

***EAP vocabulary in English and learner writing:
From extraction to analysis***

A phraseology-oriented approach

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VOLUME 2: APPENDICES

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Appendices

Appendix 1.1: Grammatical features that are especially common in academic prose (based on Biber’s (2006:15-18) survey of the LGSWE)

Feature	Pattern of use
Nouns and noun phrases:	
Nouns: overall	Approximately 60% of all content words in academic prose are nouns
Nouns vs. pronouns	Nouns are much more common than pronouns in academic prose, especially in object positions
Absence of pronouns	Pronouns are generally rare in academic prose
Specific pronouns: <i>this</i> and generic <i>one</i>	Much more common in academic prose; <i>this</i> is used for immediate textual reference; <i>one</i> is used for generic rather than specific reference
Plural nouns	Much more common in writing than conversation; most common in academic prose
Nominalizations	Much more common in academic prose, especially nouns formed with <i>-tion</i> and <i>-ity</i> (e.g. <i>distribution, similarity</i>)
Anaphoric expressions	Anaphoric reference is usually expressed with a determiner + noun (rather than a pronoun)
Definite article <i>the</i>	Much more common in writing than in conversation; most common in academic prose
Demonstrative determiners	Most common in academic prose; especially <i>this</i> and <i>these</i>
Noun phrases with modifiers	60% of all noun phrases in academic prose have a modifier
Noun phrases with pre-modifiers	Very common in academic prose (and newspapers)
Noun phrases as pre-modifiers	Very common in academic prose (and newspapers) (e.g. <i>government agencies</i>)
Noun phrases with post-modifiers	Very common in academic prose (and newspapers)
Noun phrases with multiple post-modifiers	Most common in academic prose (e.g. <i>the utilization of such devices for social purposes</i>)
Noun <i>and/or</i> noun binomial phrases	Most common in academic prose (e.g. <i>size and shape</i>)
Adjective and adjective phrases:	
Adjectives: overall	Adjectives are much more common in academic prose than in conversation or fiction
Attributive adjectives	Much more common in academic prose (e.g. <i>the basic logical content</i>)

Specific predicative adjectives	Several predicative adjectives are notably most common in academic prose than in other registers: <i>different, important, difficult, possible, necessary, available, useful</i>
Derived adjectives	Much more common in academic prose, especially adjectives formed with <i>-al</i> (e.g. <i>functional, regional</i>)
Verb and verb phrases:	
Copula <i>be</i> and copular verb <i>become</i>	Most common in academic prose
“existence” verbs	Much more common in writing than in conversation; Most common in academic prose (e.g. <i>include, involve, indicate</i>)
Specific lexical verbs	Several verbs are notably more common in academic prose than in other registers: Activity verbs: <i>use, produce, provide, apply, form, obtain, reduce</i> Communication verbs: <i>describe, suggest</i> Mental verbs: <i>consider, assume, determine</i> Causative / occurrence / existence verbs: <i>follow, allow, require, include, involve, contain, exist, indicate, represent</i>
Specific prepositional verbs	Several prepositional verbs are notably more common in academic prose than in other registers: Activity verbs: <i>deal with, BE applied to; BE used in, BE derived from</i> Communication verbs: <i>refer to</i> Mental verbs: <i>BE known as</i> Causative / occurrence / existence verbs: <i>lead to, result in, occur in, depend on, consist of, BE based on, BE associated with, BE related to</i>
Verbs with inanimate subjects	Common only in academic prose (e.g. <i>such comparisons suggest..</i>)
Derived verbs	Most common in academic prose, especially verbs formed with <i>re-</i> and <i>-ize</i> (e.g. <i>redefine, computerize</i>)
Tense and aspect	Academic prose relies primarily on simple aspect, present tense verb phrase
Passive voice	Much more common in academic prose, especially the ‘short’ passive (with no <i>by</i> -phrase)
Specific passive verbs	Several verbs are especially common with passive voice in academic prose; for example: <i>BE + made, given, taken, used, found, seen, considered, shown</i>
Adverbs and adverbials	
Specific adverbs	Several adverbs are notably more common in academic prose than in conversation: <i>often, usually, significantly, more, relatively, especially, particularly, generally, indeed</i>

Specific amplifiers	A few amplifiers are notably more common in academic prose than in conversation: <i>extremely, highly</i>
Specific degree adverbs	A few degree adverbs are notably most common in academic prose than in conversation: <i>relatively, fairly, slightly</i>
Linking adverbials	Most common in academic prose; especially <i>however, thus, therefore, for example</i>
Purpose and concessive adverbials	Most common in academic prose (e.g. <i>in order to, although</i>)
Dependent clause features	
Relative clauses with the relative pronoun <i>which</i>	Most common in academic prose
Participle clauses as post-modifiers in noun phrases	Very common in academic prose (and newspapers) (e.g. <i>the assumptions given above</i>)
Noun complement clauses as post-modifiers in noun phrases	Very common in academic prose (and newspapers) (e.g. <i>the fact that ...; the attempt to ...</i>)
Abstract noun + <i>of</i> + <i>ing</i> -clause	Most common in academic prose, especially with the head nouns <i>way, cost, means, method, possibility, effect, problem, process, risk</i> (e.g. <i>methods of assessing error</i>)
Extraposed <i>that</i> -clauses	Most common in academic prose, especially controlled by the adjectives <i>clear, (un)likely, and (im)possible</i>
Extraposed <i>to</i> -clauses	Most common in academic prose, especially controlled by adjectives (e.g. <i>(im)possible, difficult, hard, important, necessary</i>)
Subject predicative <i>to</i> -clause	Common only in academic prose (and newspapers) (e.g. <i>The first step is to evaluate the expression</i>)
<i>ing</i> -clauses controlled by adjective predicates	Most common in academic prose (e.g. <i>capable of, important for/in, useful for/in: formalist strategies are useful for analyzing drama</i>)
Concessive adverbial clauses	Most common in academic prose (and newspapers) (<i>though, although</i>)
Other features	
Prepositions	Most common in academic prose
<i>of</i> -phrases	Much more common in writing than in conversation; most common in academic prose
Prepositional phrases as post-modifiers in noun phrases	Very common in academic prose (and newspapers) (eg. <i>the effect on the final state</i>)
Stance noun + <i>of</i> -phrase	Most common in academic prose, especially <i>possibility of, value of, importance of, problem of, understanding of</i>
<i>that/those</i> + <i>of</i> -phrase	Common only in academic prose
Preposition + <i>which</i> in relative clauses with adverbial gaps	Common only in academic prose, especially <i>in which</i> and <i>to which</i>
Selected coordination tags: <i>and so on, etc.</i>	Common only in academic prose

Quantifier <i>each</i>	Most common in academic prose
Semi-determiners <i>same, other, certain</i> and <i>such</i>	Much more common in academic prose
Dual gender reference: <i>he or she, his or her; he/she</i>	Common only in academic prose
Lexical bundles with noun phrases and/or prepositional phrases	Very common in academic prose: <i>the end of the, the nature of the, one of the most, the way in which, the extent to which, the fact that the, as a result of, at the time of, in the case/absence/form/presence of, on the basis of, on the other hand</i>

Appendix 1.2: A taxonomy of second-level discourse markers (based on Siepmann 2005:87-98)

Comparison and contrast markers	The same can be said for So with Compare this ... with / to Analogously It is one thing ... It is another
Concession markers	It would be a mistake (to + inf.) [Although] it could be argued..., it is also worth remembering that [though] it is conceded that ... [though]it is sometimes said that ... on inspection
Exemplifiers	as with To paint an extreme example, consider As an example For the sake of illustration
Explainers	This is because The explanation seems to be that Let us now see why
Definers	An X is a Y such that ... Narrowly defined by this is meant for want of a better term (we shall use) Let X denote Y Let P1 be ... Let P2 be
Enumerators	(First) we should consider Beyond this Or again This is only part of the picture. One (point / reason / factor) is that It should be added that
Summarizers and concluders	A final point: It remains for me (+ to-inf.) In conclusion, I would say that Such instances could be multiplied. To round off this picture
Inferers	So it turns out that We conclude that This is not to imply that It follows from this that It is clear from the foregoing that The corollary of this is that
Cause and reason markers	A number of factors account for this. There are two main reasons for this. This is because ...

Announcers	I will now briefly describe Consideration of ... must be left until, a point discussed separately below Before proceeding Meantime (it should be understood that) my purpose is
Topic initiators	It is often said that Now consider Turning to The moment will now have been reached where
Excluders	Space limitations preclude ... We have space enough to mention only a few. This is not the place I will here restrict myself to (+V-ing)
Digression markers	It should be mentioned in passing that ... Consider, for a digressive page or two, ... incidentally
Question and answer markers	The question then arises: How, then, may we explain ... ? The next obvious question is The answer may lie in ...
Emphasizers	It must be noted that It must be emphasized that note that / Note NP Notice (also / for example) that / Notice NP Contrast NP Compare ..., noting ... on inspection (my emphases) /sic/
Informers	It should be recognised that A first point is that But that is not the point.
Clarification markers	The (key) point is that
Suggestors	One thing is certain: It will be readily seen that It is fair to say that a moment's reflection suggests that It is widely accepted that
Hypothesis and model markers	It is a fair guess that I hypothesized that Suppose that Assume that Let us say that Let us imagine that
Restrictors	To further confound the picture To make matters worse An allowance has to be made for A further problem is that A word of caution may be in order about A word of warning about

Referrers and attributors	[name] argues As [name] writes it has been seen that it has been proposed that we briefly mentioned it was argued by historians that for full details, see some further consideration of ... can be found in following X borrowing from X
Reformulators and resumers	Put another way, In other words In the [Marxist] idiom To put it crudely also called as discussed to recapitulate:

Appendix 5.1: CLAWS7 tagset

<http://www.comp.lancs.ac.uk/ucrel/claws7tags.html>

APPG	possessive pronoun, pre-nominal (e.g. my, your, our)
AT	article (e.g. the, no)
AT1	singular article (e.g. a, an, every)
BCL	before-clause marker (e.g. in order (that), in order (to))
CC	coordinating conjunction (e.g. and, or)
CCB	adversative coordinating conjunction (but)
CS	subordinating conjunction (e.g. if, because, unless, so, for)
CSA	as (as conjunction)
CSN	than (as conjunction)
CST	that (as conjunction)
CSW	whether (as conjunction)
DA	after-determiner or post-determiner capable of pronominal function (e.g. such, former, same)
DA1	singular after-determiner (e.g. little, much)
DA2	plural after-determiner (e.g. few, several, many)
DAR	comparative after-determiner (e.g. more, less, fewer)
DAT	superlative after-determiner (e.g. most, least, fewest)
DB	before determiner or pre-determiner capable of pronominal function (all, half)
DB2	plural before-determiner (both)
DD	determiner (capable of pronominal function) (e.g. any, some)
DD1	singular determiner (e.g. this, that, another)
DD2	plural determiner (these, those)
DDQ	wh-determiner (which, what)
DDQGE	wh-determiner, genitive (whose)
DDQV	wh-ever determiner, (whichever, whatever)
EX	existential there
FO	formula
FU	unclassified word
FW	foreign word
GE	germanic genitive marker - (' or's)
IF	for (as preposition)
II	general preposition
IO	of (as preposition)
IW	with, without (as prepositions)
JJ	general adjective
JJR	general comparative adjective (e.g. older, better, stronger)
JJT	general superlative adjective (e.g. oldest, best, strongest)
JK	catenative adjective (able in be able to, willing in be willing to)
MC	cardinal number, neutral for number (two, three..)
MC1	singular cardinal number (one)

MC2	plural cardinal number (e.g. sixes, sevens)	PPX2	plural reflexive personal pronoun (e.g. yourselves, themselves)
MCGE	genitive cardinal number, neutral for number (two's, 100's)	PPY	2nd person personal pronoun (you)
MCMC	hyphenated number (40-50, 1770-1827)	RA	adverb, after nominal head (e.g. else, galore)
MD	ordinal number (e.g. first, second, next, last)	REX	adverb introducing appositional constructions (namely, e.g.)
MF	fraction, neutral for number (e.g. quarters, two-thirds)	RG	degree adverb (very, so, too)
ND1	singular noun of direction (e.g. north, southeast)	RGQ	wh- degree adverb (how)
NN	common noun, neutral for number (e.g. sheep, cod, headquarters)	RGQV	wh-ever degree adverb (however)
NN1	singular common noun (e.g. book, girl)	RGR	comparative degree adverb (more, less)
NN2	plural common noun (e.g. books, girls)	RGT	superlative degree adverb (most, least)
NNA	following noun of title (e.g. M.A.)	RL	locative adverb (e.g. alongside, forward)
NNB	preceding noun of title (e.g. Mr., Prof.)	RP	prep. adverb, particle (e.g. about, in)
NNL1	singular locative noun (e.g. Island, Street)	RPK	prep. adv., catenative (about in be about to)
NNL2	plural locative noun (e.g. Islands, Streets)	RR	general adverb
NNO	numeral noun, neutral for number (e.g. dozen, hundred)	RRQ	wh- general adverb (where, when, why, how)
NNO2	numeral noun, plural (e.g. hundreds, thousands)	RRQV	wh-ever general adverb (wherever, whenever)
NTT1	temporal noun, singular (e.g. day, week, year)	RRR	comparative general adverb (e.g. better, longer)
NTT2	temporal noun, plural (e.g. days, weeks, years)	RRT	superlative general adverb (e.g. best, longest)
NUU	unit of measurement, neutral for number (e.g. in, cc)	RT	quasi-nominal adverb of time (e.g. now, tomorrow)
NUU1	singular unit of measurement (e.g. inch, centimetre)	TO	infinitive marker (to)
NUU2	plural unit of measurement (e.g. ins., feet)	UH	interjection (e.g. oh, yes, um)
NP	proper noun, neutral for number (e.g. IBM, Andes)	VB0	be, base form (finite i.e. imperative, subjunctive)
NP1	singular proper noun (e.g. London, Jane, Frederick)	VBDR	were
NP2	plural proper noun (e.g. Browns, Reagans, Koreas)	VBDZ	was
NPDI	singular weekday noun (e.g. Sunday)	VBG	being
NPDI2	plural weekday noun (e.g. Sundays)	VBI	be, infinitive (To be or not... It will be ..)
NPM1	singular month noun (e.g. October)	VBM	am
NPM2	plural month noun (e.g. Octobers)	VBN	been
PN	indefinite pronoun, neutral for number (none)	VBR	are
PN1	indefinite pronoun, singular (e.g. anyone, everything, nobody, one)	VBZ	is
PNQO	objective wh-pronoun (whom)	VD0	do, base form (finite)
PNQS	subjective wh-pronoun (who)	VDD	did
PNQV	wh-ever pronoun (whoever)	VDG	doing
PNX1	reflexive indefinite pronoun (oneself)	VDI	do, infinitive (I may do... To do...)
PPGE	nominal possessive personal pronoun (e.g. mine, yours)	VDN	done
PPH1	3rd person sing. neuter personal pronoun (it)	VDZ	does
PPHO1	3rd person sing. objective personal pronoun (him, her)	VH0	have, base form (finite)
PPHO2	3rd person plural objective personal pronoun (them)	VHD	had (past tense)
PPHS1	3rd person sing. subjective personal pronoun (he, she)	VHG	having
PPHS2	3rd person plural subjective personal pronoun (they)	VHI	have, infinitive
PPIO1	1st person sing. objective personal pronoun (me)	VHN	had (past participle)
PPIO2	1st person plural objective personal pronoun (us)	VHZ	has
PPIS1	1st person sing. subjective personal pronoun (I)	VM	modal auxiliary (can, will, would, etc.)
PPIS2	1st person plural subjective personal pronoun (we)	VMK	modal catenative (ought, used)
PPXI	singular reflexive personal pronoun (e.g. yourself, itself)	VV0	base form of lexical verb (e.g. give, work)

VVD past tense of lexical verb (e.g. gave, worked)
VVG -ing participle of lexical verb (e.g. giving, working)
VVGK -ing participle catenative (going in be going to)
VVI infinitive (e.g. to give... It will work...)
VVN past participle of lexical verb (e.g. given, worked)
VVNK past participle catenative (e.g. bound in be bound to)
VVZ -s form of lexical verb (e.g. gives, works)
XX not, n't
ZZ1 singular letter of the alphabet (e.g. A,b)
ZZ2 plural letter of the alphabet (e.g. A's, b's)

Appendix 5.2: USAS tagset

http://www.comp.lancs.ac.uk/ucrel/usas/Lancaster_visual/Frames_Lancaster.htm

A1 GENERAL AND ABSTRACT TERMS

A1.1.1 General actions, making etc.
A1.1.2 Damaging and destroying
A1.2 Suitability
A1.3 Caution
A1.4 Chance, luck
A1.5 Use
A1.5.1 Using
A1.5.2 Usefulness
A1.6 Physical/mental
A1.7 Constraint
A1.8 Inclusion/Exclusion
A1.9 Avoiding
A2 Affect
A2.1 Affect:- Modify, change
A2.2 Affect:- Cause/Connected
A3 Being
A4 Classification
A4.1 Generally kinds, groups, examples
A4.2 Particular/general; detail
A5 Evaluation
A5.1 Evaluation:- Good/bad
A5.2 Evaluation:- True/false
A5.3 Evaluation:- Accuracy
A5.4 Evaluation:- Authenticity
A6 Comparing
A6.1 Comparing:- Similar/different
A6.2 Comparing:- Usual/unusual
A6.3 Comparing:- Variety
A7 Definite (+ modals)
A8 Seen
A9 Getting and giving; possession
A10 Open/closed; Hiding/Hidden; Finding; Showing
A11 Importance
A11.1 Importance: Important
A11.2 Importance: Noticeability
A12 Easy/difficult
A13 Degree
A13.1 Degree: Non-specific
A13.2 Degree: Maximizers
A13.3 Degree: Boosters
A13.4 Degree: Approximators
A13.5 Degree: Compromisers
A13.6 Degree: Diminishers
A13.7 Degree: Mininizers
A14 Exclusivizers/particularizers
A15 Safety/Danger
B THE BODY AND THE INDIVIDUAL
B1 Anatomy and physiology

B2 Health and disease
B3 medicines and medical treatment
B4 Cleaning and personal care
B5 Clothes and personal belongings
C1 ARTS AND CRAFTS
E1 EMOTIONAL ACTIONS, STATES AND PROCESSES
E2 Liking
E3 Calm/Violent/Angry
E4 Happy/sad
E4.1 Happy/sad: Happy
E4.2 Happy/sad: Contentment
E5 Fear/bravery/shock
E6 Worry, concern, confident
F FOOD AND FARMING
F1 Food
F2 Drinks
F3 Cigarettes and drugs
F4 Farming & Horticulture
G GOVERNMENT AND PUBLIC
G1 Government, Politics and elections
G1.1 Government etc.
G1.2 Politics
G2 Crime, law and order
G2.1 Crime, law and order: Law and order
G2.2 General ethics
G3 Warfare, defence and the army; weapons
H ARCHITECTURE, HOUSE AND THE HOME
H1 Architecture and kinds of houses and buildings
H2 Parts of buildings
H3 Areas around or near houses
H4 Residence
H5 Furniture and household fittings
I MONEY AND COMMERCE IN INDUSTRY
I1 Money generally
I1.1 Money: Affluence
I1.2 Money: Debts
I1.3 Money: Price
I2 Business
I2.1 Business: Generally
I2.2 Business: Selling
I3 Work and employment
I3.1 Work and employment: Generally
I3.2 Work and employment: Professionalism
I4 Industry
K ENTERTAINMENT, SPORTS AND GAMES
K1 Entertainment generally
K2 Music and related activities
K3 Recorded sound etc.
K4 Drama, the theatre and show-business
K5 Sports and games generally
K5.1 Sports
K5.2 Games
K6 Children's games and toys
L1 LIFE AND LIVING THINGS
L2 Living creatures generally

L3 Plants
M MOVEMENT, LOCATION, TRAVEL AND TRANSPORT
M1 Moving, coming and going
M2 Putting, taking, pulling, pushing, transporting &c.
M3 Vehicles and transport on land
M4 Shipping, swimming etc.
M5 Aircraft and flying
M6 Location and direction
M7 Places
M8 Remaining/stationary
N NUMBERS AND MEASUREMENT
N1 Numbers
N2 Mathematics
N3 Measurement
N3.1 Measurement: General
N3.2 Measurement: Size
N3.3 Measurement: Distance
N3.4 Measurement: Volume
N3.5 Measurement: Weight
N3.6 Measurement: Area
N3.7 Measurement: Length & height
N3.8 Measurement: Speed
N4 Linear order
N5 Quantities
N5.1 Entirety; maximum
N5.2 Exceeding; waste
N6 Frequency etc.
O SUBSTANCES, MATERIALS, OBJECTS AND EQUIPMENT
O1 Substances and materials generally
O1.1 Substances and materials generally: Solid
O1.2 Substances and materials generally: Liquid
O1.3 Substances and materials generally: Gas
O2 Objects generally
O3 Electricity and electrical equipment
O4 Physical attributes
O4.1 General appearance and physical properties
O4.2 Judgement of appearance (pretty etc.)
O4.3 Colour and colour patterns
O4.4 Shape
O4.5 Texture
O4.6 Temperature
P1 EDUCATION IN GENERAL
Q LANGUAGE AND COMMUNICATION
Q1 LINGUISTIC ACTIONS, STATES AND PROCESSES; COMMUNICATION
Q1.1 LINGUISTIC ACTIONS, STATES AND PROCESSES; COMMUNICATION
Q1.2 Paper documents and writing
Q1.3 Telecommunications
Q2 Speech acts
Q2.1 Speech etc: Communicative
Q2.2 Speech acts
Q3 Language, speech and grammar
Q4 The Media
Q4.1 The Media:- Books
Q4.2 The Media:- Newspapers etc.
Q4.3 The Media:- TV, Radio and Cinema

S1 SOCIAL ACTIONS, STATES AND PROCESSES
S1.1 SOCIAL ACTIONS, STATES AND PROCESSES
S1.1.1 SOCIAL ACTIONS, STATES AND PROCESSES
S1.1.2 Reciprocity
S1.1.3 Participation
S1.1.4 Deserve etc.
S1.2 Personality traits
S1.2.1 Approachability and Friendliness
S1.2.2 Avarice
S1.2.3 Egoism
S1.2.4 Politeness
S1.2.5 Toughness; strong/weak
S1.2.6 Sensible
S2 People
S2.1 People:- Female
S2.2 People:- Male
S3 Relationship
S3.1 Relationship: General
S3.2 Relationship: Intimate/sexual
S4 Kin
S5 Groups and affiliation
S6 Obligation and necessity
S7 Power relationship
S7.1 Power, organizing
S7.2 Respect
S7.3 Competition
S7.4 Permission
S8 Helping/hindering
S9 Religion and the supernatural
T1 TIME
T1.1 Time: General
T1.1.1 Time: General: Past
T1.1.2 Time: General: Present; simultaneous
T1.1.3 Time: General: Future
T1.2 Time: Momentary
T1.3 Time: Period
T2 Time: Beginning and ending
T3 Time: Old, new and young; age
T4 Time: Early/late
W WORLD AND ENVIRONMENT
W1 The universe
W2 Light
W3 Geographical terms
W4 Weather
W5 Green issues
X1 PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES
X2 Mental actions and processes
X2.1 Thought, belief
X2.2 Knowledge
X2.3 Learn
X2.4 Investigate, examine, test, search
X2.5 Understand
X2.6 Expect
X3 Sensory
X3.1 Sensory:- Taste

X3.2 Sensory:- Sound
X3.3 Sensory:- Touch
X3.4 Sensory:- Sight
X3.5 Sensory:- Smell
X4 Mental object
X4.1 Mental object:- Conceptual object
X4.2 Mental object:- Means, method
X5 Attention
X5.1 Attention
X5.2 Interest/boredom/excited/energetic
X6 Deciding
X7 Wanting; planning; choosing
X8 Trying
X9 Ability
X9.1 Ability:- Ability, intelligence
X9.2 Ability:- Success and failure
Y SCIENCE AND TECHNOLOGY
Y1 Science and technology in general
Y2 Information technology and computing
Z NAMES AND GRAMMAR
Z0 Unmatched proper noun
Z1 Personal names
Z2 Geographical names
Z3 Other proper names
Z4 Discourse Bin
Z5 Grammatical bin
Z6 Negative
Z7 If
Z8 Pronouns etc.
Z9 Trash can
Z99 Unmatched

Appendix 5.3a: Automatic extraction: word forms + POS-tags

EAP WORD FORMS CLASSIFIED IN DECREASING ORDER OF KEYNESS	
194 noun forms	
role, system, use, problems, concept, evidence, process, approach, individuals, effect, form, issue, values, environment, individual, result, controls, groups, influence, differences, issues, value, actions, world, relationship, extent, control, number, level, importance, problem, basis, support, conditions, experience, changes, lack, definition, aspects, structure, conclusion, fact, emphasis, events, majority, factor, debate, ability, culture, change, practice, relationships, group, understanding, examples, movement, forms, consequences, term, means, resources, sources, action, significance, class, contrast, position, view, scale, situation, terms, consideration, material, types, attempts, activity, source, whole, activities, measures, authors, attempt, explanation, relations, aspect, feature, case, introduction, discussion, part, communication, ways, practices, rise, amount, event, cause, rules, comparison, aim, categories, consequence, type, sense, force, construction, need, failure, cultures, success, difference, conclusions, phenomenon, instances, awareness, purposes, content, work, point, condition, limitations, attention, distinction, others, advantage, decision, members, parts, reference, age, progress, assumptions, trends, account, contribution, products, origins, assumption, variety, degree, points, code, pressures, reaction, logic, efforts, combination, periods, viewpoint, presence, alternatives, manipulation, birth, scope, tendency, choice, future, subject, question, establishment, removal, series, balance, opportunity, characteristic, possibility, absence, figures, examination, alternative, funds, past, contributions, limits, features, circumstances, likelihood, application, determination, instance, location, degrees, tension, difficulty, measure, variations, indication, restriction, exception, standard, advance, separation, extremes, detail	
225 verb forms	
is, are, has, can, be, may, based, will, used, shows, using, becomes, seems, appears, provides, considered, defined, allows, provide, does, have, described, achieve, created, involves, remains, influenced, providing, developed, discussed, support, achieved, lead, allowing, being, become, linked, leads, resulting, makes, continues, exists, limited, increased, points, suggest, implies, show, regarded, consider, define, refers, represented, led, provided, affected, reduce, gain, provide, following, needs, become, tend, affect, affects, established, indicates, ensure, caused, exist, exist, attempting, involving, determine, include, includes, employed, should, attempt, applied, introduced, performed, contains, produced, include, considering, relating, argue, control, combined, represent, illustrates, involved, attempt, acts, appear, reflect, produce, included, appear, faced, developing, form, reduced, lead, represent, needed, maintained, interpreted, attributed, takes, prevent, relates, note, involve, found, designed, differ, explain, express, adopted, allow, continue, raises, focused, remain, arise, identify, identified, seeking, divided, tends, given, means, occurring, lies, restricted, reinforced, apply, depends, remain, controlled, determined, improved, ignored, accepted, defining, supporting, expressed, understanding, imposed, allow, establishing, enable, operate, use, suggested, assumed, published, producing, introducing, sought, identifying, comparing, revealed, present, retain, concerns, attempted, assuming, made, adds, continue, adopt, placed, claimed, distinguish, facilitate, perform, aimed, constructed, vary, acquire, dealing, acquiring, seem, noted, understood, dealt, extending, quoted, deal, treated, assist, lacks, emerges, varied, applying, extend, completed, outlined, arose, show, proved, involved, depend, satisfy, refer, falls, study, avoid, incorporated, carried, suffer, share, prove, relate, pursued, discuss, offer, replaced, received, choose, held, treat, avoided	

134 adjectives	
social, significant, human, important, individual, different, physical, greater, major, effective, specific, negative, similar, common, positive, central, single, general, complex, higher, new, crucial, fundamental, modern, various, potential, main, basic, relevant, internal, possible, scientific, male, dependent, actual, other, primary, existing, initial, active, dominant, consistent, essential, necessary, alternative, rational, subsequent, present, future, radical, early, recent, involved, likely, certain, relative, successful, limited, apparent, particular, unique, further, distinct, clear, appropriate, working, useful, previous, productive, true, total, practical, later, final, typical, inferior, evident, earlier, difficult, original, related, correct, systematic, progressive, vital, separate, lower, larger, immediate, extensive, overall, changing, obvious, extreme, adequate, accessible, applicable, minimal, varying, greatest, abstract, permanent, normal, detailed, proposed, isolated, simple, unlike, valuable, absolute, responsible, additional, complete, acceptable, misleading, sufficient, favourable, following, highest, excessive, interesting, unsuccessful, so-called, partial, restricted, past, considerable, inadequate, profound, frequent, large, unlikely, concerned, real	
69 adverbs	
also, however, therefore, for example, thus, more, most, largely, both, often, further, generally, clearly, consequently, effectively, especially, highly, previously, necessarily, in general, primarily, relatively, directly, secondly, potentially, similarly, traditionally, essentially, socially, above, simply, extremely, particularly, purely, in particular, greatly, less, widely, strongly, fully, moreover, frequently, indeed, thereby, mainly, conversely, equally, solely, inevitably, only, notably, accurately, for instance, virtually, subsequently, at best, somewhat, indirectly, over, basically, adequately, originally, namely, wholly, either, partially, recently, fairly, closely	
14 conjunctions	
that, although, as, whether, or, whereas, because, in that, provided, whether or not, given that, rather than, since, even though	
28 prepositions	
of, as, in, by, such as, within, between, during, rather than, upon, according to, in terms of, despite, including, as well as, because of, for, to, subject to, as opposed to, in addition to, from, as to, in response to, versus, unlike, other than, in the light of	
6 pronouns and articles	
the, their, its, an, themselves, itself	
16 determiners	
this, these, which, many, each, such, both, most, latter, same, former, less, little, fewer, those, several	
3 ordinal numbers	
third, second, first	

Appendix 5.3b: Automatic extraction: lemmas + POS-tags

EAP WORD CLASSIFIED IN DECREASING ORDER OF KEYNESS	
167 nouns	
role, development, system, result, problem, individual, effect, period, issue, value, concept, process, example, form, level, use, approach, group, relationship, evidence, influence, change, action, experience, environment, number, aspect, structure, class, world, difference, event, conclusion, term, condition, control, definition, extent, practice, movement, culture, source, importance, attitude, author, ability, consequence, basis, view, support, country, lack, debate, fact, activity, loss, attempt, case, force, situation, majority, emphasis, resource, position, interpretation, type, material, rule, explanation, need, understanding, aim, means, organisation, significance, part, contrast, reality, characteristic, trend, scale, interest, consideration, category, implication, relation, whole, amount, advantage, point, phenomenon, sense, discussion, assumption, measure, decision, communication, success, comparison, rise, failure, member, feature, construction, distinction, purpose, reference, quality, limitation, age, instance, introduction, improvement, work, concern, opportunity, code, contribution, commitment, attention, awareness, pressure, reaction, degree, progress, being, standard, choice, alternative, respect, account, question, tendency, other, restriction, division, figure, logic, variety, advance, combination, future, birth, presence, possibility, limit, scope, difficulty, publication, series, balance, circumstance, absence, examination, establishment, tension, past, exception, content, likelihood, determination, indication, compromise, extreme, separation, centre, kind	
162 verbs	
argue, provide, use, may, create, base, can, become, develop, support, define, suggest, increase, present, achieve, demonstrate, consider, represent, show, describe, maintain, lead, influence, affect, allow, focus, involve, include, result, cause, reduce, attempt, occur, exist, relate, compare, gain, remain, claim, seek, experience, contribute, regard, be, act, analyze, produce, form, control, establish, link, improve, encourage, determine, enable, prevent, refer, apply, limit, discuss, identify, imply, illustrate, note, fail, arise, tend, perform, combine, employ, indicate, adopt, differ, interpret, rely, introduce, reinforce, assume, reflect, attribute, express, generate, contain, dominate, enhance, reveal, aim, suffer, appear, stress, should, consist, reject, receive, restrict, prove, accept, deal, characterize, lack, conduct, impose, retain, strengthen, function, alter, depend, operate, derive, destroy, facilitate, exclude, explain, classify, vary, initiate, acquire, pursue, design, distinguish, adapt, expand, formulate, incorporate, construct, extend, contrast, treat, choose, overcome, pose, follow, quote, study, effect, divide, concern, differentiate, emerge, clarify, avoid, outline, separate, concentrate, sustain, remove, render, assign, direct, emphasize, precede, permit, finance, term, encounter, coincide, replace, resolve, possess, diminish, neglect, connect	
132 adjectives	
social, significant, human, important, different, individual, physical, major, effective, specific, similar, common, negative, positive, central, single, new, general, complex, crucial, modern, various, fundamental, potential, main, early, great, possible, basic, high, relevant, internal, other, male, scientific, dependent, actual, primary, initial, active, existing, necessary, essential, dominant, consistent, alternative, rational, present, likely, subsequent, future, certain, recent, radical, involved, relative, successful, limited, apparent, particular, clear, unique, distinct, appropriate, true, useful, working, previous, final, total, practical, difficult, productive, typical, inferior, evident, original, large, correct, related, vital, systematic, progressive, separate, late, immediate, obvious, extensive, overall, extreme, changing, adequate, accessible, applicable, normal, abstract, permanent, minimal, varying, detailed, proposed, valuable, unlike, isolated, absolute, responsible, simple, complete, additional, acceptable, sufficient, misleading, following, favourable, interesting, excessive, far, past, considerable, so-called, unsuccessful, partial, restricted, inadequate, wide, profound, frequent, concerned, unlikely, real, minor, surprising	

69 adverbs	
also, however, therefore, for example, thus, more, most, largely, both, often, further, generally, clearly, especially, effectively, consequently, highly, previously, necessarily, in general, primarily, directly, relatively, secondly, potentially, similarly, traditionally, essentially, simply, above, socially, particularly, less, extremely, in particular, greatly, purely, far, fully, widely, strongly, indeed, moreover, frequently, thereby, mainly, only, equally, conversely, solely, inevitably, notably, accurately, for instance, virtually, subsequently, at best, over, somewhat, indirectly, basically, adequately, originally, either, namely, wholly, partially, recently, closely, fairly	
15 conjunctions	
that, although, as, or, whether, whereas, because, in that, provided, whether or not, given that, rather than, since, even though, than	
28 prepositions	
of, in, as, by, such as, within, between, during, rather than, upon, according to, in terms of, despite, to, for, including, as well as, because of, from, subject to, as opposed to, in addition to, as to, in response to, versus, unlike, other than, in the light of	
6 pronouns and articles	
the, their, its, an, themselves, itself	
17 determiners	
this, these, which, many, such, each, both, most, same, latter, former, less, those, little, fewer, several, some	
3 ordinal numbers	
third, second, first	

Appendix 5.4: Automatic semantic analysis of the 599 EAP lemmas

A: General and abstract terms	
A1.1.1. General actions, making, etc.	action, activity, circumstance, event, practice, process, reaction, situation: act, arise, construct, create, deal, operate, perform, pursue; active
A1.1.2. Damaging and destroying	destroy
A1.2. Suitability	appropriate, relevant
A1.3. Caution	
A1.4. Chance, luck	opportunity, scope
A1.5. Use	
A1.5.1. Using	use; function, use
A1.5.2. Usefulness	applicable, useful
A1.6. Physical / mental	abstract, practical
A1.7. Constraint	limit, limitation, restriction; limit, restrict; restricted
A1.8. Inclusion / exclusion	content, scope; consist, contain, exclude, include, incorporate, involve; other than, excluding
A1.9. Avoiding	avoid, neglect
A2. Affect	
A2.1. Affect: modify, change	change, development, improvement, progress, rise; adapt, affect, alter, become, develop, occur, replace
A2.2. Affect: cause, connected	basis, consequence, effect, implication, influence, relation, result; attribute, base [based on], cause, combine, connect, depend, derive, effect, generate, influence, lead to, link, produce, relate, render, result; dependent, related; consequently; because of, in response to, in the light of
A3. Being	phenomenon; be, exist; real
A4. Classification	
A4.1. General kinds, groups, examples	aspect, case, category, example, form, instance, kind, sense, type, variety; characterise, classify, illustrate
A4.2. Particular/general; detail	characteristic; certain, detailed, particular, specific, typical; in general, in particular
A5. Evaluation	
A5.1. Evaluation: good / bad	improvement, progress, quality, standard; enhance, improve; acceptable, favourable, great, positive; at best
A5.2. Evaluation: true / false	evidence, fact; prove; misleading, true
A5.3. Evaluation: accuracy	correct; accurately
A5.4. Evaluation: authenticity	reality, actual; effectively
A6. Comparing	comparison; compare, contrast
A6.1. Comparing: similar / different	alternative, contrast, difference, distinction, exception, separation; differ, differentiate, distinguish, divide, reflect, separate, vary; alternative, consistent, different, distinct, other, separate, similar, unlike; conversely, equally, similarly; as opposed to, same

A6.2. Comparing: usual / unusual	tendency, trend; tend; basic, common, normal; generally
A6.3. Comparing: variety	combination, variety; various
A7. Definite (+ modals)	likelihood, possibility; can, may; clear, possible, potential, unlikely; clearly, inevitably, potentially
A8. Seem	appear; apparent, so-called, likely
A9. Getting and giving; possession	advance, contribution, lack, resource; accept, achieve, acquire, adopt, assign, contribute, gain, lack, maintain, possess, present, provide, receive, retain; present
A10. Open / closed; hiding / hidden; finding; showing	evidence, indication; demonstrate, establish, indicate, reveal, show; indirectly
A11. Importance	
A11.1. Importance: important	emphasis, importance, significance, value; emphasize; central, crucial, fundamental, important, main, major, minor, primary, significant, vital
A11.2. Importance: noticeability	evident, obvious
A12. Easy / difficult	difficulty, problem; clarify; complex, difficult, simple
A13. Degree	
A13.1. Degree: non-specific	degree
A13.2. Degree: maximizers	total; fully, largely, mainly, most, primarily, wholly, most
A13.3. Degree: boosters	extreme, far; extremely, far, greatly, highly, indeed, more, particularly, strongly
A13.4. Degree: approximators	basically, closely, fairly, virtually
A13.5. Degree: compromisers	relative; relatively
A13.6. Degree: diminishers	partially, simply, somewhat, less
A13.7. Degree: minimizers	little
A14. Excluders / particularizers	especially, notably, only, purely, solely
A15. Safety / danger	
B: The body and the individual	
B1. Anatomy and physiology	birth, physical
B2. Health and disease	
B3. Medicines and medical treatment	
B4. Cleaning and personal care	
B5. Clothes and personal belonging	
C: Arts and crafts	
C1. Arts and crafts	culture, design
D: Emotion	
E1. Emotional actions, states and processes	

E2. Liking	
E3. Calm / violent / angry	force
E4. Happy / sad	
E4.1. Happy / sad: happy	suffer
E4.2. Happy / sad: contentment	
E5. Fear / bravery / shock	
E6. Worry, concern, confident	concern, tension; concern
F1: Food	F: Food and farming
F2. Drinks	
F3. Cigarettes and drugs	
F4. Farming and horticulture	
G1. Government, politics and elections	G: Government and public
G1.1. Government etc.	country
G1.2. Politics	progressive
G2. Crime, law and order	
G2.1. Crime, law and order: law and order	code, rule
G2.2. General ethics	
G3. Warfare, defence and the army; weapons	force
H1. Architecture and kinds of houses and buildings	H: Architecture, house and the home
H2. Parts of buildings	construction, establishment
H3. Areas around or near houses	
H4. Residence	
H5. Furniture and household fittings	
I1. Money generally	I: Money and commerce in industry
I1.1. Money: affluence	account; finance
I1.2. Money: debts	loss
I1.3. Money: price	valuable
I2. Business	balance
I2.1. Business generally	
I2.2. Business: selling	
I3. Work and employment	

I3.1. Work and employment: generally	role, work; employ
I3.2. Work and employment: professionalism	
I4. Industry	
K1. Entertainment generally	K: Entertainment, sports and games
K2. Music and related activities	
K3. Recorded sound etc.	
K4. Drama, the theatre and show business	
K5. Sports and games generally	
K5.1. Sports	
K5.2. Games	
K6. Children's games and toys	
L1. Live and living things	L: Live and living things
L2. Living creatures generally	
L3. Plants	
M1. Moving, coming and going	M: Movements, location, travel and transport
M2. Putting, taking, pulling, pushing, transporting, etc.	movement, rise; emerge, follow; following
M3. Vehicles and transport on land	remove
M4. Shipping, swimming, etc.	
M5. Aircraft and flying	
M6. Location and direction	centre, position, presence; direct, pose; directly
M7. Places	country
M8. Remaining / stationary	
N1. Numbers	N: Numbers and measurement
N2. Mathematics	means
N3. Measurement	
N3.1. Measurement: general	degree, measure
N3.2. Measurement: size	scale; expand; large, profound
N3.3. Measurement: distance	extend (v.)
N3.4. Measurement: volume	
N3.5. Measurement: weight	pressure
N3.6. Measurement: area	

N3.7. Measurement: length & height	level; high, wide
N3.8. Measurement: speed	
N4. Linear order	series; precede; final, previous, subsequent; previously, secondly, subsequently; first, former, latter, second, third
N5. Quantities	amount, extent, figure, individual, majority, number, rise; diminish, increase, reduce; adequate, additional, considerable, extensive, general, inadequate, individual, limited, radical, single, sufficient, unique; adequately, also, further, less, widely; in addition to, fewer, many, several, some
N5.1. Entirety; maximum	limit, part, whole; limit; absolute, complete, minimal, overall, partial; each
N5.2. Exceeding; waste	extreme; excessive
N6. Frequency etc.	frequent; frequently, often
O: Substances, materials, objects and equipment	
O1: Substances and materials generally	material
O1.1. Substances and materials generally: solid	
O1.2. Substances and materials generally: liquid	
O1.3. Substances and materials generally: gas	
O2. Objects generally	
O3. Electricity and electrical equipment	
O4. Physical attributes	
O4.1. General appearance and physical properties	condition, feature, form, structure; reinforce
O4.2. Judgement of appearance	
O4.3. Colour and colour patterns	
O4.4. Shape	
O4.5. Texture	
O4.6. Temperature	degree
P: Education in general	
P1. Education in general	class, degree, examination; study
Q: Language and communication	
Q1. Linguistic actions, states and processes	
Q1.1. Linguistic actions, states and processes; communication	communication; express, imply, represent
Q1.2. Paper documents and writing	examination
Q1.3. Telecommunications	

Q2. Speech acts	content, point; outline
Q2.1. Speech acts: communicative	account, compromise, debate, definition, discussion, explanation, introduction, question, reference; apply, argue, claim, define, describe, discuss, explain, note, quote, refer, stress, suggest, sustain, stress, term
Q2.2. Speech acts	
Q3. Language, speech and grammar	term
Q4. The media	publication
Q4.1. The media: books	author
Q4.2. The media: newspapers etc.	
Q4.3. The media: TV, radio and cinema	
S: Social actions, states and processes	
S1.1. Social actions, states and processes	
S1.1.1. Social actions, states and processes	introduce, treat, social; socially, traditionally
S1.1.2. Reciprocity	division, divide up
S1.1.3. Participation	absence
S1.1.4. Deserve etc.	
S1.2. Personality traits	
S1.2.1. Approachability and friendliness	accessible
S1.2.2. Avarice	
S1.2.3. Egoism	
S1.2.4. Politeness	
S1.2.5. Toughness; strong / weak	strengthen
S1.2.6. Sensible	rational
S2. People	author, individual; human
S2.1. People: female	female
S2.2. People: male	male
S3. Relationship	
S3.1. Relationship: general	relationship; encounter
S3.2. Relationship: intimate / sexual	
S4. Kin	
S5. Groups and affiliation	group, member, organization; internal
S6. Obligation and necessity	need; impose, should; essential, necessary; essentially, necessarily
S7. Power relationship	
S7.1. Power, organizing	control, influence; control, dominate, rely; dominant, inferior, responsible

S7.2. Respect	respect (n.)
S7.3. Competition	
S7.4. Permission	allow, permit, provide (for)
S8. Helping / hindering	advantage, support; enable, encourage, facilitate, prevent, support
S9. Religion and the supernatural	
	T: Time
T1.1. Time: general	
T1.1.1. Time: general – past	past; originally
T1.1.2. Time: general – present; simultaneous	coincide; immediate
T1.1.3. Time: general – future	future; future
T1.2. Time: momentary	
T1.3. Time: period	age, period, term; extend
T2. Time: beginning and ending	introduction, source; form, initiate, remain, sustain; initial, permanent
T3. Time: old, new and young; age	age; modern, new, original, recent; recently
T4. Time: early / late	early, late
	W: World and environment
W1. The universe	world
W2. Light	
W3. Geographical names	
W4. Weather	
W5. Green issues	environment
	X: Psychological actions, states and processes
X1. Psychological actions, states and processes	
X2. Mental actions and processes	
X2.1. Thought, belief	assumption, consideration, logic, view; assume, consider, formulate, regard
X2.2. Knowledge	awareness; identify
X2.3. Learn	
X2.4. Investigate, examine, test, search	analyse, seek (out)
X2.5. Understand	interpretation, understanding; interpret
X2.6. Expect	surprising
X3. Sensory	experience, sense; experience
X3.1. Sensory: taste	
X3.2. Sensory: sound	
X3.3. Sensory: touch	

X3.4. Sensory: sight	
X3.5. Sensory: smell	
X4. Mental object	
X4.1. Mental object – conceptual object	attitude, concept, issue, view
X4.2. Mental object – means, method	approach, system; systematic
X5. Attention	
X5.1. Attention	attention; concentrate, focus
X5.2. Interest / boredom / exited / energetic	commitment, interest; interesting
X6. Deciding	conclusion, decision, determination; determine, resolve
X7. Wanting, planning, choosing	aim, choice, purpose; aim, choose, reject
X8. Trying	attempt; attempt
X9. Ability	
X9.1. Ability: ability, intelligence	ability, experience
X9.2. Ability: success and failure	failure, result, success; fail, overcome; effective, productive, successful, unsuccessful
	Y: Science and technology
Y1. Science and technology in general	class; scientific
Y2. Information technology and computing	
	Z: Names and grammar
Z0. Unmatched proper noun	
Z1. Personal names	
Z2. Geographical names	
Z3. Other proper names	
Z4. Discourse bin	
Z5. Grammatical bin	above, according to, although, as to, as well as, because, despite, during, either, moreover, over, an, as, between, both, by, even though, for, for example, from, in, given that, in terms of, in that, namely, of, or, provided, rather than, since, such as, such that, than, the, thereby, therefore, these, this, those, thus, to, unlike, upon, versus, whereas, whether, whether or not, which, within
Z6. Negative	negative
Z7. If	
Z8. Pronouns etc.	its, itself, such, that, their, themselves, these, this, those, which
Z9. Trash can	
Z99. Unmatched	

Appendix 5.5: The Academic Keyword List

355 nouns

ability, absence, account, achievement, act, action, activity, addition, adoption, adult, advance, advantage, advice, age, aim, alternative, amount, analogy, analysis, application, approach, argument, aspect, assertion, assessment, assistance, association, assumption, attempt, attention, attitude, author, awareness, balance, basis, behaviour, being, belief, benefit, bias, birth, capacity, case, category, cause, centre, challenge, change, character, characteristic, choice, circumstance, class, classification, code, colleague, combination, commitment, committee, communication, community, comparison, complexity, compromise, concentration, concept, conception, concern, conclusion, condition, conduct, conflict, consensus, consequence, consideration, constraint, construction, content, contradiction, contrast, contribution, control, convention, correlation, country, creation, crisis, criticism, culture, damage, data, debate, decision, decline, defence, definition, degree, demand, description, destruction, determination, development, difference, difficulty, dilemma, dimension, disadvantage, discovery, discrimination, discussion, distinction, diversity, division, doctrine, effect, effectiveness, element, emphasis, environment, error, essence, establishment, evaluation, event, evidence, evolution, examination, example, exception, exclusion, existence, expansion, experience, experiment, explanation, exposure, extent, extreme, fact, factor, failure, feature, female, figure, finding, force, form, formation, function, future, gain, group, growth, guidance, guideline, hypothesis, idea, identity, impact, implication, importance, improvement, increase, indication, individual, influence, information, insight, instance, institution, integration, interaction, interest, interpretation, intervention, introduction, investigation, isolation, issue, kind, knowledge, lack, learning, level, likelihood, limit, limitation, link, list, literature, logic, loss, maintenance, majority, male, manipulation, mankind, material, means, measure, medium, member, method, minority, mode, model, motivation, movement, need, network, norm, notion, number, observation, observer, occurrence, operation, opportunity, option, organisation, outcome, output, parallel, parent, part, participant, past, pattern, percentage, perception, period, person, personality, perspective, phenomenon, point, policy, population, position, possibility, potential, practice, presence, pressure, problem, procedure, process, production, programme, progress, property, proportion, proposition, protection, provision, publication, purpose, quality, question, range, rate, reader, reality, reason, reasoning, recognition, reduction, reference, relation, relationship, relevance, resource, report, representative, reproduction, requirement, research, resistance, resolution, respect, restriction, result, review, rise, risk, role, rule, sample, scale, scheme, scope, search, section, selection, sense, separation, series, service, set, sex, shift, significance, similarity, situation, skill, society, solution, source, space, spread, standard, statistics, stimulus, strategy, stress, structure, subject, success, summary, support, survey, system, target, task, team, technique, tendency, tension, term, theme, theory, tolerance, topic, tradition, transition, trend, type, uncertainty, understanding, unit, use, validity, value, variation, variety, version, view, viewpoint, volume, whole, work, world

233 verbs

accept, account (for), achieve, acquire, act, adapt, adopt, advance, advocate, affect, aid, aim, allocate, allow, alter, analyse, appear, apply, argue, arise, assert, assess, assign, associate, assist, assume, attain, attempt, attend, attribute, avoid, base, be, become, benefit, can, cause, characterise, choose, cite, claim, clarify, classify, coincide, combine, compare, compete, comprise, concentrate, concern, conclude, conduct, confine, conform, connect, consider, consist, constitute, construct, contain, contrast, contribute, control, convert, correspond, create, damage, deal, decline, define, demonstrate, depend, derive, describe, design, destroy, determine, develop, differ, differentiate, diminish, direct, discuss, display, distinguish, divide, dominate, effect, eliminate, emerge, emphasize, employ, enable, encounter, encourage, enhance, ensure, establish, evaluate, evolve, examine, exceed, exclude, exemplify, exist, expand, experience, explain,

expose, express, extend, facilitate, fail, favour, finance, focus, follow, form, formulate, function, gain, generate, govern, highlight, identify, illustrate, imply, impose, improve, include, incorporate, increase, indicate, induce, influence, initiate, integrate, interpret, introduce, investigate, involve, isolate, label, lack, lead, limit, link, locate, maintain, may, measure, neglect, note, obtain, occur, operate, outline, overcome, participate, perceive, perform, permit, pose, possess, precede, predict, present, preserve, prevent, produce, promote, propose, prove, provide, publish, pursue, quote, receive, record, reduce, refer, reflect, regard, regulate, reinforce, reject, relate, rely, remain, remove, render, replace, report, represent, reproduce, require, resolve, respond, restrict, result, retain, reveal, seek, select, separate, should, show, solve, specify, state, stimulate, strengthen, stress, study, submit, suffer, suggest, summarise, supply, support, sustain, tackle, tend, term, transform, treat, undermine, undertake, use, vary, view, write, yield

180 adjectives

absolute, abstract, acceptable, accessible, active, actual, acute, additional, adequate, alternative, apparent, applicable, appropriate, arbitrary, available, average, basic, central, certain, clear, common, competitive, complete, complex, comprehensive, considerable, consistent, conventional, correct, critical, crucial, dependent, detailed, different, difficult, distinct, dominant, early, effective, equal, equivalent, essential, evident, excessive, experimental, explicit, extensive, extreme, far, favourable, final, fixed, following, formal, frequent, fundamental, future, general, great, high, human, ideal, identical, immediate, important, inadequate, incomplete, independent, indirect, individual, inferior, influential, inherent, initial, interesting, internal, large, late, leading, likely, limited, local, logical, main, major, male, maximum, mental, minimal, minor, misleading, modern, mutual, natural, necessary, negative, new, normal, obvious, original, other, overall, parallel, partial, particular, passive, past, permanent, physical, positive, possible, potential, practical, present, previous, prime, principal, productive, profound, progressive, prominent, psychological, radical, random, rapid, rational, real, realistic, recent, related, relative, relevant, representative, responsible, restricted, scientific, secondary, selective, separate, severe, sexual, significant, similar, simple, single, so-called, social, special, specific, stable, standard, strict, subsequent, substantial, successful, successive, sufficient, suitable, surprising, symbolic, systematic, theoretical, total, traditional, true, typical, unique, unlike, unlikely, unsuccessful, useful, valid, valuable, varied, various, visual, vital, wide, widespread

87 adverbs

above, accordingly, accurately, adequately, also, approximately, at best, basically, clearly, closely, commonly, consequently, considerably, conversely, correctly, directly, effectively, e.g., either, equally, especially, essentially, explicitly, extremely, fairly, far, for example, for instance, frequently, fully, further, generally, greatly, hence, highly, however, increasingly, indeed, independently, indirectly, inevitably, initially, in general, in particular, largely, less, mainly, more, moreover, most, namely, necessarily, normally, notably, often, only, originally, over, partially, particularly, potentially, previously, primarily, purely, readily, recently, relatively, secondly, significantly, similarly, simply, socially, solely somewhat, specifically, strongly, subsequently, successfully, thereby, therefore, thus, traditionally, typically, ultimately, virtually, wholly, widely

75 others

according to, although, an, as, as opposed to, as to, as well as, because, because of, between, both, by, contrary to, depending on, despite, due to, during, each, even though, fewer, first, former, from, for, given that, in, in addition to, in common with, in favour of, in relation to, in response to, in terms of, in that, in the light of, including, its, itself, latter, less, little, many, most, of, or, other than, per, prior to, provided, rather than, same, second, several, since, some, subject to, such, such as, than, that, the, their, themselves, these, third, this, those, to, unlike, upon, versus, whereas, whether, whether or not, which, within

Appendix 6.1a: Exemplification

Comparisons based on total number of running words

	ICLE		BNC-AC-HUM		LogL
	Abs.	Rel.	Abs.	Rel.	
nouns					
example	713	61.17	1285	38.68	91.56 (++)
examples	477	40.92	665	20.02	134.02 (++)
*example	230	19.73	620	18.66	0.52
*exempl	4	0.34			
*examl	1	0.09			
*examl	2	0.17			
*exaple	1	0.09			
illustration	17	1.46	77	2.3	3.29
illustrates	16	1.37	63	1.9	
illustrations	1	0.09	14	0.42	
(BE) a case in point	10	0.86	18	0.5	1.29
TOTAL NOUNS	740	63.5	1380	41.5	83.55 (++)
verbs					
illustrate	51	4.38	259	7.8	16.1 (-)
illustrates	29	2.49	97	2.92	0.59
illustrated	14	1.2	63	1.9	2.62
illustrating	8	0.69	84	2.52	17.73 (-)
exemplify	6	0.51	79	2.38	20.32 (-)
exemplifies	2	0.17	9	0.27	0.37
exemplified	2	0.17	15	0.45	2.1
exemplified	2	0.18	53	1.6	20.09 (-)
*exemplified	1	0.09			
*exemplified	1	0.09			
exemplifying	1	0	2	0.03	1.2
exemplifying	0	0			
TOTAL VERBS	57	4.89	338	10.2	30.95 (-)
prepositions					
such as	489	41.96	1494	45	1.8
like	468	40.15	532	16	199.62 (++)
TOTAL PREP.	957	82.1	2026	61	55.31 (++)
adverbs					
for example	857	73.53	1263	38	209.92 (++)
for example	854				
for example	3				
for instance	344	29.51	609	18.33	47.33 (++)
e.g.	94	8.07	259	7.8	0.08
notably	5	0.43	77	2.32	22.13 (-)
to name but a few	3	0.26	4	0.12	0.93
by way of illustration	1	0.09	3	0.09	0
TOTAL ADVERBS	1304	111.88	2215	66.7	208.32 (++)
TOTAL	3058	262.37	5959	179.4	279.17 (++)

Appendix 6.1b: Comparisons based on total number of exemplificatory lexical items

		ICLE		BNC-AC-HUM		LogL
		Abs.	%	Abs.	%	
nouns						
example		713	23.3%	1285	21.6%	2.78
illustration		17	0.56%	77	1.3%	11.69 (-)
(BE) a case in point		10	0.33%	18	0.3%	0.04
TOTAL NOUNS		740	24.2%	1380	23.2%	0.93
Verbs						
illustrate		51	1.67%	259	4.35%	47.67 (-)
exemplify		6	0.19%	79	1.3%	35.04 (-)
TOTAL VERBS		57	1.86%	338	5.7%	77.25 (-)
Prepositions						
such as		489	16%	1494	25%	79.95 (-)
like		468	15.3%	532	8.9%	70.67 (++)
TOTAL PREP.		957	31.3%	2026	34%	4.51
Adverbs						
for example		857	28%	1263	21.2%	39.02 (++)
for instance		344	11.25%	609	10.2%	2.01
e.g.		94	3.07%	259	4.35%	8.7 (-)
notably		5	0.16%	77	1.3%	36.94 (-)
to name but a few		3	0.098%	4	0.06%	(0.24)
by way of illustration		1	0.03%	3	0.05%	(0.15)
TOTAL ADVERBS		1304	42.64	2215	37.2%	15.29 (++)
TOTAL		3058	100%	5959	100%	

Appendix 6.1b: Expressing cause and effect

Comparisons based on total number of running words									
	ICLE		BNC-AC-HUM		LogL				
	Abs.	Rel.	Abs.	Rel.					
nouns									
cause	314	26.9	755	22.7	6.26 (+)				
cause	127		492						
causes	186		263						
*causae	1		-						
factor	229	19.7	550	16.6	4.62				
factor	100		244						
factors	129		306						
source	274	23.5	1,175	35.4	40.24 (-)				
source	194		577						
sources	78		598						
*source	2		-						
origin	60	5.15	500	15	81.16 (-)				
origin	48		286						
origins	11		214						
*origine	1		-						
root	173	14.8	183	5.5	83.28 (++)				
root	112		72						
roots	61		111						
reason	939	80.56	1,802	54.25	92.18 (++)				
reason	563		1105						
reasons	374		697						
*reaons	1		-						
*reasons	1		-						
consequence	319	27.37	450	13.6	87.12 (++)				
consequence	76		223						
consequences	227		269						
*consequencies	1		-						
*consequence	2		-						
*consequences	3		-						
*consequenses	2		-						
*consequencies	4		-						
*consequence	1		-						
*consequenses	3		-						
effect	395	33.89	1,830	55	84.8 (-)				
effect	214		1249						
effects	179		581						
effect	2								
result	381	32.69	813	24.5	20.93++				
result	167		502						
results	213		311						
*result	1		-						
outcome	28	2.4	143	4.3	9.03 (-)				
outcome	21		135						
outcomes	7		8						
implication	12	1	411	12.37	170.41 (-)				
implication	4		93						
implications	8		318						

TOTAL NOUNS									
verbs	3,124	268	8,612	259.25	2.53				
cause	499	42.8	570	17.2	211.02 (++)				
cause	140		133						
causes	106		66						
caused	220		317						
causing	33		54						
bring about	51	4.4	125	3.8	0.81				
brings	25		44						
brings	10		6						
brought	14		64						
brining	2		11						
contribute to	116	9.95	276	8.3	2.6				
contribute	61		52						
contributes	20		18						
contributed	21		82						
contributing	13		26						
*contributes	1		-						
generate	14	1.2	227	6.8	67.43 (-)				
generate	3		63						
generates	2		23						
generated	9		119						
generating	0		22						
give rise to	20	1.7	101	3	6.18				
give	8		23						
gives	4		21						
gave	3		32						
given	5		18						
giving	0		7						
induce	15	1.3	67	2	2.71				
induce	7		19						
induces	8		5						
induced	0		35						
inducing	0		8						
lead to	356	30.5	671	20.2	31.79 (++)				
lead	184		161						
leads	83		105						
led	72		334						
leading	17		71						
prompt	12	1	115	3.5	22.07 (-)				
prompt	4		14						
prompts	2		13						
prompted	3		82						
prompting	3		6						
provoke	50	4.3	161	4.9	0.58				
provoke	14		38						
provokes	8		11						
provoked	16		102						
provoking	8		10						
provocate	1		-						
provocated	2		-						
provoked	1		-						
result in/from	114	8.57	327	9.8	0				
result	30		104						

	results resulted resulting	33 32 5	18 138 67			
yield	yield yields yielded yielding	2 2 0 0 0	88 31 16 34 7	0.17	2.65	39.14 (-)
make sb/sth do sth ¹		489	171	42.02	5.16	666.12 (++)
arise from/out of	arise arises arose arisen arising	8 4 2 2 0 0	145 31 28 30 4 52	0.68	4.4	46 (-)
derive	derive derives derived deriving *derivated	39 12 8 15 3 1	476 77 68 297 34 -	3.35	14.3	115.2 (-)
emerge	emerge emerges emerged emerging	33 11 6 15 1	466 107 95 221 43	2.8	14	126.24 (-)
follow from	follow follows followed following	4 1 0 2 1	74 33 35 5 1	0.3	2.2	23.74 (-)
trigger	trigger triggers triggered triggering	8 5 0 3 0	56 14 3 27 12	0.68	1.7	7.03 (-)
stem from	stem stems stemmed stemming	7 1 5 0 1	68 14 22 23 9	0.6	2.9	13.25 (-)
TOTAL VERBS		1,847	4,174	158.47	125.65	66.81 (++)
adjectives						
consequent		10	53	0.9	1.6	3.7
responsible (for)		171	344	14.7	10.4	13.3 (+)
TOTAL ADJ.		181	397	15.5	12	4.89
prepositions						
because of		531	599	45.56	18	229.56 (++)
due to		246	195	21.1	5.9	175.11 (++)
as a result of		79	196	6.8	5.9	1.06
as a consequence of		7	22	0.6	0.7	0.05
in consequence of		5	1	0.4	0.03	8.68 (+)

¹ Estimations based on Gilquin (to appear)

in view of	8	0.69	66	2	10.57 (-)
owing to	17	1.46	52	1.6	0.06
in (the) light of	7	0.6	109	3.3	31.56 (-)
thanks to	199	17	35	1	360.12 (++)
on the grounds of	3	0.26	22	0.7	2.98
on account of	7	0.6	24	0.7	0.19
TOTAL PREP.	1,109	95	1,321	39.8	433.35 (++)
Adverbs					
therefore	701	60.14	1,412	42.5	54.08 (++)
therefore *therefor	689 12				
accordingly	26	2.2	130	3.9	7.72 (-)
consequently	183	15.7	143	4.3	132.41 (++)
*consequently	179 4				
thus	446	38.3	1,767	53.2	41.16 (-)
hence	42	3.6	283	8.5	33.26 (-)
so	1,436	123.2	1,894	57	457.8 (++)
thereby	15	1.3	182	5.5	43.83 (-)
as a result	103	8.8	101	3	55.67 (++)
as a consequence	35	3	20	0.6	34.29 (++)
in consequence	11	0.9	14	0.4	3.78
by implication	0	0	35	1.05	21.05 (-)
TOTAL ADVERBS	2,998	257.22	5,981	180.04	243.28 (++)
conjunctions					
because	2,495	214	2,207	66.4	1553.8 (++)
because *because *because	2,493 1 1				
since	428	36.7	935	28.74	17.13 (++)
as ²	331	28.4	883	26.58	1.04
for	58	5	1,036	31.2	325.94 (-)
so that	273	23.42	696	21	2.4
PRO is why	220	18.87	52	1.56	359.01 (++)
that is why	189	16.21	22	0.66	381.72 (++)
this is why	18	1.54	18	0.54	24.74 (++)
which is why	12	1	12	0.36	0.29
on the grounds that	5	0.43	83	2.5	25.02 (-)
seeing as	0	0	0	0	
TOTAL CONJ.	3,810	326.89	5,912	177.97	809.06 (++)
TOTAL	13,066	1121	26,407	794.9	989.87 (++)

² Estimations based on an analysis of the first 200 occurrences of the conjunction in each corpus.

Comparisons based on total number of 'cause and effect' lexical items

	ICLE		BNC-AC-HUM		LogL
	Abs.	%	Abs.	%	
nouns					
cause	314	2.4%	755	2.86%	6.85 (-)
factor	229	1.75%	550	2.08%	4.93
source	274	2.1%	1,175	4.45%	145.27 (-)
origin	60	0.46%	500	1.89%	153.3 (-)
root	173	1.32%	183	0.69%	36.43 (++)
reason	939	7.2%	1,802	6.8%	1.65
consequence	319	2.44%	450	1.7%	23.53 (++)
effect	395	3.02%	1,830	6.93%	263.77 (-)
result	381	2.92%	813	3.08%	0.77
outcome	28	0.21%	143	0.54%	24.41 (-)
implication	12	0.1%	446	1.69%	274.02 (-)
TOTAL NOUNS	3,124	23.91%	8,612	32.61%	231.22 (-)
Verbs					
cause	499	3.82%	570	2.16%	84.43 (++)
bring about	51	0.39%	125	0.47%	1.38
contribute to	116	0.89%	276	1.05%	2.22
generate	14	0.11%	227	0.86%	106.61 (-)
give rise to	20	0.15%	101	0.38%	16.93 (-)
induce	15	0.11%	67	0.25%	9 (-)
lead to	356	2.65%	671	2.54%	1.12
prompt	12	0.09%	115	0.44%	39.54 (-)
provoke	50	0.38%	161	0.61%	8.93 (-)
result in	114	0.87%	327	1.24%	10.93 (-)
yield	2	0.02%	88	0.33%	55.99 (-)
make sb/sth do sth	489	3.74%	171	0.65%	463.58 (++)
arise from/out of	8	0.06%	145	0.55%	71.48 (-)
derive	39	0.3%	476	1.8%	192.67 (-)
emerge	33	0.25%	466	1.76%	201.04 (-)
follow from	4	0.03%	74	0.28%	36.78 (-)
trigger	8	0.06%	56	0.21%	14.49 (-)
stem	7	0.05%	68	0.26%	23.62 (-)
TOTAL VERBS	1,847	14.14%	4,174	15.81%	16.2 (-)
adjectives					
consequent	10	0.08%	53	0.2%	9.59 (-)
responsible (for)	171	1.31%	344	1.3%	0
TOTAL ADJ.	181	1.39%	397	1.5%	0.84
prepositions					
because of	531	4.06%	599	2.27%	93.31 (++)
due to	246	1.88%	195	0.74%	95.29 (++)
as a result of	79	0.6%	196	0.74%	2.43
as a consequence of	7	0.05%	22	0.08%	1.11
in consequence of	5	0.04%	1	0%	(6.45)
in view of	8	0.06%	66	0.25%	20.06 (-)
owing to	17	0.13%	52	0.2%	2.35
in (the) light of	7	0.05%	109	0.41%	50.24 (-)
thanks to	199	1.52%	35	0.13%	270.69 (++)
on the grounds of	3	0.02%	22	0.08%	5.97
on account of	7	0.05%	24	0.09%	1.66
TOTAL PREP.	1,109	8.49%	1,321	5%	164.1 (++)

adverbs		701		5.37%		1,412		5.35%		0.01	
therefore		26	0.2%	130	0.49%	21.43 (-)					
accordingly		183	1.4%	143	0.54%	72.61 (++)					
consequently		446	3.41%	1,767	6.69%	182.65 (-)					
thus		42	0.32%	283	1.07%	70.2 (-)					
hence		1,436	10.99%	1,894	7.17%	144.85 (++)					
so		15	0.11%	182	0.69%	73.41 (-)					
thereby		103	0.79%	101	0.38%	26.17 (++)					
as a result		35	0.27%	20	0.08%	21.37 (++)					
as a consequence		11	0.08%	14	0.05%	1.28					
in consequence		0	0	35	0.13%	28.14 (-)					
by implication											
TOTAL ADV/ERBS		2,998	22.95%	5,981	22.65%	0.34					
Conjunctions											
because		2,495	19.1%	2,207	8.36%	790.63 (++)					
since		428	3.28%	935	3.62%	2.93					
as		331	2.53%	883	3.34%	19.31 (-)					
for		58	0.44%	1,036	3.92%	507.59 (-)					
so that		273	2.09%	696	2.64%	10.92 (-)					
PRO is why		220	1.68%	52	0.2%	262.84 (++)					
that is why		189	1.45%	22	0.08%	294.51 (++)					
this is why		28	0.21%	18	0.07%	14.81 (++)					
which is why		3	0.02%	12	0.05%	1.27					
on the grounds that		5	0.04%	83	0.31%	39.4 (-)					
seeing as		0	0%	0	0%						
TOTAL CONJ.		3,810	29.16%	5,912	22.39%	158.33 (++)					
TOTAL		13,066	100%	26,407	100%						

Comparisons based on total number of running words

	ICLE			BNC-AC-HUM			LogL
	Abs.	Rel.		Abs.	Rel.		
nouns							
resemblance	2	0.17	116	100	3.49	54.89 (--)	
resemblances	2	0.17	100	3.01			
	0	0	16	0.48			
similarity	25	2.14	212	6.38	35.2 (--)		
similarity	7	0.6	106	3.19			
similarities	16	1.37	106	3.19			
*similarities	1	0.09	-				
*similarity	1	0.09	-				
parallel	6	0.51	147	4.43	53.97 (--)		
parallel	6	0.51	76	2.29			
parallels	0	0	71	2.14			
parallelism	3	0.26	19	0.57	1.99		
parallelism	1	0.09	10	0.30			
parallelisms	0	0	9	0.27			
*parallelism	1	0.09	-				
*parallelism	1	0.09	-				
analogy	3	0.26	175	5.27	82.9 (--)		
analogy	3	0.26	133	4			
analogies	0	0	42	1.26			
contrast	25	2.14	522	15.71	178.26 (--)		
contrast	18	1.54	470	14.15			
contrasts	7	0.6	52	1.57			
comparison	38	3.26	311	9.36	49.29 (--)		
comparison	36	3.09	249	7.5			
comparisons	0	0	62	1.87			
*comparison	1	0.09	-				
*comparison	1	0.09	-				
difference	394	33.8	1,318	39.68	8 (-)		
difference	187	16.04	802	24.14			
differences	191	16.39	516	15.53			
*differences	6	0.51	-				
*difference	3	0.26	-				
*difference	1	0.09	-				
*difference	1	0.09	-				
*difference	1	0.09	-				
*difference	1	0.09	-				
*difference	1	0.09	-				
*difference	1	0.09	-				
*differences	1	0.09	-				
differentiation	3	0.26	76	2.29	28.29 (--)		
differentiation	2	0.17	72	2.17			
differentiations	0	0	4	0.12			
*differentiation	1	0.09	-				
distinction	47	4.03	595	17.91	148.38 (--)		
distinction	38	3.26	498	14.99			
distinctions	9	0.77	97	2.92			
distinctiveness	2	0.17	10	0.3	0.59		

(the) same	*similar	246	21.1	559	16.8	8.5 (+)
(the) contrary	contrary	17	1.46	28	0.84	3.01
(the) opposite	opposite	44	3.78	85	2.56	4.19
(the) reverse	reverse	5	0.43	56	1.69	12.57 (-)
TOTAL NOUNS		860	73.79	4,229	127.3	283.73 (-)
Adjectives						
same		1,058	90.78	2,580	77.68	18.84 (++)
similar	similar	160	13.73	1,027	30.92	110.45 (-)
	*similar	157	13.47		30.92	
	*similar	2	0.17			
	*similar	1	0.09			
analogous		1	0.09	55	1.66	25.75 (-)
common		275	23.59	1055	31.76	20.38 (-)
comparable		16	1.37	223	6.71	59.84 (-)
identical		12	1.03	137	4.12	31.29 (-)
parallel		5	0.43	52	1.57	10.87 (-)
alike		23	1.97	98	2.95	3.26
contrasting		1	0.09	63	1.90	30.29 (-)
different	different	1,515	129.98	2,496	75.14	268.02 (++)
	*different	1510	129.56	2496	75.14	
	*different	2	0.17	-	-	-
	*different	1	0.09	-	-	-
	*different	2	0.17	-	-	-
differing		4	0.34	72	2.17	22.75 (-)
distinct	distinct	9	0.77	278	8.37	111.44 (-)
	*distinct	7	0.6	278	8.37	
	*distinct	2	0.17	-	-	-
distinctive		13	1.12	163	4.91	40.33 (-)
distinguishable		2	0.17	33	0.99	9.91 (-)
unlike		2	0.17	43	1.29	14.89 (-)
contrary		7	0.60	27	0.81	0.54
opposite		53	4.55	127	3.8	1.1
reverse	reverse	7	0.6	23	0.69	0.11
	*reversed	3	0.26			
	*reversed	4	0.34			
TOTAL ADJECTIVES		3,163	271.38	8,552	257.44	6.36
verbs						
resemble	resemble	31	2.66	138	4.15	5.51
	resembled	16	1.37	51	1.54	
	resembles	3	0.26	18	0.54	
	resembling	11	0.94	46	1.38	
	resembling	1	0.09	23	0.69	
correspond	correspond	41	3.52	137	4.12	0.82
	corresponded	27	2.32	73	2.2	
	corresponds	3	0.26	16	0.48	
	corresponds	4	0.34	48	1.44	
	corresponding	7	0.6	28	0.84	
look like	look like	106	9.09	102	3.07	58.88 (++)
	look like	72	6.18	42	1.26	

compare	looks like	21	1.8	38	1.14	
	looked like	12	1.03	19	0.57	
	looking like	1	0.09	3	0.09	
compare	compare	129	11.07	278	8.37	6.64 (+)
	compared	75	6.43	140	4.21	
	compares	36	3.09	71	2.14	
parallel	comparing	2	0.17	56	1.69	21.68 (-)
	parallel	1	0.09	9	0.27	
	parallels	0	0	4	0.12	
contrast	paralleled	0	0	38	1.14	
	paralleling	1	0.09	5	0.15	
	contrast	7	0.6	137	4.12	45.29 (-)
differ	contrasted	3	0.26	31	6.44	
	contrasts	4	0.34	47	11.01 (-)	
	contrasting	0	0	42		
distinguish	differ	86	7.38	242	7.29	0.01
	differs	57	4.89	112	3.37	
	differring	29	2.49	73	2.2	0.31
differentiate	distinguished	107	9.18	404	12.16	34.28 (-)
	distinguished	70	6.01	164	4.94	
	distinguishes	16	1.37	116	3.37	7.05 (-)
TOTAL VERBS	distinguishing	12	1.03	36	2.2	1.83
	*distinguish	6	0.51	88	1.72	15.41 (-)
	*distinguish	2	0.17	-		0.02
adverbs	similarly	18	1.54	74	2.23	24.48 (-)
	*similarly	12	1.03	22	0.66	
	*similarly	1	0.09	6	0.18	2.09
analogously	identically	26	2.66	394	11.86	1.44
	correspondingly	1	0.09			0.56
	likewise	3	0.26			8.95 (-)
in the same way	contrastingly	1	0.09			4.24
	by/in contrast	9	0.77	185	5.57	
	by way of contrast	1	0.09	0	3.49	2.7

by/in comparison	0	0	23	0.69	13.83 (-)
by comparison	0	0	14	0.42	
in comparison	0	0	9	0.27	
comparatively	14	1.2	69	2.08	3.92
*comparatively	13	1.12			
contrariwise	1	0.09			
distinctively	0	0	4	0.12	2.41
on the other hand	1	0.08	25	0.75	9.26 (-)
(on the one hand)	418	35.86	372	11.20	258.27 (++)
*on the other side	100	8.57	136	4.09	29.77 (++)
*on the opposite	23	1.97	0	0	62.01 (++)
on the contrary	3	0.26	0	0	8.09 (+)
on the contrary	164	14	95	2.86	158.87 (++)
*on the contrary	160		95		
*on the contrary	3		-		
*on the contrary	1		-		
Other expressions with	13	1.1	2	0.06	
contrary					
*in contrary	1		0	0	
*by the contrary	1		0	0	
*to the contrary	2		0	0	
quite the contrary	4		2	0.06	4.35
*in the contrary	2		0	0	
rather the contrary	1		0	0	
*quite contrary	1		0	0	
*contrary	1		0	0	
reversely	1	0.08	0	0	
conversely	6	0.5	62	1.87	12.88 (-)
TOTAL ADVERBS	875	76.7	1,250	38.68	231.69 (++)
Prepositions					
like	1,435	123.12	2,812	84.65	127.48 (++)
unlike	26	2.23	244	7.3	45.76 (-)
in parallel with	0	0	8	0.24	4.81
as opposed to	7	0.60	121	3.64	37.36 (-)
as against	0	0	46	1.38	27.67 (-)
in contrast to/with	23	1.97	82	2.47	0.94
in contrast to	15	1.29	73	2.2	3.99
in contrast with	8	0.69	9	0.27	3.47
versus	7	0.60	53	1.60	7.52 (-)
contrary to	18	1.54	66	1.99	0.94
*in contrary to	2	0.17	0	0	
*opposite to	3	0.26	0	0	
by/in comparison with	39	3.35	52	1.57	8.09 (+)
in comparison with	28	2.4	14	0.42	12.14 (+)
in comparison to	11	0.94	4	0.12	30.45 (++)
by comparison with	0	0	21	0.63	14.67 (+)
in comparison with	0	0	14	0.42	12.63 (-)
TOTAL PREP.	1,560	133.84	3,484	104.88	8.42 (-)
Conjunctions					
as ¹	1,157	99.26	5,045	151.87	62.01 (++)
while ¹	206	17.67	1,264	38	185.39 (-)
whereas	137	11.75	442	13.31	124.38 (-)

³ Estimations based on an analysis of the first 200 occurrences of the conjunction in each corpus.

whereas whereas	135	11.58 0.17			
TOTAL CONJ.	1,500	128.69	203.23	6,751	281.25 (-)
Other expressions					
as ... as	1,287	110.42	2,766	83.26	67.45 (++)
in the same way as/that	19	1.63	38	1.14	1.52
compared with/to	49	4.2	155	4.67	0.41
compared with	12	1.03	113	3.4	21.27 (-)
compared to	37	3.17	42	1.26	15.82 (+)
CONJ compared to/with	14	1.2	32	0.96	0.46
as compared to/with	5	0.42	11	0.33	0.22
when compared to/with	3	0.26	20	0.6	2.31
if compared to/with	6	0.51	1	0.03	11.04 (+)
TOTAL	9,854	845.46	29,249	880.5	12.24 (-)

Comparisons based on total number of 'comparison and contrast' lexical items

	ICLE		BNC-AC-HUM		LogL
	Abs.	%	Abs.	%	
Nouns					
resemblance	2	0.02%	116	0.4%	52.6 (-)
similarity	25	0.25%	212	0.72%	32.3 (-)
parallel	6	0.06%	147	0.5%	51.28 (-)
parallelism	3	0.03%	19	0.06%	1.78
analogy	3	0.03%	175	0.6%	79.45 (-)
contrast	25	0.25%	522	1.78%	168.93 (-)
comparison	38	0.39%	311	1.06%	45.12 (-)
difference	394	4%	1,318	4.51%	4.43
differentiation	3	0.03%	76	0.26%	26.89 (-)
distinction	47	0.48%	595	2.03%	138.85 (-)
distinctiveness	2	0.02%	10	0.03%	0.51
(the) same	246	2.5%	559	1.91%	11.75 (-)
(the) contrary	17	0.17%	28	0.1%	3.46
(the) opposite	44	0.45%	85	0.29%	5.08
(the) reverse	5	0.05%	56	0.19%	11.71 (-)
TOTAL NOUNS	860	8.73%	4,229	14.46%	202.82 (-)
Adjectives					
same	1,058	10.74%	2,580	0.88%	28.17 (++)
similar	160	1.62%	1,027	3.51%	98.77 (-)
analogous	1	0.01%	55	0.19%	24.66 (-)
common	275	2.79%	1055	3.61%	15.08 (-)
comparable	16	0.16%	223	0.76%	56.18 (-)
identical	12	0.12%	137	0.47%	29.17 (-)
parallel	5	0.05%	52	0.18%	10.1 (-)
alike	23	0.23%	98	0.34%	2.62
contrasting	1	0.01%	63	0.22%	29.04 (-)
different	1,515	15.37%	2,496	8.53%	307.72 (++)
differing	4	0.04%	72	0.25%	21.5 (-)
distinct	9	0.09%	278	0.95%	106.21 (-)
distinctive	13	0.13%	163	0.56%	37.73 (-)
distinguishable	2	0.02%	33	0.11%	9.34 (-)
unlike	2	0.02%	43	0.15%	14.12 (-)

contrary	7	0.07%	27	0.09%	0.4
opposite	53	0.54%	127	0.43%	1.66
reverse	7	0.07%	23	0.08%	0.06
TOTAL ADJECTIVES	3,163	32.1%	8,552	29.24%	19.82 (++)
Verbs					
resemble	31	0.31%	138	0.47%	4.52
correspond	41	0.42%	137	0.47%	0.45
look like	106	1.08%	102	0.35%	63.16 (++)
compare	129	1.31%	278	0.95%	8.66 (+)
parallel	2	0.02%	56	0.19%	20.63 (-)
contrast	7	0.07%	137	0.47%	42.86 (-)
differ	86	0.87%	242	0.83%	0.18
distinguish	107	1.09%	404	1.38%	5.13
differentiate	18	0.18%	74	0.25%	1.64
TOTAL VERBS	527	5.35%	1,568	5.36%	0
Adverbs					
similarly	31	0.31%	394	1.35%	92.25 (-)
analogously	1	0.01%	2	0.01%	0.1
identically	0	0	2	0.01%	1.16
correspondingly	0	0	29	0.1%	16.84 (-)
parallelly	1	0.01%	0	0	2.76
likewise	9	0.09%	118	0.4%	28.34 (-)
in the same way	38	0.39%	56	0.19%	10.43 (+)
contrastingly	0	0	3	0.01%	1.74
differently	42	0.43%	97	0.33%	1.78
by/in contrast	9	0.09%	185	0.63%	59.39 (-)
by contrast	2		116		
in contrast	7		69		
by way of contrast	1	0.01%	0	0	2.76
by/in comparison	0	0	23	0.08%	
by comparison	0		14		
in comparison	0		9		13.36 (-)
comparatively	14	0.14%	69	0.24%	3.33
contrariwise	0	0	4	0.01%	2.32
distinctively	1	0.01%	25	0.09%	8.8 (-)
on the other hand	418	4.24%	372	1.27%	275.81 (++)
(on the one hand)	100	1.01%	136	0.46%	32.99 (++)
*on the other side	23	0.23%	0	0	63.4 (++)
*on the opposite	3	0.03%	0	0	8.27 (+)
on the contrary	164	1.66%	95	0.32%	166.81 (++)
Other expressions with contrary	13	0.13%	2		25.22 (++)
reversely	1	0.01%	0	0	2.76
conversely	6	0.06%	62	0.21%	11.96 (-)
TOTAL ADVERBS	875	8.88%	1,250	4.27%	258.6 (++)
Prepositions					
like	1,435	14.56%	2,812	9.61%	155.78 (++)
unlike	26	0.26%	244	0.83%	42.26 (-)
in parallel with	0	0	8	0.03%	4.65
as opposed to	7	0.07%	121	0.41%	35.27 (-)
as against	0	0	46	0.16%	26.71 (-)

⁴ Estimations based on an analysis of the first 100 occurrences of the conjunction in each corpus.

in contrast to/with	23	0.23%	82	0.28%	0.62
versus	7	0.07%	53	0.18%	6.85 (-)
contrary to	18	0.18%	66	0.23%	0.66
*in contrary to	2	0.02%	0	0	5.51
*opposite to	3	0.03%	0	0	8.27 (+)
by/in comparison with	39	0.4%	52	0.18%	13.42 (+)
TOTAL PREP.	1,560	15.83%	3,484	11.91%	83.9 (+)
Conjunctions					
as ¹	1,157	11.74%	5,045	17.25%	150.48 (-)
while ¹	206	2.09%	1,264	4.32%	110.56 (-)
whereas	137	1.39%	442	1.51%	0.74
TOTAL CONJ.	1,500	15.22%	6,751	23.08%	231.62 (-)
Other expressions					
as ... as	1,287	13.06%	2,766	9.46%	87.76 (++)
in the same way as/that	19	0.19%	38	0.13%	2.65
compared with/to	49	0.5%	155	0.53%	0.15
CONJ compared to/with	14	0.14%	32	0.1%	0.64
TOTAL	9,854	100%	29,249	100%	

Appendix 6.1d: Introducing a concession

Comparisons based on total number of running words

	ICLE		BNC-AC-HUM		LogL
	Abs.	Rel.	Abs.	Rel.	
Adverbs					
however	1,128	96.78	3,353	100.94	1.5
nevertheless	253	21.7	676	20.35	
nevertheless	250				
*nevertheless	1				
*nevertheless	1				
*nevertheless	1				0.76
nonetheless	14	1.2	66	1.99	
nonetheless	13				
*nontheless	1				3.25
though ADV	88	7.55	144	4.33	15.91 (++)
yet	345	29.6	1,817	54.7	125.02 (-)
TOTAL ADVERBS	1,828	156.83	6,056	182.3	32.64 (-)
Conjunctions					
although	526	45.13	2,292	69	
although	522				
*although	1				83.99 (-)
*although	3				358.77 (-)
though CONJ	166	14.24	1,721	51.8	
even though	128	11	248	7.47	
even though	127				
*even though	1				12.01 (+)
(even if)	274	23.5	451	13.57	48.62 (++)
albeit	0	0	80	2.4	48.12 (-)
TOTAL CONJ.	1,094	93.86	4,792	144.26	179.41 (-)
Prepositions					
despite	97	8.3	681	20.5	
despite	96				
*despiting	1				85.86 (-)
in spite of	107	9.18	159		
in spite of	106				
*in spit of	1				25.61 (++)
notwithstanding	8	0.69	39	1.17	2.14
TOTAL PREP.	212	18.19	879	26.46	25.84 (-)
TOTAL	3,134	268.89	11,727	353	192.85 (-)

Comparisons based on total number of 'concession' lexical items

	ICLE		BNC-AC-HUM		LogL
	Abs.	%	Abs.	%	
Adverbs					
however	1,128	35.99%	3,353	28.59%	44.29 (++)
nevertheless	253	8.07%	676	5.76%	19.78 (++)
nonetheless	14	0.45%	66	0.56%	0.65
though ADV	88	2.8%	144	1.23%	34.45 (++)
yet	345	11%	1,817	15.49%	35.78 (-)
TOTAL ADVERBS	1,828	58.33%	6,056	51.64%	20.36 (++)
Conjunctions					
although	526	16.78%	2,292	19.54%	10.24 (-)
though CONJ	166	5.3%	1,721	14.68%	206.37 (-)
even though	128	4.08%	248	2.11%	33.65 (++)
(even if)	274	8.74%	451	3.85%	96.78 (++)
albeit	0	0%	80	0.68%	37.78 (-)
TOTAL CONJ.	1,094	34.9%	4,792	40.86%	22.83 (-)
Prepositions					
despite	97	3.09%	681	5.8%	39.25 (-)
in spite of	107	3.4%	159	1.36%	49.87 (++)
notwithstanding	8	0.26%	39	0.33%	0.48
TOTAL PREP.	212	6.76%	879	7.5%	1.84
TOTAL	3,134	100%	11,727	100%	

Appendix 6.1e: Reformulation: Paraphrasing or clarifying

Comparisons based on total number of running words

	ICLE		BNC-AC-HUM		LogL
	Abs.	Rel.	Abs.	Rel.	
i.e.	96	8.24	330	9.93	2.70
that is	54	4.63	375	11.29	46.43 (-)
that is to say	56	4.8	81	2.44	14.37 (+)
in other words	143	12.27	210	6.32	35.3 (++)
namely	81	6.95	187	5.63	2.44
viz.	4	0.34	21	0.63	1.43
or more precisely	1	0.09	12	0.36	2.86
or more accurately	0	0	7	0.21	4.21
or rather	30	2.57	91	2.74	0.09
TOTAL	465	39.9	1314	39.56	0.03

Comparisons based on total number of 'paraphrasing or clarifying' lexical items

	ICLE		BNC-AC-HUM		LogL
	Abs.	%	Abs.	%	
i.e.	96	20.65%	330	25.11%	2.96
that is	54	11.61%	375	28.54%	47.42 (-)
that is to say	56	12.04%	81	6.16%	14.03 (++)
in other words	143	30.75%	210	15.98%	34.43 (++)
namely	81	17.42%	187	14.23%	2.25
viz.	4	0.86%	21	1.6%	1.48
or more precisely	1	0.22%	12	0.91%	2.9
or more accurately	0	0	7	0.53%	4.24
or rather	30	6.45%	91	6.93%	0.11
TOTAL	465	100%	1314	100%	

LES MOTS DE LIAISON

Although : bien que, quoique
As long as : tant que
As soon as : dès que
Consequently : par conséquent
Despite, in spite of : malgré
Even if : même si
For fear of + ing : de peur de
Furthermore, moreover : de plus
However : cependant
In order to : afin de
Likewise : de même
Neither... nor : ni... ni

LES EXPRESSIONS CLÉS

DONNER SON AVIS
 Personally, I believe that
 As far as I am concerned
 In my opinion
 It may be noted
 As a matter of fact, it is often said that
 In this respect
 In other words
 I don't share this point of view
 I am strongly opposed to
 It is important to point out that

LES MOTS DE LIAISON

Although : bien que, quoique
As long as : tant que
As soon as : dès que
Consequently : par conséquent
Despite, in spite of : malgré
Even if : même si
For fear of + ing : de peur de
Furthermore, moreover : de plus
However : cependant
In order to : afin de
Likewise : de même
Neither... nor : ni... ni

LES EXPRESSIONS CLÉS

DONNER SON AVIS
 Personally, I believe that
 As far as I am concerned
 In my opinion
 It may be noted
 As a matter of fact, it is often said that
 In this respect
 In other words
 I don't share this point of view
 I am strongly opposed to
 It is important to point out that

LES MOTS DE LIAISON

Although : bien que, quoique
As long as : tant que
As soon as : dès que
Consequently : par conséquent
Despite, in spite of : malgré
Even if : même si
For fear of + ing : de peur de
Furthermore, moreover : de plus
However : cependant
In order to : afin de
Likewise : de même
Neither... nor : ni... ni

LES EXPRESSIONS CLÉS

DONNER SON AVIS
 Personally, I believe that
 As far as I am concerned
 In my opinion
 It may be noted
 As a matter of fact, it is often said that
 In this respect
 In other words
 I don't share this point of view
 I am strongly opposed to
 It is important to point out that

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A mon avis	<i>In my opinion / According to me / I think</i>
Pour conclure / pour résumer	<i>To conclude / As a conclusion / to sum up</i>
De plus / en outre	<i>Moreover / furthermore / what's more / in addition / besides / additionally / further</i>
En plus de / outre / ainsi que/	<i>besides / in addition to / as well as</i>
De même / de la même façon /	<i>similarly / likewise</i>
parallèlement	<i>first... next / then... finally / eventually</i>
D'abord... ensuite... enfin	<i>while / whereas</i>
Tandis que / alors que	<i>on the one hand, on the other [hand]</i>
D'un côté, de l'autre	<i>for one thing, for another [thing]</i>
D'une part, d'autre part	<i>a little time</i>
Un peu de temps	<i>in a short time</i>
En peu de temps	<i>at the same time</i>
En même temps	<i>to do without</i>
Se passer de , faire sans	<i>everyday life</i>
La vie de tous les jours	<i>make people's lives easier (Voir Fiche Make)</i>
Simplifier la vie des gens	<i>It will become so</i>
Cela va le devenir	<i>I think so</i>
Je pense/je le pense	<i>Want everything done by a computer</i>
Vouloir que tout soit fait par un ordinateur	<i>the whole house</i>
Toute la maison (l'ensemble, la maison entière)	<i>have/offer an advantage</i>
Présenter un avantage	<i>have a drawback, suffer from a drawback</i>
Présenter un inconvénient	<i>be expensive, cost a lot, be costly</i>
Coûter cher	<i>fast, quick</i>
Rapide	<i>faster, quicker</i>
Plus rapide	<i>fast, quickly</i>
Vite	<i>faster, more quickly</i>
Plus vite	<i>there are no others</i>
Il n'y en a pas d'autres	<i>listen to</i>
Écouter	<i>by doing</i>
En faisant	<i>it is likely to happen</i>
Cela a des chances d'arriver	<i>there is/are (ne pas oublier l'accord singulier pluriel)</i>
Il existe	<i>succeed in doing, manage to do</i>
Réussir à faire	<i>protect from</i>
Protéger de	<i>answer a question</i>
Répondre à une question	<i>enter a room</i>
Entrer dans une pièce	<i>access something</i>
Accéder à quelque chose	

Ne pas avoir les moyens, ne pas pouvoir se permettre	I can't afford it. Not everyone can afford ADSL
Cela ne marche pas	it doesn't work

http://www2c.ac-lille.fr/matraux-bethune/FORMA/T/super/ang/laisinfo/methodes/Expressions_et_mots_de_liaison.htm

Appendix 6.3: MED2 writing sections

Appendix 6.3a: Exemplification: introducing examples

When you want to develop an argument or explain something more fully, you often need to introduce examples. In this section, we describe some of the most useful ways of exemplifying, and we give advice about using them.

1. Using **for example**, **for instance** and the abbreviation **e.g.**
 2. Using the nouns **example**, **illustration** and **a case in point**
 3. Using the prepositions **such as** and **like**
 4. Using the verbs **illustrate** and **exemplify**
 5. Using the adverb **notably**

1. Using **for example**, **for instance** and the abbreviation **e.g.**

For example is the most frequent way of introducing an example. It can be used:

- at the beginning of a sentence, followed by a comma:

These conflicts have had repercussions throughout the region. For example, there are large refugee populations in the surrounding states, while Honduras has seen a greatly increased US presence.

- or, more frequently, within the sentence, enclosed by commas, especially after the subject of the sentence:

Critics say that the division of responsibilities is unclear. Social security, for example, is the responsibility of central government but education is handled by local authorities.

Collocation
Verbs frequently used with for example : - to introduce an example that is discussed in further detail over several sentences: <i>consider, take</i> <i>This is very much a generational problem. Consider, for example, the new students who begin courses at universities and polytechnics. They cannot remember when Britain was not part of the European Community</i>
- to refer to someone else's ideas or publications (often between brackets): <i>see</i> <i>Some studies have documented reports of routine racist remarks by teachers (see for</i>

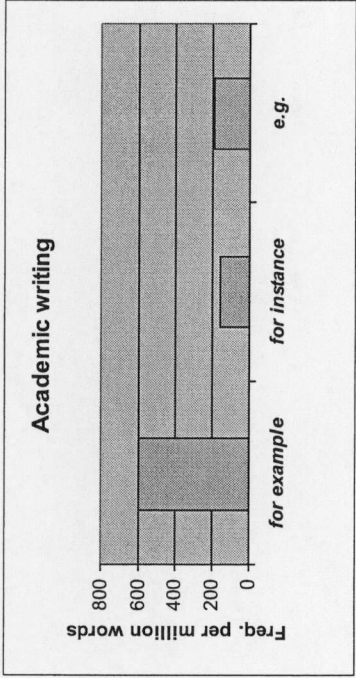
example Wright in this volume).

The use of **see** is further described in the writing section on “Quoting and Reporting”.

For instance means the same as **for example**, but it is usually used within the sentence, enclosed by commas:

The national survey referred to above, for instance, found that both groups had the same rates of delinquency.

Note that **for instance** is much less frequent than **for example**, especially in academic writing.



The abbreviation **e.g.** (short for the Latin form ‘*exempli gratia*’) means the same as **for example**. It is often used between brackets, to introduce examples within a sentence:

Oily fish (e.g. salmon and mackerel) are a good source of omega-3 fatty acids.

In contrast to **for example** and **for instance**, the great majority of occurrences of **e.g.** typically introduce one or more noun phrases:

It may help to refer the patient to other agencies (e.g. social services, a psychosexual problems clinic or self-help groups).

When **e.g.** is used without brackets, it should be preceded by a comma:

Primary industries are those which produce things directly from the ground, the water, or the air, e.g. farming.

Get it right!
Don't use <i>i.e.</i> to introduce examples. The abbreviations <i>e.g.</i> and <i>i.e.</i> are often confused but they are not the same.
✗ <i>Nowadays children play with technological toys (~~i.e.~~ video games).</i>
✓ <i>Nowadays children play with technological toys (<u>e.g.</u> video games).</i>
<i>i.e.</i> means 'that is' and is typically used to explain and define: <i>It implied primogeniture amongst males, <u>i.e.</u> inheritance by the eldest son, if there was one.</i>
For more information on <i>i.e.</i> , see the writing section on "Reformulation".

Be careful!

Learners often use **for example**, **for instance** and the abbreviation **e.g.**, and do not take advantage of the many other ways of introducing examples that are presented below.

2. Using the nouns example, illustration and a case in point

You can use the noun **example** in two ways:

- pointing backwards, in the expression ‘*X is an example of Y*’:
This development is an example of the Government's total disregard for the process of democracy.
- or pointing forwards, in the expression ‘*an example of Y is X*’:
There is a very tangible kindness in his behaviour. An example of this is the scene where he confronts Marco, asking for his word not to kill Eddie.

The advantage of these two expressions is that they allow the writer to evaluate the example in terms of its typicality (*classic, typical, prime, etc.*) or suitability (*good, fine, perfect, etc.*) by means of an adjective:

Metaphor plays an important part in the development of meaning. A very good example of this is the way that words like 'virus' and 'memory' are now applied to computers.

Collocation
Adjectives frequently used with example : <i>classic, clear, extreme, fine, good, notable, obvious, outstanding, perfect, prime, shining, striking, typical</i> <i>This was a classic example of a well-intentioned</i>

action leading to tragedy. Verbs frequently used when example is the subject: - to introduce one or more examples: <i>include</i> Examples include the United States and Western Europe. - to talk about conclusions that can be drawn from the example: <i>demonstrate, show, suggest</i> As the Indian example shows, domestic consumption is a vital factor. - to show what something is like, or show that something is true: <i>illustrate</i> These examples illustrate the close interrelationships that exist between environment and tourism.

You can also use the noun *illustration*, but it is less frequent:

The following case provides a very good illustration of the legal problems arising from allegations of fraud.

A good illustration of this is the lack of certainty that many young people have over the question of how to address their parents-in-law after marriage.

You can use *a case in point* to give special emphasis to a very good example of something. It is typically used in the expression ‘*X is a case in point*’.

Islands have traditionally posed difficulties for water engineers, particularly if they are densely populated or have influxes of visitors in the dry season. Jersey is a case in point: its rainfall is only moderate and its economy is greatly dependent on tourism.

3. Using the prepositions such as and like

You can use *such as* and *like* to introduce one or more typical examples of something:

In practice, however, issues such as the colour and social standing of the victim will also play a major part.

Games like dominoes and draughts can help both perception and memory.

Be careful!

Learners often use the preposition *like*. However, it is less typical of academic writing and professional reports than *such as*.

Get it right! Don't use <i>as</i> to introduce examples. Use <i>such as</i>: ✗ <i>The environmental services department deals with issues as street cleaning and refuse collection.</i> ✓ <i>The environmental services department deals with issues such as street cleaning and refuse collection.</i>

Get it right! Don't use <i>namely</i> to introduce examples. Use <i>such as</i> or <i>like</i>: ✗ <i>Such a situation is due to the fact that people prefer easier entertainment, namely watching television or playing computer games.</i> ✓ <i>Such a situation is due to the fact that people prefer easier entertainment, such as watching television or playing computer games.</i> Use <i>namely</i> to identify and specify, that is, to introduce more detailed or exact information about something that you have just mentioned: <i>The tenants of three of the forest townships, namely Aline, Tollerion and Newton, refused to agree to the deforestation plan.</i> For more information on <i>namely</i>, see the writing section on “Reformulation”.

4. Using the verbs illustrate and exemplify

Both of these verbs can be used for introducing examples, but *illustrate* is more frequent:

This research programme illustrates the part that accident can play in science.

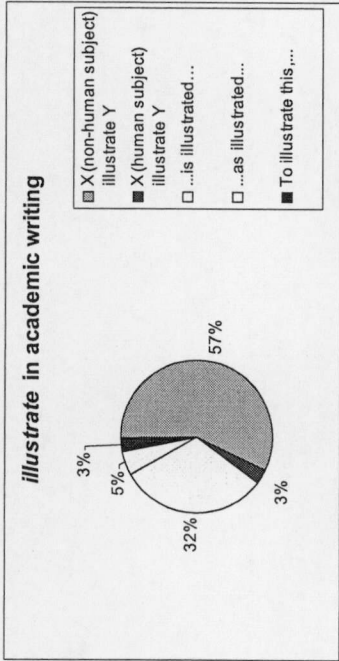
The interplay of these factors is illustrated by the following case studies.

Mercator's career exemplifies the close links which existed between mathematical theorists, teachers, and instrument-makers at that time.

Disbelief, as exemplified by the atheist or rationalist, is in itself another form of belief.

Be careful!

Learners often use the verb *illustrate* in active structures with a human subject (e.g. *I will try to illustrate, I would like to illustrate*) and in the expression *To illustrate this*, ...at the beginning of the sentence. However, in academic writing and professional reports, the verb *illustrate* is mostly used in the active structure with a non-human subject, or in the passive.



Collocation
Adverbs frequently used with illustrate to evaluate the typicality or suitability of the example: <i>best, clearly, nicely, perfectly, vividly, well</i>
The complex relationship between law and social work is well illustrated in child protection. Her study of the history of street crime in Britain clearly illustrates the problem of using criminal statistics for comparing the rate of crime over extended periods of time.

5. Using the adverb *notably*

The adverb *notably* (or *most notably*) is used to refer to an outstanding example of something:

*Garlic sausages are made in many countries, notably France, Germany and Poland.
 He has gained numerous honours and awards, most notably the Nobel Peace prize in 1989.*

Appendix 6.3b: Expressing personal opinion

You sometimes need to give your opinion when you write an essay, report, or similar document. In this section, we describe some of the most useful ways of expressing personal opinion, and we give advice about using them. We distinguish between:

- expressions you can use to give your opinion explicitly, with phrases or structures that contain the words *I* or *my*
- expressions you can use to give your opinion implicitly, without using first person reference

As a general rule, implicit expressions are preferred in academic writing and professional reports.

1. Giving your opinion explicitly
1.1. Using expressions such as <i>in my opinion</i> and <i>in my view</i>
1.2. Using <i>I think</i> and <i>I believe</i>
2. Giving your opinion implicitly
2.1. Using impersonal structures
2.2. Using adverbs

1. Giving your opinion explicitly

You can give your opinion with expressions that make explicit reference to yourself, using the personal pronoun *I* or the possessive determiner *my*.

1.1. Using expressions such as *in my opinion* and *in my view*

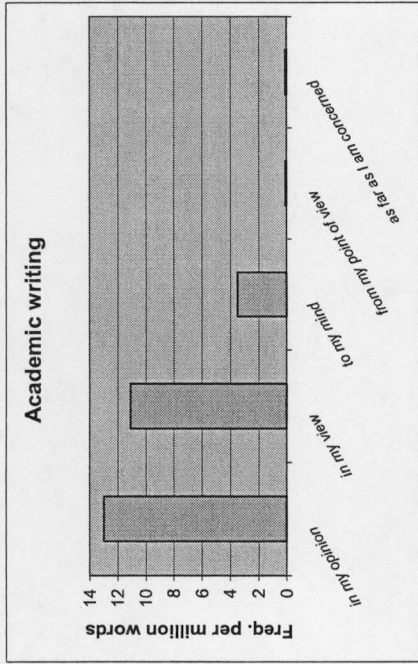
You can use several expressions for giving your opinion explicitly. The most frequent ones are *in my opinion* and *in my view*:

In my opinion, America continues to set an example for women around the world.

The most obvious implication of the single market is, in my view, the abolition of trade and customs barriers.

Be careful!

Learners often use the expressions *to my mind*, *from my point of view* and *as far as I am concerned*. However, these expressions are rare in academic writing and professional reports.



Moreover, explicit ways of giving your opinion are, in many cases, simply not necessary. Even if you remove them, it is often still clear that you are giving your opinion or your interpretation.

In my opinion, capital punishment is not the best way to punish murderers.

→ *Capital punishment is not the best way to punish murderers.*

However, as far as I am concerned, there are many reasons why gun ownership should be made illegal.

→ *However, there are many reasons why gun ownership should be made illegal.*

Get it right !

Don't use the expressions **according to me** or **according to my opinion** when you give your opinion.

✗ ~~According to me~~, the prison system is not outdated.
 ✓ In my opinion, the prison system is not outdated.

✗ ~~According to my opinion~~, women and men are equal.
 ✓ In my view, women and men are equal.

For more information on **according to**, see the writing section on "Quoting and Reporting".

1.2. Using I think and I believe

You can also use *I think* and *I believe* to voice your opinion explicitly. Both expressions can be used either at the beginning of the sentence, or within the sentence, enclosed by commas:

I think that a sense of humour is a very important quality.

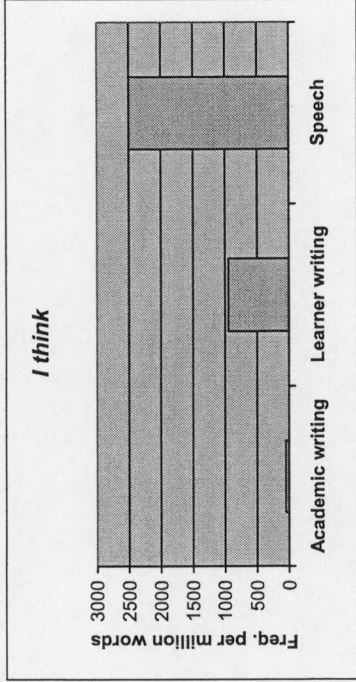
It illustrates, I think, three elements in Wittgenstein's later philosophy of language.

I believe that the social sciences will eventually be fused with biology.

A partnership can, I believe, be temporary and for a fixed purpose.

Be careful!

Learners often use *I think* to voice their opinions. This expression is extremely frequent in speech but not very common in academic writing and professional reports.



2. Giving your opinion implicitly

Academic writing and professional reports favour an impersonal style in which the author's presence is not directly revealed.

2.1. Using impersonal structures

You can use impersonal structures to give your opinion, without using first person reference:

- *it is* + ADJECTIVE + *to*

It is reasonable to assume that such changes have significant social and economic effects.

It is essential to have good professional advice, and to review the adequacy of your insurance cover from time to time.

Collocation
Adjectives frequently used in the structure it is + ADJECTIVE + to : appropriate, convenient, difficult, easy, essential, hard, important, impossible, interesting, necessary, reasonable, sufficient, useful

- *it is* + ADJECTIVE + *that*

It is important that those concerned with post-school education for young people with learning difficulties are informed about the context in which they work.

There is, surprisingly, still a good deal of uncertainty about whether animals can solve problems of this kind.

Frequent evaluative adverbs
arguably, evidently, interestingly, ironically, obviously, remarkably, significantly, surprisingly

For more information on adverbs that can be used to express opinion with different degrees of certainty, see the writing section on “Expressing Possibility and Certainty”.

Collocation
Adjectives frequently used in the structure it is + ADJECTIVE + that : apparent, appropriate, arguable, clear, conceivable, crucial, desirable, doubtful, essential, evident, important, inconceivable, interesting, necessary, notable, noteworthy, obvious, regrettable, remarkable, significant, surprising, unfortunate

- **it is worth + V-ing**

It is worth noting that some writers on business strategy are well aware of this problem.

Collocation
Verbs frequently used in the structure it is worth + V-ing : asking, considering, emphasizing, examining, investigating, looking at, mentioning, noting, pointing out, quoting, recalling, remembering, repeating, stressing

- **it seems/ would seem that**

It seems that education is not even essential to happiness.

It would seem that the date of the invention of the mechanical clock is probably some time between 1280 and 1300.

Be careful!

Learners often use the expression *it seems to me that* where *it seems that* would be perfectly correct and more appropriate:

It seems [to me] that what these characters share is a solitude born out of love.

For more information on impersonal structures that can be used to express opinion with different degrees of certainty, see the writing section on “Expressing Possibility and Certainty”.

2.2. Using adverbs

You can also use adverbs as a way of giving your opinion, especially when you want to qualify or evaluate the content of your message:

Interestingly, virtually all published studies from around the world have reported similar findings.

Significantly, leading Japanese computer makers have adopted export strategies similar in some respects to those of the car industry.

Appendix 6.3c: Reformulation: paraphrasing or clarifying

You sometimes need to **paraphrase** or **clarify** what you have just written. For example, you may want to explain something by expressing it in a different way, or by providing more detailed or more precise information. In this section, we describe some of the most useful ways of **paraphrasing** and **clarifying**, and we give advice about using them.

1. Explaining and defining: using *i.e.*, *that is* and *that is to say*

2. Restating: using *in other words*

3. Identifying and specifying: using *namely* and *viz.*

4. Being more precise: using *or more precisely* and *or more accurately*

5. Correcting yourself: using *or rather*

1. Explaining and defining: using *i.e.*, *that is* and *that is to say*

When you want to explain or define exactly what you mean by something, you can use the abbreviation *i.e.* (short for ‘id est’, the Latin equivalent of ‘that is’) or the expressions *that is* and *that is to say*:

The police now have up to ninety-six hours, i.e. four days and nights, to detain people without charge.

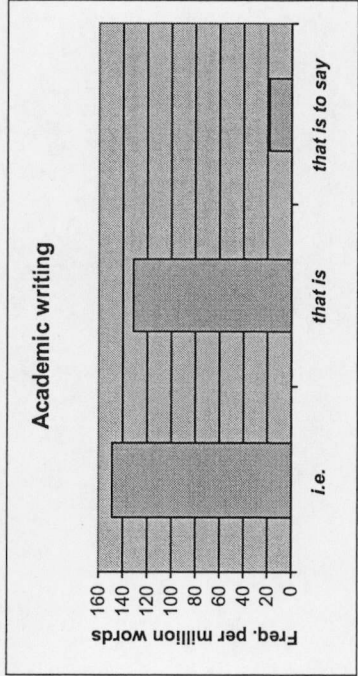
Descartes was obsessed by epistemological questions, that is, questions about what we can know and how we can know it.

First, it excludes the public sector, that is to say, the nationalised industries.

That is and *that is to say* are usually enclosed by commas. The abbreviation *i.e.* follows a comma or is used between brackets:

Network emergencies (i.e. network failures) should be reported immediately.

Note that, in academic writing and professional reports, *i.e.* and *that is* are much more frequent than *that is to say*.



2. Restating: using *in other words*

You can use the expression *in other words* for restateing what you have just written. It generally introduces a version of the previous sentence which is both simpler and shorter, and which often gives the writer’s interpretation of what precedes. It is typically used at the beginning of a sentence, followed by a comma:

The actions which are defined as criminal vary with different social settings. In other words, crime is a relative concept.

Undifferentiated comparisons which ignore parental occupation, educational backgrounds and environmental conditions like housing are also of very limited value. In other words, the dimension of social class needs to be considered.

3. Identifying and specifying: using *namely* and *viz.*

You can use the adverb *namely* to identify or specify something you have just referred to:

This was particularly so in the areas with larger farms, namely Derbyshire, Leicestershire, South Wales and Speyside.

In this sentence, *Derbyshire, Leicestershire, South Wales* and *Speyside* are the four areas referred to as *the areas with larger farms*.

You can use the abbreviation *viz.* in the same way. *Namely* and *viz.* are often preceded by a comma and typically introduce noun phrases:

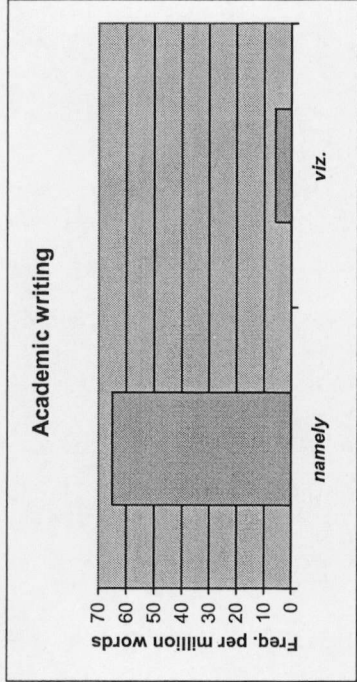
Inscriptions at Pompeii list the “days of the gods”, namely Saturn, the Sun, the Moon, Mars, Mercury, Jupiter, and Venus.

In an effort to reconcile these two positions, he introduces into his argument another metaphysical principle, viz. the “principle of sufficient reason”.

Namely can also be used to introduce a complete clause. In this case, it is generally followed by *that*:

The author represents what is probably more often the position of the atheist, namely that it simply makes no sense to talk of God.

Note that *namely* is much more frequent than *viz.*:



4. Being more precise: using or more precisely and or more accurately

You can use the expressions *or more precisely* and *or more accurately* to give more precise information about something. They are usually enclosed by commas:

- The most serious enemy of the mountain goat is snow, *or more precisely, avalanches.*
- The wines under examination were American, *or more accurately, Californian.*

5. Correcting yourself: using or rather

You can use the expression *or rather* to correct something you have just said, by giving more specific information. It is usually preceded by a comma:

- There are, *of course, history books, or rather sections and chapters in books, which do focus on women.*

Appendix 6.3d: Summarizing and drawing conclusions

When you bring your piece of writing to an end, you often want to summarize what you have said or indicate that you are concluding. In this section, we describe some of the most useful ways of summarizing and drawing conclusions, and we give advice about using them.

1. Summarizing

1.1. Using *in summary*

1.2. Other ways of summarizing

2. Drawing conclusions

2.1. Using the expressions *in conclusion* and *to conclude*

2.2. Using the noun *conclusion*

2.3. Using the verb *conclude*

1. Summarizing

In the final part of an essay, report, or similar document, you may want to give a brief summary of the main facts or issues that you have mentioned, or of the main argument that you want to make. You may also need to give a summary at the end of a section or after you have presented a set of facts or arguments. Here are some expressions you can use to introduce your summary.

1.1. Using in summary

In summary is the most frequent expression for introducing a summary:

- In summary, the success of the revolt was due to a culmination of factors.*
- In summary, animals can modify their behaviour as a consequence of their experiences.*

1.2. Other ways of summarizing

You can use several other expressions for introducing a summary. These include: *in sum, to summarize, to sum up* and *summing up*.

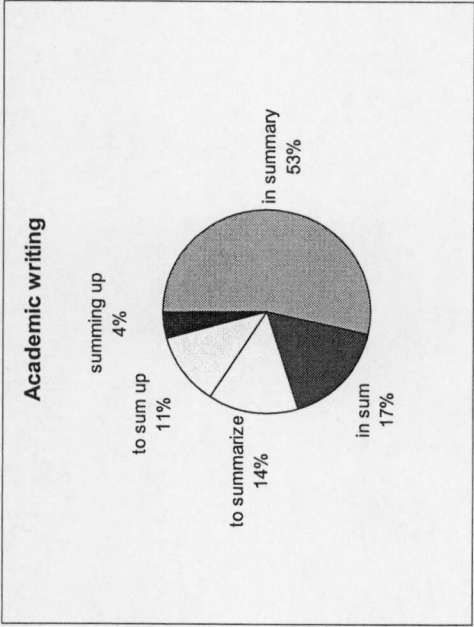
- In sum, culture provides no secure foundation for defining a national group.*
- To summarize, there is a wide range of things that ordinary consumers can do to reduce the demand for energy.*

Be careful!

Learners often use *in sum, to sum up* and *summing up* to introduce a summary. However, *in summary* is much more frequent than these expressions in academic writing and professional reports.

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Be careful!

Learners sometimes use *in brief*, *in a nutshell* and *in short* for introducing a summary of what they have written so far but these expressions are normally not used for that purpose.

In brief and *in a nutshell* are quite rare and are mainly used to introduce the main facts about something in as few words as possible:

Randomness is necessary to ensure that the estimate of the population value is unbiased. In brief, what this means is that every individual comprising the population of interest should have an equal chance of being selected for the sample.

The basic philosophy involves farming as far as possible within a closed system: in a nutshell, growing crops to feed the animals and using the manure those animals produce to fertilize the soil in order to grow more crops.

In short is often used to evaluate, or simply characterize, the information that has already been provided:

The student should come to understand that there are an infinite number of frameworks with which to describe the world and that none has any binding claim over the others. In short, knowledge is "relative".

2. Drawing conclusions

You may find it helpful to use expressions which show that you are bringing your essay or a section of your essay to its conclusion on the basis of facts and arguments that you have mentioned before. Here are some expressions you can use to introduce a conclusion.

2.1. Using the expressions in conclusion and to conclude

The expression *in conclusion* is the most frequent way of introducing a conclusion at the end of a text. It is typically used at the beginning of the final paragraph or sentence:

In conclusion, this study shows that the World Wide Web is a useful resource for translation.

In conclusion is often followed by an impersonal structure which introduces aspects of possibility or certainty, or expresses an opinion or an attitude:

In conclusion, it is clear that international cooperation is required if we are going to address these issues of global climate change.

In conclusion, it can be argued that people only feel the need to participate politically when they have complaints or concerns they wish to be addressed in the political arena.

Get it right!

Don't use the expression *as a conclusion*

✗ *As a conclusion, women have gained freedom and independence thanks to the feminist movement.*

✓ *In conclusion, women have gained freedom and independence thanks to the feminist movement.*

You can also use *to conclude* to introduce a conclusion at the end of a text, but this expression is much less frequent:

To conclude, the current zebra crossing is unfair to pedestrians and motorists.

Be careful!

Learners sometimes use *all in all* to introduce a conclusion at the end of a text. However, this expression does not have the same meaning as *in conclusion* and *to conclude*. It means 'everything taken into consideration':

All in all, this is a commendable book, packed with sound information and wise opinion.

2.2. Using the noun conclusion

You can use the noun *conclusion* to draw a conclusion from one or more sections of your essay or to bring your argument to its logical outcome in a final paragraph:

Our second tentative conclusion is that social services may have reduced people's subjective sense of inequality.

Like the experiments we have discussed in the two previous sections, these, too, lead to the conclusion that each sentence in discourse is processed clause by clause.

Collocation
Adjectives frequently used with conclusion : <i>definite, firm, general, logical, main, obvious, tentative</i> <i>The logical conclusion of all this is that there can no longer be a justification for the massive nuclear arsenals held by both sides.</i>
Verbs frequently used when conclusion is the object: <i>come to, draw, lead to, reach, support</i> <i>As with the origins of many other events, no definite conclusions can be drawn.</i>

2.3. Using the verb conclude

You can also use the verb **conclude** to introduce a concluding sentence within a paragraph or a final paragraph to your essay. It is often used in structures expressing degrees of possibility or certainty. Here are two frequently used structures:

- *It is possible / reasonable to conclude that...*
From these four points, it is possible to conclude that teachers are not professionals.
It is reasonable to conclude that professional football is a business.
 - *It can be concluded that...*
After a preliminary examination of the data, it can be concluded that the distribution is not normal.
- These are impersonal structures, but the verb **conclude** can also be used in personal structures:
- *We / One can conclude that...*
We can therefore conclude that age does influence children's performance on conservation of mass, number and length.

Be careful!

Learners often use personal structures such as *we can conclude that* and *I would like to conclude that* to introduce a conclusion. However, in academic writing and professional reports, impersonal structures such as *it is possible to conclude that* and *it can be concluded that* are more frequent.

Appendix 6.3e: Introducing a concession

In academic writing and professional reports, you often need to **introduce a concession**: that is, to show that something remains true, valid, or accurate while establishing the truth of another statement in such a way as to make your first statement seem less important. In this section, we describe some of the most useful ways of **introducing a concession**, and we give advice about using them.

1. Using adverbs
1.1. Using however, nevertheless, and nonetheless
1.2. Using yet
2. Using conjunctions
2.1. Using although and though
2.2. Using albeit
3. Using the prepositions despite, in spite of, and notwithstanding

1. Using adverbs

1.1. Using **however, nevertheless, and nonetheless**

You can use the adverbs **however, nevertheless, and nonetheless** for introducing a concession. They are used:

- inside the sentence (usually enclosed by commas in the case of **however**):

Political leaders may help to shape a party's image. In Britain, however, they have a limited impact on voting behaviour.

The raising of children is a private family matter which is nevertheless the subject of public debate and concern.

The study aims to discover why farmers who in general enjoy better than average health are nonetheless more likely to develop a range of cancers, including leukaemia and cancers of the prostate, brain, stomach, skin and lip.

- at the beginning of the sentence, followed by a comma:

A judicial investigation into his case ordered the arrest of a member of the national police.

However, the case was passed to the military courts that revoked the arrest order.

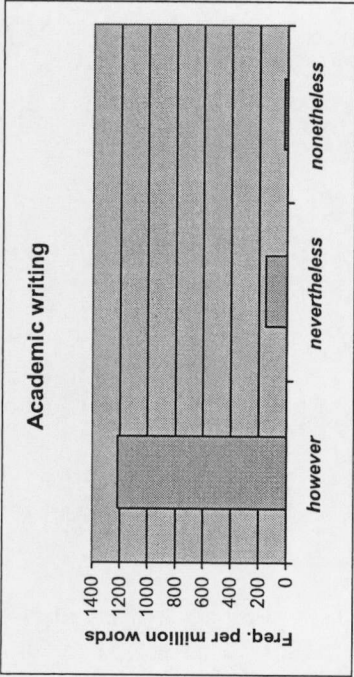
He was evidently much more successful in the art of privacy than she had been. Nevertheless, there were certain facts which he could not conceal.

More recent moral philosophy exhibits a certain boredom with Moore's approach.

Nonetheless, it is an outstanding work and especially relevant to the present enquiry.

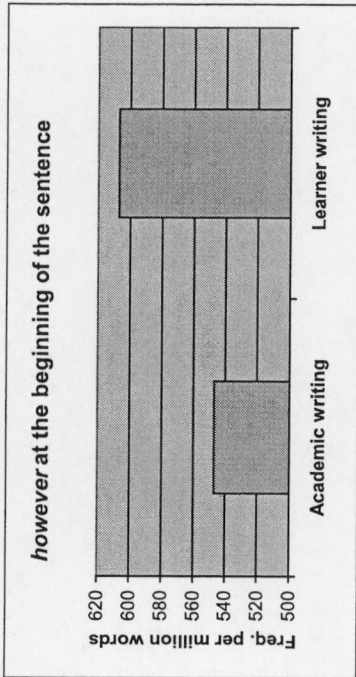
Be careful!

The adverb **however** is much more frequent than **nevertheless** and **nonetheless**. Only use **nevertheless** and **nonetheless** when you want to emphasize that the statement you are introducing is true, even though your previous sentence makes this seem very unlikely.



Be careful!

Learners often use the adverb *however* at the beginning of a sentence. But in academic writing and professional reports, *however* is more frequently used inside the sentence.

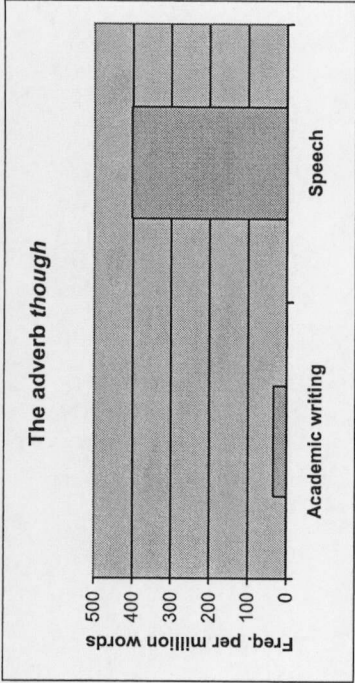


Be careful!

Many learners use the adverb *though* at the end of a sentence to introduce a concession. However, *though* – in its use as an adverb – is much more typical of speech than of academic writing and professional reports.

? *Hiding the truth or simply making boring facts more colourful seems to be inseparable from our daily existence. The majority of people agree that lying is immoral, though.*

✓ *Hiding the truth or simply making boring facts more colourful seems to be inseparable from our daily existence. The majority of people, however, agree that lying is immoral.*



1.2. Using yet

You can use the adverb *yet* for introducing a surprising idea after what has just been mentioned. It is typically used:

- at the beginning of a sentence:

In terms of influences on their voting decisions, people rated health and education far more important even than unemployment. Yet television paid relatively little attention to these issues.

- at the beginning of a clause introduced by *and* or preceded by a comma:

Over the last decade and a half, strong conservationist movements have emerged and yet there is still no clear idea of how to deal with the ecological problems.

Wordsworth chooses a neutral style, yet the total effect is somehow magnificent.

2. Using conjunctions

2.1. Using *although* and *though*

You can use the conjunctions *although* and *though* for introducing a concession. They are used:

- inside the sentence, preceded by a comma:

Lacan has been very influential, although he is an almost impenetrably obscure writer.

Animals make up a category of painting with an uneven reputation, though the theme is one of obvious importance and interest in sculpture.

- or, less frequently, at the beginning of the sentence:

Although the Chicago conference failed to resolve the basic difference in viewpoint between Britain and the USA, it did produce significant achievements.

Though television was pro-government and pro-Conservative it was much less so than other elements of the mass media.

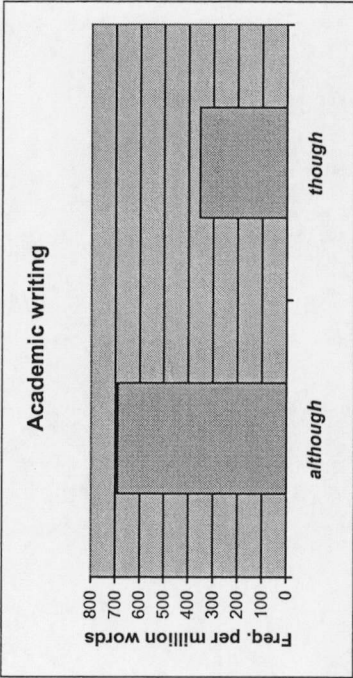
Although and *though* are often followed by full clauses, as illustrated above, but they can also introduce reduced verbless clauses:

Although an advocate of open Cabinet discussions (= although he was an advocate of open Cabinet discussions), he also firmly believed in the principle of confidentiality or plain secrecy in key areas.

The National Health Service, though evidently under-funded (= though it was evidently under-funded), was to survive as the basis of the health-care system of the nation.

Get it right!
<i>Although</i> is usually not followed by a comma:
✗ <i>Although,</i> everything looks familiar to them, they feel there is something out of place.
✓ <i>Although</i> everything looks familiar to them, they feel there is something out of place.

Note that *although* is much more frequent than *though* in academic writing and professional reports.



Though is often preceded by *even*, which serves to reinforce its concessive meaning:
It is intriguing that some patients with amnesia can learn certain new skills as quickly as normal subjects, even though they are often unable to remember the circumstances in which they learnt them.

Get it right!
Don't use <i>even if</i> to introduce a concession:
✗ <i>Even if</i> I agree that the school system is defective, home schooling is not a good alternative.
✓ <i>Even though</i> I agree that the school system is defective, home schooling is not a good alternative.
<i>Even if</i> is used for introducing a <u>condition</u> , not a concession:
<i>Even if</i> these descriptions are valid, they still leave open a number of questions.
Compare:
<i>Even though</i> these descriptions are valid, they still leave open a number of questions.
In the second sentence, the writer knows and accepts that the descriptions are valid. In the first sentence, s/he does not.

2.2. Using *albeit*

You can use the conjunction *albeit* for introducing additional information that slightly changes or reduces the effect of what you have just said. It is always used inside the sentence and is preceded by a comma:

Even the moderate left had become devotees of the enterprise culture and the market, albeit a "social market".
A new view of war, albeit one which had close links with past ideas, was gradually emerging.

Note that *albeit* is mainly used in formal types of writing.

3. Using the prepositions *despite*, *in spite of*, and *notwithstanding*

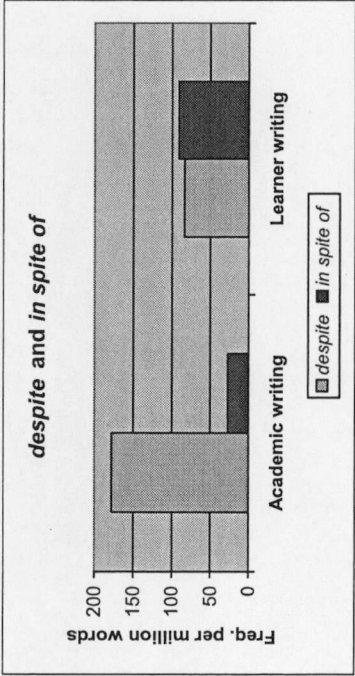
You can also use the prepositions *despite* and *in spite of* when you want to suggest that something happens even though something else might have prevented it, or that something is true even though something else makes it seem unlikely. These prepositions are often used inside the sentence and are typically followed by a noun phrase or a verb ending in *-ing*:

The case was heard in conditions of strict secrecy, and the outcome was not published, despite considerable public interest in the case.
Labour has raised taxes 66 times, despite promising not to raise them at all.
Spending on education remained high in spite of the earlier crisis.

Get it right!

The preposition *despite* is never followed by *of*:
✗ *Recycling is a good way to manage waste despite-of its cost.*
✓ *Recycling is a good way to manage waste despite its cost.*

Be careful!
Learners often use the preposition *in spite of*. However, *despite* is much more frequent.



The preposition *notwithstanding* means the same as *despite* and *in spite of* but is less frequent. It is most frequently used inside the sentence and typically introduces a noun phrase:

The employment contract between employer and employee still forms the basis of modern employment law, notwithstanding the detailed legislation of recent years.

Appendix 6.3f: Introducing topics and ideas

In academic writing and professional reports, you often need to **introduce a new topic**. It is important that any change in the topic you are discussing is clearly shown to the reader. In this section, we describe some of the most useful ways of **introducing topics and related ideas**, and we give advice about using them. We distinguish between ways of (1) introducing the main topic, (2) mentioning minor related topics and ideas, and (3) changing topic.

1. Introducing the main topic
- 1.1. Using verbs such as **consider**, **discuss**, and **examine**

1.2. Using nouns such as **subject**, **aim**, and **issue**
2. Mentioning minor related topics and ideas
- 2.1. Using prepositions such as **as for** and **with regard to**

2.2. Using the adverb **incidentally**
3. Changing topic

1. Introducing the main topic

You can use several expressions to introduce the main topic of your essay, report, or other document. We divide these expressions into those based on verbs and those based on nouns.

1.1. Using verbs such as **consider**, **discuss**, and **examine**

You can use verbs such as *consider*, *discuss*, and *examine* to introduce your main topic. These verbs can be used:

- In the active voice, with non-human subjects such as **article**, **book**, **chapter**, **paper**, **report**, and **section**:

This article examines some of the issues arising in connection with the drafting and interpretation of European Community legal texts.

This chapter will concentrate on questions of methodology.

This book explores the development of English society during the two hundred years following the migrations of Germanic settlers to the British Isles.

Collocation
Verbs frequently used with non-human subjects such as article , book , and chapter . analyse, be devoted to, concentrate on, consider, deal with, describe, discuss, examine, explore, focus on, look at, review

- In the passive voice, with the topic in subject position:

Galileo's conception of biblical authority will be examined later in the chapter.

The field of “flashbulb” memories will be considered first before more general research on autobiographical memories is discussed.

An introduction to the use of computer simulation models in geography is presented in this chapter.

1.2. Using nouns such as **subject, aim, and issue**

You can use various nouns to introduce the main topic of your essay, report, or other document. Your choice of noun depends on what you want to focus on:

- If you simply want to introduce your main idea in a neutral way, use the nouns **subject, theme, or topic**:
This subject is discussed at length in Chapter 5.
This theme will be further explored in section 4 of the book.
Topics addressed will include the attitudes of staff towards complaints and complainants and the degree of consistency in their responses.

These nouns are frequently used in the patterns ‘**X is the subject / theme / topic of Y**’ and ‘**the subject / theme / topic (of Y) is X**’:

The subject of this study is the disintegration of the Renaissance.

The possibility of a parallel between scientific and religious reform is the central theme of this chapter.

Here the term “acquired disorder of language” is used; and this is the topic of this chapter.

Collocation
Verbs frequently used with subject, theme, and topic : address, consider, cover, deal with, discuss, explore, introduce, return to
Adjectives frequently used with subject, theme, and topic : general, key, main, major, particular, principal, specific

- If you want to present the topic as an important subject that people discuss and have opposing views about, use the nouns **issue or question**:

This chapter also addresses the issue of consent.

It is argued that the law is selectively enforced in the interests of the ruling classes — an issue dealt with more fully in Chapter 4.

The question of capital punishment is examined in Chapter 7.

One of the major debates is the question of democracy.

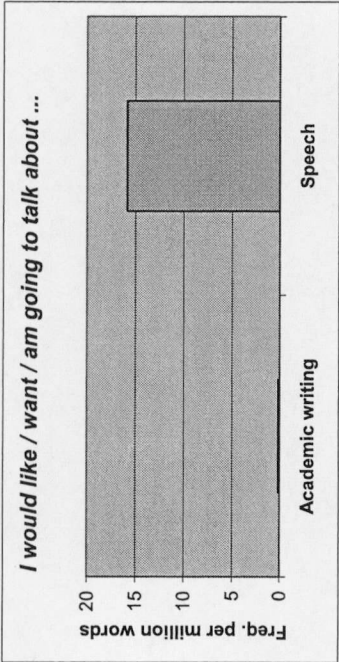
Collocation
Verbs frequently used with issue and question : address, consider, discuss, examine, raise, tackle
Adjectives frequently used with issue and question : central, crucial, fundamental, important, key, main, serious

- Less frequently, in the active voice, with the subject pronouns **I** and **we**:
I shall consider some of the consequences of the National Curriculum for children who experience difficulties in learning at school.
In this chapter, we will examine what these statistics show and discuss the extent to which they provide an accurate picture of the range and extent of criminal behaviour.

Get it right!
The verb discuss takes a direct object. It is never followed by the preposition about : ✗ <i>I would like to discuss about the advantages and disadvantages of students using credit cards.</i> ✓ <i>I would like to discuss the advantages and disadvantages of students using credit cards.</i>

Be careful!

Learners often use the expression **I would like / want / am going to talk about ...** to introduce a new topic. This expression is more typical of speech and extremely rare in academic writing and professional reports.



Get it right!

Don't confuse the nouns **issue** and **problem**:

- ✗ Artificial insemination has always been a controversial **problem**.
- ✓ Artificial insemination has always been a controversial **issue**.

An **issue** is a subject – often one of social or political importance – which people discuss and have opposing views about:

But many cases also raise constitutional and political issues of the most fundamental importance.

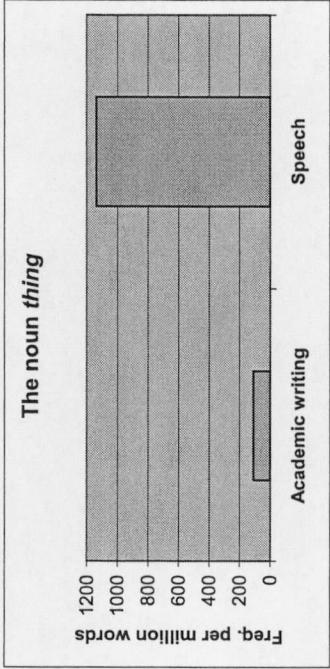
The level of income tax is a sensitive political **issue**.

A **problem** is something that causes trouble or difficulty:

There are other strategies we might adopt to solve this **problem**.

What plans do they have for tackling the **problem** of youth unemployment?

- ? The first thing to be discussed is: who has the right to adopt children?
- ✓ The first question to be addressed is: who has the right to adopt children?



2. Mentioning minor related topics and ideas

When you are discussing a particular topic in an essay, report, or similar document, you sometimes need to focus on one specific aspect of it or to mention a less important related idea. You can use several expressions to show that you are mentioning minor related topics and ideas. Here are the most common ones.

2.1. Using prepositions such as *as for* and *with regard to*

You can use the prepositions *as for*, *as to*, *with regard to*, *as regards*, and *with respect to* for introducing a subject that is related to what you have just been discussing. These prepositions often occur at the beginning of a sentence:

With high levels of transport growth the emissions of nitrogen oxides from road vehicles may be higher in 2020 than at present. As for carbon dioxide emissions, they could more than double by 2020.

Another point worth remembering is that many insurance companies give substantial discounts to mature drivers. (...) As to the discounts, these appear to range in generosity from 5 per cent to over 60 per cent.

The younger age groups contain higher proportions of people who are found guilty of, or cautioned for, criminal offences than do older age groups. With regard to theft, for example, in 1970, 38 per cent of persons convicted of theft were juveniles.

Dr Caroline Jackson said that the European Parliament would prefer to see an environment agency as opposed to the "network" suggested by the Department of Energy. As regards the possibility of sanctions on member states, the Community views financial sanctions as an important potential weapon.

With respect to the distinction between historical and theoretical genres, my concern here is with theoretical genres.

Be careful!

Learners often use the expression *as far as X is concerned* for introducing a subject that is related to what they have just been discussing. In addition, they often use *as far as X is*

- If you want to place emphasis on the objectives of your essay, report or other document, use the nouns **aim**, **objective**, or **purpose**. These nouns are typically used with the verb **to be**:

The main aim of this article is to propose an exercise in stylistic analysis which can be employed in the teaching of English language.

The specific objective of this paper is to show that these children have the worst mortality record of any social group.

It is the purpose of this book to explain the history of the developing relationship between Marxism and anthropology.

- If you want to show that your topic is treated as an object of special attention or importance, use the nouns **concern**, **emphasis**, or **focus**. These nouns are also typically used with the verb **to be**:

The main concern of the chapters on international relations is with facts revealing the changes of states' attitudes.

In the rest of this book, the emphasis will be on studying conversation, since it is only in conversation that the "negotiated" nature of Creole usage can come to light.

In the final part of the chapter, the focus of attention is upon the social circumstances of this age group.

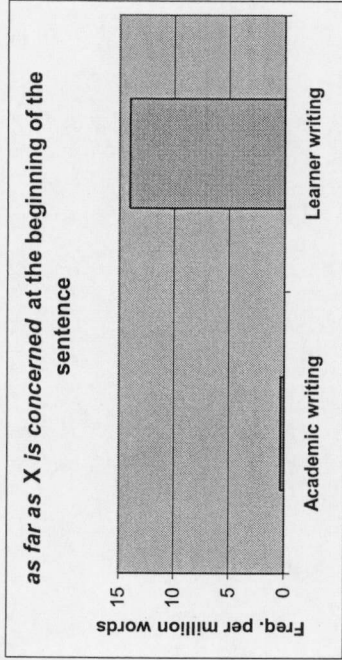
Be careful!

Many learners use the noun **thing** to introduce a new topic, but this noun is more typical of speech and informal writing. In academic writing and professional reports, it is important to be as precise as possible, and you should avoid vague nouns such as **thing**.

concerned at the beginning of a sentence, which is rare in academic writing and professional reports.

? As far as education is concerned, equality between men and women has been largely achieved.

✓ Equality between men and women has been largely achieved as far as education is concerned.



2.2. Using the adverb incidentally

You can use the adverb *incidentally* for adding related but less important information to what you have just said:

There is a belief that life in the countryside must be meaningful, worthwhile, and able to support a socially desirable pattern of life for all people, whether rich or poor. This is, incidentally, one of the clearest messages from the radio programme The Archers.

Be careful!

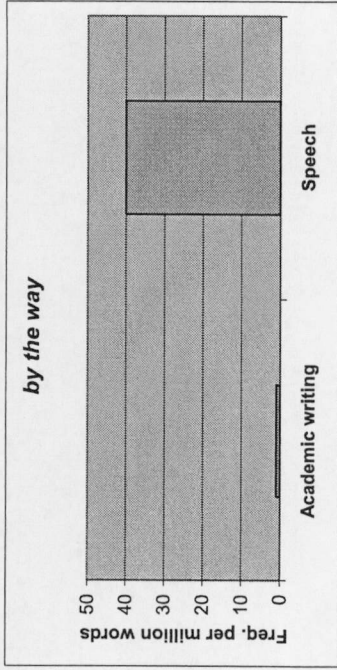
Many learners use the adverb *by the way* to add related information. However, this adverb is rare in academic writing and professional reports.

? Computing is part and parcel of the new generation. *By the way*, children are even more computer-literate than adults.

✓ Computing is part and parcel of the new generation. *As for* children, they are even more computer-literate than adults.

The adverb *by the way* is much more frequent in speech, where it is mainly used for introducing an incidental fact or comment into a conversation.

He was born in Carlisle, and he's lived in Portsmouth since 1966. Attended three universities, Durham, Indiana and Southampton. Indiana, by the way, is not in Britain.



3. Changing topic

There are several ways of changing topic. Here are the most common ones:

- Combining the determiner *another* or the adjectives *further*, *last*, and *next* with the nouns discussed in section 1.2:

Exercise is another subject which should also be considered.

A further question which arises is whether the Morgan standard is appropriate for children and young girls.

The last issue to be discussed in this section concerns the effects of taxation on personal savings.

The next question is the scope of the proposed harmonizing measure.

For more information on the determiner *another* and the adjectives *further* and *next*, see the writing section on "Adding information". For more information on the adjective *last*, see the writing section on "Listing items".

- Using the verb *turn to*:

Before exploring this question in detail, we turn to an appraisal of the "theories of the press".

It is to such practical questions that we turn in the final chapter.

Turn to is often used in the *-ing* form at the beginning of the sentence:

Turning to relationships between the state bureaucracy and other political institutions in communist regimes, it is frequently alleged that the bureaucracy is not subject to effective extra-bureaucratic constraints.

- Using the adverb *now* with verbs such as *consider*, *describe*, *discuss*, *examine*, and *turn to*:

Some ways of sampling will now be considered.

However, as will now be discussed, age structure is insufficient to account for observed changes.

The perspective of functionalism will **now** be examined.
This is due to the nature of social security provision, to which we **now** turn.

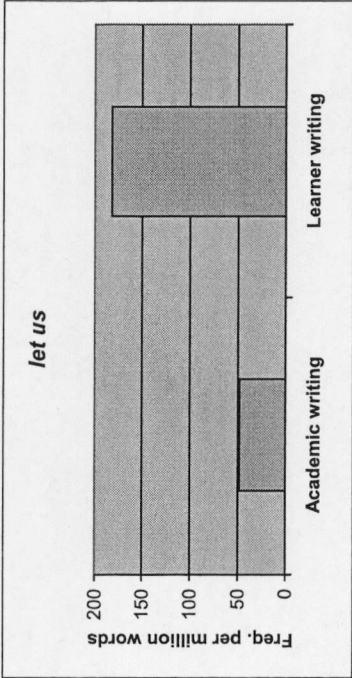
Be careful!

Many learners use the expression **let us** (and its informal contracted form **let's**) to introduce new topics and organise their essay, report, or similar document.

- ? Now **let us** discuss the pros and cons of abortion.
- ✓ The pros and cons of abortion will **now** be discussed.

Let us is not very frequent in academic writing and professional reports and is restricted to a limited set of verbs (mainly **consider**, **look**, **suppose**, and **take**). Its contracted form **let's** is never used.

Let us now consider the pros and cons of abortion.



Appendix 6.3g: Quoting and reporting

In academic writing and professional reports, you often need to refer to the ideas or findings of others in order to strengthen your argument and support the points you want to make. In this section, we describe some of the most useful ways of **quoting and reporting** what someone else has said or written, and we give advice about using them. We distinguish between (1) ways of **quoting** someone else's exact words and (2) ways of **reporting** in your own words what someone else has said or written.

1. Quoting exactly what someone has said or written
 2. Reporting in your own words what someone has said or written
 - 2.1. Using references between brackets
 - 2.2. Using reporting verbs such as **find**, **suggest**, and **write**
 - 2.3. Using reporting nouns such as **conclusion** and **belief**
 - 2.4. Using the nouns **view** and **opinion**
 - 2.5. Using the expressions **according to X**, **in X's view**, and **in X's opinion**

1. Quoting exactly what someone has said or written

A direct quotation is one in which you repeat a writer's exact words. Direct quotations of three lines or less are enclosed by double quotation marks (" ") or, less frequently, single quotation marks (' '), to show that they are not your own words:

Although over 80% of services claimed to offer aftercare, only half of these were found to offer help "systematically or always" (Hellinckx and Munter 1990).

Words should be quoted exactly as they appear in the original: you should respect the writer's punctuation and use of upper and lower case. Even spelling mistakes in the original should not be corrected. If you want to show that there was a grammatical or spelling mistake in the original quote, insert (*sic*) after the mistake:

For Eliot, Frazer's work was of an importance paralleling the psychology of "the complimentary (*sic*) work of Freud — throwing its light on the obscurities of the soul from a different angle".

Quotations of more than three lines are generally placed in a new line and indented as a separate paragraph. In this case, quotation marks are not used:

In introducing the principles of language learning, Brown writes:

Becoming bilingual is a way of life. Every bone and fibre of your being is affected in some way, as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling and acting. Total commitment, total involvement, a total physical, intellectual and emotional response is necessary to successfully send and receive messages in a second language. (Brown 1980:1)

Use (*ibid.*), the abbreviation of the Latin word **ibidem** ('in the same place'), when you are including words from the same book or article as the one you have just mentioned:

The test was standardised on 344 children who were “presumed by their teachers to have no handicapping conditions which would contribute to atypical language development” (Lee 1969:7). The children came from middle- and upper-middle-income homes where “standard American dialect was spoken” (ibid.).

You can introduce direct quotations with reporting verbs such as *argue*, *note*, *point out*, or *state* (see section 2 below for more information on these verbs):

In the Communist Manifesto, Marx and Engels stated that “the history of all hitherto existing society is the history of class struggle”.

You can also use the expressions *to quote X* and *in the words of X* to introduce a direct quotation:

There were many examples of sleaze and incompetence that damaged the party image. To quote Daniel Finkelstein, “Rightly or wrongly, they saw us as arrogant, smug, sleazy, weak, incompetent and divided”.

Number 10 Downing Street, in the words of a former Political Secretary of Mr Heath, is “a house not an office”.

Note that the expression *in the words of X* is more frequently used to report what someone else has said rather than what s/he has written.

Be careful!

Learners sometimes introduce direct quotations with the expression *I would like to quote*, but this expression is not used in academic writing and professional reports.

Academic writing: Referencing in texts and in bibliographies

There are many rules for giving references within a piece of writing and for preparing bibliographies. Formats include the *American Psychological Association* (APA) system; the *Modern Language Association* (MLA) system and the *Council of Science Editors* (CSE) system. The APA system is most often used in the social sciences, the MLA system in the humanities and the CSE system is preferred in biology, chemistry, mathematics, geology, medicine and physics. Numerous websites describe these referencing systems in more detail.

A word of caution against plagiarism

Be careful to acknowledge your sources of information when you are writing an essay or a professional report. Taking someone else's work, ideas or words, and using them as if they were your own is called 'plagiarism'. A charge of plagiarism can have severe consequences in academic and professional settings.

2. Reporting in your own words what someone has said or written

Although direct quotes are sometimes used in academic writing and professional reports, it is much more common to report other writers' ideas or findings indirectly. Here are some ways of reporting in your own words what someone else has said or written.

2.1. Using references between brackets

In academic writing, it is quite common to place emphasis on the information you are giving, rather than on the person who wrote it. You can summarise or paraphrase a writer's ideas or findings and then report the writer's name (with the year of publication) between brackets.

The housing deficit in the city is about 4 million units, which means that about 30% of the population is in need of housing (Hurtado 1986).

You can use this type of citation to show that there is general agreement on the subject among scholars.

Studies into the nature of the calls which the public make to the police show that demands are consistently unrelated to crime (Courrie and Kings 1975; Hough 1980; Jones 1983).

You can also use this type of citation to direct the reader to another text for more information. In this case, references are often preceded by *see* (or, less frequently, *cf*):

Cultural styles have often been used as forms of rebellion or critique (see Hebdige 1979). The impact of the Labour Party on local elections in the years after 1918 caused the formation of many “anti-socialist” coalitions under such names as “progressives”, “citizens” or “ratepayers” (cf. Goss 1988).

2.2. Using reporting verbs such as *find*, *suggest*, and *write*

You can also use reporting verbs such as *find*, *suggest*, and *write* for reporting what other people have written:

The authors found that 40% of social scientists rarely refer to theses. Sanford (1993) suggests that the traumatic experience itself is not as meaningful as the healing process.

Frequent reporting verbs

acknowledge, add, admit, argue, assert, assume, believe, claim, comment, concede, conclude, confirm, dispute, emphasize, estimate, explain, find, indicate, maintain, mention, note, observe, point out, propose, recognize, remark, report, say, show, state, stress, suggest, write

For more information on the meaning of these verbs, see their dictionary entries.

You can use reporting verbs to:

- (1) report what the writer has said
- (2) give your own interpretation of what the writer has said
- (3) focus on the writer's findings or on what the writer is doing in his/her text
- (4) show that you agree with the writer

(1) Reporting what the writer has said

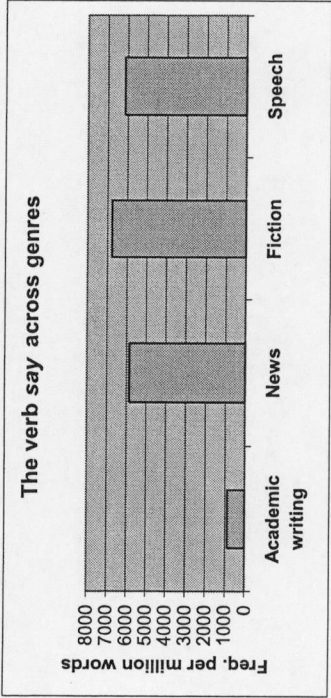
You can use fairly neutral verbs such as *comment, conclude, remark, report, say, and write* to show that you are reporting a writer's ideas or findings, and not your own attitude towards them.

Thus, she concludes that being male or female gives one a distinctive viewpoint which should be included in any theory of human beings.

Eckstein reports that about 38% of the men with factory and white-collar jobs said they obtained their work through a personal acquaintance.

Be careful!

Many learners use the verb *say* to report a writer's ideas or findings, but this verb is not very typical of academic writing and professional reports.



(2) Giving your own interpretation of what the writer has said

You can use verbs such as *acknowledge, admit, argue, assert, claim, maintain, recognize, and stress* to give your own interpretation of a writer's words.

Libertarians such as Samuel Brittan (1987) argue that regulation is no different from censorship.

He maintains that because of the highly complex activity, interpreters should be highly educated and already fluent.

Each of these verbs has its own meaning and function. They are not interchangeable. For more information, see their dictionary entries.

Get it right!

Learners sometimes use the verb *claim* when other verbs such as *argue, show, or suggest* would be more appropriate:

✗ *The Ministry of Education **claimed** that children should get more free time.*

✓ *The Ministry of Education **insisted** that children should get more free time.*

The verb *claim* should only be used:

- to report something that you think has not been proved:

*Echoing Plato, Galileo **claimed** that God had created the world according to mathematical proportions.*

- or to show that you do not agree with what you are reporting:

*The party may **claim** to be in the vanguard of history, but its clock seems to have stopped in the 1950s.*

(3) Focusing on the writer's findings or on what the writer is doing in his/her text

You can use reporting verbs such as *analyse, compare, describe, discuss, explain, focus on, report, and show* to report a writer's findings or what the writer is doing in his/her text:

Piaget describes two types of error which children made in the sentence completion task.

In 'Women's Choices', the authors discuss the philosophical issues facing feminism.

In this article, Dr Morris explains how the most radical part of the pilot project — the contract for social care — was set up.

Eve Clark focuses on young children's acquisition of word meanings.

Wickens and Briggs (1951) report the same result from an experiment using a quite different procedure.

(4) Showing that you agree with the writer

You can use reporting verbs in the following structures to express agreement with what you are reporting:

- *as + WRITER'S NAME + REPORTING VERB*

As Davies (1981) has pointed out, speech is the basic tool of the social worker.

There are, as Mr Osborne states, few regulations covering hospital operations or the minimum necessary equipment required.

- as + PAST PARTICIPLE + by + WRITER'S NAME

The total protein concentration did not differ between the two groups, as shown by Yamazaki et al.

The next likely period for the initiation of planned villages would be the eleventh to mid-twelfth centuries, as demonstrated by June Sheppard.

Collocation
Past participles frequently used in the structure as + PAST PARTICIPLE + by + WRITER'S NAME: defined, demonstrated, described, determined, found, illustrated, indicated, proposed, provided, reported, shown, stated, suggested

Occasionally, you can also use the adverbs *correctly* and *rightly* to show agreement:

Woolf correctly identifies some of the components of an adequate theory of the penal crisis.
Emily Grundy (1986) has rightly stressed how little is known about prevention and treatment of some of the major disorders affecting the very old, such as dementia.

Be careful!

Although, in informal style, *that* can be left out after very frequent reporting verbs such as *suggest*, *suppose*, and *think*, this is less frequently the case in academic writing and professional reports:

- ? The authors suggest a large number of students use their credit cards reasonably.
- ✓ The authors suggest that a large number of students use their credit cards reasonably.

Reporting verbs: tenses
(1) Reporting verbs are frequently used in the present tense to summarize the main ideas of previous research and to report aspects of other writers' work that are relevant to one's own piece of research: As Pahl (1988) points out , it is not possible to accept uncritically the idea that an underclass has emerged in British society. Herbert (1978) suggests that conference interpreting began only during the First World War, while before that international conferences were held in French.
(2) The simple past is often used to refer to what a previous researcher <u>did</u> at some point in the past: Guilo et al. studied 20 patients with chronic pancreatitis, of which 18 had histories of heavy alcohol abuse. McCormick (1977) analysed the nature of anti-trust enforcement in the US from 1890 through to 1969.
(3) The present perfect is used to present the findings of past research:

a.	to introduce a topic by summarizing research in the area without reporting the findings of specific researchers. <i>Many studies have shown that the allocation of council housing is likely to be discriminatory.</i>
b.	or to present specific findings as still valid or relevant today: <i>Packer (1977) has shown that baboons are capable of reciprocal altruism.</i> <i>Kuhn (1992, 1993) has demonstrated that both students and adults have a tendency to confuse theories with evidence.</i>

2.3. Using reporting nouns such as **conclusion** and **belief**

Many reporting verbs have related noun forms which can also be used to report a writer's ideas or findings:

*His **conclusion** is that class inequalities in education have changed very little since the First World War.*

*Marx's **argument** that the proletariat becomes a revolutionary force can be applied to rural society in Latin America.*

*It is Roger's **belief** that the cause of a substantial amount of disruptive behaviour is due to the size and impersonal nature of many schools.*

Frequent reporting nouns
account, answer, argument, assertion, assumption, belief, claim, comment, conclusion, contention, explanation, hypothesis, insistence, intention, interpretation, judgment, objection, observation, point, proposal, proposition, remark, reply, report, statement, suggestion, theory, view
For more information on the meaning of these nouns, see their dictionary entries.

Reporting nouns are often used in these structures:

- WRITER'S NAME + 's + REPORTING NOUN + *that*:

*Brearely's **suggestion** that the medical profession has tolerated poor working conditions because of high job satisfaction is an understatement.*
- WRITER'S NAME + 's + REPORTING NOUN + *be* + *that*:

*Ryle's **point** is that, since the terms "mind" and "body" are not of the same category, it is illegitimate to relate them logically in this way.*

2.4. Using the nouns **view** and **opinion**

You can also use the nouns *view* and *opinion* to report someone else's opinion or ideas:

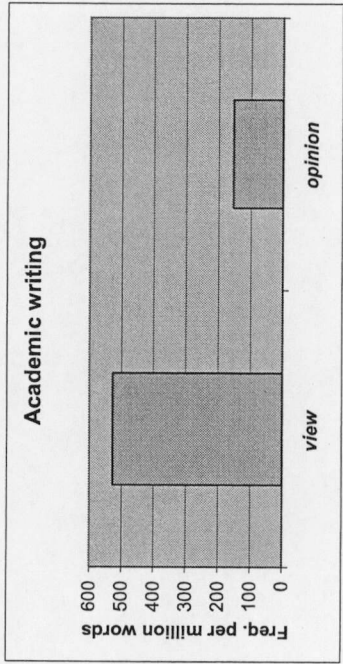
Halliday's view is that all linguistic choices are meaningful, and all linguistic choices are stylistic.

Lenin held the view that regular armies should be abolished.

Le Corbusier's opinion that a house is a machine to live in is no longer disputed.

Aristotle was of the opinion that there would always be rich and poor within society.

Note that the noun **view** is much more frequent than **opinion** in academic writing and professional reports.



Collocation
Verbs frequently used when view is the object: accept, adopt, confirm, echo, express, hold, reflect, reject, share, support, take
The recommendations concerning the management of young suicide attempters echoed the views of the Royal College of Psychiatrists.
Oller, Baca and Vigil (1977) support the view that positive attitude towards the target language group is a predictor of language learning.

2.5. Using the expressions according to X, in X's view and in X's opinion

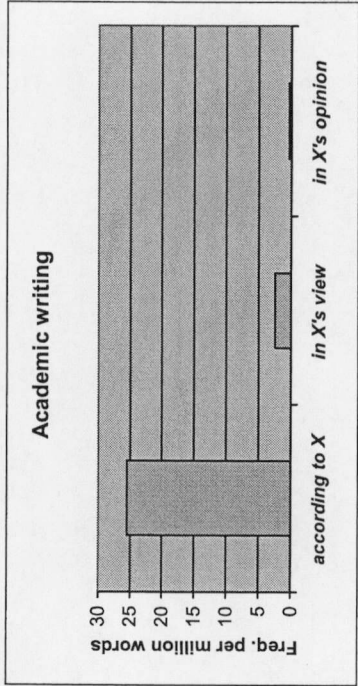
You can also use the expressions **according to X**, **in X's view**, and **in X's opinion** to introduce a paraphrase or a summary of a writer's ideas or findings:

The purpose of psychoanalytic therapy, according to Freud, was to remove the power of the symptom by making it intelligible.

Our unity with our fellow men, in Gandhi's view, presents us with an inescapable moral obligation towards them.

The facts of observation might, or might not, fit into an acknowledged scheme of the universe, but the important thing, in Galileo's opinion, was to accept the facts and build the theory to fit them.

Note that the expression **according to X** is more frequent than the expressions **in X's view** and **in X's opinion**.



Appendix 6.3h: Comparing and contrasting: describing similarities and differences

When you write an essay, report, or similar document, you often need to link two or more points, ideas, or situations by **comparing** and **contrasting** them, that is, by showing the similarities or differences between them. In this section, we describe some of the most useful ways of **describing similarities and differences**, and we give advice about using them.

4. Comparing: describing similarities
4.1. Using nouns such as resemblance and similarity
4.2. Using adjectives such as similar and same
4.3. Using the verbs resemble and correspond
4.4. Using the adverbs similarly , likewise , and in the same way
4.5. Using the preposition like , the conjunction as , and the expression as ... as
5. Contrasting: describing differences
5.1. Using nouns such as contrast and difference
5.2. Using adjectives such as contrasting and different
5.3. Using verbs such as contrast and differ
5.4. Using adverbs such as by contrast and on the other hand
5.5. Using prepositions such as unlike , as opposed to , and in contrast to
5.6. Using the conjunctions while and whereas

1. Comparing: describing similarities

You can use several expressions to show that two or more points, ideas, or situations are similar. Here are the most common ones:

1.1. Using nouns such as **resemblance** and **similarity**

You can use the nouns **resemblance**, **similarity**, **parallel**, and **analogy** to show that two points, ideas, or situations are similar in certain ways.

If there is a **resemblance** or **similarity** between two or more points, ideas, situations, or people, they share some characteristics but are not exactly the same:

- There is a striking **resemblance** between them.*
- He would have recognized her from her strong **resemblance** to her brother.*
- There is a remarkable **similarity** of techniques, of clothes and of weapons.*

The noun **similarity** also refers to a particular characteristic or aspect that is shared by two or more points, ideas, situations, or people:

- These theories share certain **similarities** with biological explanations.*

The orang-utan is the primate most closely related to man; its lively facial expressions show striking similarities to those of humans.

Collocation
Adjectives frequently used with resemblance and similarity certain, close, remarkable, striking, strong, superficial <i>The distribution of votes across the three parties in 1983 bears a close resemblance to the elections of 1923 and of 1929.</i>

You can also use the noun **parallel** to refer to the way in which points, ideas, situations, or people, are similar to each other:

- Scientists themselves have often drawn **parallels** between the experience of a scientific vocation and certain forms of religious experience.*
- There are close **parallels** here with anti-racist work in education.*

An **analogy** is a comparison between two situations, processes, etc. which are similar in some ways, usually made in order to explain something or make it easier to understand:

- A useful **analogy** for understanding Piaget's theory is to view the child as a scientist who is seeking a 'theory' to explain complex phenomena.*

Collocation
Adjectives frequently used with analogy and parallel close, interesting, obvious <i>A close analogy can be drawn between cancer of the cell and a society 'hooked on drugs'.</i>

1.2. Using adjectives such as **similar** and **same**

You can use the adjectives **analogous**, **common**, **comparable**, **identical**, **parallel**, and **similar** to highlight the similarity between two or more points, ideas, situations, or people:

- Animals possess thoughts, feelings and social systems which are analogous, if not identical, to those of humans.*
- All states share a **common** interest in the maintenance of international peace and security.*
- Winston Churchill died in 1965 and was given a State funeral **comparable** to that which had been given to the Duke of Wellington.*
- The procedure is **identical** to that of any other public bill.*
- A **parallel** but not identical distinction is between short-term and long-term memory.*
- The pattern of mortality is broadly **similar** for men and women.*

The adjective **same** is always used before the noun:

*The **same** pattern is also to be found in the discourse of parliamentary debates about apartheid.*

Note that **same** can also be used as a pronoun:

*The rules are almost the **same** as for domestic operations.*

*In all but a few minor respects, the privileges of the two Houses are the **same**.*

Get it right!
<i>Same</i> never comes after a :
✗ <i>Women still have to work twice as hard as men for a <u>same</u> salary.</i>
✓ <i>Women still have to work twice as hard as men for <u>the same</u> salary.</i>

The adjective **alike** is never used before a noun. It is typically used after the verbs **be** and **look**:

*On other issues such as education, health and social welfare the two mainstream parties **are** remarkably **alike**.*

*Thus two individuals of different species from the same place **look** more **alike** than two individuals of the same species from different places.*

Collocation
Adverbs frequently used with:
• comparable : broadly, directly, roughly
• similar : broadly, fairly, quite, remarkably, roughly, somewhat, strikingly
• same : essentially, exactly, much, precisely, quite, roughly
They both contain exactly the same information.

1.4. Using the adverbs **similarly**, **likewise**, and **in the same way**

You can use the adverbs **similarly**, **likewise**, and **in the same way** to show that the points, ideas, or situations you are comparing are alike. They are often used to modify the whole sentence and, in that case, are used at the beginning of a sentence, followed by a comma:

*One parent families may come about because of death, divorce or separation in a two parent family. **Similarly**, a one parent family may become a two parent family through marriage or remarriage.*

*Media theories must make the absence of state control their cornerstone. **Likewise**, proposals for the reform of the media must pay due attention to it.*

*Infants as young as 6 weeks consistently show preferences for familiar faces. **In the same way**, infants respond preferentially to their mother's voice compared to the voice of a stranger.*

When it is used inside the sentence, **in the same way** is normally followed by **as**:

*Planning controls operate in rural areas **in the same way as** in urban areas.*

1.3. Using the verbs **resemble** and **correspond**

You can also use the verbs **resemble** and **correspond** to show that two or more points, ideas, or situations are similar:

*It is possible to suggest that the two poets **resemble** one another.*

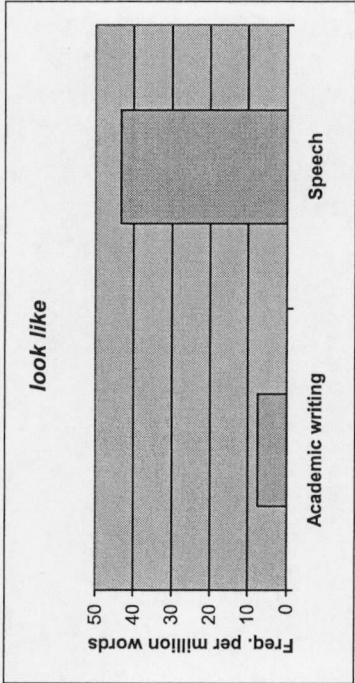
*Her views on capital punishment, immigration, and the trade unions **resemble** those of the right-wing tabloid press.*

*The techniques used with normal subjects give estimates that closely **correspond** to those derived from the clinical literature.*

*The political weakness of these states **corresponded** to their economic weakness.*

Be careful!

Many learners use the verb **look like** to show that two or more points, ideas, situations, or people, are similar. However, this verb is more frequent in speech and informal writing.



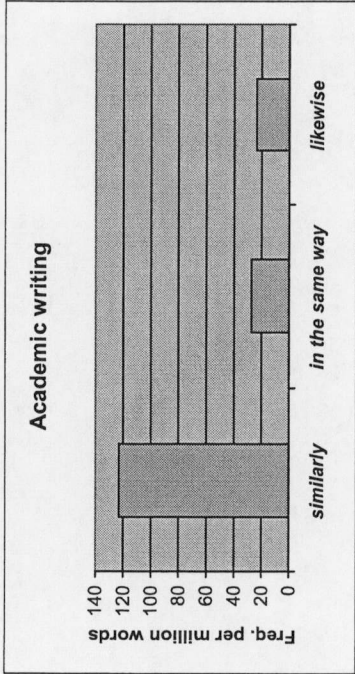
However, it can also be followed by *that* to introduce a clause:

Adverbs describe verbs in the same way that adjectives describe nouns.

The adverb *similarly* can also be used to modify an adjective:

A similarly complex picture emerges from the results in the metropolitan authorities.

Note that the adverb *similarly* is much more frequent than *in the same way* and *likewise*.



1.5. Using the preposition *like*, the conjunction *as*, and the expression *as ... as*

You can also use the preposition *like*, the conjunction *as*, and the expression *as + ADJECTIVE / ADVERB + as ...* to describe similarities:

The preposition *like* is used before noun phrases:

Like many others, Berkeley objected to the complete materialism of Hobbes.

The police, like most people, have stereotypical views as to the "typical" criminal or delinquent.

The conjunction *as* introduces clauses. It is often preceded by a comma:

The "Celtic belt" was heavily forested in those days, as was Italy in pre-Roman times.

The contexts in which they work vary, as do their personal and professional backgrounds.

She had left him, just as she so often threatened to do.

He does not want opinion polls banned, as is the case in Australia and some European countries.

Get it right!

Don't use the impersonal pronoun *it* in subject position after *as*:

✗ *Children are not playing marbles any more, as it was the case about thirty years ago.*

✓ *Children are not playing marbles any more, as was the case about thirty years ago.*

As can also introduce reduced verbless clauses, i.e. clauses that do not contain any verb:

Adaptation is the key principle of modern biology, as described by Charles Darwin in the mid-nineteenth century.

As + ADJECTIVE / ADVERB + as can be followed by a noun phrase or by a full clause:

Art is at least as important as politics.

There is the intriguing finding that some amnestics can learn certain new skills as quickly as normal subjects.

This task is by no means as simple as it sounds.

Get it right!

Like is not used to introduce full clauses in academic writing and professional reports. This use is very informal and some people consider it to be incorrect. Use *as* or *in the same way as* instead:

✗ *Like Marx said, religion is a falsification of life.*

✓ *As Marx said, religion is a falsification of life.*

✗ *You get addicted to television like you get addicted to opium.*

✓ *You get addicted to television in the same way as you get addicted to opium.*

Frequent phrases with as	
In academic writing and professional reports, the conjunction as is used in a number of frequent phrases. These phrases have three main functions:	
1. Referring to what you said before or to what you are going to say:	defined described discussed explained mentioned noted outlined shown stated above earlier in chapter X
This is not to say that Castro's actions as described above can be explained solely in terms of Cuba's relations with Moscow.	
as already described / indicated / mentioned / noted / pointed out / stated / suggested	
As already mentioned , an increasing number of research reports shows that a frequent complaint made by patients is lack of information.	
as will be described / discussed / seen / shown	
The comment was made in the British context, but as will be seen in later chapters, it is of general applicability.	
2. Referring to diagrams, figures, tables, etc:	as described / illustrated / seen / shown in [figure 3; table 6, etc]
From the end of World War II to the early 1970s there was virtually full employment in developed countries, but in the next ten years the position changed considerably as shown in fig. 1.11	
3. Reporting the ideas or findings of other writers:	as defined / described / shown / suggested by [Name]
Settlement was denser in some areas than in others, although such a division may only be recognised, as suggested by Peter Fowler, from late Bronze Age times onwards.	
as [Name] explains / points out / reports / states / suggests	
Finally, as Ehrlichman and Weinberger point out , differences in the distance between subject and experimenter may well account for certain of the inconsistencies in the results reported by different investigators.	
See the section on "Quoting and Reporting" for more information on these structures.	

2. Contrasting: describing differences

You can use several expressions to show that two or more points, ideas, or situations are different. Here are the most common ones.

2.1. Using nouns such as *contrast* and *difference*

You can use the nouns *contrast*, *difference*, and *distinction* to express contrast:

However, there was an important contrast between rural and urban settings.

The tone of the report and its recommendations were in marked contrast with those of earlier enquiries into child care scandals.

Table 1 shows significant differences in marital status.

The difference lies in the time the animal spends resting between meals.

There is a sharp distinction between domestic politics and international politics.

Collocation
Adjectives frequently used with:
contrast: direct, marked, sharp, stark, striking <i>There is a sharp contrast between the US and Europe.</i>
difference: considerable, crucial, essential, fundamental, main, major, marked, significant, striking, substantial <i>There are substantial differences in mortality rates among older people in developed countries.</i>
distinction: clear, crucial, fundamental, sharp <i>There appears to be a clear distinction between the causes of uplift on the western and eastern sides of the central Andes.</i>
Verbs frequently used when these nouns are the object:
contrast: draw, provide <i>Sussex provides a great contrast to many other parts of England.</i>
difference: find, notice, observe, show <i>We did find a clear difference between the three- and the four-year-olds.</i>
distinction: draw, make <i>It is simple to draw a distinction between pluralist, elitist and Marxist approaches to the distribution of political power.</i>

You can also use the nouns *the contrary*, *the opposite*, and *the reverse* to show that two or more points, ideas, or situations are so different that there is a strong opposition or conflict between them:

- Scientists at first believed it was impossible for birds to directly infect humans with the virus. But an outbreak in Hong Kong in 1997 proved the contrary.*
- Whatever characterises men, in their own view, women are defined as the opposite.*
- Women from the higher classes have a greater tendency to stay single. The reverse is true for men, however, with a smaller proportion of working-class men marrying than their upper-class contemporaries.*

2.2. Using adjectives such as contrasting and different

You can use the adjectives *contrasting*, *different*, *differing*, and *unlike* to express a contrast:

- It is, therefore, with two contrasting views of the discipline that I wish to begin.*
- A rather different approach is taken by Turner, an architect who, for some time, worked in Lima.*
- The essays in this book do not present a monolithic view, and they reflect widely differing perspectives.*

The adjective *unlike* is never used before a noun. It is typically used after the verb *be*:

- The Indian situation is quite unlike that of the Soviet Union following the October Revolution.*

You can use the adjectives *contrary*, *opposite*, and *reverse* to highlight a strong opposition:

- In the absence of contrary agreement, the buyer need not make payment until delivery is made.*
- Some stimuli in the environment will help you diet, and some will have just the opposite effect.*
- To voters, who hope that a clear result will speed the end of the recession, an unclear result could have precisely the reverse effect.*

2.3. Using verbs such as contrast and differ

You can also use the verbs *contrast* and *differ* to show that two or more points, ideas, or situations are different:

- This view contrasts sharply with the disillusioned, almost pessimistic, reflections of George Orwell, who wrote that there was no true internationalism amongst the British working class.*
- This contrasts with the situation in the USA, where the clean-up of abandoned sites is a priority.*
- Housing in rural areas differs from housing in the urban areas.*
- The Arctic and Southern oceans differ in many respects.*

Collocation
Adverbs frequently used with: ▪ contrast sharply, strongly This contrasts strongly with the simplicity of word processing, data base or even spreadsheet software.
▪ differ considerably, greatly, markedly, significantly, slightly, widely
It did not differ significantly between groups.

You can also show a contrast by using the verb *compare* in the expressions (*as*) *compared with* and (*as*) *compared to*:

- Britain's economic fortunes generally had fallen sharply compared with other western European countries since 1979.*
- At each age, mortality rates are lower for women as compared with men.*
- Furthermore, 12 per cent of males compared to 2 per cent of females are found guilty of, or cautioned for, criminal offences by the age of 17.*

You can use the verbs *distinguish* and *differentiate* to introduce a feature that makes someone or something clearly different from similar people or things. The distinguishing feature is shown in subject position:

- This bold personal style distinguishes her from other Prime Ministers.*
- This feature differentiates at least four groups of predator.*

The two verbs can also be used with the meaning of 'to recognize the differences between two or more points, ideas, or situations':

- The first step towards understanding the crisis of 1931 is to distinguish between different types of coalition government.*
- The introduction in our paper clearly differentiates the three levels of prevention on the basis of recent recommendations.*

Be careful!

All the verbs described above can be followed by a preposition. Acceptable prepositions vary from one verb to another:

- The success is even more remarkable when compared to her predecessors.*
- Another approach is to group together the readers of various right-wing papers and contrast them with readers of left-wing papers.*
- Savannah animals differ from those of tropical rainforests and these again from inhabitants of the tundra at high latitudes.*

For more information on which preposition to use with each verb, see their dictionary entries.

2.4. Using adverbs such as *by contrast* and *on the other hand*

You can use the adverbs *by/in contrast* and *by/in comparison* to show that two or more points, ideas, or situations are different. They are used:

- at the beginning of the sentence, followed by a comma:

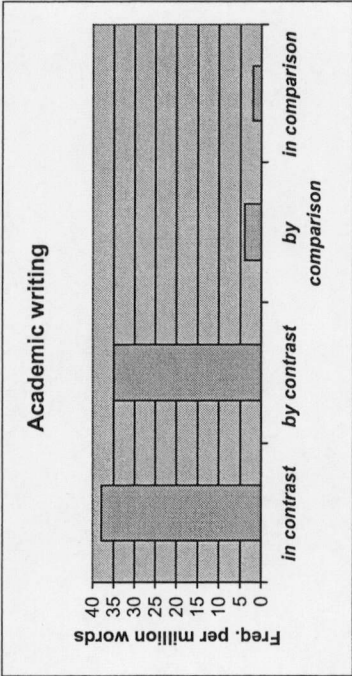
The rules of a factory may be written down and serve as strict regulators of behaviour. **In contrast**, the rules of dress or of how we eat are unwritten guides to behaviour.

Gallstone disease is the most common cause of pancreatitis in Scotland. **By comparison**, alcohol is the most common cause of pancreatitis in patients in Finland.

- inside the sentence, enclosed by commas:

For his final years in office, Warwick was known to be out of favour with the king. Gloucester, **by contrast**, kept the king's full confidence.

Note that the adverbs *by contrast* and *in contrast* are much more frequent than *by comparison* and *in comparison*:



You can also use the adverb *on the other hand* to talk about differences. It is often found after the subject, enclosed by commas:

Apollo is in various ways a god of higher civilization: he is, for instance, the god of medicine. Dionysus, **on the other hand**, is a god of nature and natural fertility.

Consent is always given to the actions of other persons. Promises, **on the other hand**, cannot, except in very special circumstances, ever be made concerning the actions of another person.

The adverb *on the other hand* is also used to describe two contrasting qualities of a single subject or topic. It is then more commonly found at the beginning of a sentence:

Working in groups can help to speed up the work where an investigation involves the results from several different cases. **On the other hand**, it can isolate quiet pupils from the action, and very quick pupils can ignore slower ones without intentional cruelty.

Be careful!

Learners often use *on the other hand* in the expression *on the one hand, ... on the other hand, ...*. In fact, the adverb *on the other hand* is more frequently used on its own:

? *On the one hand*, mobile phones are very useful if something unexpected happens. **On the other hand**, they are such a nuisance on the streets and everywhere!

✓ Mobiles phones are very useful if something unexpected happens. **On the other hand**, they are such a nuisance on the streets and everywhere!

Get it right!
The expression on the other side is not used for describing differences between two or more points, ideas, situations, people, etc: ✗ <i>Men have always been responsible for growing food. On the other side, women have always taken care of children.</i> ✓ <i>Men have always been responsible for growing food. Women, on the other hand, have always taken care of children.</i>

Get it right!
The expression on the contrary is not used for describing differences between two or more points, ideas, situations, people, etc: ✗ <i>Onasis had everything but he wanted to have more. Raskolnikov, on the contrary, had nothing.</i> ✓ <i>Onasis had everything but he wanted to have more. Raskolnikov, by contrast, had nothing.</i> <i>On the contrary</i> expresses a direct denial of what has been asserted before, and means that the opposite is true. It is often used at the beginning of a sentence, followed by a comma, and usually comes after a negative sentence: <i>There is no single and all-important cause of attempted suicide. On the contrary, a variety of interpersonal, social, and psychological factors may contribute to it.</i>

You can use the adverb *conversely* for indicating that one situation is the exact opposite of another. It is typically used at the beginning of a sentence, followed by a comma:

The author clearly identifies an acceptance of poor health as an attribute of normal ageing. **Conversely**, youth is depicted as a time of vitality and good health.

2.5. Using prepositions such as *unlike*, *as opposed to*, and *in contrast to*

You can also use prepositions to show a contrast. The prepositions *unlike*, *in contrast to/with*, and *by/in comparison with* are mainly used inside the sentence, but they are sometimes found at the beginning of the sentence:

- A public company, unlike a private company, must be limited by shares.*
- Unlike other prices (and wages), interest rates are to be politically determined.*
- Government decisions in Britain are made in the name of the Cabinet, in contrast to the United States where they are made in the name of the President.*
- Judges might find it easier to sympathise with and understand business law-breakers in comparison with other types of criminal.*

The prepositions *as against* and *as opposed to* are almost always used inside the sentence:

- The rate of increase of convicted rapists is 39%, as against an increase in rape reports of 143%.*
- Moving from insects to reptiles to mammals, the importance of learned, as opposed to genetically determined, behaviour gradually increases.*
- The preposition *versus* (or sometimes its abbreviation *vs.*) is used for stating that two or more points, ideas, or situations are being compared in order to show that they are different:
 - He brought the argument about Christian unity up against the fundamental question of Catholicism versus Protestantism.*
 - The American versus British female stereotype is a trans-Atlantic difference of opinion that has been raging for decades.*
- It is commonly found in titles and sub-titles:
 - Microsoft versus Unix — collision course or co-existence?*

You can use the preposition *contrary to* to introduce a strong opposition. It is mainly used within the sentence, preceded by a comma, but can also be found at the beginning of the sentence.

- It might well appeal to poets, who, contrary to popular myths about inspiration, are usually interested in the technical aspects of composition.*
- Contrary to expectations, studies show that most people continue to regard themselves positively as they grow older.*

2.6. Using the conjunctions *while* and *whereas*

You can use the conjunctions *while* and *whereas* to balance contrasting points, ideas, or situations. They are used:

- inside the sentence, preceded by a comma:
 - Biographies will be included in the present chapter, while catalogues will be treated in the next.*

The majority of students of English are women, whereas the majority of academics teaching it are male.

- less frequently, at the beginning of a sentence:
 - While teachers without full qualifications are poorly paid, qualified teachers are now relatively well off.*
 - Whereas the inexperienced pilot needs to fly at least once a month to be safe, more experienced pilots can go much longer without always becoming badly out of practice.*
- Finally, you can also use the conjunction *but* to highlight a difference:
- Inflation was the scourge of the mid-1970s but not the mid-1980s.*
 - He doesn't know anybody, but everybody knows him.*

Appendix 7.1a: A selected list of EAP-like word sequences overused in ICLE-FR

5-word sequences	from an economic point of (8), as a matter of fact (21), it is not always easy (5), is no longer the case (5), it is no longer the (5), we must not forget that (5), I do not think so (5), we can say that the (5)
4-word sequences	take the example of (10), as far as the (26), is far from being (14), I would say that (19), be considered as a (11), will be able to (24), it will be possible (6), will have to be (13), people will have to (5), no longer the case (5), on the one hand (25), I think that we (6), that is to say (16), the aim is to (5), it would be difficult (5), but I am not (5), it is obvious that (17), for the sake of (13), must not forget that (5), we must not forget (7), to keep in mind (6), should not forget that (6), we can say that (14), I think that the (15), it is not always (7), it is true that (20), it is no longer (7), have the opportunity to (5), do not think so (5), we can see that (7), we will have to (7), I do not think (20), I think that this (8)
3-word sequences	will have to (61), in order to (151), as far as (72), it will be (40), considered as a (18), as a conclusion (22), on the contrary (50), take the example (10), not forget that (19), according to me (13), in other words (40), will be able (24), would say that (19), people will have (9), I would rather (6), we may wonder (6), point of view (65), far from being (16), I would say (20), be considered as (18), longer the case (5), we can wonder (5), was considered as (7), have the impression (7), matter of fact (21), we can say (22), the opportunity to (22), with regard to (12), will certainly be (8), will be easier (6), how could we (7), we must not (12), a kind of (33), will be possible (7), more and more (66), the example of (13), would it be (7), question that arises (5), it be possible (5), not always easy (5), a first step (5), will always remain (6), let us not (6), the one hand (25), we will be (12), that is to (18), there wont be (6), could argue that (5), it is obvious (20), we can notice (6), is obvious that (17), in that respect (5), the aim is (5), from all this (5), lets take the (5), is to say (16), as I am (8), is not always (13), to show that (10), be possible to (8), look at it (5), because we have (5), it may also (5), look at what (5), I have just (5), a means to (5), idea of a (9), in a particular (7), let us take (7), we are now (6), is true that (21), one has to (13), we have to (48), I mean that (8), the cause of (24), keep in mind (9), I think that (66), even if they (13), it would be (47), is not yet (5), existence of a (5), to be considered (8), must not forget (7), less and less (6), problems in the (6), this is also (6), and more important (6), aim of the (6), is true for (5), present in the (5), but is this (5), not think so (5), this lack of (5), think that this (10), some people think (7), is probably the (7), may not be (7), could say that (9)

will be (287), let us (67), it will (89), order to (151), will also (33), in order (156), as far (72), far as (73), considered as (39), speak of (28), will certainly (26), the contrary (58), is concerned (45), will perhaps (10), we will (64), we may (34), people will (38), appear as (8), will not (79), is thus (13), other words (42), project is (7) point of (77), lead to (48), even if (63), this will (22), will speak (6), favour the (6), may wonder (6), perhaps be (6), imply the (6), concerned by (6), also see (6), forget that (24), for instance (73), can wonder (8), aims at (10), a conclusion (22), ideal solution (5), indeed we (5), it implies (5), of fact (21), more easily (13), notice that (17), a first (13), the opportunity (27), the case (60), a bit (31), with regard (12), be more (44), an important (47), this assertion (7), be difficult (11), must keep (10), wonder whether (10), how could (15), it mean (11), we could (35), are concerned (20), true for (12), thanks to (44), be possible (19), may also (14), most striking (8), not imply (7), such as (88), first step (11), far from (30), could we (10), imply a (6), here again (6), added to (9), to conclude (17), the example (14), can notice (8), would it (11), can say (27), into account (22), is precisely (7), now turn (5), opportunity to (29), think that (126), to assert (6), first part (6), be considered (28), certainly not (15), but rather (12), no more (19), consider the (23), a matter (30), always remain (7), intend to (7), would rather (10), regard to (12), can also (32), will lead (9), must not (21), and particularly (6), would say (21), and yet (12), one hand (30), but also (68), are thus (5), see why (5), implies the (5), will always (26), linked with (7), know whether (7), a means (9), but this (33), to show (33), so that (51), not yet (15), if necessary (6), will remain (9), to illustrate (8), implies that (8), we notice (5), illustrate this (5), viewed as (5), an aim (5), but is (18), above all (19), in fact (60), is certainly (17), this point (22), is obvious (23), could argue (5), examine the (5), can now (5), these examples (7), are indeed (6), not speak (6), it may (36), mean that (30), problems of (17), this means (18), consider that (9), this question (19), obvious that (21), a particular (19), say that (97), we might (11), certainly be (8), what would (13), one must (10), I would (67), may not (16), but we (38), 's take (8), what does (12), are therefore (6), is interesting (6), we always (5), cannot deny (5), indeed the (5), will provide (5), we wont (5), one could (15), the same (188), refer to (7), also means (7), put forward (7), great part (7), we shall (9), contrary to (8), lets take (8)

2-word sequences

Appendix 7.1b: A selected list of EAP-like word sequences overused in ICLE-SP

5-word sequences	there are a lot of (16), as a result of this (5), I would like to say (6)
4-word sequences	that is to say (15), as we can see (6), as an example of (5), in the case of (17), it is sure that (5), there are a lot (17), we only have to (5), is the case of (5), we have to do (5), in order to get (10), in order to be (12), the case of the (7), there have always been (5), a result of this (5), my point of view (9), would like to say (6)
3-word sequences	in order to (101), to sum up (17), we can see (23), the case of (26), this is the (33), depending on the (9), of this paper (6), the base of (7), a lot of (107), is related to (6), is sure that (6), is to say (16), because of this (10), that is to (16), the fact of (8), can talk about (5), the aim of (12), but we are (8), the most important (37), at the end (22), be said that (11), it is sure (5), an example of (11), in the case (17), we think that (6), as we can (6), in this sense (9), lead us to (5), as for example (5), we only have (5), can be considered (7), as a conclusion (10), the idea that (11), important thing is (10), as we have (8), as if they (8), in this way (19), all these facts (4), in relation to (6), talk about the (7), there have always (5), in spite of (18), we talk about (6), at this point (7), because of the (25), but you can (5), it would be (36), the possibility of (11), because I think (5), why do we (5), and so on (22)
2-word sequences	capacity of (13), related to (24), we can (130), in order (107), order to (103), this situation (23), case of (40), *impossible to (5), *necessary to (5), the *possibility (5), sum up (17), this paper (10), the capacity (8), depending on (14), said that (37), *lets think (6), to sum (17), lot of (111), thought that (17), this fact (16), related with (5), talk about (23), if we (80), base of (7), people is (14), comparison between (5), because of (71), in relation (9), because we (20), would be (116), this is (119), in conclusion (14), offers us (6), capacity to (7), because there (16), a conclusion (14), as we (28), most important (39), the cases (8), can see (26), which we (22), is very (61), talking about (15), besides the (7), the importance (16), the aim (14), idea that (13), respect to (7), consider a (5), necessity of (9), a lot (118), better than (16), because it (44), must be (59), so as (12), is sure (7), essay is (7), way of (63), solution for (8), lack of (41), if they (50), so they (20), such as (61), can talk (5), ideas in (5), an important (31), problems that (8), be considered (20), this point (17), but you (11), we only (8), and probably (7), because that (5), you are (48), the possible (9), consequence of (11), we consider (10), due to (34), we talk (7), another important (9), you have (41), the essay (5), opinion about (5), can observe (5), cases are (5), we will (33), another point (7), this subject (7), relation to (7), it must (19), this case (18), we must (39), why do (12), to say (47), we think (14), topic of (5), that although (5), we just (6), things that (21)

Appendix 7.1c: A selected list of EAP-like word sequences overused in ICLE-DU

5-word sequences	is to be found in (7), it is a fact that (10), seem to be able to (5), on the other side of (8), as a result of the (6)
4-word sequences	is whether or not (5), there is a difference (5), argument in favour of (8), a lot of people (34), the question is whether (8), is a fact that (10), as a result of (23), this is of course (7), on the other side (16), it is a fact (10), seem to be able (5), not solve the problem (5), to come up with (6), is to be found (8), can be found in (6), a closer look at (7), so that they can (6), in this essay I (11)
3-word sequences	will be discussed (11), a lot of (177), be held responsible (8), this essay will (10), the inequality of (7), whether or not (17), has many advantages (6), the actions of (6), as said before (6), in favour of (28), it was clear (5), is a difference (5), take for instance (5), the first argument (5), is whether or (5), be discussed in (5), become clear that (5), this means that (19), to deal with (24), argument in favour (8), the benefits of (10), fact that the (20), held responsible for (6), come up with (12), be found in (16), for instance the (7), in this essay (22), which means that (11), is a fact (12), so that they (20), there are still (21), be clear that (5), that the latter (5), results in a (5), the chances of (5), the main differences (5), the position of (17), is that you (8), question is whether (8), in that way (12), a fact that (11), the question is (20), the fact that (91), show that the (7), this is of (7), it might be (14), mean to (5), a very difficult (5), the principle of (7), people will be (7), a good thing (11), mean that the (9), the story of (6), a difference between (6), some people will (5), to be answered (5), and perhaps even (5), the preservation of (5), needs to be (11), a result of (24), the advantages of (9), then there is (6), a change of (6), the reasons why (6), the things that (10), closer look at (7), said to have (7), another way to (5), this of course (5), if you were (5), can conclude that (5), could have been (9), due to a (6)

2-word sequences	a lot (230), stability in (11), this is (209), lot of (180), essay will (10), whether or (18), clear that (34), deal with (39), this essay (44), as said (6), favour of (28), conclude that (15), in favour (29), found in (25), meant that (9), this was (25), major changes (5), advantage for (5), operated on (5), will probably (21), to handle (16), becomes clear (8), because they (104), argument in (9), fact that (109), is whether (12), another example (18), inequality of (7), to deal (24), an argument (8), maybe even (9), a possible (13), be discussed (13), the chances (6), that consists (6), first argument (6), characterised by (6), be held (8), consists of (20), against the (53), we saw (7), people just (8), perhaps even (8), be held (8), benefits of (11), a fact (16), the latter (26), become too (10), showed that (10), a change (18), benefits of (11), a fact (16), you could (18), the disadvantages (10), look at (54), a major (18), end up (15), come up (15), the change (14), exactly what (12), which means (17), explain what (5), was clear (5), is designed (5), is that (160), it became (10), you were (10), was shown (7), much influence (6), possible for (18), likely that (10), was introduced (7), people will (29), as possible (34), main differences (5), become clear (5), the first (108), it was (107), the current (18), be clear (8), policy of (8), the principle (10), proved that (13), it might (23), reasons why (12), the case (59), now that (19), a difference (10), people are (108), way to (62), will improve (6), this view (6), very clear (5), elements in (5), problems will (5), difference in (5), finally there (5), to conclude (16), means that (40), the advantages (17), be admitted (7), as is (7), discussed in (7), many advantages (7), can still (10), all sorts (14), closer look (9), said before (8), a series cent of (13) usually not (6), provided by (6), another advantage (6), and secondly (6), stand for (6), possible that (10), an advantage (7), whether this (7), argument against (8), talking to (8), change of (11), certainly not (14), position of (20), when you (41), just like (15), were said (5), established to (5), can conclude (5), will even (5), will also (17), because he (24), seem to (58), so that (54), I found (11), which causes (6), why would (6), is seen (6), an alternative (7), if they (72), can also (32), can even (13), sorts of (17), show that (21)
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Appendix 7.2: Robert et Collins CD-Rom (2003-2004) – essay writing

Section 26: ESSAY WRITING

26.1 The broad outline of the essay

Introductory remarks

Tout le monde s'accorde à penser que le chômage est un des principaux maux de notre société. Il convient donc d'examiner les mesures qui pourraient être prises pour le combattre = everyone agrees that ... So we should examine

Peut-on lire l'œuvre d'un philosophe quand on sait qu'il a été nazi ? Telle est la question soulevée par l'article de ... = such is the question raised by

Il est bien connu que la voiture pollue. La question est de savoir si nous pourrions un jour nous passer de ce mode de transport = it is a well-known fact that ... The question is whether

Les adolescents d'aujourd'hui ne lisent pas beaucoup. Ceci est interprété tantôt comme une crise passagère, tantôt comme un signe du déclin du message imprimé = some interpret this as ..., others as ...

Nous vivons dans un monde où la paix est constamment menacée = we live in a world in which

Un problème souvent évoqué or dont il est souvent question est celui de la corruption des milieux d'affaires = a much-discussed problem is that of

L'histoire nous fournit de nombreux exemples de génies incompris à leur époque puis reconnus par la postérité = history provides us with countless examples of

Cette question est depuis longtemps au cœur du débat sur l'éducation = this question has long been at the heart of

Developing the argument

La première constatation qui s'impose, c'est que le roman va au-delà d'une simple enquête policière = the first point to note is that

Prenons comme point de départ le rôle que le gouvernement a joué dans l'élaboration de ces programmes = let us take ... as a starting point

En premier lieu, examinons ce qui fait obstacle à la paix = firstly, let us examine

Il serait utile d'examiner la façon dont l'auteur a abouti à ces conclusions = it would be useful to examine

Il convient tout d'abord de se pencher sur les circonstances de la parution de ce livre = it is worth first of all turning one's attention to

Selon l'auteur, la psychanalyse ne serait pas un obstacle à la créativité = according to the author ... isn't

Il est significatif que ce conflit soit (subj) le produit d'une politique africaine moderne = it is significant that ... is

Pour illustrer l'association lucrative des vedettes de sport et des grandes entreprises, il suffit de prendre un exemple

= in order to illustrate ... we only need to take an example
Un second exemple marque l'importance de ce thème
= underlines the importance of
Un examen des origines de la laïcité nous permettra peut-être de mieux comprendre les bases de ce conflit
= will perhaps allow us better to understand

The other side of the argument

Après avoir étudié la progression de l'action, considérons maintenant le style
= after studying ... let us now consider
Il faut maintenant s'interroger sur la motivation de l'auteur dans le choix du contexte historique
= one must now question
Venons-en maintenant à l'analyse des retombées politiques
= now let us come to
Ce qui vaut pour le héros s'applique également aux personnages secondaires
= what goes for ... applies equally to
Il convient maintenant d'analyser les arguments de ceux qui préconisent une législation plus stricte
= it is worth now analyzing
Le principe de laïcité de l'enseignement est-il compatible avec le port de certains signes religieux ? C'est ce que nous allons étudier dans la seconde partie de cette analyse
= ... is what we are going to study in the second part of this analysis
Plus encore que la pollution, c'est le bruit qui provoque la colère de nombreux citoyens
= even more than ... it is
On pourrait objecter que l'œuvre littéraire n'est pas séparable de son contexte
= one could object that

The balanced view

Au terme de cette analyse, il faut cependant faire remarquer que le chômage n'est pas le seul facteur en cause. Il faudrait également examiner ...
= at the end of this analysis, it is, however, necessary to point out that ... It is equally necessary to examine
Mais le meilleur moyen de limiter la pollution, c'est encore d'examiner comment on pourrait réduire les transports routiers
= but the best way of ... is to
Enfin, il faut nous poser cette question : la famine est-elle vraiment une fatalité ?
= finally, we must ask ourselves whether

In conclusion

Quelles conclusions tirer de cette analyse ?
= what conclusions can be drawn from this analysis?
Le problème se résume donc à ceci : dans un monde dominé par l'audiovisuel, le théâtre a-t-il encore une chance de survivre ?
= the problem, then, boils down to this:
L'expérience des dix dernières années prouve or démontre que le travail des organisations bénévoles n'est pas vain mais qu'il ne suffit pas
= proves or demonstrates that

En dernière analyse, c'est l'identité personnelle dans ce qu'elle a de plus secret qui est menacée
= in the final analysis
En somme, c'est la singularité du style qui constitue l'originalité profonde de l'auteur
= in short
En définitive, les réformateurs devraient mieux prendre en compte les leçons des expériences passées
= when all is said and done

26.2 Constructing a paragraph

Assessing an idea

On peut avancer plusieurs arguments différents
= one can put forward
Plusieurs arguments viennent renforcer cette idée
= there are several arguments in support of
Examinons les origines du problème ainsi que certaines des solutions suggérées
= let us examine ... as well as
On peut noter or mentionner en passant que l'auteur ne fait jamais allusion à ce problème
= it may be noted or mentioned in passing that
Sans nous appesantir or nous attarder sur les détails, notons toutefois que le rôle du Conseil de l'ordre a été déterminant
= without dwelling on the details, let us note, however, that
Comme nous le verrons plus en détail par la suite, ce sont surtout les personnages secondaires qui font progresser l'action
= as we shall see in more detail later
Nous reviendrons plus loin sur cette question, mais signalons déjà l'absence totale d'émotion dans ce passage
= we shall come back to this question later, but let us point out at this stage
Avant d'aborder la question du style, mentionnons brièvement le choix des métaphores
= before tackling ... let us mention briefly

Establishing parallels

D'une part, il y a des problèmes financiers et d'autre part, il y a des problèmes humains
= on the one hand ... on the other (hand)
Les préjugés anticommunistes d'un côté, anticapitalistes de l'autre ne sont pas morts
= on the one hand ... on the other (hand)
Les premiers disposent du pouvoir. Les seconds font la grève
= the former ... the latter ...
L'Éducation nationale fait l'objet de critiques continues et il en va de même pour la Sécurité sociale
= the same is true of
De même que les étudiants se demandent à quoi leurs études vont leur servir, de même, les professeurs s'interrogent sur leur rôle
= in the same way that ... so, too ...
Nous ne pouvons dissocier ce facteur de la décision mentionnée plus haut
= we cannot dissociate ... from
Nous reprenons ainsi une idée suggérée antérieurement
= thus, we are again taking up an idea suggested earlier

Adding or detailing

De plus, il s'agit là d'un progrès tout à fait remarquable
= what is more
En outre, il faut noter que les employés sont mal payés
= furthermore
Il faut également dire que le népotisme est parfois encouragé par les entreprises elles-mêmes
= equally
Ajoutons à cela or Il faut ajouter à cela or À cela s'ajoute un sens remarquable du détail
= let us add to this or added to this
À cet égard or À ce propos, il faut noter une détérioration dans la qualité de l'enseignement
= in this respect or in this connection
De même, on pourrait suggérer que le style de l'auteur manque d'originalité
= by the same token
D'ailleurs, la Russie veut croire que sa contribution permettrait de rendre le système plus efficace
= moreover
Pour ce qui est des personnages secondaires, ils sont, eux aussi, remarquablement vivants
= as for the
En ce qui concerne la pollution chimique, il faut reconnaître qu'elle constitue aussi un grave danger
= as far as ... is concerned
Quant aux émissions sportives, elles suivent toujours le même modèle précis
= as for the
Plusieurs catégories professionnelles ont été oubliées, notamment or parmi lesquelles les employés de bureaux et les réceptionnistes
= notably or including
Ces enfants d'origine étrangère connaissent parfois de graves problèmes de scolarité, problèmes qui doivent retenir toute l'attention des enseignants
= these children ... have serious problems ..., which

Enumerating

Différentes formules sont offertes au client : voyage à forfait ou bien hébergement chez l'habitant, ou encore demi-pension, ou enfin camping dans un village de vacances
= or ... or even ... or finally
Faut-il inclure dans les statistiques les handicapés ? Ou bien doit-on exclure les jeunes ? Ou encore est-il nécessaire d'analyser le mode de vie en plus des revenus ?
= or ... or even ...
Du parti communiste à l'extrême droite, tous sont d'accord pour condamner cet acte de terrorisme
= from ... to ..., all ...
Parmi ces grands auteurs, on peut citer (tout) d'abord Racine, ensuite Corneille, enfin Molière
= amongst ... first (of all) ... then ... and finally
En premier lieu, il convient d'examiner attentivement chaque offre, puis il faut sélectionner les plus intéressantes et, en dernier lieu, entrer en contact avec les différents candidats
= in the first instance ... then ... and finally
Ceci est dû essentiellement à trois facteurs : premièrement, l'originalité du projet, deuxièmement, la rapidité avec laquelle il a été réalisé, troisièmement, la faiblesse des coûts
= firstly ... secondly ... thirdly
Opposing

Nombreux sont les régimes autoritaires qui ont bénéficié à l'origine du soutien de la majorité de la population. Néanmoins, ces régimes ont mal vieilli
= nevertheless
Ces éléments militent en faveur de l'apparition de plusieurs conventions collectives dans les milieux sportifs. Cependant, chacun le pressent : les enjeux ne sont pas que sociaux
= however
Malgré ses airs d'enfant de chœur, cet homme fut un redoutable chef de guerre
= despite
Malgré tout, il est impossible de nier que le système néerlandais est coûteux
= despite everything
En dépit de ces malades, le spectacle possède un charme indéniable
= despite

Introducing one's own point of view

À mon avis or Selon moi or D'après moi, ce chapitre est le meilleur du livre
= in my opinion
En ce qui me concerne or Pour ma part, je déplore l'évolution actuelle de la politique sociale
= as far as I am concerned
Personnellement, ce qui me frappe le plus dans cette affaire, c'est que l'origine de ces fonds est encore inexpliquée
= personally
Je suis d'avis que la télévision a un effet néfaste sur l'éducation des enfants
= I am of the opinion that
Je soutiens qu'on n'a jamais répondu clairement aux questions posées
= I maintain that
Je pense que l'auteur fait ici preuve d'ironie
= I think

Introducing someone else's point of view

Selon l'auteur or D'après l'auteur, le motif principal du crime est la jalousie
= according to the author
Comme le soulignent les experts, il est nécessaire de réduire les coûts de production de 7 %
= as ... stress
Comme le laisse entendre l'auteur, certains détails n'ont pas été révélés au public
= as ... gives us to understand
Le budget du ministère est, dit-il or affirme-t-il, conforme aux prévisions
= he says or affirms
Il dit/pense/croit/affirme/déclare que ce système présente de nombreux avantages
= he says/thinks/believes/maintains/declares that
L'auteur attire notre attention sur l'ampleur de ce changement
= draws our attention to
Il nous rappelle les bouleversements qui ont suivi ce projet de loi
= he reminds us of
Il insiste sur le fait que/souligne que/soutient que ces rivalités internes sont la principale cause de l'échec du mouvement
= he insists on the fact that/stresses that/ maintains that
Elle prétend que ce travail ne nécessite aucune recherche
= she claims that
Il voudrait nous faire croire que cette rébellion n'a eu aucune conséquence grave

= he would have us believe that
Selon la version officielle, l'épidémie est maintenant endiguée
= according to the official version

Introducing an example

Prenons le cas de Louis dans «le Neud de vipères»
= (let us) take the case of
Il suffit de prendre pour exemple le cinéma muet des années vingt
= one needs only take as an example
Le cas de l'agroalimentaire en est un exemple frappant
= is a striking example of this
L'augmentation de la délinquance illustre bien les conséquences de cette crise chez les jeunes
= is a good illustration of

Introducing a quotation or source

Selon or D'après les auteurs du rapport, «l'important n'est pas de nourrir l'Afrique mais de la faire reverdir»
= according to
«La raison du plus fort est toujours la meilleure», constate/affirme/observe La Fontaine
= notes/asserts/observes
Comme l'a fait remarquer le président, «la croissance économique dépend du taux d'investissement»
= as ... pointed out
Chénier avait écrit : «l'art ne fait que des vers, le cœur seul est poète» et Musset reprend la même idée lorsqu'il dit : «Ah, frappe-toi le cœur, c'est là qu'est le génie»
= had written: ... echoes the same idea when he says:
Selon les paroles de Duhamel, «le romancier est l'historien du présent»
= in the words of
Dans un article récemment publié dans le journal «Le Temps», nous trouvons cette remarque de Gordon Thomas : «...»
= we find this remark by
Dans son étude sur le folklore vendéen, Jean Dumur observe ...
= observes

Concluding

De toute façon, nous sommes au pied du mur
= in any case
Bref or En un mot, il refuse de se prononcer
= basically or in a word
En somme, il faut nuancer cette affirmation
= in short
Il convient de signaler, pour conclure, l'exceptionnelle qualité des textes retenus
= in conclusion
En définitive, ce dont le monde a besoin c'est d'un style de vie et de consommation plus sobre
= when all is said and done

26.3 The mechanics of the argument
Stating facts

Il est exact que les trains arrivent en général à l'heure, sauf quand il gèle
= it is true that
On constate chez les cadres une forte motivation
= ... is noticeable
On observe un repli sur les valeurs sûres
= ... can be observed
On peut noter que l'essentiel des dépenses de santé est financé par des cotisations sociales
= we can see that
Ce mode de calcul des rémunérations fait l'objet de négociations entre patronat et syndicats
= is the object of
Il s'agit d'une mesure de défense prise face à une initiative jugée hostile
= it is a
Rappelons les faits. Victoria l'Américaine débarque à Londres en 1970 et réussit rapidement à s'imposer sur la scène musicale
= let's recall the facts
Le New York Times rapporte que l'islam est la religion qui connaît aujourd'hui la plus forte croissance aux États-Unis
= reports that

Making a supposition

Si on trouve ces fossiles à l'intérieur des terres, on peut supposer que jadis la mer recouvrait cette région
= one can assume that
Il est peu probable que la diminution de l'ensoleillement dans la région ait (subi) eu des conséquences sur la croissance des plantes
= it is unlikely that
Il pourrait y avoir une guerre commerciale si nous n'instaurons pas le libre accès aux marchés = there could be
Dans les milieux diplomatiques, on évoque la possibilité d'un durcissement de l'embargo = there is mention of the possibility of
L'ampleur des destructions permet de penser que d'énormes quantités d'essence ont pris feu = leads us to think that
Le film laisse supposer que tout peut devenir spectacle
= would have one suppose that

Expressing a certainty

Il est certain que le chômage contribue à alimenter l'exclusion
= it is certain that
Il est évident que toutes les régions devront jouer leur rôle sur le plan national
= it is obvious that
La partie la plus originale de son livre réside incontestablement dans son analyse des arts populaires
= indisputably
Il existe indéniablement un art de penser, de vivre, qui est commun à toute l'Europe
= undoubtedly
Il est indéniable que c'est un problème
= it cannot be denied that
Tout le monde s'accorde à penser que le conflit est loin d'être fini
= everyone agrees that

Il ne fait aucun doute qu'il a du talent
= there is no doubt that
Il est clair que cette maison est inhabitée depuis des mois
= clearly

Expressing doubt

Il semble que quelqu'un a essayé d'entrer par la fenêtre
= it seems that
Il est possible or Il se peut que je me sois (subj) trompé
= it is possible that
Peut-être est-ce or C'est peut-être une meilleure idée
= perhaps
L'auteur s'est sans doute inspiré de contes orientaux
= probably

Les rebelles se seraient regroupés près de la ville, ce qui expliquerait la psychose de peur qui prévaut encore
= allegedly regrouped ..., which would explain
Chaque témoignage remet en question ce qui paraissait établi quelques minutes plus tôt
= calls back into question

Conceding a point

Écrire un texte sans la lettre «e» semble une gageure impossible. C'est pourtant la règle qu'il s'impose pour tout un roman
= and yet it is

Les héritiers ont du mal à se mettre d'accord. Ils sont toutefois unanimes sur un point : la propriété restera dans la famille
= however

Bien qu'étudiés or Quoique étudiés depuis de nombreuses années, les cyclones tropicaux comportent encore beaucoup d'inconnues
= though

Bien que quelques blindés aient (subj) pris position dans la ville, la situation est restée relativement calme
= although

On ne sait pas grand-chose de son enfance. Toujours est-il qu'il entre en apprentissage alors qu'il n'a pas quinze ans
= the fact remains that

Quel que soit (subj) le style retenu pour la mise en scène, l'atmosphère de la pièce est toujours un peu lugubre
= whatever

On ne peut nier que l'intrigue soit (subj) quelque peu compliquée
= it cannot be denied that

Le moins que l'on puisse (subj) dire est qu'entre les principales organisations professionnelles agricoles, le courant ne passait pas
= the least one can say is that

Ces faits sont sans doute vrais, mais restent quand même peu crédibles
= no doubt ... but

Certes un encart publicitaire coûte très cher, mais il permet de mieux vendre
= certainly ... but

Tout en reconnaissant que les grands ensembles ont permis de loger des milliers de sans-abri, il faut néanmoins admettre que les conditions de vie y sont souvent déplorables
= while recognizing that ... one must, however, admit that
La mort de ce coureur automobile, pour tragique qu'elle soit (subj), donne à réfléchir sur ce qui pousse certains à risquer leur vie
= ... though it may be
Si on supposait depuis longtemps qu'il y avait eu corruption, ce n'est que récemment que les archives ont confirmé ces suppositions
= it is only recently that

Emphasizing particular points

Il convient de souligner l'importance de ces recherches
= it is worth stressing

Il faut bien préciser que ce produit est commercialisé depuis des années
= it is important to point out that

C'est à ce niveau qu'il faut chercher des solutions
= it is at this level that

C'est une question de temps et non pas d'argent
= it is a question of

Ce dossier délicat met en lumière les oppositions entre la nécessaire maîtrise des dépenses de santé et la diffusion souhaitable des innovations thérapeutiques
= brings to light

Peu de gens ont vu cette émission, d'autant plus qu'elle est passée tard le soir
= especially since

Il est important de se faire vacciner contre le tétanos, à plus forte raison lorsque l'on manipule régulièrement des objets rouillés
= and all the more so when

Bien loin de renter ses origines, il n'avait jamais rompu ses liens avec sa patrie
= far from

Quel choc pour les spectateurs ! Non (pas) que le film soit (subj) sanglant, mais son crescendo est redoutable
= not that ... is ... but

Non seulement les objectifs ont été atteints, mais ils ont été dépassés
= not only ... but

Ce plat délicieux, facile à préparer, économique qui plus est, a tout pour nous séduire
= and moreover

J'irais même jusqu'à dire que c'est un chef-d'œuvre
= I would even go so far as to say that

N'oublions pas que, sur Terre, la gravité pilote absolument tous les phénomènes
= let us not forget that

De l'enthousiasme : voilà précisément ce qui leur fait défaut
= that's precisely what

Moderating a statement

Sans vouloir critiquer cette façon de procéder, il semble cependant qu'une autre méthode pourrait avoir de meilleurs résultats

= I have no wish to criticize ... but it seems that

L'auteur a certainement raison dans l'ensemble, mais certains détails mériteraient d'être revus
= ... on the whole, but some details require to be reviewed

Une mise au point serait souhaitable
 = some clarification would be desirable
 Sans attacher trop d'importance à ces détails, il semble pourtant qu'une révision du texte serait utile
 = without wishing to attach too much importance to these details, I do think that
 Il serait injuste de reprocher à l'auteur son manque d'expérience
 = it would be unfair to
 «La sévérité de la presse est à la mesure de la démocratie.» Certains philosophes nuancent ces propos en précisant que ...
 = qualify
 Il faut néanmoins nuancer l'affirmation selon laquelle l'Europe serait exagérément protectionniste
 = one has, nevertheless, to qualify

Indicating agreement
 Beaucoup de gens s'inquiètent de l'évolution du chômage, et effectivement or en effet, la situation est préoccupante
 = indeed
 Il faut reconnaître que les résultats sont décevants
 = one has to recognize
 Sa description de l'événement est exacte en tous points
 = is accurate on all points
 L'explication qu'il en donne est tout à fait convaincante
 = is totally convincing
 Comme le suggère l'auteur, il semble indispensable d'améliorer la qualité des formations et des diplômes
 = as ... suggests
 Tout semble effectivement indiquer qu'à trente ans, les surdoués ont été rattrapés par les autres
 = everything seems to indicate that
 Il serait vain de le nier : nous allons devoir faire face à une concurrence nouvelle
 = it would be pointless to deny it
 Rien n'est plus vrai que cette description de l'exil
 = there is nothing more accurate than

Indicating disagreement
Tentatively
 Je me sens tenu de formuler quelques réserves
 = express some reservations
 Je formulerais quelques objections
 = I would express some objections
 Cette affirmation me semble contestable
 = seems debatable to me
 Bien que son raisonnement soit (subj) intéressant, je ne partage pas le point de vue de l'auteur
 = although ... is ..., I do not share
 Quand bien même disposerait-on d'un vaccin efficace, celui-ci ne pourrait, sans grosses difficultés, être administré sur l'ensemble de la planète
 = even if

À tous ceux qui critiquent la publicité, on peut répondre or répliquer que c'est un nouveau genre artistique
 = one can reply that
 On voit mal comment les élèves pourraient bénéficier de cette mesure
 = it is hard to see how

More assertively
 Cette explication ne mérite pas d'être retenue
 = does not deserve to be accepted
 Ces faits sont en contradiction avec la version officielle
 = contradict
 Elle réfute l'argument selon lequel la cause principale des défaillances est la fragilité financière des entreprises
 = she refutes the argument that
 L'auteur commet une grave erreur en laissant entendre qu'un accord avait été conclu
 = makes a serious mistake
 Quand on dit que la catastrophe a fait 2 000 victimes, on est très loin de la vérité
 = one is very far from the truth
 Je m'inscris en faux or Je m'élève or Je m'insurge contre cette version des faits
 = I protest against
 Il ne saurait être question de procéder à de nouvelles élections
 = there can be no question of
 Il est impossible d'accepter ce point de vue
 = it is impossible to accept
 On ne saurait approuver cette idée qui témoigne d'un manque de réflexion
 = one couldn't approve of

Indicating approval
 Heureusement, l'auteur nous précise plus loin que ce n'est pas le cas
 = fortunately
 On comprend fort bien que les jeunes aient (subj) réagi ainsi
 = it is perfectly understandable that
 La meilleure solution serait effectivement de réviser entièrement le projet
 = the best solution would, in fact, be to
 Les responsables de l'enquête ont raison d'insister sur ce point
 = are right to
 L'auteur souligne ce détail à juste titre or avec raison
 = rightly
 Il était grand temps que ces règles soient (subj) corrigées
 = it was high time that ... were
 Enfin un ouvrage qui traite en profondeur le problème du chômage
 = at last
 Ce livre est le bienvenu car il traite d'un sujet jamais abordé jusqu'ici
 = is welcome

Indicating disapproval
 Il est regrettable que l'auteur ait (subj) négligé cet aspect du problème
 = it is regrettable that

Il serait vraiment dommage qu'une découverte aussi importante ne soit (subj) pas reconnue à sa juste valeur
= it would be a great pity if
Malheureusement, cette étude est très inégale
= unfortunately
On peut s'étonner de la rapidité avec laquelle la réforme a été appliquée
= one may well be surprised at
Les habitants condamnent or critiquent ce projet d'autoroute
= condemn or criticize
Ils reprochent aux autorités or Ils accusent les autorités de ne pas les avoir consultés
= they accuse

Making a correction

En réalité or En fait, il ne s'agit pas du tout d'une fiction
= in reality or in actual fact
Il ne s'agit pas à proprement parler de commerce, mais plutôt de troc
= it is not, strictly speaking, a question of
Pour rétablir les faits, je dirai que ...
= to re-establish the facts
Bouderaient-ils leurs pays d'accueil ? Il semble plutôt qu'ils les connaissent mal
= it seems more likely that
Dira-t-on qu'il est ambitieux ? Le mot est faible. Aussi le qualifiera-t-on plus justement d'arriviste
= that's too weak a word ... so he would more properly be called

Indicating the reason for something

Cette situation résulte d'un malentendu
= ... is the result of
Plus qu'à ses idées politiques, sa popularité tient à ses dons d'acteur
= ... is due more to ... than to
C'est pour cette raison que tout retour en arrière est impossible
= it is for this reason that
Le vieux château sera réparé : en effet, il constitue l'un des meilleurs exemples de l'architecture du XVIIIe siècle
= because
On ne peut se fier à ces résultats, étant donné que or attendu que les chiffres sont approximatifs
= seeing that
S'il a accepté, c'est certainement qu'on a fait pression sur lui
= if he ..., it is ... because
Cela expliquerait la baisse des ventes en février
= this would explain

Indicating the consequences of something

Cette décision a eu d'heureuses conséquences/a eu des conséquences néfastes
= had positive/disastrous consequences
Sa nomination a eu pour conséquence de créer un mécontentement considérable au sein de l'organisation
= resulted in

Il était très mécontent de l'évolution de la politique salariale, aussi a-t-il donné sa démission
= and so he
La fermeture de l'usine entraînera or provoquera or aura pour résultat une augmentation du chômage dans la région
= will bring about or result in
Les compagnies aériennes ont augmenté leurs tarifs, d'où une diminution du nombre des passagers
= hence
Le nombre de postes sera réduit à trois, ce qui implique or ce qui signifie le départ de quatre employés
= which means
Le héros n'apparaissant pas dans ce chapitre, il s'ensuit que les personnages secondaires occupent le premier plan
= it follows that
Ainsi, la personnalité du héros se révèle beaucoup plus complexe qu'elle ne le semblait au premier abord
= thus

Contrasting or comparing

Certains parlent de la faillite de l'école. À l'inverse, d'autres proclament les progrès du système éducatif
= some (people) conversely, others ...
Les uns se proclament pour la démocratie, les autres vantent les bienfaits d'un régime autoritaire
= some (people) ..., others ...
Il dépasse de loin tous ses concurrents
= he outstrips
Son deuxième roman est bien inférieur à son premier
= is grossly inferior to
Il n'arrive pas à la cheville de son rival
= ... is head and shoulders above
Comparée à ses concurrents mondiaux de l'ingénierie, l'entreprise affiche désormais l'un des plus jolis bilans de la profession
= compared to
Par rapport à ses concurrents, cette entreprise est défavorisée
= compared with
Il n'y a pas de comparaison possible entre ces deux œuvres