

CAMBRIDGE

Academic Vocabulary **in Use**

Vocabulary reference
and practice

Self-study and classroom use

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Talking about ideas

A Postmodernism

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

Postmodernism describes a **movement**¹ of intellectual **thought**² which has had a major impact on a number of academic **disciplines**³ since the late 20th century. Perhaps the best way to understand postmodernism is as a **reaction**⁴ to modernism. Modernism **emphasises** purity, honesty and total truth; for example, when an artist attempts to express the **essence**⁵ of a whole subject with a single line. In contrast, postmodernism asserts that experience is personal and cannot be **generalised**⁶ and that meaning is only for the individual to experience, not for someone else to dictate. Thus, postmodernists maintain that the person who, for example, admires a painting or reads a poem is free to **interpret** its meaning, and that different people will come to very different, but equally **valid**⁷, conclusions as to what that meaning is.

¹ group of people sharing aims or beliefs
² thinking in general ³ subjects ⁴ process of change stimulated by something else, often

moving in the opposite direction ⁵ the most important quality or characteristics ⁶ presented as something that is always true ⁷ appropriate

TIP

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

B Some useful nouns relating to ideas

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



In academic writing it is best to avoid *In my opinion* and to use a less personal expression like **It can be argued that ...** or **Most (people) would agree that ...**
 You *discuss* an idea or *talk/write about* an idea but NOT *discuss about* an idea.

Exercises

31.1 Replace the words in bold with words from A with similar meanings.

- 1 Many educators believe that different learning styles are equally **acceptable**.
- 2 In the UK a university faculty is a unit where similar **subjects** are grouped together.
- 3 The French impressionists were a key **group** with shared aims in European art.
- 4 The **most important quality** of international law is the application of a single standard for strong and weak nations alike.
- 5 Researchers spend much of their time trying to **understand the meaning** of their data.
- 6 Some 19th century artistic styles were a **direct response** to the ugliness of industrialisation.
- 7 Harvey (2003) **stresses** that the findings of the study cannot be said to be **always true**, as only a small amount of data was used.
- 8 In the late 20th century, intellectual **ways of thinking** were greatly influenced by ideas of gender and race.

31.2 Change the words in bold from singular to plural or vice versa, as instructed. Make any other necessary changes to each sentence.

- 1 There's **an interesting PhD thesis** on water resources in the library. (make plural)
- 2 What were your main **criteria** in designing your survey? (make singular)
- 3 She was interested in strange **phenomena** connected with comets. (make singular)
- 4 The **hypothesis** was never proved, as the data were incomplete. (make plural)

31.3 Match the beginning of each sentence with the most appropriate ending.

- | | |
|--|--|
| 1 We must never accept the notion | on the role of the United Nations in times of war. |
| 2 The task of choosing an analytical | on gender and language use very clear. |
| 3 The book expresses his viewpoint | of dark matter to explain certain observations. |
| 4 Tannen has always made her stance | that intelligence is connected to race. |
| 5 Consumers have different perceptions | of family healthcare which changed everything. |
| 6 The report laid out a new model | of what low price and high quality mean. |
| 7 Physicists developed the concept | framework is an important stage in any research. |

31.4 Read the text and then answer the questions. Use a dictionary if necessary.



Autonomy and creativity are two key concepts in the humanities which are often thought to be not part of scientific thinking. However, recent projects in the sciences suggest this is not true. For example, the attempt to load the components of human consciousness into a computer is a fundamentally creative activity which has profound implications for our understanding of what a human being is. Such science may make us change our way of thinking about moral and philosophical questions and may make it possible for those in the humanities to find a new grounding for their own work.

- 1 Which noun means 'independence / the right to think in one's own way'?
- 2 Which noun means the opposite of 'the sciences'?
- 3 Which adjective means 'felt or experienced very strongly or in an extreme way'?
- 4 What are the noun forms of *think* and *understand* used in this text?
- 5 Which adjective in the text means 'relating to standards of good or bad behaviour, what is right and wrong, etc.'?
- 6 Which noun in the text means the same as 'foundation/basis'?

FOLLOW UP

Choose five words that you particularly want to learn from this unit and write sentences using them in relation to your own discipline.

A

Reporting verbs

Reporting what others say is a key aspect of academic English and you need a range of verbs to do this in an appropriate and varied way. Note the structures used with each verb.

In her latest article Morton **explains** how information technology is changing society. Schmidt **describes** the process of language change.

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

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

Uvarov **claims/asserts/contends/maintains/declares** that the causes of the revolution can be traced back to the 18th century. [says something is true directly and firmly, often used when others disagree]

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

Patel **argues** that governments should continue to fund space research. [use of this verb suggests he gives reasons for his view]

Greenberg **emphasises/highlights/stresses** the importance of taking a liberal approach. [gives particular importance to]

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

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

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

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

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

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

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

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

B

Reporting nouns

Academic writing also frequently uses nouns rather than verbs to report others' ideas (see Unit 1). Notice the corresponding nouns for some verbs in A. Note how these nouns often head long phrases (underlined below) which can be either the subject or the object of the verb.

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

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

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

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

Uvarov's **claim/assertion/contention** that the causes of the revolution can be traced back to the 18th century is worth considering in some depth.

Van Ek's **implication** that other historians have misinterpreted the period has caused some controversy. [suggests indirectly]

Patel's **argument** that governments should continue to fund space research is convincing.

Greenberg's **emphasis/stress on the importance of taking a liberal approach** is not new.

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

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

Gray's **proof of the link between obesity and genes** is of considerable interest.



According to is used when reporting others' viewpoints rather than one's own. For example, **according to** Greene and Willis ... but **in my opinion** ... NOT ~~according to me~~.

Exercises

32.1 Fill in the missing verbs and nouns.

noun	verb	noun	verb
implication			describe
	observe	statement	
argument			emphasise
assertion			explain
	contend	demonstration	

32.2 Rewrite the sentences using nouns instead of the verbs in bold and beginning as shown.

- Harkov **contends** that continued population growth will be a more serious problem than global warming, but this is not accepted by many scientists. (Harkov's ...)
- 'Global symmetry' **states** that the laws of physics take the same form when expressed in terms of distinct variables. ('Global symmetry' is ...)
- The report **implies** that no individual government will ever be able to control the internet. (The report makes ...)
- Dudas **demonstrates** how dangerous genetic modification might be. (Dudas provides ...)
- Groot **emphasises** the role of schools in preventing teenage drug abuse. (Groot puts ...)
- Lenard **observes** that women use expressions such as 'you know' in English more than men but this was later proved to be inaccurate. (Lenard's ...)
- Plana **explained** the possible origins of the pyramids in Guelcoga but this has been disputed by Ruiz. (Plana's ...)
- Wilson **describes** the ancient alphabet of the Guelcoga people. (Wilson gives ...)
- Wu **argues** that daylight-saving time should be extended throughout the year. (Wu puts ...)
- The President **asserts** that he cares about fighting poverty. (The President makes ...)

32.3 In each sentence two of the options in italics are possible and one is not. Which is not?

- The author *notes / observes / pinpoints* that commodity prices change depending on the season.
- Grey *puts forward / proves / advances* a controversial theory to explain climate change.
- Philipson *claims / questions / challenges* the accuracy of Malwar's figures.
- Trakov *stresses / emphasises / asserts* the importance of pilot testing before carrying out a survey.
- Ripoll *advances / demonstrates / shows* how large-scale urban planning can go wrong.
- Thompson's *assertion / contention / description* that no member of the committee was informed of the director's plan is incorrect.
- Evans *declared / cast doubt / maintained* there was no causal link between the events.

32.4 There is one mistake in each of these sentences. Find and correct it.

- According to me, courses in academic writing should be compulsory for all new students.
- It has not yet been proof that the virus can jump from species to species.
- Richardson emphasises on a number of weaknesses in the theory.
- Taylor mentions to several studies which have looked at the problem in the past.
- Pratt's suggest that the poet may have suffered from depression is an interesting one.
- Our latest results cast doubt to our original hypothesis.

FOLLOW UP

Find some examples of reporting what others say in an academic article or textbook in your own field. Do they use language from this unit? Copy out any interesting examples.

A The importance of meaning

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

¹ words or expressions used in relation to a specific context ² list of words with explanations of their meanings ³ special words or expressions used in relation to a specific subject ⁴ clear, often used when referring

to meaning ⁵ small differences ⁶ meanings ⁷ explaining the meaning of ⁸ having more than one possible meaning ⁹ understand in the wrong way ¹⁰ carefully organised and making sense

B The power of words



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

¹ key idea (e.g. in a book or film) ² make someone feel something ³ feeling or mood ⁴ written or spoken text ⁵ understand

⁶ associations ⁷ mean ⁸ form an opinion on the basis of indirect evidence ⁹ small differences in meaning ¹⁰ point of view

TIP

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

Exercises

34.1 Dr Babayan is advising Tomoko, one of his students who is about to start writing up her dissertation. Complete their conversation with words from the opposite page.

Dr Babayan: In the first chapter, you need a section where you d..... your t.....

Tomoko: I'm sorry, what does that involve exactly?

Dr Babayan: You explain your t....., the special technical words or phrases you're going to use and what precise meaning they have so that your text is t....., and every reader knows exactly what you mean when you use a word or phrase.

Tomoko: Does it have to be in the first chapter?

Dr Babayan: Well, usually, yes, though an alternative way of doing it is to provide an alphabetical g..... at the back of the dissertation where readers can look up the meaning. And remember, if you're using different s..... of the same word you must explain each one.

Tomoko: That's my problem. I sometimes find it difficult to d..... between the different meanings. There are so many s..... d..... between words and between the different meanings of the same words in English.

Dr Babayan: Yes, I know, but all languages are like that; it's just that you don't notice it in your own language. Look, a dissertation is all about c..... your ideas in a clear, c..... manner. If you use words which are a....., your readers might m..... your text. So it's always important to c..... what you intend to say.

Tomoko: Hmm. Oh well, I'll try.

34.2 Add negative prefixes to the words in bold, using a dictionary if necessary.



- The sign had been **translated**, so no one could understand what it meant.
- I **understood** one of the exam questions and wrote about the wrong subject.
- The text was quite **ambiguous**, so there was only one way of interpreting it.
- Some of the totals had evidently been **calculated**, so the results were unreliable.
- The essay was quite **coherent**, so it was almost impossible to follow the argument.
- Sandra is good at French but **pronounces** a lot of words.

34.3 Use the words from the box in an appropriate form to complete the text.

denote perspective express comprehend evoke nuance discourse convey infer connotation

'And it's a hard rain's a-gonna fall'



The American songwriter Bob Dylan is often considered to be as much a poet as a musician. He his political ideas through folk songs in his early period. His melodies were often simple but his words complex messages, often with subtle In one of his songs, he speaks of a 'hard rain' which will fall after a nuclear war. On one level the words real, radioactive rain, but the of the words are many: life will be hard, perhaps impossible. Perhaps the consequences will fall hard on the politicians who started the war too. There are many things we can from these words. The song is part of the political of the Cold War of the 1960s. It an atmosphere of fear and hopelessness. Seen from the of the post-Cold-War era, it may seem difficult to such fear, but at the time, that fear was very real.

36

Talking about points of view

A Commenting on others' views

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

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

People's views tend to change as they grow older and begin looking at life from a different **standpoint**⁷. Young people are more likely to be **radical**⁸ but then become more **reactionary**⁹ or **conservative**¹⁰ with age, considering their younger opinions **immature**¹¹.

⁷ set of principles or beliefs on the basis of which opinions are formed ⁸ believing that there should be extreme political or social change ⁹ (disapproving) opposed to political or social change or new ideas ¹⁰ not inclined to trust change, especially if it is sudden ¹¹ (disapproving) lacking in experience; opposite = **mature**

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

B Word combinations relating to points of view

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



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

Exercises

36.1 Change the words in bold to words which mean the *opposite*.

- 1 The views she expressed were totally **rational**.
- 2 The committee seemed to be **biased against** applications from younger people.
- 3 The book is an **objective** account of life in a small town in the 1920s.
- 4 The club rules were **prejudiced in favour of** children.
- 5 The President's daughter was quite **mature** for her age.
- 6 He has rather **radical** views about marriage.
- 7 Her views on education are rather **radical**. (use a different word from 6)
- 8 Supreme Court judges always act in a **biased** way.

36.2 Use the words in the box in an appropriate form to complete the sentences.

root shift adopt encounter underlie philosophy hold ethical

- 1 The _____ principles of Asian and European _____ are very similar.
- 2 People tend _____ a more conservative stance as they get older.
- 3 She has always _____ the view that primary education should not start before the age of seven.
- 4 Many people have _____ objections to investing in companies which support corrupt regimes.
- 5 Some employers still have a deep-_____ prejudice against employing older people, and many older people _____ such prejudice when they apply for jobs.
- 6 The government seems to have _____ its position recently.

36.3 Answer the questions.

- 1 What verb could be used instead of *shifted* in exercise 36.2?
- 2 What verb could be used instead of *adopt* in exercise 36.2?
- 3 Which is incorrect: (a) in my point of view, (b) in my opinion, (c) from my point of view?
- 4 In what way does calling something an ideology make it sound slightly more negative than calling it a philosophy?
- 5 What single noun is formed from the noun *point* and the verb *stand*?

36.4 Vary these sentences by rewriting them using the word in brackets.

- 1 The people of the area have some unusual views about nature. (HOLD)
- 2 Most young people seem not to like the proposals on student fees. (OBJECTIONS)
- 3 Examiners tend to prefer candidates with clear handwriting. (BIASED)
- 4 Girls look at their careers in a different way from their mothers. (STANDPOINT)
- 5 Let us now discuss the principles behind this approach. (UNDERLYING)

36.5 Read this short text and underline any words and phrases connected with points of view, opinions and ideas. Look them up in a dictionary if necessary and note them in your vocabulary book.



Academics have traditionally taken the view that their discipline is intellectually independent from all others. However, inter-disciplinary degrees are becoming more and more common, suggesting that preconceptions about what and how one should study may be somewhat misplaced. A more liberal view of education would advocate greater freedom to explore the links between different fields of learning, thus pushing the frontiers of knowledge in new and exciting directions. Many academics now feel that the future lies in this blending of ideas and the cross-fertilisation of thought which emerges from it.

Degrees of certainty

This unit looks at the ways writers express how certain they are about the facts or opinions they are presenting. This unit deals with some vocabulary which will help you to handle certainty in academic writing appropriately.

A Being tentative

It is a common mistake for students to present something as a proven fact when it is actually an opinion. In a serious piece of academic writing you should not, for example, write *Girls are better at learning languages than boys*; you could write, instead, *There is some evidence to suggest that girls may be better at learning languages than boys* or *It can be argued that girls are better at learning languages than boys*.

Here are some other expressions that are useful when presenting ideas that may be true but are not proven facts.

It may not be the case that girls are naturally better at foreign languages.

It would seem/appear that girls are more interested in languages than boys.

We can presume that all humans have the ability to learn a second language. [believe something to be true because it seems very likely]

There appears/seems to be some evidence linking diet with language ability.

There is some evidence that previous studies are unreliable.

We can draw the **tentative** conclusion that early language skills determine how successful a child will be at school. [possible, not yet certain]

B It is true or almost certainly true

It is **undoubtedly** true that language ability is not simply a matter of intelligence. [without doubt, certainly]

It is, **of course**, essential to check data carefully. [shows the writer sees this as obvious]

It is **evident** that girls and boys develop at slightly different rates. [obvious, clear]

The best age for language learning is, **apparently**, the teenage years.

Pronunciation of unfamiliar sounds **presumably** comes more easily to young children.

The research is **likely** to lead to some interesting results. = The research **will probably** lead to some interesting results.

Boys **tend** to have better practical skills than girls. [are likely to]

There is a tendency for boys to be more enthusiastic about team sports than girls. [it is often the case that]

There is every likelihood that the research will be completed by June. [it is probable]

The situation is **liable** to change. [may change, is likely to change]

C The writer is unsure

The research has **allegedly** come to some very significant conclusions. [it is claimed; the use of this adverb suggests that the writer does not believe the claims are true]

Boys are **considered to be** more inclined to take risks than girls. [people think that – the implication is that the writer may not agree]

The **perception** of boys as poor language learners can be shown to be false. [common view, often one which the writer feels is inappropriate in some way]

The article is **reportedly** an excellent piece of work [it is reported that; the use of the adverb makes it clear the writer has not seen the article]

In the absence of evidence to the contrary we can assume that Laing is correct. [as there is no evidence to suggest the opposite]

Exercises

37.1 Match the beginning of each sentence with the most appropriate ending.

- | | |
|------------------------|---|
| 1 We may | assume that the exchange rate will continue to fluctuate. |
| 2 It would seem | not to be the case that all the questions were answered honestly. |
| 3 Of course it | to appear from all the findings that the test is reliable. |
| 4 We can certainly | well discover that the problem was caused by overheating. |
| 5 It may well turn out | argued that conflict was inevitable after the events of recent years. |
| 6 It could be | is true that not all factories cause huge amounts of pollution. |

37.2 Insert adverbs based on the words in italics into suitable places in the sentences.

- Russo was a member of a terrorist organisation, but it was never proved. *allege*
- At that time, the population of tigers was widespread in the region. *report*
- The collapse of the roof caused a sprinkler system pipe to burst. *appear*
- To get a better job is a main motivation for going on to higher education. *presume*
- We may conclude that water shortages are likely to increase rather than decrease. *tentative*
- The students were guessing some of the answers instead of using their knowledge of the context. *evidence*

37.3 Complete the missing forms in the table. Use a dictionary if necessary. Do not fill the shaded boxes.



noun	verb	adjective	adverb
	tend		
evidence			
	seem		
		likely	
	perceive		

37.4 Change these sentences. Use different forms of the words in bold, as instructed.

- There is little **likelihood** that everyone will fail the test. (use the adjective)
- Students **tend** to leave preparation for exams till the last minute. (use the noun)
- We saw **evidence** that some students had copied each other's answers. (use the adjective)
- People commonly **perceive** that older people cannot learn musical instruments to a professional standard. (use the noun)
- The melting of the polar ice caps **seems** to be inevitable. (use the adverb)

37.5 Make the sentences more formal by replacing the underlined words or phrases.

- People generally think that rats are carriers of diseases.
- There isn't much evidence to support the opinion that diesel cars cause more pollution than petrol cars.
- It is extremely likely that rail passenger numbers will continue to decline.
- In the absence of other evidence, we must conclude that right-handedness is not linked to intelligence in any way.
- Of course, it is true that engineering graduates are in increasing demand.
- The area near the river often floods in winter.

FOLLOW UP

Look at a recent article reporting on some research in your own discipline. Can you find any examples of the kind of language discussed in this unit in it? Note down any examples that you find.

Presenting an argument

A Developing an argument: what it is about

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

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

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

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

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

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

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

B Adding points to an argument

Bad diet and high stress levels, **as well as** lack of exercise, are key factors in causing heart disease; **on top of which** there is smoking, which is one of the most damaging factors.

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

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

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

C Qualifying: limiting and specifying an argument

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

O'Malley: OK. 'Human rights are rights which you possess simply because you are human.'

To **what extent** can we say that? What are the **pros and cons**¹ of this view?

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

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

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

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

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

Ricardo: Hmm. **Nevertheless/Nonetheless**⁷, I think it's a key issue.

¹ (slightly informal) advantages and disadvantages ² used to explain precisely what has just been said ³ (formal) although ⁴ (informal, typical of spoken contexts) indicates a partial agreement, followed by a disagreement ⁵ (typical of spoken contexts) said when you wish to add a point which

contrasts with what has just been said ⁶ (typical of spoken contexts) can be used separately or together (*and so on and so forth*); can also be *et cetera* (more common in writing – *etc.*) ⁷ however; *nevertheless* is more frequent in academic style than *nonetheless*

Exercises

38.1 Fill in the prepositions in this text about the first wife of Henry VIII of England (1491–1547).

This essay examines the early life of Catherine of Aragon (1485–1536), focusing particularly _____ the period of her brief marriage to Prince Arthur, his death at the age of 15 and her subsequent marriage _____ his brother Prince Henry, later to become King Henry VIII of England. _____ the purposes _____ this essay, I shall pay little attention _____ either the earlier or the later periods of her life. Her eventual divorce from King Henry is, thus, _____ the scope _____ this essay. Much more has already been written _____ the subject _____ this later period of her life. The literature _____ reference _____ the period is extensive but my essay is largely based _____ a couple of key sources, which are particularly relevant _____ any discussion of this period, and I shall refer _____ these throughout.

38.2 Which word comes next in these phrases?

- | | |
|--------------------------|------------------------------|
| 1 the pros and _____ | 5 that's all very well _____ |
| 2 at the same _____ | 6 the extent to _____ |
| 3 and so on and so _____ | 7 in addition _____ |
| 4 having said _____ | 8 as well _____ |

38.3 Use phrases from the box to replace phrases from the paragraph with the same meaning.

nevertheless	the degree	as well as	provided that
advantages and disadvantages	for instance	furthermore	

There are a number of pros and cons to take into account when considering the purchase of a hybrid (gasoline-electric) car. Such cars are, for example, undoubtedly better for the environment in the sense that they cause less air pollution. Moreover, the extent to which they rely on oil, a natural resource which is rapidly becoming depleted, is much less than is the case with conventional cars. Nonetheless, hybrid cars are not without their problems. Cost may be an issue and also the technical complexity of this relatively new type of engine. As long as you take these factors into account, there is no reason not to buy a hybrid car.

38.4 Choose the correct word or phrase to complete each sentence.

- She wrote an excellent essay _____ with a certain amount of help.
A even so B albeit C despite the fact
- A _____ point must also now be made against a change in the law.
A furthermore B respective C further
- He is a great poet _____ his work has had a great influence on other writers.
A in the sense that B on top of which C provided that
- Let us now discuss the influence of the revolution on the rich and the poor _____ .
A say B respectively C moreover
- The riots resulted in much damage. _____ , we should not ignore the fact that the disorder brought benefits to some.
A As well as B With reference to C Having said that
- But there is a negative side to new technology. _____ the advantages we also need to consider a number of disadvantages.
A Be that as it may B Apart from C That's all very well but

Organising your writing

A Openings

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

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

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

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

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

This thesis **consists of** four parts. Each part describes a different set of experiments which contribute to the final results.

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

B Organising the main points

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



Don't confuse *first(ly)* with *at first*. *At first* means 'at the beginning', and refers to situations which change: **At first** there was no increase in temperature, but later, the temperature rose by 0.5°C. See Unit 50 for the difference between *lastly* and *at last*. Say **as can be seen** in Figure 1, NOT *as it can be seen in* Figure 1.

See Units 16 and 50 for more useful expressions for organising your writing.

Exercises

39.1 Choose a word from A to fill in the missing words in this introduction to a paper.

The (1) of this paper is to consider the nature of moral education in Soviet children's literature. It is particularly (2) with the moral values presented in books published with the (3) of teaching reading at primary school. The thesis (4) of four parts. The first part attempts to (5) a number of general questions relating to children's literature from any historical period. Parts 2, 3 and 4 are (6) specifically to the Soviet example. Part 2 is (7) into three main sections, the first of which discusses the nature of the Soviet value system with a particular (8) on the work ethic.

39.2 Read the sentences and answer the questions about them.

- 1 Tolstoy's most famous novels are *War and Peace* and *Anna Karenina*, the former being first published between 1865 and 1869 and the latter between 1875 and 1877.
Which of Tolstoy's novels was published in the 1860s?
- 2 More precise data can be found in Table 3 below.
Does Table 3 appear before or after this sentence?
- 3 Let us now turn to the question of the country's economic situation.
Has the writer already begun discussing the country's economic situation or not?
- 4 The brothers, Olaf and Erik, would go on to become professors of archaeology and Greek, respectively.
Which brother taught archaeology?
- 5 The preceding example is taken from Atakano (1991).
Does the example come before or after this sentence?

39.3 Choose the correct word in italics to complete each sentence.

- 1 *Take / Put / Look*, for example, the case of Megginson which was described in Chapter 2.
- 2 *At first / Firstly* I would like to discuss the nature of 16th century English and then the impact that this had on the works of Shakespeare.
- 3 The article *concerns / devotes / addresses* the issue of the relationship between religion and politics in the modern world.
- 4 Look at Figure 3 *under / below / beneath* for more detailed information.
- 5 In the *following / preceding* section we shall deal with this issue in more detail.
- 6 For more detailed information *see / go / turn* Appendix B.
- 7 Let us now *deal / see / consider* Figure 2.1.
- 8 This aspect of the problem will be discussed *latter / later / lastly* in this article.

39.4 Rewrite the parts in bold using a phrase which includes the word in brackets.

- 1 As **Table V** shows there has been an increase in the numbers of students in higher education. (SEEN)
- 2 In **Section 3** we take up again some of the arguments from **Section 2**. (PRECEDING)
- 3 **Now** let us turn our attention to developments in Constantinople. (POINT)
- 4 The country **consists of** six provinces. (DIVIDED)
- 5 Let us now **consider** the issue of the reunification of Germany. (TURN)

Reference I

Formal and informal academic words and expressions

There are many differences between formal, neutral and informal vocabulary in English. Here we list a number of words and expressions that are frequent in academic contexts and which may present problems in terms of choosing between formal, neutral and less formal alternatives.

You may often hear some of the informal words and expressions during classes, seminars, etc., but be careful not to use them where they are not appropriate, for example in formal essays or dissertations. Use a good dictionary which gives information about formality if you are in doubt. Where words are informal, we make a special note here. Space is provided at the end for you to add further examples of your own.

(n) = noun (v) = verb (adj) = adjective

<i>formal</i>	<i>neutral (or informal where indicated)</i>	<i>example or comment</i>
accord	agreement	an accord/agreement between two countries
acquire	obtain, get (less formal)	See Unit 48
address (v)	give attention to	address / give attention to a topic / an issue
address, speak to	speak/talk about	See Unit 40
adjudicate	judge	adjudicate/judge a contest/dispute
administer	give	administer/give a drug/medicine to a patient
advantages and disadvantages	pros and cons (informal)	See Unit 38
advocate (v)	support, encourage	We do not advocate/support/ encourage the use of questionnaires with young children.
aim	set out (to do X)	In this paper, we aim/set out to challenge some current assumptions.
albeit	although	See Unit 38
appeal for	ask for	The police are appealing/asking for any information the public can offer.
attempt	try, have a shot at (informal)	See Unit 1
attire	clothes	She always wore rather old-fashioned attire/clothes.
be accepted / be offered a place	get in (informal)	(for entry into a university or college) I hope to get in / be accepted / be offered a place to study engineering.
call on	ask (somebody to do something)	See Unit 40
catalogue (v)	list	See Unit 23
characteristic (adj)	typical	See Unit 4
check	go through	See Unit 6
compose	write	e.g. a poem/letter/symphony
conduct	carry out, do (less formal)	(an experiment / research / a study) See Unit 6
conduct (n)	behaviour	(in the social sense) Such conduct/behaviour is unacceptable.
consist of	be made up of	See Unit 6

<i>formal</i>	<i>neutral (or informal where indicated)</i>	<i>example or comment</i>
constitute	make up	See Unit 6
consult (v)	read, look at	e.g. a document/archive See Unit 23
contest (v)	argue against, disagree with	contest / argue against / disagree with a judgement
convention	agreement	No written convention/agreement existed until 1984.
cordial	friendly	cordial/friendly relations between governments
correct	right	It took hours of calculations to arrive at the correct/right answer.
deliver	give	deliver/give a talk/lecture
demonstrate	show	See Units 3 and 12
describe	set out	See Unit 6
diminish	decrease, grow smaller	The population has diminished/decreased / grown smaller.
discuss	go into	See Unit 6
dispose of	get rid of	dispose of / get rid of nuclear waste
document (v)	record, write about	See Unit 23
dormitory	dorm	BrE = hall of residence See Unit 19
dwelling	house, flat, apartment	There were originally 50 dwellings/houses/flats/apartments on the site.
endure	last	The dynasty endured/lasted for eight centuries.
examination	exam (slightly informal)	(formal test) degree examinations/exams
examine	take, have a look at (informal)	See Unit 12
exceed	be more, higher, greater than	See Unit 7
exchange	swap (informal)	The tube was exchanged/swapped for one of a larger calibre.
final	last	See Unit 50
hierarchy	pecking order	e.g. in an institution
highlight	point up	See Unit 6
improper	wrong	improper/wrong procedure
in excess of	over, higher than	See Unit 7
in greater detail	in more detail	See Unit 40
in respect of, with respect to	with regard to, as far as X is concerned, as far as X goes (informal)	See Unit 16
in sum, in summary	in short, to sum up, summing up	See Units 1, 40 and 50
inappropriate	unsuitable	inappropriate/unsuitable form of words
incorrect	wrong (rather more direct than <i>incorrect</i>)	The totals in column 3 are incorrect/wrong.
incur	result in, experience	See Unit 21
instigate	initiate, start something	See Unit 35
instruct	direct, order	instruct/direct/order somebody to carry out a task

<i>formal</i>	<i>neutral (or informal where indicated)</i>	<i>example or comment</i>
investigate	look into (slightly informal)	investigate / look into a problem
laboratory	lab	See Unit 41
maintain	keep	See Unit 48
make reference to	refer to	See Unit 23
negotiations	talks	negotiations/talks between governments
nevertheless	having said that	See Unit 40
observe	point out	See Unit 6
occasion	time	It happened three times / on three occasions.
occupation	job, profession	(on a questionnaire) Question 3: What is your occupation/profession?
omit, not attend something	skip (informal)	skip a lecture, skip/omit a chapter
pledge	promise	as a noun or as a verb
pose	ask	pose/ask a question See Unit 12
postgraduate	postgrad (informal)	See Unit 18
present	put forward	an idea/view/theory, etc. See Unit 6
primarily	mainly	See Unit 5
recapitulate	recap	See Unit 50
recently	lately	These animals have not been seen recently/lately.
representative	rep (informal)	She's the student representative/rep on the Departmental Committee.
resign	quit (informal)	The President resigned/quit in 1986.
resolve	solve, end	resolve/solve a problem, resolve/end a conflict
rest on	be based on	See Unit 14
return	come back, go back, get back	See Unit 40
revise	look back over, go over	See Unit 6
sanction (v)	permit	The government cannot sanction law breaking.
secure (v)	obtain, get (informal)	e.g. secure oil supplies See Unit 47
sole(ly)	only	See Unit 1
somewhat	slightly, a little, a bit (informal)	See Unit 5
speak of	talk of, talk about (less formal)	See Unit 14
spouse	husband, wife	The President's spouse/husband/wife attended the ceremony.
substantial	large, big	a substantial number/amount See Unit 7
treat	deal with	This issue was not treated / dealt with fully in Holstedt's earlier work.
undergraduate	undergrad (informal)	The undergrads/undergraduates mostly live in halls of residence.

<i>formal</i>	<i>neutral (or informal where indicated)</i>	<i>example or comment</i>
undertaking (n)	promise	an official undertaking/promise to do something
utilise	use something effectively	utilise a resource/method
virtually	almost, more or less	See Unit 1
write of	write about	See Unit 14
X is not possible / not correct	There's no way X ... (rather informal)	See Unit 1
Yours faithfully	Yours sincerely, best wishes (less formal), best (informal)	way of ending a letter or email