept in close contact with many other prominent scholars *such as* Kepler, Galileo, Hobbes, and Descartes.

The prices of resources, *such as* copper, iron ore, oil, coal and aluminium, have declined in real terms over the past 20 years.

Many diseases can result at least in part from stress, *including*: arthritis, asthma, migraine, headaches and ulcers.

Classifying and Listing

When we classify things, we group and name them on the basis of something that they have in common. By doing this we can understand certain qualities and features which they shares as a class. Classifying is also a way of understanding differences between things. In writing, classifying is often used as a way of introducing a reader to a new topic. Along with writing definitions, the function of classification may be used in the early part of an essay, or longer piece of writing. We list things when we want to treat and present a series of items or different pieces of information systematically. A list is series if items. The order of a list may indicate rank importance.

General Classifications

X may be divided into	three main	classes sub-groups categories	
X may be classified	on the basis of according to depending on in terms of	Y	into Xi and Xii

Bone is generally classified into two types: cortical bone, also known as, and cancellous bone or

Aristotle's systematic treatises may be grouped in several divisions: logic, psychological works, physical

The works of Aristotle fall under three headings: (1) dialogues and; (2) collections of facts and; and (3) systematic works. There are two basic approaches currently being adopted in research into X. One is the Y approach and the other is

Associative learning can be categorised into classical and operant conditioning. Classical conditioning was first

Generally, spectratyping provides two types of information: band intensity pattern and band number.

Specific Classifications:

In the U.S. system, X is graded		according to whether on the basis of in terms of	
Smith (1966)	divided classified grouped	Xs	into two broad types: Xi's and Xii's
Thomas and Nelson (1996) describe	four basic types of	validity: logical, content, criterion and construct.	

Smith and Jones (2003) argue that *there are two broad categories* of Y, which are: a) and b)

For Aristotle, motion *is of four kinds*: (1) motion which; (2) motion which; (3) motion which; and (4) motion which.....

Introducing Lists:

The key aspects of management can be listed as follows:

There are three reasons why the English language has become so dominant. These are:

There are two types of effect which result when a patient undergoes X. These are

Appetitive stimuli have three separable basic functions. Firstly, they Secondly, they

The disadvantages of the new approach can be discussed *under three headings, which are:*

This topic can best be treated under three headings: X. Y and Z.

This section has been included for several reasons: it is; it illustrates; and it describes.....

The "Mass for Four Voices" *consists of five movements, which are:* the Kyrie, Gloria, Credo, Santus and Agnus Dei.

The "Three Voices for Mass" *is divided into six sections. These are:* the Kyrie, Gloria,

Referring to other people's lists

Smith (2003) suggests three conditions for its acceptance. Firstly, X should be

Secondly, it needs to be.... Thirdly,

Smith and Jones (1991) *list* X, Y and Z as the major causes of infant mortality.

Smith and Jones (2003) argue that *there are two broad categories of Y, which are: a) and b)*

For Aristotle, motion is of *four kinds: (1) motion which; (2) motion which; (3) motion which; and (4) motion which.....*

Smith (2003) *lists the main features of X as follows: it is X; it is Y; and has Z.*

Describing Causes and Effects

A great deal of academic work involves understanding and suggesting solutions to problems. At postgraduate level, particularly in applied fields, students search out problems to study. In fact, one could say that problems are the food for a significant proportion of academic activity. However, solutions cannot be suggested unless the problem is fully analysed, and this involves a thorough understanding of the causes. Some of the language that you may find useful for explaining causes and effects is listed below:

Verbs expressing causality

Lack of protein	<i>may cause</i> <i>can lead to</i> <i>can result in</i>	mental retardation.
Low levels of chlorine in the body	<i>can give rise to</i>	high blood pressure.
Much of the instability	<i>stems from</i>	the economic effects of the war.
Kwashiorkor is a disease Beri-beri is a disease Scurvy is a disease	<i>caused by</i> <i>resulting from</i> <i>stemming from</i>	insufficient protein. vitamin deficiency. lack of vitamin C.

Nouns expressing causality

The most *likely causes* of X are poor diet and lack of exercise.

A *consequence* of vitamin A deficiency is blindness.

Physical activity is an important *factor* in maintaining fitness.

Many other medications have an *influence* on cholesterol levels.

Another reason *why* Xs are considered to be important is that

Prepositional phrases expressing causality

200,000 people per year become deaf	<i>owing to</i> <i>because of</i> <i>as a result of</i>	a lack of iodine.
-------------------------------------	---	-------------------

Sentence connectors expressing causality

If undernourished and retarded children do survive to become adults, they have decreased learning ability.	<i>Therefore,</i> <i>Consequently,</i> <i>Because of this,</i> <i>As a result (of this),</i>	when they grow up, it will probably be difficult for them to find work.
--	---	---

Adverbial phrases expressing causality

Malnutrition leads to illness and a reduced ability to work in adulthood,	<i>thus/thereby</i>	perpetuating the poverty cycle.
The warm air rises above the surface of the sea,	<i>thus/thereby</i>	creating an area of low pressure.

Other examples

As a consequence of X , it appears that winds alone are not the causative factor of.....

Due to X and Y inflowing surface water becomes more dense as it

X and Y are important driving factors of Z.

The mixing of X and Y exerts a powerful effect upon Z through

Possible cause and effect relationships (expressed tentatively)

This suggests a weak link may exist between X and Y.

The human papilloma virus *is linked to* most cervical cancer.

Stomach cancer in many cases *may be associated with* certain bacterial infections.

A high consumption of seafood *could be associated with* infertility.

There is some evidence that X *may affect* Y.

Comparing and Contrasting

By understanding similarities and differences between two things, we can increase our understanding and learn more about both. This usually involves a process of analysis, in which we compare the specific parts as well as whole. Comparison may also be a preliminary stage of evaluation. For example, by comparing specific aspects of A and B, we can decide which is more useful or valuable. Many paragraphs whose function is to compare or contrast will begin with an introductory sentence expressed in general terms. Note the introductory sentences below:

Introductory Sentences: Differences

X is different from Y in a number of respects.

There are a number of important differences between X and Y.

X differs from Y in a number of important ways.

Smith (2003) found *distinct differences between X and Y.*

Women and men *differ* not only in physical attributes but also *in the way* in which they
.....

Introductory Sentences: Similarities

The mode of processing used by the right brain *is similar to that* used by the left brain.
The mode of processing used by the right brain *is comparable in* complexity to that used
by the left brain.

The effects of nitrous dioxide on human health *are similar to those of* ground level ozone.
Both X and Y generally take place in a "safe environment".

There are a number of similarities between X and Y.

Numerous *studies have compared* the brain cells in man and animals and found that the
cells *are essentially identical*.

Comparison within one sentence

In contrast to oral communities, it is very difficult to get away from calendar time in
literate societies.

Compared with people in oral cultures, people in literate cultures organise their lives
around clocks and calendars.

Oral societies tend to be more concerned with the present, *whereas* literate societies
have a very definite awareness of the past.

Women's brains process language simultaneously in the two sides of the brain, *while* men
tend to process it in the left side only.

This interpretation *contrasts with that* of Smith and Jones (2004) who argue that

Comparison within one sentence (comparative forms)

Women are *faster/slower than* men at certain precision manual tasks, such as placing pegs
in holes on a board.

Women tend to perform *better/worse than* men on tests of perceptual speed.

Further, men are *more/less* accurate in tests of target-directed motor skills.

The corpus callosum, a part of the brain connecting the two hemispheres, may be
more/less extensive in women.

Women are *more/less likely than* men to suffer aphasia when the front part of the brain is
damaged.

Adolescents are *less likely* to be put to sleep by alcohol *than* adults.

Women tend to have *greater/less* verbal fluency *than* men.

Men learned the route in *fewer trials* and made *fewer errors than* did women.

Comparison across two sentences

It is very difficult to get away from calendar time in literate societies. *By contrast/in*
contrast, many people in oral communities have little idea of the calendar year of their
birth.

Tests show that women generally can recall lists of words or paragraphs of text better than men. *On the other hand*, men usually perform better on tests that require the ability to mentally rotate an image in order to solve a problem.

Young children learning their first language need simplified, comprehensible input. *Similarly*, low level adult L2 learners need graded input supplied in most cases by a teacher.

Speech functions are *less likely* to be affected in women because the critical area is *less* often affected. A *similar* pattern emerges in studies of the control of hand movements.

Writing about the Past

Writing about the past in English is made difficult by the rather complex tense system. However the phrases grouped below give an indication of the uses of the main tenses in academic writing. For a comprehensive explanation of the uses of the various tenses you will need to consult a good English grammar book. A good recommendation is Practical English Usage by Michael Swan, OUP.

Time phrases associated with the use of the simple past tense (specific times or periods of time in the past completed)

For centuries, In the second half of the 19th century, At the end of the nineteenth century,	church authorities placed restrictions on academics.
--	--

During the Nazi period, Between 1933 and 1945, From 1933 to 1945, In the 1930s and 1940s,	restrictions were placed on German academics.
--	---

Reference to single investigations or publications in the past: simple past tense used

The first systematic study of the X *was reported* by Patel et al. in 1986.
Erythromycin *was originally isolated* from X in a soil sample from (Wang et al., 1952).
In 1975, Smith et al. *published* a paper *in which* they described

In 1990 Patel et al. *demonstrated* that replacement of H₂O with heavy water led to
Thirty years later, Smith (1974) *reported* three cases of Candida Albicans which
In the 1950s Gunnar Myrdal *pointed to* some of the ways in which (Myrdal, 1957)
In 1981, Smith and co workers *demonstrated that* X induced in vitro resistance to
In 1984 Jones et al. *made* several amino acid esters of X and evaluated them as water-soluble pro-drugs.

An experimental demonstration of this effect *was first carried out* by
The first experimental realisation of, by Smith et al. [12], used a

Time phrases associated with the use of the present perfect tense (for situations/actions which began in the past and continue up to the present, or for which the period of time is unspecified):

Over the past few decades, the world *has seen* the stunning transformation of X, Y and Z.
Since 1965, these four economies *have doubled* their share of world production and trade.
Until recently, there has been little interest in X.
Recently, these questions *have been addressed* by researchers in many fields.
In recent years researchers *have investigated* a variety of approaches to X but
Up to now, the research has tended to focus on X rather than on Y.
To date, little evidence *has been found* associating X with Y.
So far, three factors *have been identified* as being potentially important: X, Y, and Z.

The present perfect tense may also be used to describe recent research or scholarly activity with focus on the area of enquiry - usually more than one study

There have been several investigations into the causes of illiteracy (Smith, 1985; Jones, 1987).
The relationship between a diet high in fats and poor health *has been widely investigated* (Smith, 1985, Jones, 1987, Johnson, 1992).
The new material *has been shown* to enhance cooling properties (Smith, 1985, Jones, 1987, Johnson, 1992).
Invasive plants *have been identified* as major contributing factors for the decline of many North American species (1).
A considerable amount of literature *has been published* on X.

Describing Trends and Projections

A trend is a description of change over time. A projection is a prediction of future change. Trends and projections are usually illustrated using line graphs in which the horizontal axis represents time. Some of the language commonly used for writing about trends and projections is given below.

Describing trends

The graph shows that there has been a	slight gradual steady marked steep sharp	increase rise decrease fall decline drop	in the number of divorces in England and Wales since 1981.
---------------------------------------	---	---	--

Describing high and low points in figures

The number of live births outside marriage *reached a peak* during the second world war.
The *peak* age for committing a crime is 18.
Oil production *peaked* in 1985.
Gas production reached a (new) *low* in 1990.

Projecting trends

The number of Xs	is projected to	decline steadily	after 2010.
The amount of Y	is expected to	drop sharply	
The rate of Z	is likely to	level off	
	will probably		

Describing Quantities

Describing ratios and proportions

The proportion of live births outside marriage reached *one in ten* in 1945.
The annual birth rate dropped from 44.4 to 38.6 per 1000 per annum.

Describing fractions

Of the 148 patients who completed the questionnaire, just over half indicated that
The response rate was 60% at six months and 56% at 12 months.
Over half of those surveyed indicated that
70% of those who were interviewed indicated that
Approximately half of those surveyed did not comment on
Nearly half of the respondents (48%) agreed that
Less than a third of those who responded (32%) indicated that
The number of first marriages in the United Kingdom fell *by nearly two-fifths*.

Describing percentages

13.1% of young men and 23.1% of young women who had married said that they
Returned surveys from 34 radiologists yielded a 34% response rate.
The response rate was 60% at six months and 56% at 12 months.
East Anglia had *the lowest proportion* of lone parents at only 14 per cent.
Since 1981, England has experienced an *89 % increase* in crime.
The mean income of *the bottom 20 percent* of U.S. families declined from \$10,716 in 1970 to
A study in Java found that of 2,558 abortions, 58% were in young women aged 15-24, of whom 62% were
He also noted that less than 10% of the articles included in his study cited
In 1960 *just over 5%* of live births in 1960 were outside marriage.

Describing averages

This figure can be seen as the average life expectancy at various ages.
The proposed model suggests a steep decline in mean life expectancy
Roman slaves probably had a lower than average life expectancy.
The average of 12 observations in the X, Y and Z is 19.2 mgs/m
The mean score for the two trials *was subjected* to multivariate analysis of variance to determine
The *mean income* of the bottom 20 percent of U.S. families declined from \$10,716 in 1970 to

Describing ranges

The evidence shows that life expectancy from birth *lies in the range of twenty to thirty years*.

Between 575 and 590 metres depth the sea floor is extremely flat, with an average slope of only 1 : 400

The mean income of the bottom 20 percent of U.S. families declined *from \$10,716 in 1970 to \$9,833 in 1990*.

The respondents had practiced for an average of 15 years (range 6 to 35 years)

The participants were aged 19 to 25 and were from both rural and urban backgrounds.

They calculated *ranges of journal use* from 10.7%-36.4% for the humanities, 25%-57% for the

Rates of decline *ranged from 2.71- 0.08 cm day⁻¹* (Table 11) with a mean of 0.97 cm day⁻¹.

It has been estimated that 300,000 people suffer from

The phrasebank was created and maintained by the University of Manchester. It was last updated in 2011. The original Phrasebank can be accessed at:
<http://www.phrasebank.manchester.ac.uk/general%20functions.htm>