

English for Academic Purposes

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Acknowledgments

We wish to thank specially the head of Education Development Center, Tabriz University of Medical Sciences, Dr. Mahasti Alizadeh, who has encouraged us in different but equally important ways. Last not least, we thank all those who have inspired and guided us in writing and compiling this book.

Introduction

The non-native academic members who do not teach English often find it intimidating to lecture, and present or write papers in English. They also find e-mailing for academic purpose a huge burden. Similarly, the postgraduate university students who do not study English think that presenting and writing a paper are complicated tasks. This book is designed to give those encountering such difficulties some ideas on how to prepare and present an academic and standard paper or lecture in English, in addition to some more information for academic purposes.

While giving a presentation, lecturing, and writing a paper or an e-mail certain **keywords and statements** are used to **signpost** the different stages. Sometimes you might be too nervous that you almost forget or stumble over words, therefore, it's a good idea to memorize them and practice using them, so that they come to mind easily during the speaking or writing processes.

In addition, the spoken language used in presentations and lectures is different from the written language used for writing papers or e-mails. Both presentation and lecture involve spoken English which has special features. Spoken language is different from written language for many reasons. One important reason is that it usually has to be understood immediately whereas written language can be read many times. For that reason, spoken language has many different features.

Spoken language has the following characteristics (Halliday, 1989, p. 31):

- Variation in speed - but it is generally faster than writing
- Loudness or quietness
- Gestures - body language
- Intonation
- Stress
- Rhythm
- Pitch range
- Pausing and phrasing

As well as this, there are differences in the actual language used (Biber, 1988; Biber, Johansson, Leech, Conrad & Finegan, 1999; Chafe, 1982; Cook, 1997; Halliday, 1989).

Spoken language is also less complex than written language. It is grammatically less complex than written one. It has fewer subordinate clauses, "that/to" complement clauses, sequences of prepositional phrases, attributive adjectives and more active verbs than written language. Spoken texts are longer. This means that there is more repetition. The percentage of different words in a text is generally below 40% for spoken texts and above 40% for written texts.

In addition, spoken texts have shorter, less complex words and phrases. They have fewer nominalizations, more verb based phrases, and a more limited vocabulary. Spoken texts are lexically less dense than written language - they have proportionately more grammatical words than lexical words. Spoken language has more words that refer to the speaker, more quantifiers and hedges, and less abstractness. Spoken language has:

- more verb based phrases
(e.g. having treatment (W), being treated (S), hospital care (W), go to hospital (S))
- more predicative adjectives
(misleading statistics (W), statistics are misleading (S))
- more pronouns (*it, they, you, we*)
- more lexical repetition
- more first person reference (*I*)
- more active verbs than written language
- fewer complex words and phrases

Spoken texts are:

- more fragmented - more simple sentences and more use of coordination *and, but, so, because* rather than subordination (embedding)
- lexically less dense
- longer

Halliday (1989, p.79) compares a sentence from a written text:

The use of this method of control unquestionably leads to safer and faster train running in the most adverse weather conditions.

with a typical spoken variant:

If this method of control is used trains will unquestionably (be able to) run more safely and faster (even) when the weather conditions are most adverse

and a more natural spoken version:

You can control the trains this way and if you do that you can be quite sure that they'll be able to run more safely and more quickly than they would otherwise, no matter how bad the weather gets.

The main difference is the grammar, not the vocabulary. The written text:

Obviously the government is frightened of union reaction to its move to impose proper behavior on unions.

is more lexically dense than the spoken version:

Obviously the government is frightened how the unions will react if it tries to make them behave properly.

Active and passive verbs

In formal written English, we often use a passive when we do not want to specify who the agent is. In spoken English we can use a subject such as "people", "somebody", "they", "we", or "you".

Compare the following two sentences:

They're installing the new computer system next month.

The new computer system is being installed next month. (more formal)

Other equivalents are given below:

Written	Spoken
<i>Every previous visit had left me with a sense of the futility of further action on my part.</i>	<i>Whenever I'd visited there before, I'd ended up feeling that it would be futile if I tried to do anything more.</i>
<i>Violence changed the face of once peaceful Swiss cities.</i>	<i>The cities in Switzerland had once been peaceful, but they changed when people became violent.</i>
<i>Improvements in technology have reduced the risks and high costs associated with simultaneous installation.</i>	<i>Because the technology has improved its less risky than it used to be when you install them at the same time, and it doesn't cost so much either.</i>
<i>Opinion in the colony greeted the promised change with enthusiasm.</i>	<i>The people in the colony rejoiced when it was promised that things would change in this way.</i>

Briefly, in presenting a seminar paper you use spoken English, which is simple, clear, less complicated, more fragmented, lexically less dense, and lexically repetitive.




In order to fulfill its aims, this book offers guidelines in five chapters. The first chapter offers guidelines on how to prepare and present a seminar paper, lecture and to discuss in group in a class, and it also presents certain English keywords and expressions to memorize, so that they come to mind easily during a presentation, group discussion and a lecture. The second chapter is designed to help the teachers and students with lectures and how to handle the follow-up discussions. The keywords used mainly in the first chapter are also used for lecturing, however, some of the additional keywords offered may also be used for presentation. The third chapter deals with the guidelines that can help the readers integrate the appropriate concepts in the writing. This chapter aims to show how the text moves systematically from one stage to the next and defines the

process in its logical sequence and focuses precisely on specific tasks. It is designed to offer the users some guidelines for both writing and presenting a paper. The focus of the fourth chapter is on how to write a formal and academic e-mail. The final chapter provides mathematical and scientific symbols and their usage. It puts more information on how to deal with those scientific issues at the user's disposal.

Chapter One

Presentation

This chapter will offer an elaboration on how to prepare and present a paper in a seminar or conference including the opening parts, the main body , conclusion and using keywords effectively. It also focuses on keywords essential for group discussions. Preparation is essential for an effective presentation. Every effective presentation consists of different parts that are illustrated in the table below:

<u>A. PRESENTATION</u>		
	1. Introduction <u>What do you intend to do?</u> <u>How do you intend to do it?</u>	
		
	2. Main Body <u>State your points: information and argument.</u>	
		
	3. Conclusion <u>Summarize</u> <u>Invite questions</u>	
		
<u>B. DISCUSSION/QUESTIONS</u>		

1. Opening Statements and Introduction

a. To begin your presentation you might introduce yourself (optional) or give an introductory statement and state what you will do by using the sample statements below:

- First of all, I'd like to thank you all for coming here today.
- My name is ... and I am the... (your position) at ...(your company or institution).
- What I'd like to do is to discuss ...
- What I intend to do is to explain ...
- In my talk today...
- My topic today is ...
- Today, I'm going to talk about ...
- I'm going to talk to you about ...
- In this paper I want to consider ...
- In this presentation, I would like to concentrate on ...
- The subject of this presentation is ...
- The purpose of this presentation is to ...
- This paper is designed to ...

Use the following opening in case it is a group presentation:

- My colleagues and I are going to give a short presentation on ...

***Points to remember before you explain the current situation:**

1. Try to make eye contact with everyone you are speaking to if possible. You can also smile at individual members of the audience to put them at their ease.

2. Make sure to indicate each point on your presentation as you introduce each topic.
This can be done with a slide (Power Point) presentation, or by pointing to each point on the display device you are using.

3. You can also request the participants to leave questions to the end of the presentation. However, it is important to let participants know that you are willing to answer any questions they may have. Here are the ways in which you might demand your audience to ask questions either during your presentation or in the end:

- Please feel free to interrupt me with any questions you may have during the presentation.

- I'd like to ask you to keep any questions you may have for the end of the presentation.

- If you have any questions, I'll try to answer them afterwards.

4. If you are having a group presentation,

a. change the pronouns in the sample sentences accordingly, e.g. we instead of I and our instead of me, etc.

b. State how you will have the presentation by outlining the points that you will make in the main body and by presenting the current situation. You might also tell them the duration of your presentation provided no questions are asked during your presentation. The following are the examples of the statements you can make when you are presenting a current situation:

- I'm going to deal with three aspects of the subject.

- I'm going to divide my presentation into three sections.

- I've divided my presentation into three sections.

- I thought it would be useful to divide my talk into three sections.

- This subject can be looked at under the following headings:
- I'll take about ... minutes.
- The talk should last about ... minutes.

2. Main body

The main body of any presentation or lecture includes the points and information the speaker intends to present. Some of the major points that should be considered while lecturing or presenting are ordering the points you are making, giving examples in order to clarifying the points you are explaining, emphasizing, referring back to and simplifying them, using visuals and moving on.

a. Ordering the points might be carried out by using the following words or expressions:

- Firstly,... or To start with, ... or First of all,...
- Secondly, ... or Next, ... or Then, ...
- Thirdly, ... and so on

The last point is indicated by the following key words:

- Lastly, ... or Finally, ...

The following are also the statements in which the above key words have been used :

-.I'd briefly like to take you through today's presentation. First, we're going to ... After that, we'll be taking a look at ... Once we've identified our challenges we will be able to ... Finally, I'll outline what ...

b. As you continue through the presentation, often remind the listeners the relationship between the current subject and what has been said before during the presentation. When

you have finished your first point and try to move forward you might use the following statements:

- Let's take a look at some of the implications of this.
- Taking into consideration what we have said about X, we can see that Y ...
- The main reason for these actions is ...
- We have to keep in mind that ... when we consider ...
- As a result of X, Y will ...

- I'd like now to move on to ...

- Turning now to...

- Moving on now to...

- Having looked at ..., I'd now like to consider ...

- Now, let's turn to ...

- I now want to turn to ...

- The next point is ...

- Another interesting point is ...

- The next aspect I'd like to consider is ...

- I'd now like to turn to ...

c. You need to provide examples of evidence to prove your point. If you are also taking the advantage of visual aids such as graphs, tables, and so on, you can state your examples by using the expressions, words and clauses below:

- For instance, ...
- And as proof of that, ...

- Remember ...
- You only have to think of ...
- As you can see from this graph representing...
- If you could just take a look at ...
- Looking at X we can see that ...
- On this graph, ...
- Take a look at this....
- Let's have a look at this...
- I'd like you to look at this...
- I'd like to draw your attention to ...
- Here we can see
- The ... represents ...
- The graph illustrates ...
- As you can see, ...
- If you look closely, you'll see ...

d. The following list of words and expressions might be used to emphasize your points:

- Furthermore ...
- What's more, ...
- This supports my argument that ...

- It follows, therefore, that ...

e. You might use the following statements to refer back to what you have said:

- As I said at the beginning, ...
- In the first part of my talk, I said ...
- As I mentioned earlier, ...
- I told you a few minutes ago that ...

Or your options might be presented through the following sample sentences:

- There are a number of alternatives in this case. We can ...
- If we had ... , we would ...
- Had we ... , we could have ... Do we need to X or Y?
- I think we can clearly see that we can either ... or ...
- We have been considering ...
- What if we ...

f. If you want to put your points in other words you might use the expressions and clauses below:

- In other words, ...
- That is to say, ...
- To put it another way, ...
- The point I'm making is ...
- What I'm suggesting is ...
- Let me put it another way...

3. Conclusion and Summarizing

Summing up the points you have made and explained is a major part of your lecture or presentation. It is important to repeat the main points of your presentation quickly. This recap should be brief and, if possible, using different vocabulary than that used during the presentation. Make sure to focus only on the most important areas of the presentation.

You might point out that you are summarizing through the following examples:

- We've discussed many points today. Let me quickly summarize the principal points...
- I'd like to quickly go over the main points of today's topic...
- Before we end, let me briefly recap what we have discussed here today...
- So we've seen that ...
- First we looked at ... and we saw that ... Then we considered ... and I argued
- In short ...
- In brief, we have looked at ...
- To sum up ...
- In conclusion, I'd like to emphasize that ...
- I think that ... covers most of the point.
- That completes my presentation.
- Thank you for your attention.

4. Finishing the Presentation

Make sure to thank everybody and leave the discussion open for further questions from participants and encourage them to participate. You might finish your presentation by thanking the audience and requesting them to ask questions as in the following statements:

- Thank you all very much for taking the time to listen to this presentation. Now, if you have any questions, I'd be happy to answer them.
- I think that's about it. I'd like to thank you all for coming in today. Do you have any questions?
- That covers the main points. If you have any comments or questions, I'll be happy to hear them.

- So that explains my main point. Does anyone have any comments or questions?

- I'd be glad to try and answer any questions.

1. Discussion/Questions

Many speakers think that the most important part of their presentation is its body, whereas the most substantial, challenging and creative part is discussion and questions that follow up the main body of the paper since they include difficult questions and comments from mostly well-informed audience. After you have summarized your points you have to encourage the audience to ask questions or give comments. The discussion part includes many cases that embody in the following cases:

- a.** As illustrated in the previous part about how to finish your presentation, encouraging participation can be carried up through the following samples:
 - Does anyone have any comments or questions?

- So is this the same as your experience?
- Do you agree with what X has just said?
- So, what is your opinion of this?
- If I could just come in here.
- Sorry to interrupt, but ...I'd just like to say that ...

b. Be prepared for an audience who might probably inquire clarification and ask questions in the following manner:

- I didn't understand what you said about ...
- I'm sorry, I didn't catch what you said about ...
- I'm sorry, could you repeat what you said about ...
- What does ... mean?
- I'm not sure what you mean.
- I don't see what you mean.
- Could we come back to that?
- Sorry, but I'm not quite clear on ...
- I'd like to ask you about ...
- What did you mean when you said ...?
- Could you be more specific about ...?
- Could you expand a little bit on what you said about ...?

- Could you give an example of ...?
- Could you explain in more detail...?
- So you're telling me that I can't ...?
- So what you're saying is that ...?
- So you mean that ...?
- Are you saying that ...?
- Am I correct in assuming that ...?
- Let me just make sure - your point is that ...
- If I have understood you correctly, your point is that ...

c. After you have answered a question or clarified your point, the audience might not be still clarified or you might have answered a question differently and in a way that has not fulfilled the purpose. Usually, the follow up inquiry for further explanation might be presented through the following sample sentences and statements:

- That's not really what I was asking. My question is about ...
- Perhaps I didn't make my question clear. In fact what I asked was ...
- I think you've answered a slightly different question. What I would like to know is...
- I understand that but what I actually had in mind was ...
- Sorry, I'm still not clear about ...

d. If you, as speaker, encounter a difficult and complicated question try to deal with it by using the following sentences:

- ...is important but it's too complex for us to deal with here.
- I think the aim of this talk is to focus on ... rather than ...
- It's too early for us to say whether ...
- We don't have enough evidence to show that ...
- That's not something I've had time to deal with, but ...
- I'd prefer to deal with that point later.

e. The audience might refer to a point or give a comment that interests you and you agree with it. Show your agreement through the following examples:

- I couldn't agree more.
- On the whole, I think the speaker's arguments are fair.
- I (quite) agree.
- I think you're absolutely right.
- That's a very good point.
- You've got a very good point there.
- I fully support what you say.
- I totally agree.
- Exactly!

f. The following sample statements might be used both by the audience and the speaker who have their doubts and reservations about the points and comments or answers asked for:

- Well , maybe ... or possibly ...
- I'm not so sure about that.
- You may be right.
- I don't think I'd say that.
- Yes, but don't you think ...?
- I can see your point, but ...
- I think that's debatable.
- Perhaps, but don't you think that ...
- I see what you mean but ...
- I agree to some extent, but ...
- It seems to me ...
- I tend to think ...

g. Like the above instances the following sample questions and statements might be used both by the audience and the speaker who disagree or are not still convinced:

- But don't you think that ...?
- I see what you mean, but ...
- But isn't it really a question of ...

- But what about ...?
- But surely ...?
- I take your point, but,...
- But all the evidence suggests that ...
- I'm afraid I can't agree with . on this matter.
- I wouldn't say that.
- I don't agree at all.
- I can't accept that.

Thus, preparing and presenting a paper is finalized and the process of presentation has also been summarized in the following table which includes some points that are not given previously:

<p>▶ Starting the presentation</p>	<ul style="list-style-type: none"> • Good morning/good afternoon ladies and gentlemen • The topic of my presentation today is ... • What I'm going to talk about today is ...
<p>▶ Why you are giving this presentation</p>	<ul style="list-style-type: none"> • The purpose of this presentation is ... • This is important because ... • My objective is to ...
<p>▶ Stating the main points</p>	<ul style="list-style-type: none"> • The main points I will be talking about are firstly ... secondly... next, finally... we're going to look at ...
<p>▶ Introducing the first point</p>	<ul style="list-style-type: none"> • Let's start/begin with ...
<p>▶ Showing graphics, transparencies, slides etc.</p>	<ul style="list-style-type: none"> • I'd like to illustrate this by showing you...
<p>▶ Moving on to the next point</p>	<ul style="list-style-type: none"> • Now let's move on to ...
<p>▶ Giving more details</p>	<ul style="list-style-type: none"> • I'd like to expand on this aspect/problem/point • Let me elaborate on that • Would you like me to expand on/elaborate on that?
<p>▶ Changing to a different topic</p>	<ul style="list-style-type: none"> • I'd like to turn to something completely different
<p>▶ Referring to something which is off the topic</p>	<ul style="list-style-type: none"> • I'd like to digress here for a moment and just mention that ...
<p>▶ Referring back to an earlier point</p>	<ul style="list-style-type: none"> • Let me go back to what I said earlier about ...
<p>▶ Summarizing or repeating the main points</p>	<ul style="list-style-type: none"> • I'd like to recap the main points of my presentation <ul style="list-style-type: none"> - first I covered - then we talked about - finally we looked at • I'd now like to sum up the main points which were:

<p>► Conclusion</p>	<ul style="list-style-type: none"> • I'm going to conclude by... saying that/inviting you to/ quoting ... • In conclusion, let me... leave you with this thought/invite you to
<p>► Questions</p>	<ul style="list-style-type: none"> • Finally, I'll be happy to answer your questions. • Now I'd like to invite any questions you may have. • Do you have any questions?

B. Group Discussion:

The key words used for most cases in group discussions are similar to those in presenting a paper; that is, ordering points (discussed in parts **a, b, c...** of the **main body** of presentation), giving examples, emphasizing, putting in other words, interrupting, follow up questions, dealing with hard questions, agreeing, doubts and reservations and disagreeing. Group discussion involve further discussions about the presented subjects, therefore, more questions and clarifications might be asked. The following additional sample statements and questions might help to remember what the audience might ask you:

- I didn't understand what you said about .
- I'm sorry, I didn't catch what you said about .
- I'm sorry, could you repeat what you said about .
- What does ... mean?
- I'm not sure what you mean.

- I don't see what you mean.
- Could we come back to that?
- Sorry, but I'm not quite clear on ...
- I'd like to ask you about ...
- What did you mean when you said ...?
- Could you be more specific about ...?
- Could you expand a little bit on what you said about ...?
- Could you give an example of ...?
- Could you explain in more detail...?
- So you're telling me that I can't ... ?
- So what you're saying is that ... ?
- So you mean that ... ?
- Are you saying that ... ?
- Am I correct in assuming that ... ?
- Let me just make sure - your point is that ...
- If I have understood you correctly, your point is that ...

Both the speaker and the audience can give their opinions in a group discussion and might take advantage of the following sample statements:

- I definitely think that....

- I'm sure that....
- I'm convinced that....
- I really *do* think that...
- I'm of the opinion that ...
- As I see it, ...
- I think ...
- I consider ...
- I feel ...
- Personally, I believe ...
- In my opinion/view, ...
- It seems to me
- I'm inclined to think that ...
- I tend to think that ...

As a speaker you might ask for opinions in group discussions and you can use questions and statements as follows:

- What do you think about ...?.
- What are your views ...?
- What do you feel about ...?
- What's your opinion of ...?

- What are your feelings about ...?
- Have you got any comments on ...?
- Could I have your reaction to ...?
- Do you have any particular views on ...?
- Don't you agree, ...?
- I think X knows more about this than I do?
- I expect X will agree with me when I say ...

A speaker might be a student or a teacher who has presented a paper and would like to report it to a class. Such reports might only include a summary followed by a conclusion reached at the seminar or conference, which must embody the whole points made by the speaker and the participants and asking for the comments from the class:

a. Summarizing and reporting might be carried out through the following sample statements:

- It was generally felt that ...
- Generally speaking, I felt ...
- On the whole ...
- We couldn't agree on ...
- Opinion was divided on ...
- We had some difficulty in deciding ...

- We decided that the best way was to ...
- After some discussion we reached a compromise on ...

b. Conclusion of a paper already presented might be reported in the following ways:

- So ...
- We've seen that ...
- First I looked at ... and I saw that ...
- Then I considered ... and I argued ...
- In short ...
- To sum up ...
- In conclusion, I'd like to emphasize that ...
- That completes my presentation...

Invite questions

That covers the main points. If you have any comments or questions, I'll be happy to hear them.

So that explains my main point. Does anyone have any comments or questions?

I'd be glad to try and answer any questions.

***Point to remember:** As mentioned before, if the paper is prepared by several authors and researchers the single pronouns should be pluralized accordingly, e.g. instead of I, we might be used and my should be replaced by our, and so on.

Chapter II

Lecture

A lecture is part of a curriculum and is given by university teachers for usually a large number of students. Some of the main aims of lectures include:

- Introducing key theories, information, concepts, and ideas
- Providing an overview of the topic area
- Explaining difficult points
- Providing a starting point for additional individual study
- Tying ideas together from previous lectures and reading
- Providing examples to help students remember the topic
- Giving new, up-to-date information that may not be in the textbook

A lecture is often presented by even less formal English than what we discussed in the introduction since there is less formality between teacher and students than a teacher and other university teachers or an erudite audience in a seminar or conference. Like a presentation, a lecture should be well-organized including material and plenty of evidence and examples.

The nature of a lecture requires an interaction between the teacher and the students. This interaction needs key words to be fulfilled in addition to the ones given in chapter one. On the one hand, a teacher will explain the procedure, explain information, persuade, check on the students to find out that they are following, ask for opinions, agree or disagree with students and control the discussion throughout the lecture or afterwards. On the other hand, the students might challenge the teacher, give opinions or ask for further information. All these situations can be dealt within the general framework of the lecture that includes an introduction, a main body and a conclusion using the following listed key words:

Introduction

The introduction of a lecture resembles a presentation. It mainly includes the aims of the lecture.

1. procedures, aims and objectives/intentions

- What I'd like to do is to discuss ...
- What I intend to do is to explain ...
- In my talk today, ...
- My topic today is ...
- Today, I'm going to talk about ...
- I'm going to talk to you about ...
- Today I want to consider ...
- In this talk, I would like to concentrate on ...
- The subject of this talk is ...
- The purpose of this talk is to ...
- This talk is designed to ...

- I'm going to deal with three aspects of the subject ...
- I'm going to divide my presentation into three sections.
- I've divided my presentation into three sections.
- I thought it would be useful to divide my talk into three sections.
- This subject can be looked at under the following headings: ...

2. processes, developments and changes

- I'd like to show you how to
- There are three main steps in this process....
- The first/second/third step is ...

Firstly,	The first step is
First of all,	The first stage is
To begin with,	... begins with
Initially	... commences with
Beforehand,	Before this,
Previously,	Prior to this,
Earlier,	
At the same time,	During
Simultaneously,	When this happens
	While
Secondly, Thirdly etc	After this,
Next,	The next step is
Then,	In the next stage,
Subsequently,	In the following stage,
Later,	Following this,
	As soon as the committee has finished its work, ...
Eventually,	... until ...

Lastly	... finishes with ...
Finally,	concludes with
In the last stage,	The last step is ...

3. Giving background information

- As we know,
- As we have already seen,
- As we have all read,
- It's clear that,
- It goes without saying,
- We all understand,
- It is understood,
- You'll remember,

The Main Body

The main body of a lecture includes the teacher explanation, information, and emphasis on the material he is teaching as shown in the following stages

1. Sequencing

Firstly,	The first step is
First of all,	The first stage is
To begin with,	... begins with
Initially	...commences with

Beforehand,	Before this,
Previously,	Prior to this,
Earlier,	
At the same time,	During
Simultaneously,	When this happens
	While
Secondly, Thirdly etc	After this,
Next,	The next step is
Then,	In the next stage,
Subsequently,	In the following stage,
Later,	Following this,
	As soon as the committee has finished its work, .
Eventually,	. until .
Lastly	. finishes with .
Finally,	concludes with
In the last stage,	The last step is .

2. Classifying / categorizing the current material

There are		types kinds		: Y and Z. . These are Y and Z.
The	two	classes categories sorts varieties	of X	are Y and Z.

			categories classes	. These are Y and Z.
X	consists of comprises can be divided into	two	kinds types varieties	: Y and Z.

	classes kinds		
Y and Z are	types categories varieties	of X.	

	according to	
We can classify X	on the basis of	W.
	depending on	

3. Comparing

X is like Y	with respect to W.
X and Y are similar	as regards W.
X is similar to Y	as far as W is concerned.

X is the same as Y	regarding W.
X resembles Y	in that W is the same. in terms of W. in W.

Both X and Y cost W.
X is as expensive as W.
X costs the same as Y.
X is the same price as Y.

	Similarly, it has a W.
	Likewise, it has a W.
X has a Y.	Correspondingly, it has a W.
	It has a W, too.
	It also has a W.

4. Contrasting

X differs from Y	with respect to W.
X is unlike Y	as regards W.
X and Y differ	as far as W is concerned.
X is different from Y	regarding W.
X contrasts with Y	in terms of W. in W.

	On the other hand, it is W.
X is expensive to buy.	In contrast, it is W.
	Conversely, it is W.
	However, it is W.

Although X is expensive to buy, Despite the high price of X,	it is W.
---	----------

5. Defining

- X is
X is called
X is known as
X may be defined as
X is a type of Y that/which
A type of Y which ... is X.
We call
We define

6. Exemplification - giving examples

- For example, ..
- For instance, ..
- And as proof of that, ..
- Remember .
- You only have to think of ..
- To illustrate my/our point

7. Describing:

A. function

- What is the function of X?
- What does X do?
- What is X used for?

- The thermostat controls the temperature.
- The thermostat is used for controlling the temperature.
- We use a thermostat to measure the temperature.
- The function of the thermostat is to control the temperature.
- The thermostat serves to control the temperature.
- A thermostat is an instrument for measuring temperature.
- A thermostat enables the researcher to measure the temperature accurately.
- The function of advertising is to market products and services to potential buyers in an effective and persuasive manner.

B. graphs and figures

As you can see			chart, diagram, table, graph, figures, statistics,	...
We can see	from in	The		that ...

As you can see	from	Table 1, Figure 2,	
We can see	in	Graph 3,	.

As	the	chart diagram table graph	shows, indicates,	.
----	-----	------------------------------------	----------------------	---

		figures statistics	show, indicate,	
--	--	-----------------------	--------------------	--

	Table 1 Figure 2			see conclude show estimate calculate infer	
From	figures the chart diagram	we	can may		that ...

C. change

	increased shot up grew rose		
X	declined reduced decreased dropped fell	by ...	

	increased	slightly
X	shot up grew rose	slowly gradually steadily

declined	markedly
reduced	dramatically
decreased	steeply
dropped	sharply
fell	rapidly
	suddenly

X	reached a peak.
	levelled off

D. objects

- Where is it?
- What size is it?
- What shape is it?
- What colour is it?
- What is it made of?
- What does it look like?
- What is it used for?
- How does it work?

a. Position

A is	adjacent to alongside below beyond facing (diagonally) parallel to underneath opposite in the middle of on the right of on the left of near close to touching behind in front of under on top of above below level with diagonally above vertically below	B
	between equidistant from	B and C.

b. Structure

X	is	nailed	to	Y	by	Z
		screwed				
		fixed				
		fastened				
		welded				
		tied				
		connected				
		attached				
		Consists	of	Y and Z		
		Contains				

c. Color

X	is	dark	green
		light	blue
		pale	red
		bright	yellow
		dull	

d. Composition

X	is	Made of	metal.
			steel.
			alluminium.
			an alloy of A and B.
			cloth.
			silk.
			china.

			wood. plastic. glass.
--	--	--	-----------------------------

e. Size and weight

X	is	6 cm	long high wide
---	----	------	----------------------

X	is	6 cm	in	length height width diameter
		6 Kg		weight

The	length height width diameter	of	X	is	6 cm
	weight				6 Kg.

X	Has	a	length width height diameter	of	6 cm.
			weight		6 Kg.

X	weighs	10 Kg
---	--------	-------

f. Shape

		square	
		round	
		rectangular	
X	is	triangular	in shape
		semi-circular	
		conical	
		spherical	

			square
			circle
X	is	Is shaped like a	rectangle
			triangle
			semi-circle

8. Changing the subject/moving on

- OK
- Now
- All right

- I think we've finished that item.
- If we can now turn to
- Can we move on to the next point now.
- I'd like now to move on to ..
- Turning now to..

- Moving on now to.
- Having looked at ., I'd now like to consider ..
- I now want to turn to
- The next point is ..
- Another interesting point is ..
- The next aspect I'd like to consider is ..
- I'd now like to turn to ..
- What do you think about X?

9. Emphasizing a point

- I want to stress
- I want to highlight
- I'd like to emphasise
- I'd like to put emphasis on
- It's important to remember that
- We should bear in mind that
- Don't forget that
- The crucial point is
- The essential point is
- The fundamental point is
- Furthermore,
- What's more,
- This supports my argument that,
- It follows, therefore, that
- *What* I am saying is...

10. Checking that people are following

- Is that clear?
- Is everyone following?
- All right?

- OK?
- All right so far?
- Are you with me?
- Do you see what I mean?

11. Checking that you have understood

- So you're telling me that I can't ...
- So what you're saying is that ...
- So you mean that ...
- Are you saying that ...?
- Am I correct in assuming that ...?
- Let me just make sure - your point is that ...
- If I have understood you correctly, your point is that ...

12. Expressing certainty

	Verbs	Degree of certainty
Complete certainty	is (not) will (not) must (not)	certain(ly) definite(ly) clear(ly) undoubtedly
strong	can/cannot should (not)	probably (is) presumably
Partial	Could (not)	likely/unlikely
less strong	may (not) might (not)	possibly (not) perhaps (not)
impersonal (i.e. no commitment)	It is said that ... It appears that ... A reports that ... There is evidence to suggest that. (etc.)	

13. Expressing frequency

Percentage	Frequency	Verbs
100%	always	will is/are must
	usual(ly) normal(ly) general(ly) as a rule on the whole	have to should ought to
	often frequent(ly) sometimes occasional(ly)	can could may might
	rare(ly) seldom hardly ever scarcely ever	could not will not cannot
0%	never	is/are not

14. Generalizing

Percentage	Quantity	Frequency	Certainty	Verbs
100%	all/every/each most a majority (of)	always	certain(ly) definite(ly) undoubtedly	will is/are must

	many/much	usual(ly) normal(ly) general(ly) as a rule	clearly presumably probably/probable likely	have to should ought to
	some a number (of) several	on the whole often frequent(ly)	conceivably possibly/possible	can could
	a minority (of) a few/a little	sometimes occasional(ly)	perhaps maybe	may might
	few/little	rare(ly) seldom hardly ever scarcely ever	uncertain unlikely	could not will not cannot
0%	no/none/not any	never		is/are not

15. Giving instructions

- First of all you
- The first thing you have to do is
- After you've done that, you
- The next thing to do is
- Make sure you remember to
- Be careful not to

16. Expressing manner - how something is done

- ... in such a way that...
- ... slowly, carefully, etc
- ... with care/precision
- ... in a careful way/manner

17. Expressing purpose - why something is done

- ... so as to .
- ... so as not to .
- ... so that .
- ... in order to .
- ... in order not to .

18. Giving further information

- Furthermore, ...
- An additional point is ...
- Another point is ...
- A further point is ...
- A similar point is ...
- In addition, ...
- Moreover, ...
- Similarly, ...
- Apart from ..., ...
- Not only ..., but also...
- We can add ...
- I could add that ...
- Further, ...
- As well as...,...
- Besides, ...
- ..., as well, or ..., too. Or... also

19. Listing

Firstly

Secondly

Next

Then

Thirdly

Lastly

Finally

First of all

In the first place

For one thing

To begin with

In the second place

For another thing

First

The second point I'd like to make is
next

last

20. Narrating

Time

- In 1942, ...
- During the 20th century, ...
- Yesterday, ...
- Twenty five years ago, ...

Sequence

Before he was offered a job as a lecturer,	he had finished his research.
--	-------------------------------

- Before this, .
- For the previous X years, .
- Prior to this, .
- Previously, .
- X years previously, .
- Before.
- . before which .
- . prior to which .

When	he was offered a job as a lecturer.
As soon as	
After	

On finishing his research,	he was offered a job as a lecturer.
After finishing his research,	
Having finished his research,	
On finishing his research,	

- For the following X years, .
- X years later, .
- After .
- Following this, .
- When .
- Subsequently, .
- Soon/Shortly/Immediately afterwards, .
- . following which .
- . after which .

While he was doing his research,		he made an important discovery.
When	doing his research,	
While		
During his research,		

- During this period, .
- Throughout this period, .
- . during which.
- . throughout which.

21. Predicting

Percentage	Certainty		Verbs
100%	certain(ly) definite(ly) undoubtedly clearly presumably probably/probable likely conceivably possibly/possible perhaps maybe	Of course, it'll It's sure to There's no doubt that it'll ... It's bound to I expect it'll I wouldn't be surprised if it ...ed. I bet it'll There's a chance it'll It's possible that it'll It might possibly I suppose it might	will is/are must have to should ought to can could may might
0%	uncertain unlikely	I doubt if it'll ... I don't think it'll ... There's not much chance of it ...ing. Of course, it won't ...	could not will not cannot is/are not

	certain(ly) not definite(ly) not	There's no chance of it ...ing. I'm absolutely sure it won't ...	
--	-------------------------------------	---	--

22. Presenting and discussing results

- The results show
- The data suggest that
- As we can see,
- As the graph shows,
- We have seen that

23. Referring to research

If you agree with what the writer says.

- The work of X indicates that ...
- The work of X reveals that ...
- The work of X shows that ...
- Turning to X, one finds that ...
- Reference to X reveals that ...
- In a study of Y, X found that ...
- As X points out, ...
- As X has indicated ...
- A study by X shows that ...
- X has drawn attention to the fact that ...
- X argues that ...
- X points out that ...
- X makes clear that ...

If you disagree with what the writer says.

- X claims that ...
- The work of X asserts that ...

- X feels that ...

If you do not want to give your opinion about what the writer says.

- According to X...
- It is the view of X that ...
- The opinion of X is that ...
- In an article by X, ...
- Research by X suggests that ...
- X has expressed a similar view.
- X reports that ...
- X notes that ...
- X states that ...
- X observes that ...
- X concludes that ...
- X argues that ...
- X found that ...
- X discovered that ...

24. Quoting

- As X said/says, "... ..."
- As X wrote/writes, "... ..."
- As X commented/comments, "... ..."
- As X observed/observes, "... ..."
- As X pointed/points out, "... ..."
- To quote from X, "... ..."
- It was X who said that "... ..."
- This example is given by X: "... ..."
- According to X, "... ..."
- X claims that, "... ..."
- X found that, "... ..."

- The opinion of X is that, "... .."
- As X stated/states, "... .."

25. Rephrasing

In other words,		
Or rather,		
That is to say,		
Basically		
To put it another way,		
If we put that another way,		
I mean		
By which I mean		
Or you could say		
The point I'm making is		
That is to say,		
That is,		
Namely,		
i.e.		
That means		
What I	'm suggesting 'm trying to say meant to say should have said	is
Let me put it another way		

26. Using visuals

- On this graph, ..

- Take a look at this.
- Let's have a look at this.
- I'd like you to look at this.
- I'd like to draw your attention to ..
- Here we can see ..
- The . represents ..
- The graph illustrates ..
- As you can see, ..

Conclusion

1. Summarizing

- It was generally felt that .
- Generally speaking, we felt .
- On the whole .
- We couldn't agree on .
- Opinion was divided on .
- We had some difficulty in deciding .
- We decided that the best way was to .
- After some discussion we reached a compromise on .

2. Concluding

- So ...
- We've seen that ...
- First we looked at ... and we saw that ..
- Then we considered . and I argued ..
- In short ...
- To sum up, ...
- In conclusion, I'd like to emphasize that ..

Encouraging and handling discussion after lecture

1. Asking for opinions

- What do you think about ...?
- What are your views on ...?
- What do you feel about ...?
- What's your opinion of ...?
- What are your feelings about ...?
- Have you got any comments on ...?
- Could I have your reaction to ...?
- Do you have any particular views on ...?

- Don't you agree, ...?
- I think X knows more about this than I do.
- I expect X will agree with me when I say ...

2. Controlling the discussion

- Let's start by looking at
- So, I think we have agreed that
- Well, I think that covers everything.

- Does anyone disagree with this?
- Does anyone have any comments or questions?
- So is this the same as your experience?

- So, Y, what is your opinion of this?
- X, what do you think?
- Don't you agree, X?
- Do you agree with what X has just said?
- Does anyone else have any opinions.

3. Dealing with difficult questions

- . is important but it's too complex for us to deal with here.
- I think the aim of this talk is to focus on . rather than ..
- It's too early for us to say whether ..
- We don't have enough evidence to show that ..
- That's not something I've had time to deal with, but ..
- I'd prefer to deal with that point later.

4. Advising and persuading

- Why don't you
- I think you should
- My advice would be to
- I'm sure you ought to
- Don't you think it would be better to
- You ought to ...
- You should
- If I were you, I'd
- You'd better

5. Agreeing

- I couldn't agree more.
- On the whole, I think the speaker's arguments are fair.
- I (quite) agree.
- I think you're absolutely right.
- That's a very good point.
- You've got a very good point there.
- I fully support what you say.
- I totally agree.
- Exactly!

6. Encouraging

- That's a good idea.
- Good.
- Why don't you ...?
- Go on.

7. Expressing doubt and reservation

- Well . maybe . possibly .
- I'm not so sure about that.
- You may be right.
- I don't think I'd say that.
- Yes, but don't you think .?
- I can see your point, but .
- I think that's debatable.
- Perhaps, but don't you think that .
- I see what you mean but .
- I agree to some extent, but ...
- It seems to me ...
- I tend to think ...

8. Disagreeing

- But don't you think that .?
- I see what you mean, but ..
- But isn't it really a question of ..
- But what about .?
- But surely .?
- I take your point, but ..
- Yes, but on the other hand
- But all the evidence suggests that ..

- I'm afraid I can't agree with . on this matter.
- I wouldn't say that.
- I don't agree at all.
- I can't accept that.

9. Evaluating

- That's a good idea.
- That's a very good point.
- You've got a good point there.
- I agree entirely.
- That's exactly what we need.
- I'm not sure what you mean by
- That's an interesting point, but
- You might be right.
- That's all very well, but
- I'm not so sure about that.
- Yes, but don't you think
- I can see your point, but
- You seem to have forgotten
- Very interesting. How exactly do you propose to ..?
- I don't see how you can argue that ...
- I can't accept that at all.

10. Asking for clarification/more information

- I didn't understand what you said about .
- I'm sorry, I didn't catch what you said about .
- I'm sorry, could you repeat what you said about .
- Sorry, but I'm not quite clear on .
- I'd like to ask you about .
- I didn't understand the bit about the ...

- What does . mean?
- I'm not sure what you mean.
- I don't see what you mean.

- Could we come back to that?
- Could you explain that again, please?

- What did you mean when you said .?
- Could you be more specific about .?
- Could you expand a little bit on what you said about .?
- Could you give an example of .?
- Could you explain in more detail.?

- So you're telling me that I can't .?
- So what you're saying is that .?
- So you mean that .?
- Are you saying that .?
- Am I correct in assuming that .?
- Let me just make sure - your point is that .
- If I have understood you correctly, your point is that .

- Excuse me.
- Could you tell me ...?
- Could you tell me how to ...?
- Would you mind telling me ...?
- Do you know ...?
- What happens if ...?
- Where can I ...?
- When can I ...?
- How can I ...?
- Something else I'd like to know is

11. Giving opinions.

- I definitely think that....
- I'm sure that....
- I'm convinced that....
- I really *do* think that....
- I'm of the opinion that ...
- As I see it,
- I think
- I consider
- I feel
- Personally, I believe ...
- In my opinion/view,
- It seems to me
- I'm inclined to think that ...

- I tend to think that

12. Giving, withholding & seeking permission

- Can I ...?
- May I ...?
- Could I ...?
- Could I possibly ...?
- Do you mind if I ...?
- Would it be possible for me to ...?
- Would it be all right if I ...?

- May I ...?
- Could I possibly ...?
- Do you mind if I ...?
- Would it be possible for me to ...?

- I'm sorry to bother you, but ...
- Would it be all right if I ...?

- OK
- Yes, go ahead.
- Certainly
- Please do,

- Yes, I suppose so.
- Oh well. All right.

- I'd rather you didn't, if you don't mind.
- I'm sorry, but
- That's rather difficult, I'm afraid.
- I'm sorry. That's not possible.
- No, please don't.

13. Requesting

- May I ...?
- Could I ...?
- Would you ...?
- Can I ...?
- Can you ...?
- Will you ...?
- I'd like to ..., please.
- I'm interested in
- Would you mind ...ing.
- I wonder if you'd mind...ing

14. Holding the floor - preventing interruptions

- There are two points I'd like to make:

- Although ...
- And another thing.

15. Hypothesizing

- If ...
- What if ...
- What you have done if ...?
- What might have happened if ...?

16. Interrupting politely

- If I could just come in here.
- Sorry to interrupt, but .
- I'd just like to say that ...

17. Apologizing

- I'm sorry.
- I apologize.
- I'm sorry to say that
- There seems to have been a mistake. I
- I can assure you it won't happen again.
- Excuse me.
- I beg your pardon.
- I'm extremely sorry about
- I hope you will excuse me if I have to

18. Challenging

- Well . maybe . possibly .

- Yes, but don't you think .?
- I can see your point, but ..
- I think that's debatable.
- Perhaps, but don't you think that ..
- I see what you mean but ..
- I agree to some extent, but
- I see what you mean, but ..
- But isn't it really a question of ..
- But what about .?
- But surely .?
- But don't you think that .?
- I take your point, but ..

- It seems to me
- I tend to think
- I don't think I'd say that.
- I'm not so sure about that.
- You may be right.
- But all the evidence suggests that ..
- I'm afraid I can't agree with . on this matter.
- I wouldn't say that.
- I don't agree at all.
- I can't accept that.

19. Speeding up things

The following are used when the discussion questions interrupt the lecture with a time limit and the lecturer is obliged to go through his points accordingly:

- Can we move on to the next point, please.
- We need to move on quickly, now.
- The next point is .

- Sorry, that's all we have time for.
- I think we'd better end now.

20. Suggesting

- I suggest we move on to the next point.
- You can read these two chapters before tomorrow.
- You could be rewriting the report while we're away
- You might have to look at this book
- Why don't you call me tomorrow.
- Shall we move on to the next point.
- Let's enjoy ourselves.
- Why don't we have a break.
- What about having a break.

***Point to remember:** Many of the key words discussed in this chapter are applicable in presenting a paper as well. Note that as long as you remember the difference between a presentation and a lecture it will be easy to figure out where to use which key word.

The following Table briefly shows how to organize your lecture, and contains additional keywords necessary for lecturing:

Stage of lecture	Purpose of stage	Typical signals
Introduction	<ul style="list-style-type: none"> • to set the scene • to make sure that the students know what they are going to listen to • to provide other additional materials • to check on general 	<p>OK everyone.</p> <p>Right.</p> <p>Shall we make a start then?</p> <p>Before we get going, can I just ask if everyone has handed in their option forms for next term?</p>

	<p>administration matters</p>	<p>Has everyone got a copy of the handout?</p> <p>What I'd like to do today is...</p> <p>OK everyone, today, we're going to look at...</p> <p>OK, the focus of today's lecture is on...</p> <p>I'm going to divide the lecture into three parts...</p>
<p>Main part of lecture</p>	<ul style="list-style-type: none"> • to provide demonstrations • to give working examples • to compare and contrast theories • to analyze varying viewpoints • to trace a historical development • to present facts and figures, etc. <p>It is of course impossible to list</p>	<p>Asking a rhetorical question for emphasis : 'So, what is the best way to conserve energy?</p> <p>Providing additional information : 'Another example of this phenomenon is.....', 'We can see this situation elsewhere.'</p> <p>Providing a sequence : 'Firstly', 'Secondly', 'Thirdly', etc</p> <p>Referring to sources: 'As Pascal observed, many years ago,...'; 'This is substantiated by Sartre's view of existentialism.'</p> <p>Signaling a shift in the argument : 'Let's turn our attention now to ...'.</p>

all the possible functions of a lecture, but the sample marker phrases that you see in the right hand column may occur, regardless of the purpose.

‘What I’d like to do now is to move on to consider...’

Giving examples : ‘For example’. ‘Let us take the case of...’. ‘...is a case in point’. ‘Let’s look particularly at the case of...’.

Emphasizing a point : ‘The main point I’d like to emphasize here is...’, ‘The key issue at stake here is...’, ‘What I am essentially arguing is...’.

Providing a digression (a digression is **not** an important point but is often designed to inject humor or interest into a lecture) : ‘Some of you might just be interested to know that.....’, ‘You don’t need to write this down.’

Providing a summary: ‘So what I have essentially been doing is...’; ‘So the key point to bear in mind is...’

Referring back to a previous lecture: ‘Some of you may remember that in the last lecture, we talked about...’

Conclusion	<ul style="list-style-type: none">• to draw the lecture to a close• to provide a summary of what has been said (if this has not occurred previously in the lecture)• to signal the end	<p>Well, that more or less wraps things up for today.</p> <p>Ok, I think I'll leave it there for today.</p> <p>That's probably about all we've got time for today.</p> <p>Next week, I'd like to go on with this. I'll be looking at....</p>
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Chapter III

Writing and Presenting Papers

In the introduction to part one, spoken and written English were compared and it was mentioned that written English is grammatically more complex, has more subordinate clauses, complement clauses, sequences of prepositional phrases, attributive adjectives and fewer active verbs than spoken language. There is less repetition in written texts than spoken English. In addition, written texts have longer, more complex words and phrases. They have more nominalizations, and a rather unlimited vocabulary. Written texts are also lexically more dense than spoken language. Written language has fewer words that refer to the reader, fewer quantifiers and hedges, and more abstractness as well.

After this preliminary comparison, we would rather immediately begin to focus on the stages on how to write academic paper. There are many ways to introduce an academic paper. 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 realize 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.

1. 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 industrialized countries.
- X is a common disorder characterized 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.

If you are giving a time frame to the topics and subjects you are writing you might use the following writing:

- 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 ...

2. Highlighting a problem or controversy

If you are attempting to highlight a problem or controversy in a field of your study you might show the controversy as it is shown in the following samples:

- However, these rapid changes are having a serious effect ...
- However, a major problem with this kind of application is ...
- To date there has been little agreement on what ...
- More recently, literature has emerged that offers contradictory findings about ...
- There is increasing concern that some Xs are being disadvantaged ...
- Despite its long clinical success, X has a number of problems in use.
- Despite its safety and efficacy, X suffers from several major drawbacks.
- Concerns have been raised by several relevant bodies about the poor ...

- 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.

- 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...

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

Sometimes you might tend to refer to the studies that have been carried out in order to highlight the knowledge gap between your research and the previous ones. The following examples are the ways in which you might refer to such gaps:

- 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 ...

4. Focus and aim

The most important part of a paper is to indicate its points of focus and aims as in the following:

- This paper will focus on/examine/give an account of ...
- 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 ...
- In this paper I argue that ...
- The aim of this paper is to determine/examine ...
- The aim of this study was to evaluate and validate ...

5. Outline of structure:

Try to give a clear outline of what is to come in your paper as illustrated in the following instances:

- 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 organized in the following way.
- This paper first gives a brief overview of the recent history of X.
- This paper begins by ... It will then go on to ...
- The first section of this paper will examine ...

6. 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.

7. 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 (e.g. 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."

8. General descriptions of the relevant literature:

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

9. References

a. 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.thermophilus* 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 ...*

- 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).

- 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; ...

b. 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).

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

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

d. 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.

e. 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 behavior 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.

f. 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 ...

g. 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 ...
- 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.

<p>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 ,'</p>	<p>Smith (2004) identifies five characteristics of</p>
--	--

h. 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.
- 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

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.
--------------	--	--	---

10. 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".

11. 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. But as Edward de Bono mentions, “ being against is not enough. We also need to develop habits of constructive thinking.”

12. Introducing questions, problems and limitations:

a. 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 ...

b. 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, all the previously mentioned methods suffer from some

limitations

weaknesses

disadvantage

drawbacks

13. Identifying a study's weakness:

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

14. 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

15. 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.

16. 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.

a. 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.

b. 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.

c. Indicating a specific method

- 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 ...

17. Indicating sample size and characteristics

- 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.
- 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 all interviewed ...
- 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 ...

18. 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:

19. Describing the process:

a. 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 the trials.

- The vials were capped with ... to prevent vitalization.
- In an attempt to make each interviewee feel as comfortable as possible, the interviewer ...

b. 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 μ L of protein sample was mixed with ...

c. typical verbs (note use of passive form)

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

d. 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 ...

e. 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 ...

f. 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 and ...
- 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.

- *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 ...

g. 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 μ L of the X was aliquoted into 0.5mL of cooled boric acid buffer (pH 7.5) to ...

20. 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.

21. Reporting Results

The standard approach in this section of dissertations 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 may be 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.

22. Reference to aim/method

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

23. Location and summary statements:

Table 1	shows	the experimental data on X.
	compares	the results obtained from the preliminary analysis of X.
Figure 1	presents	the intercorrelations among the nine measures of X.
	provides	
The results obtained from the preliminary analysis of X	are shown	in Table 1.
	can be compared	in Fig 1.
	are presented	

<p>As shown in Figure 12.1,</p> <p>As can be seen from the table (above),</p> <p>It can be seen from the data in Table 12.1 that</p> <p>From the graph above we can see that</p>	<p>the X group reported significantly more Y than the other two groups.</p>
<p>The table below illustrates</p> <p>The pie chart above shows</p>	<p>some of the main characteristics of the</p> <p>the breakdown of</p>

24. 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.

25. Statements of result

a. 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.
- Further analysis showed that
- Further statistical tests revealed

b. 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

26. 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 ...

27. 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.

- 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.

28. 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 ...

29. 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:

30. 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 ...

31. 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.

A. 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.
- *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.

B. 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.

32. 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...

33. Unexpected outcome

- Surprisingly, X was found to ...
- 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 in 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

34. Reference to previous research (support)

- This study produced results which corroborate the findings of a great deal of the previous work in this field.
- These 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 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 ...

35. 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

36. 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 benefited 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 can not 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...

37. 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 ...

38. 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 hypothesize that these conditions are less likely to occur in ...
- It is possible/likely/probable therefore that ...
- Hence, it could conceivably be hypothesized 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 ...

39. 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 ...

40. 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.

41. Writing Definitions

Academic writers generally 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.

A. 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...*

B. Simple three-part definitions

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

C. 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 ...*

D. 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 ...

E. Specifying terms that are used in a paper:

- 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 ...*

F. Referring to people's definitions

1. 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 ..."

2. 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)

42. 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.

a. 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 categorized into classical and operant conditioning. Classical conditioning was first ...
- Generally, spectra typing provides two types of information: band intensity pattern and band number.

b. 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....

43. Introducing Lists

a. your own list

- 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, ...*

b. 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.*

44. 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:

a. 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.

b. Nouns expressing causality

The most <i>likely causes</i> of X are poor diet and lack of exercise.
A <i>consequence</i> of vitamin A deficiency is blindness.
Physical activity is an important <i>factor</i> in maintaining fitness.
Many other medications have an <i>influence</i> on cholesterol levels.
Another reason <i>why</i> Xs are considered to be important is that

c. 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.
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d. 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.
--	---	---

e. 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 ...

f. 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.

45. 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:

a. 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 ...

b. 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*.

c. 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 organize 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

d. 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.

e. 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.

46. 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)

<p>For centuries,</p> <p>In the second half of the 19th century,</p> <p>At the end of the nineteenth century,</p>	<p>church authorities placed restrictions on academics.</p>
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<p>During the Nazi period,</p> <p>Between 1933 and 1945,</p> <p>From 1933 to 1945,</p> <p>In the 1930s and 1940s,</p>	<p>restrictions were placed on German academics.</p>
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47. 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.

a. Describing trends

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

c. Projecting trends

<p>The number of Xs The amount of Y The rate of Z</p>	<p>is projected to is expected to is likely to will probably</p>	<p>decline steadily drop sharply level off</p>	<p>after 2010.</p>
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48. Describing Quantities

a. 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.

b. 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*.

c. 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.

d. 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 ...

e. Describing ranges

- The evidence shows that life expectancy from birth *lies in the range of twenty to thirty years*.
- Between 575 and 590 meters 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) wit

49. Expressing reasons and explanations

This relationship can be expressed in many ways:

A. Emphasizing cause.

The death rate from cancer is increasing	because owing to the fact that	people are smoking more.
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The fact that	the death rate from cancer is increasing	is due to may be due to	people smoking more.
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The One	reason for cause of	the death rate from cancer increasing	is that could be that	people are smoking more.
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An increase in the death rate from cancer	is may be	one effect of one result of one consequence of caused by due to because of	people smoking more.
	results from arises from		

B. Emphasizing effect.

As Because Since	People are smoking more,	the death rate from cancer is increasing.
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People are smoking more.	Therefore, So, Thus, Hence, Consequently, Because of this, For this reason, As a consequence, As a result,	the death rate from cancer is increasing.
People are smoking more,	as a result of which as a consequence of which with the result that	

Owing to	People smoking more,	the death rate from cancer is increasing.
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One	effect of	people smoking more	is	the death rate from cancer is
The	result of		that	increasing.
	consequence		is to	increase the death rate from cancer.
	of			

People smoking more	results in	an increase in the death rate from cancer.	
	leads to		
	produces		
	causes		
	is the cause of		
	gives rise to		
	brings about		
People smoke	(so)	resulting in	an increase in the death rate from

more,	(thus) (thereby)	leading to producing causing giving rise to bringing about	cancer.
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If	people smoke more	the death rate from cancer will increase.
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50. Writing Conclusions

Conclusions are shorter sections of academic texts which usually serve two functions. The first is to summarize 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 judgment on this. The final comment may also include making suggestions for improvement and speculating on future directions.

In 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.

A. Summarizing 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 ...

B. 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 ...

C. Summarizing 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 ...

D. 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 ...

E. Significance of the findings (research)

- 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.
- Taken together, these findings suggest a role for X in promoting Y.

F. 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 study was limited by ...
- The current study was unable to analyze these variables.
- The current study 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 ...

G. 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 ...

H. 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 ...

51. 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.

Chapter IV

Writing E-mails

Writing a formal E-mail is not as hard as writing a paper, however, since it is formal, it should be disciplined and must be written by following some guidelines. This chapter provides those guidelines and samples and helps the users with writing effective E-mails.

E-mail: Inbox

To: All members of staff

From: aaabbb <a.bb@aaa.com>

Date: 19 April 2009

Subject: E-mail Writing Guidelines

Please note and follow the guidelines below concerning the writing of company e-mail messages.

1.Subjects

Give the message a subject/title. E-mail messages without a subject may not be opened because of a fear of viruses and especially note that it is very easy to forget to type this important information.

2.Subject contents

Keep the subject short and clear but avoid such headings as: 'Good News', 'Hello', 'Message from Mary'. These headings are common in messages containing viruses. Short but specific headings are needed.

Order No. 2348X
e.g. Delayed Shipment
Laboratory Equipment Order

3.Greetings

Start the message with a greeting so as to help create a friendly but business-like tone. The choice of using the other name versus the surname will depend on who you are writing to. If you have communicated with the receiver previously and he/she is at a similar level to you, then the use of the other name would be appropriate. If the receiver is more senior to you, or if you are in doubt, it would be safer (particularly in the first communication) to use the person's surname/family name together with a title,

e.g. Dear Mr. Smithson, Dear Ms Stringer.

It is also becoming quite common to write the greeting without a comma,

e.g. Dear Miss Lawson

e.g. Dear KK

4.Purpose

Start with a clear indication of what the message is about in the first paragraph.

Give full details in the following paragraph(s).

Make sure that the final paragraph indicates what should happen next.

e.g. I will send a messenger to your office on Tuesday morning to collect the faulty goods.

e.g. Please let me have your order by the beginning of the month.

5.Action

Any action that you want the reader to do should be clearly described, using polite phrases. Subordinates should use expressions such as 'Could you...' or 'I would be grateful if...'. Superior staff should also use polite phrases, for example, 'Please...'.

6.Attachments

Make sure you refer, in the main message, to any attachments you are adding and of course make extra sure that you remember to include the attachment(s). As attachments can transmit viruses, try not to use them, unless you are sending complicated documents. Copy-and-paste text-only contents into the body of the e-mail. If you use an attachment, make sure the file name describes the content, and is not too general; e.g. 'message.doc' is bad, but 'QA Report 2009.doc' is good.

7.Endings

End the message in a polite way. Common endings are:

Yours sincerely, Best regards, Best wishes, Regards,

If you did not put a comma after the greeting at the beginning of the message, then do not put a comma after the ending either,

e.g. Best wishes

e.g. Regards

8.Names

Include your name at the end of the message. It is most annoying to receive an email which does not include the name of the sender. The problem is that often the email address of the sender does not indicate exactly who it is from, e.g.

0385915d@polyu.edu.hk

Writing Effective E-Mail: Top 10 Tips

1. Write a meaningful subject line.

Recipients **scan the subject line** in order to decide whether to open, forward, file, or trash a message. Remember -- your message is not the only one in your recipient's mailbox. Before you hit "send," take a moment to write a subject line that accurately describes the content.

Subject: [Blank]

If you don't put a subject line on your e-mail, you are sending the message that your name in the "From" line is all your recipient should need in order to make it a top priority. That could come across as arrogant, or at the very least, thoughtless. Take advantage of the opportunity to get your recipient thinking about your message even before opening it.

Subject: "**Important! Read Immediately!!**"

What is important to you may not be important to your reader. Rather than brashly announcing that the secret contents of your message are important, write an informative headline that actually communicates at least the core of what you feel is so important: "Emergency: All Cars in the Lower Lot Will Be Towed in 1 Hour."

Subject: "**Quick question.**"

If the question is quick, why not just ask it in the subject line? This subject line is hardly useful.

Subject: "**Follow-up about Friday**"

Fractionally better -- provided that the recipient remembers why a follow-up was necessary.

Subject: "**That file you requested.**"

If you're confident your recipient will recognize your e-mail address, and really is expecting a file from you, then this would be fine. But keep in mind that many e-mail providers get scads of virus-laden spam with vague titles like this. The more specific you are, the more likely your recipient's spam-blocker will let your message through.

☑ Subject: "**10 confirmed for Friday... will we need a larger room?**"

Upon reading this revised, informative subject line, the recipient immediately starts thinking about the size of the room, not about whether it will be worth it to open the e-mail.

2. Keep the message focused and readable.

Often recipients only read partway through a long message, hit "reply" as soon as they have something to contribute, and forget to keep reading. This is part of human nature.

If your e-mail contains **multiple messages that are only loosely related**, in order to avoid the risk that your reader will reply only to the first item that grabs his or her fancy, you could **number your points** to ensure they are all read (adding an introductory line that states how many parts there are to the message). If the points are substantial enough, **split them up into separate messages** so your recipient can delete, respond, file, or forward each item individually.

Keep your message readable by noting the following steps:

A. Use standard capitalization and spelling, *especially* when your message asks your recipient to do work for you.

If you are a teenager, writing a quick gushing "thx 4 ur help 2day ur gr8" may make a busy professional smile at your gratitude.

But there comes a time when the sweetness of the gesture isn't enough. u want ur prof r ur boss 2 think u cant spl? LOL ;-)


B. Skip lines between paragraphs.

C. Avoid fancy typefaces. Don't depend upon bold font or large size to add nuances.

Many people's e-mail readers only display plain text. In a pinch, use asterisks to show *emphasis*.

D. Use standard capitalization. All-caps comes across as shouting, and no caps invokes the image of a lazy teenager. Regardless of your intention, people will respond accordingly.

3. Avoid attachments.

 To: All 1000 Employees
From: Eager Edgar
Subject: A helpful book everyone should read

Hello, everyone. I've attached a PDF that I think you'll all find very useful. This is the third time I sent it the file -- the version I sent yesterday had a typo on page 207, so I've sent the whole thing again. Since some of you noted that the large file size makes it a bit awkward, I've also attached each chapter as a separate document. Let me know what you think!

Attachments:

Big Honking File.pdf (356MB)


BHF Cover.pdf (25MB)

BHF Chapter 1.pdf (35MB)

BHF Chapter 2.pdf (27MB)

[...]

Okay, raise your hands... how many of us would delete the above message immediately, without looking at *any* of those attachments?

 To: Bessie Professional
From: Morris Ponsybil
Subject: E-mail tips -- a subject for an office workshop?

Bessie, I came across a book that has lots of tips on streamlining professional communications. Has anyone volunteered to present at the office workshop next month? Let me know if you'd like me to run a little seminar (20 minutes?) on using e-mail effectively.

Below, I'll paste the table of contents from the book. Let me know if you want me send you the whole thing as a PDF.

Table of Contents

1. Write a meaningful subject line.
2. Keep the message focused and readable.
3. Avoid attachments.
4. [...]

E-mail works best when you just **copy and paste the most relevant text into the body** of the e-mail. Try to reduce the number of steps your recipient will need to take in order to act on your message.

If your recipient actually needs to view the full file in order to edit or archive it, then of course sending an attachment is appropriate.

In general, attachments

- take time to download (and check for viruses)
- take up needless space on your recipient's computer, and

- don't always translate correctly for people who read their e-mail on portable devices.

4. Identify yourself clearly.

When contacting someone cold, always include your name, occupation, and any other important identification information in the first few sentences.

If you are following up on a face-to-face contact, you might appear too timid if you assume your recipient doesn't remember you; but you can drop casual hints to jog their memory: "I enjoyed talking with you about PDAs in the elevator the other day."

Every fall, I get e-mails from "bad_boy2315@yahoo.com" or "FuZzYkItTy2000@hotmail.com" who ask a question about "class" and don't sign their real names.

While formal phrases such as "Dear Professor Sneedlewood" and "Sincerely Yours," are unnecessary in e-mail, when contacting someone outside your own organization, you should write a signature line that includes your full name and at least a link to a blog or online profile page (something that does not require your recipient to log in first).


5. Be kind. Don't flame.

Think before you click "Send."

If you find yourself writing in anger, save a draft, go get a cup of coffee, and imagine that tomorrow morning someone has taped your e-mail outside your door. Would your associates and friends be shocked by your language or attitude?

Or would they be impressed by how you kept your cool, how you ignored the bait when your correspondent stooped to personal attacks, and how you carefully explained your position (or admitted your error, or asked for a reconsideration, etc.).

Don't pour gasoline on a fire without carefully weighing the consequences. Will you have to work with this person for the rest of the semester? Do you want a copy of your bitter screed to surface years from now, when you want a letter of recommendation or you're up for promotion?

 @\$% &*@!! &(*!

Go ahead... write it, revise it, liven it up with traditional Lebanese curses, print it out, throw darts on it, and scribble on it with crayon. Do whatever you need in order to get it out of your system. Just **don't hit "Send" while you're still angry.**



From: Clair Haddad
To: Ann O. Ying
Subject: Re: Ongoing Problems with Project

I'm not sure how to respond, since at the meeting last week you told Sue that you didn't need any extra training, so I cancelled Wednesday's workshop. I can CC Sue in on this thread if you like, since she's the one who will have to approve the budget if we reschedule it.

Meanwhile, I can loan you my copies of the manual, or we can look into shifting the work to someone else. Let me know what you'd like me to do next.

---Original Message ---

From: Ann O. Ying

I tried all morning to get in touch with you. Couldn't you find a few minutes in between meetings to check your messages? I'm having a rough time on this project, and I'm sorry if this is last-minute, but I've never done this before and I think the least you could do is take some time to explain it again.

If your recipient has just lambasted you with an angry message, rather than reply with a point-by-point rebuttal, you can always respond with a brief note like this,

casually invokes the name of someone the angry correspondent is likely to respect (in order to diffuse any personal antagonism that may otherwise have developed) and

1. refocuses the conversation on solutions (in this conversation, Ann has already dug herself into a hole, and Clair has nothing to gain by joining her there)

6. Proofread.

If you are asking someone else to do work for you, take the time to **make your message look professional.**

While your spell checker won't catch every mistake, at the very least it will catch a few typos. If you are sending a message that will be read by someone higher up on the chain of command (a superior or professor, for instance), or if you're about to mass-mail dozens or thousands of people, take an extra minute or two before you hit "send". Show a draft to a close associate, in order to see whether it actually makes sense.

7. Don't assume privacy.

Unless you are Donald Trump, **praise in public, and criticize in private.** Don't send anything over e-mail that you wouldn't want posted -- with your name attached -- in the break room.

8. Distinguish between formal and informal situations.

When you are writing to a friend or a close colleague, it is OK to use "smilies" :-), abbreviations (IIRC for "if I recall correctly", LOL for "laughing out loud," etc.) and nonstandard punctuation and spelling (like that found in instant messaging or chat rooms). These linguistic shortcuts are generally signs of friendly intimacy, like sharing

cold pizza with a family friend. If you tried to share that same cold pizza with a first date, or a visiting dignitary, you would give off the impression that you did not really care about the meeting. By the same token, don't use informal language when your reader expects a more formal approach. Always know the situation, and write accordingly.

9. Respond Promptly

If you want to appear professional and courteous, make yourself available to your online correspondents. Even if your reply is, "Sorry, I'm too busy to help you now," at least your correspondent won't be waiting in vain for your reply.

10. Show Respect and Restraint

Many a flame war has been started by someone who hit "reply all" instead of "reply."

While most people know that e-mail is not private, it is good form to ask the sender before forwarding a personal message. If someone e-mails you a request, it is perfectly acceptable to forward the request to a person who can help -- but forwarding a message in order to ridicule the sender is tacky.

Use BCC instead of CC when sending sensitive information to large groups. (For example, a professor sending a bulk message to students who are in danger of failing, or an employer telling unsuccessful applicants that a position is no longer open.) The name of everyone in the CC list goes out with the message, but the names of people on the BCC list ("blind carbon copy") are hidden. Put your own name in the "To" box if your mail editor doesn't like the blank space.

Be tolerant of other people's etiquette blunders. If you think you've been insulted, quote the line back to your sender and add a neutral comment such as, "I'm not sure how to interpret this... could you elaborate?"

Chapter V

Mathematical and scientific symbols

If you are writing scientific or mathematical papers or lecturing on scientific or mathematical issues you will need to know them and their pronunciation. Common mathematical and scientific symbols with pronunciations are given in the list below:

1. Symbols

+	Plus	/ˈplʌs/
-	Minus	/ˈmaɪnəs/
±	plus or minus	/ˈplʌs ɔː ˈmaɪnəs/
x	multiplied by	/ˈmʌltɪplaɪd baɪ/
/	over; divided by	/ˈəʊvə/ /dɪˈvaɪdəd/
÷	Divided	/dɪˈvaɪdəd/
=	Equals	/ˈiːkwəlz/
≈	approximately, similar	/əˈprɒksɪmətli/ /ˈsɪmɪlə tʊ/
≡	equivalent to; identical	/ɪkˈwɪvələnt tʊ/ /aɪˈdentɪkl tʊ/
≠	not equal to	/ˈnɒt ˈiːkwəl tʊ/
>	greater than	/ˈgreɪtə ðən/
<	less than	/ˈles ðən/

\geq	greater than or equal to	/ˈgreɪtə ðən ər ˈiːkwəl tʊ/
\leq	less than or equal to	/ˈles ðən ər ˈiːkwəl tʊ/
\nlessgtr	not greater than	/ˈnɒt ˈgreɪtə ðən/
\nlessgtr	not less than	/ˈnɒt ˈles ðən/
\gg	much greater than	/ˈmʌtʃ ˈgreɪtə ðən/
\ll	much less than	/ˈmʌtʃ ˈles ðən/
\perp	perpendicular to	/pɜːpənˈdɪkjʊlə tʊ/
$\square\square$	parallel to	/ˈpærəlel tʊ/
\neq	not equivalent to, not identical to	/ˈnɒt ɪkˈwɪvələnt tʊ/ /ˈnɒt aɪˈdentɪkl tʊ/
\nsim	not similar to	/ˈnɒt ˈsɪmɪlə tʊ/
2	Squared	/ˈskweəd/
3	Cubed	/ˈkjuːbd/
4	to the fourth; to the power four	/tə ðə ˈfɔːθ/ /te ðə ˈpaʊə fɔː/
n	to the n; to the nth; to the power n	/tə ðɪ en; tə dɪ enθ; tə ðə paʊər en/
$\sqrt{\quad}$	root; square root	/ruːt/ /skweə ruːt/
$\sqrt[3]{\quad}$	cube root	/kjuːb ruːt/
$\sqrt[4]{\quad}$	fourth root	/fɔːθ ruːt/
!	Factorial	/fækˈtɔːrɪəl/

%	Percent	/pə'sent/
∞	Infinity	/ɪn'fɪnətɪ/
\propto	varies as; proportional to	/'vɛərɪz/ /prə'pɔ:ʃənəl/
.	Dot	/dɒt/
..	double dot	/dʌbl dɒt/
:	is to, ratio of	/reɪʃɪʊ/
F(x) fx	f; function	/ef/ /'fʌŋkʃən/
F'(x)	f dash; derivative	/dæʃ/ /dɪ'rɪvətɪv/
F''x	f double-dash; second derivative	/'dʌbl dæʃ/ /'sekənd dɪ'rɪvətɪv/
F'''(x)	f triple-dash; f treble-dash; third derivative	/'trɪpl dæʃ/ /trebl dæʃ/ /θɜ:d dɪ'rɪvətɪv/
F ⁽⁴⁾	f four; fourth derivative	/fɔ:θ dɪ'rɪvətɪv/
∂	partial derivative, delta	/pa:ʃəl dɪ'rɪvətɪv/ /deltə/
\int	Integral	/'ɪntɪgrəl/
Σ	Sum	/sʌm/
w.r.t.	with respect to	/wɪð 'rɪspekt/
log	log	/lɒg/
\log_2x	log to the base 2 of x	/lɒg tə ðə beɪs tu: əv eks/
\therefore	Therefore	/'ðɛəfɔ: /

\because	Because	/bɪ'kɒz/
\rightarrow	gives, leads to, approaches	/gɪvz/ /li:dz tʊ/ /əprəʊtʃəz/
/	Per	/pɜ:/
\in	belongs to; a member of; an element of	/bɪ'lɒŋz/ /'membə/ /'elɪmənt/
\notin	does not belong to; is not a member of; is not an element of	/nɒt bɪ'lɒŋ/ /nɒt ə 'membə/ /nɒt ən 'elɪmənt/
\subset	contained in; a proper subset of	/kən'teɪnd ɪn/ /'prɒpə 'sʌbset/
\subseteq	contained in; subset	/'sʌbset/
\cap	Intersection	/'ɪntəsekʃən/
\cup	Union	/'ju:nɪən/
\forall	for all	/fə rɔ:l/
$\cos x$	cos x; cosine x	/kɒz/
$\sin x$	sine x	/saɪn/
$\tan x$	tangent x	/tan/
$\operatorname{cosec} x$	cosec x	/'kəʊsek/
$\sinh x$	shine x	/'ʃaɪn/
$\cosh x$	cosh x	/'kɒʃ/
$\tanh x$	than x	/θæn/

x	mod x; modulus x	/mɒd/ /'mɒdjʊləs/
°C	degrees Centigrade	/dɪ'gri:z 'sentɪgreɪd/
°F	degrees Fahrenheit	/dɪ'gri:z 'færənhaɪt/
°K	degrees Kelvin	/dɪ'gri:z 'kelvɪn/
0°K, – 273.15 °C	absolute zero	/absəlu:t zi:rəʊ/
mm	Millimeter	/'mɪlɪmi:tə/
cm	Centimeter	/'sentɪmi:tə/
cc, cm ³	cubic centimetre, centimetre cubed	/'kju:bɪk 'sentɪmi:tə/ /'sentɪmi:tə 'kju:bd/
M	Metre	/'mi:tə/
km	Kilometer	/'kɪ'lɒmɪtə/
mg	Milligram	/'mɪlɪgræm/
G	Gram	/græm/
kg	Kilogram	/'kɪləgræm/
AC	A.C.	/eɪ si:/
DC	D.C.	/di: si:/

2. Examples

$x + 1$	x plus one
$x - 1$	x minus one
$x \pm 1$	x plus or minus one
xy	x y; x times y; x multiplied by y
$(x - y)(x + y)$	x minus y, x plus y
x/y	x over y; x divided by y;
$x \div y$	x divided by y
$x = 5$	x equals 5; x is equal to 5
$x \approx y$	x is approximately equal to y
$x \equiv y$	x is equivalent to y; x is identical with y
$x \neq y$	x is not equal to y
$x > y$	x is greater than y
$x < y$	x is less than y
$x \geq y$	x is greater than or equal to y
$x \leq y$	x is less than or equal to y
$0 < x < 1$	zero is less than x is less than 1; x is greater than zero and less than 1
$0 \leq x \leq 1$	zero is less than or equal to x is less than or equal to 1; x is greater than or equal to zero and less than or equal to 1
x^2	x squared
x^3	x cubed
x^4	x to the fourth; x to the power four
x^n	x to the n; x to the nth; x to the power n

x^{-n}	x to the minus n; x to the power of minus n
$\sqrt{\quad}$	root x; square root x; the square root of x
$\sqrt[3]{\quad}$	the cube root of x
$\sqrt[4]{\quad}$	the fourth root of x
$\sqrt[n]{\quad}$	the nth root of x
$(x + y)^2$	x plus y all squared
$(x/y)^2$	x over y all squared
$n!$	n factorial; factorial n
$X\%$	x percent
∞	Infinity
$X \propto y$	x varies as y; x is (directly) proportional to y
$X \propto 1/y$	x varies as one over y; x is indirectly proportional to y
\dot{x}	x dot
\ddot{x}	x double dot
$F(x)$ fx	f of x; the function of x
$f'(x)$	f dash x; the (first) derivative of with respect to x
$f''x$	f double-dash x; the second derivative of f with respect to x
$f'''(x)$	f triple-dash x; f treble-dash x; the third derivative of f with respect to x
$f^{(4)}$	f four x; the fourth derivative of f with respect to x
∂v	the partial derivative of v
$\frac{\partial v}{\partial \theta}$	delta v by delta theta, the partial derivative of v with respect to θ

$\frac{\partial^2 v}{\partial \theta^2}$	delta two v by delta theta squared; the second partial derivative of v with respect to θ
Dv	the derivative of v
$\frac{dv}{d\theta}$	d v by d theta, the derivative of v with respect to theta
$\frac{d^2 v}{d\theta^2}$	d 2 v by d theta squared, the second derivative of v with respect to theta,
\int	Integral
\int_0^∞	integral from zero to infinity
Σ	Sum
$\sum_{i=1}^n$	the sum from i equals 1 to n
w.r.t.	with respect to
$\log_e y$	log to the base e of y; log y to the base e; natural log (of) y
\therefore	Therefore
\because	Because
\rightarrow	gives, approaches
$\Delta x \rightarrow 0$	delta x approaches zero
$\lim_{\Delta x \rightarrow 0}$	the limit as delta x approaches zero, the limit as delta x tends to zero
$Lt_{\Delta x \rightarrow 0}$	the limit as delta x approaches zero, the limit as delta x tends to zero
M/sec	metres per second
$x \in A$	x belongs to A; x is a member of A; x is an element of A

$X \notin A$	x does not belong to A; x is not a member of A; x is not an element of A
$A \subset B$	A is contained in B; A is a proper subset of B
$A \subseteq B$	A is contained in B; A is a subset of B
$A \cap B$	A intersection B
$A \cup B$	A union B
$\cos x$	cos x; cosine x
$\sin x$	sine x
$\tan x$	tangent x, tan x
$\operatorname{cosec} x$	cosec x
$\operatorname{Sinh} x$	shine x
$\operatorname{Cosh} x$	cosh x
$\operatorname{Tanh} x$	than x
$ x $	mod x; modulus x
18°C	eighteen degrees Centigrade
70°F	seventy degrees Fahrenheit

3. Greek alphabet

A	Α	alpha	/'ælfə/
B	Β	beta	/'bi:tə/
Γ	Γ	gamma	/'gæmə/
Δ	Δ	delta	/'deltə/
E	Ε	epsilon	/'epsilən/
Z	Ζ	zeta	/'zi:tə/
H	Η	eta	/'i:tə/
Θ	Θ	theta	/'θi:tə/
I	Ι	iota	/'aɪ'əʊtə/
K	Κ	kappa	/'kæpə/
Λ	Λ	lamda	/'læmdə/
M	Μ	mu	/'mju:/
N	Ν	nu	/'nju:/
Ξ	Ξ	xi	/'ksaɪ/
O	Ο	omicron	/'əʊmɪkrən/
Π	Π	pi	/'paɪ/
P	Ρ	rho	/'rəʊ/
Σ	Σ	sigma	/'sɪgmə/

T	T	tau	/'tɑʊ/
Y	Y	upsilon	/'jʊpsɪlən/
Φ	Φ	phi	/'faɪ/
X	X	chi	/'kaɪ/
Ψ	Ψ	psi	/'psaɪ/
Ω	ω	omega	/'əʊmɪgə/

4. Fractions

$\frac{1}{2}$	A half	/ə 'hɑ:f/
$\frac{1}{4}$	A quarter	/ə 'kwɔ:tə/
$\frac{3}{4}$	three quarters	/θri: 'kwɔ:təz/
$\frac{1}{3}$	A third	/ə 'θɜ:d/
$\frac{2}{3}$	two thirds	/tu: 'θɜ:dz/
$\frac{1}{5}$	a fifth	/ə 'fɪfθ/
$\frac{2}{5}$	two fifths	/tu: 'fɪfθs/
$\frac{3}{5}$	three fifths	/θri: 'fɪfθs/
$\frac{4}{5}$	four fifths	/fɔ: 'fɪfθs/
$\frac{1}{6}$	a sixth	/ə 'sɪksθ/
$\frac{5}{6}$	five sixths	/faɪv 'sɪksθs/

$\frac{1}{8}$	an eighth	/ən 'eɪθ/
$\frac{3}{8}$	three eighths	/θri: 'eɪθs/
$\frac{5}{8}$	five eighths	/faɪv 'eɪθs/
$\frac{7}{8}$	seven eighths	/sevən 'eɪθs/

5. Decimal Fractions

0.1	nought point one	/nɔ:t pɔɪnt wʌn/
0.01	nought point oh one	/nɔ:t pɔɪnt əʊ wʌn/
0.0001	nought point oh oh oh one	/ten pɔɪnt əʊ əʊ əʊ wʌn/
1.1	one point one	/wʌn pɔɪnt wʌn/
1.2	one point two	/wʌn pɔɪnt tu:/
1.23	one point two three	/wʌn pɔɪnt tu: θri:/
1.0123	one point oh one two three	/wʌn pɔɪnt əʊ wʌn tu: θri:/
10.01	ten point oh one	/ten pɔɪnt əʊ wʌn/
21.57	twenty-one point five seven	/'twentɪ wʌn pɔɪnt faɪv 'sevən/
2.6666666666....	two point six recurring	/tu: pɔɪnt sɪks rɪ'kɜ:rɪŋ/
2.612361236123... recurring	two point six one two three recurring	/tu: pɔɪnt sɪks wʌn tu: θri: rɪ'kɜ:rɪŋ/
2.5 million	two point five million	/tu: pɔɪnt faɪv 'mɪljən/

6. SI Units: Prefixes

10^{-24}	yocto	y	/'jɒktəʊ/
10^{-21}	zepto	z	/'zeptəʊ/
10^{-18}	atto	a	/'atəʊ/
10^{-15}	femto	f	/'femtəʊ/
10^{-12}	pico	p	/'pi:kəʊ/
10^{-9}	nano	n	/'nanəʊ/
10^{-6}	micro	μ	/'maɪkrəʊ/
10^{-3}	milli	m	/'mɪlɪ/
10^{-2}	centi	c	/'sentɪ/
10^{-1}	deci	d	/'desɪ/
10^3	kilo	k	/'kɪləʊ/
10^6	mega	M	/'megə/
10^9	giga	G	/'gɪgə/
10^{12}	tera	T	/'terə/
10^{15}	peta	P	/'petə/
10^{18}	exa	E	/'eksə/
10^{21}	zetta	Z	/'zetə/
10^{24}	yotta	Y	/'jɒtə/
10^{27}	xona	X	/'zəʊnə/

10 ³⁰	weka	W	/'wekə/
10 ³³	vunda	V	/'vʊndə/

7. Cardinal Numbers

1	One	/wʌn/
2	Two	/tu:/
3	Three	/θri:/
4	Four	/fɔ:/
5	Five	/faɪv/
6	Six	/sɪks/
7	Seven	/'sevən/
8	Eight	/eɪt/
9	Nine	/naɪn/
10	Ten	/ten/
11	Eleven	/ɪ'levən/
12	Twelve	/twelv/
13	Thirteen	/θɜ:'ti:n/
14	Fourteen	/fɔ:'ti:n/
15	Fifteen	/fɪf'ti:n/
16	Sixteen	/sɪkst'i:n/
17	seventeen	/seven'ti:n/

18	Eighteen	/eɪ'ti:n/
19	Nineteen	/naɪn'ti:n/
20	Twenty	/'twentɪ/
21	twenty-one	/twentɪ'wʌn/
22	twenty-two	/twentɪ'tu:/
23	twenty-three	/twentɪ'θri:/
24	twenty-four	/twentɪ'fɔ:/
25	twenty-five	/twentɪ'faɪv/
26	twenty-six	/twentɪ'sɪks/
27	twenty-seven	/twentɪ'sevən/
28	twenty-eight	/twentɪ'eɪt/
29	twenty-nine	/twentɪ'naɪn/
30	Thirty	/'θɜ:tɪ/
40	Forty	/'fɔ:tɪ/
50	Fifty	/'fɪftɪ/
60	Sixty	/'sɪkstɪ/
70	Seventy	/'sevəntɪ/
80	Eighty	/'eɪtɪ/
90	Ninety	/'naɪntɪ/

100	a hundred; one hundred	/ə 'hʌndrəd/ /wʌn 'hʌndrəd/
101	a hundred and one	/ə 'hʌndrəd ən wʌn/
102	a hundred and two	/ə 'hʌndrəd ən tu:/
110	a hundred and ten	/ə 'hʌndrəd ən ten/
120	a hundred and twenty	/ə 'hʌndrəd ən 'twentɪ/
200	two hundred	/tu: 'hʌndrəd/
300	three hundred	/θri: 'hʌndrəd/
400	four hundred	/fɔ: 'hʌndrəd/
500	five hundred	/faɪv 'hʌndrəd/
600	six hundred	/sɪks 'hʌndrəd/
700	seven hundred	/'sevən 'hʌndrəd/
800	eight hundred	/eɪt 'hʌndrəd/
900	nine hundred	/naɪn 'hʌndrəd/
1 000	a thousand, one thousand	/ə θ'aʊzənd/ /wʌn θ'aʊzənd/
1 001	a thousand and one	/ə θ'aʊzənd ən wʌn/
1 010	a thousand and ten	/ə θ'aʊzənd ən ten/
1 020	a thousand and twenty	/ə θ'aʊzənd ən 'twentɪ/
1 100	one thousand, one hundred	/wʌn θ'aʊzənd wʌn 'hʌndrəd/
1 101	one thousand, one hundred	/wʌn θ'aʊzənd wʌn 'hʌndrəd ən

	and one	wʌn/
1 110	one thousand, one hundred and ten	/wʌn 'θaʊzənd wʌn 'hʌndrəd ən ten/
9 999	nine thousand, nine hundred and ninety-nine	/naɪn 'θaʊzənd naɪn 'hʌndrəd ən 'naɪntɪ 'naɪn/
10 000	ten thousand	/ten 'θaʊzənd/
15 356	fifteen thousand, three hundred and fifty six	/'fɪfti:n 'θaʊzənd θri: 'hʌndrəd ən 'fɪftɪ sɪks/
100 000	a hundred thousand	/ə 'hʌndrəd 'θaʊzənd/
1 000 000	a million	/ə 'mɪljən/
100 000 000	a hundred million	/ə 'hʌndrəd 'mɪljən/
1 000 000 000	a billion	/ə 'bɪljən/
100 000 000 000	a hundred billion	/ə 'hʌndrəd 'bɪljən/
1 000 000 000 000	a trillion	/ə 'trɪljən/
1 000 000 000 000 000	a quadrillion	/ə kwɒdrɪljən/
1 000 000 000 000 000 000	a quintillian	/ə kwɪn'tɪljən/
1 000 000 000 000 000 000 000	a sextillion	/ə seks'tɪljən/
1 000 000 000 000 000 000 000 000	a septillion	/ə sep'tɪljən/

1 000 000 000 000 000 000 000 000 000	an ocillion	/ən ɒkt'ɪljən/
1 000 000 000 000 000 000 000 000 000 000	a nonillion	/ə nɒn'ɪljən/
1 000 000 000 000 000 000 000 000 000 000 000	a decillion	/ə de'sɪljən/

8. Ordinal Numbers

1st	first	/fɜːst/
2nd	second	/'sekənd/
3rd	third	/θɜːd/
4th	fourth	/fɔːθ/
5th	fifth	/fɪfθ/
6th	sixth	/sɪksθ/
7th	seventh	/'sevənθ/
8th	eighth	/eɪtθ/
9th	ninth	/naɪnθ/
10th	tenth	/tenθ/
11th	eleventh	/'ɪlevənθ/
12th	twelfth	/'twelfθ/
13th	thirteenth	/θɜː'tiːnθ/
14th	fourteenth	/fɔːr'tiːnθ/

15th	fidteenth	/fɪf'ti:nθ/
16th	sixteenth	/sɪks'ti:nθ/
17th	seventeenth	/seven'ti:nθ/
18th	eighteenth	/eɪ'ti:nθ/
19th	nineteenth	/naɪn'ti:nθ/
20th	twentieth	/'twentɪəθ/
21st	twenty-first	/twentɪ'fɜːst/
22nd	twenty-second	/twentɪ'sekənd/
23rd	twenty-third	/twentɪ'θɜːd/
24th	twenty-fourth	/twentɪ'fɔːθ/
25th	twenty-fifth	/twentɪ'fɪfθ/
26th	twenty-sixth	/twentɪ'sɪksθ/
27th	twenty-seventh	/twentɪ'sevənθ/
28th	twenty-eighth	/twentɪ'eɪtθ/
29th	twenty-ninth	/twentɪ'naɪnθ/
30th	thirtieth	/'θɜːtɪəθ/
31st	thirty-first	/θɜːtɪ'fɜːst/
40th	fortieth	/'fɔːtɪəθ/
50th	fiftieth	/'fɪftɪəθ/

100th	hundredth	/'hʌndrədθ/
1 000th	thousandth	/'θaʊzəndθ/
1 000 000th	miilionth	/'mɪljənθ/

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