

PhraseBook for Writing Papers and Research in English

4th Edition

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Over 5000 words and phrases to help you write at university and research level in English

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■ Writing Help

A number of ways of referring to yourself are given below, from the most to the least direct. Further examples can be found in the phrases section of the PhraseBook.

I

I would like to thank my supervisor, X, who encouraged me to ...

I do not wish to imply that ...

So far, I have not commented on ...

My own view is that ...

we

In some subjects, using *we* to refer to a single author could be regarded as old-fashioned. However, some writers use *we* to include the reader in the discussion – this is particularly the case in textbooks.

Using *we* in a paper with more than one author is neutral. As in many subjects co-authored papers are the norm, using *we* for a single author here could be misleading.

We can say that ...

What we are mainly concerned with here is ...

This brings us to the question of ...

What does this tell us about ...?

Our view is that ...

one

One could argue that ...

This becomes clear when one examines ...

The limitations of ... become evident if one considers ...

Reading X, one is reminded of ...

the author(s)

The authors would like to acknowledge the financial support of ...

The view of the author is that ...

Note: when writing about other authors' work, do not refer to yourself as *the author(s)*, which could be confused with the author you are reviewing, as illustrated by the example above.

Sometimes, you may wish to refer specifically to one of the authors of a co-written work. In such case, you can use the author's initials:

The interviews were conducted by one of the authors (SH).

Impersonal phrases

It is clear that ...

It is interesting that ...

This study argues ...

This paper will show ...

One possible explanation is that ...

Note: when stating an opinion, do not use impersonal forms such as *It is believed*, *It is considered* or *It is assumed*, as it is important to make clear whose opinion you are giving. Instead, write for example:

Many authors believe ...

Our view is that ...

Many researchers hold the view that ...

X assumes that ...

Passive phrases

This can be explained by ...

It has been shown in this chapter how ...

The paper has been substantially revised.

1.8 Referring to the reader

A number of phrases for addressing the reader or including the reader in your discussion are given in the PhraseBook. These include:

Addressing the reader

Consider, for example, ...

Now consider the issue of ...

Note that ...

2 Spelling

An easy way to be consistent in your writing is to use a single dictionary as your guide. This can be the spelling checker on your computer or a traditional dictionary in book form. Dictionaries vary, so use the same dictionary or spelling checker throughout your text.

English spelling is notoriously inconsistent: George Bernhard Shaw made the point that *fish* could be written *ghoti* using the letters *gh* in *cough*, *o* in *women* and *ti* in *nation*. Today, writing on a computer means that many of the problems of English spelling are avoided, as a word processor automatically checks what you type and can also offer basic grammar advice.

However, many specialized terms common in university and research writing may be marked as incorrect by your computer – for example the most common word processor suggests *pesto* for *postdoc*, *Tactics* for *Tacitus*, *karaoke* for *keratose*, *Yeast* for *Yeats* and *baldheaded* for *aldehyde*.

Furthermore, spelling and grammar checkers often do not detect words written correctly but used in the wrong context – *principle* and *principal* or *causal* and *casual* for example. Misspellings and malapropisms such as Jane Austen's *heroin*, *currant research* or the *human gnome project* might amuse your readers but would detract from your credibility. The PhraseBook therefore includes a number of Writing Help sections on commonly confused words in university and research writing.

2.1 British and US spellings

The lists below give the most common spelling differences between British and US English. As stated above, most but not all of these will be picked up by your computer spell checker. However, it is important to be familiar with the basic spelling differences between the two varieties.

As already mentioned, generally speaking British spellings are also used in Ireland, Australia, New Zealand and South Africa. The US column gives spellings used in the United States. Canadian English uses features of both British and US English, depending on the type of text.

■ Writing Help

2.1.1 -ou- and -o-

| British English | US English |
|-----------------------------|-------------------|
| arbour <i>some meanings</i> | arbor |
| ardour | ardor |
| armour | armor |
| behaviour | behavior |
| candour | candor |
| clamour | clamor |
| colour | color |
| demeanour | demeanor |
| enamour | enamored |
| endeavour | endeavor |
| favour | favor |
| fervour | fervor |
| flavour | flavor |
| glamour | glamour or glamor |
| harbour | harbor |
| honour | honor |
| humour | humor |
| labour | labor |
| mould | mold |
| moult | molt |
| neighbour | neighbor |

■ Writing Help

3.13 Quotation marks

Quotation marks, also called inverted commas in British English, are used to enclose quotations in your text:

‘If I have seen further it is by standing on the shoulders of giants’, Isaac Newton.

3.13.1 ‘Single’ or “double”?

Quotation marks can be ‘single’ or “double”. They are written in the pattern 6–9 for single and 66–99 for double quotation marks, and always above the line (not below the line as in some languages), for example:

The Anti-Apartheid Movement campaigned for ‘One man, one vote’ in South Africa.

The Civil Rights Movement campaigned for “One man, one vote” in the United States.

You can use either single or double quotation marks, though you should be consistent throughout your text and follow any guidelines for your subject, journal or publisher. Generally, British English uses single quotation marks, while US English uses double quotation marks.

3.13.2 ““Quotations” within quotations’

For quotations within quotations, use double quotation marks if you normally use single quotation marks, and single quotation marks if you normally use double quotation marks. For example:

The Anti-Apartheid campaigner stated, ‘We will not rest until we achieve “One man, one vote” in South Africa’.

The Civil Rights campaigner stated, “We will not rest until we achieve ‘One man, one vote’ in the United States.”

3.13.3 Long quotations

If you are citing a very long quotation, you should normally place it in its own indented paragraph, for example:

Darwin, *Voyage of the Beagle*, October 1835:

‘I will not here attempt to come to any definite conclusions, as the species have not been accurately examined; but we may infer, that ... the organic beings found on this archipelago are peculiar to it ... This similarity in type, between distant islands and

continents, while the species are distinct, has scarcely been sufficiently noticed. The circumstance would be explained according to the views of some authors, by saying that the creative power had acted according to the same law over a wide area.'

3.13.4 'Loose' quotes

In university and research writing, beware of using quotation marks to enclose loose definitions, slang or imprecise phrasing:

The results were 'OK'.
 American 'Indians'
 Columbus 'discovered' the 'New' World in 1492.
 She spoke with a 'posh' accent.

Computer help

You can set Microsoft Word to change straight quotation marks to curved as you type by going to AutoCorrect Options or AutoCorrect – AutoFormat As You Type and ticking the box "Straight quotes" with "Smart quotes" (this option may depend on your program version).

3.14 Punctuation at the end of quotations

3.14.1 Comma and full stop (GB) or period (US)

British and US English differ in the position of the comma and full stop or period at the end of quotations:

- If you are writing in British English, place the full stop or comma inside the closing quotation mark if it is part of the quotation, and outside if it is not
- If you are writing in US English, always place the period or comma inside the closing quotation mark

Compare the following examples:

British English

'Democracy is the worst form of government except all those other forms that have been tried from time to time.'

Winston Churchill

■ Writing Help

3.16 Parenthesis and ellipsis

3.16.1 Adding emphasis to a quotation

If you wish to add emphasis to a quotation, for example by italics, use the words *emphasis added*, *my italics*, or *italics* + your initials after the quotation:

'Everyone is entitled to all the rights and freedoms set forth in this Declaration, *without distinction of any kind ...*'

A Universal Declaration of Human Rights (emphasis added)

To show that the emphasis was in the original quotation and not added by you, use *italics in original* or *emphasis in the original*, for example:

'It was all very well to say "Drink me", but the wise little Alice was not going to do *that* in a hurry.'

Lewis Carroll, *Alice's Adventures in Wonderland* (emphasis in the original)

3.16.2 Adding a comment or clarification to a quotation

Use square brackets when you wish to add a comment or clarification within a quotation. For example in Shakespeare's Sonnet 18:

'Shall I compare thee [you] to a summer's day?
Thou art [you are] more lovely and more temperate.'

By convention, square brackets show that the comment or clarification was added by you and not by the original author(s).

3.16.3 Omitting words from a quotation

The ellipsis sign of three dots ... is used to show where you have removed text from an original quotation.

For example from the American Declaration of Independence:

'We hold these truths to be self-evident, that all men are created equal ... with certain ... rights ... among these ... life, liberty and the pursuit of happiness.'

Be consistent in whether or not you add spaces before and after the ellipsis sign. Some writers use four dots where an omission spans two or more sentences.

■ Writing Help

-o to -oes

Not all words ending in *-o* add *-e-* in the plural, for example *embryos*, *neutrinos*, *placebos*. However, a number of those that do are listed below:

| Singular | Plural |
|-------------|-------------------------------|
| archipelago | archipelagos or archipelagoes |
| cargo | cargos or cargoes |
| echo | echoes |
| embargo | embargoes |
| fresco | frescos or frescoes |
| ghetto | ghettos or ghettoes |
| halo | haloes |
| hero | heroes |
| mango | mangos or mangoes |
| manifesto | manifestos or manifestoes |
| mosquito | mosquitoes or mosquitos |
| potato | potatoes |
| tomato | tomatoes |
| tornado | tornadoes |
| veto | veto |
| volcano | volcanoes |

-on to -a

| Singular | Plural |
|-----------|----------|
| criterion | criteria |

| | |
|---------------|----------------------|
| ganglion | ganglia or ganglions |
| mitochondrion | mitochondria |
| phenomenon | phenomena |
| spermatozoon | spermatozoa |
| taxon | taxa |

-um to -a

| Singular | Plural |
|-----------------|----------------------------|
| addendum | addenda |
| aquarium | aquariums or aquaria |
| auditorium | auditoriums or auditoria |
| bacterium | bacteria |
| consortium | consortia also consortiums |
| continuum | continua or continuums |
| curriculum | curricula or curriculums |
| datum | data |
| dictum | dicta or dictums |
| equilibrium | equilibriums or equilibria |
| erratum | errata |
| forum | forums or fora |
| maximum | maximums or maxima |
| medium | media |
| memorandum | memorandums or memoranda |

6.1.1 Words or figures?

A common rule for writing numbers is to write *one, two, three, four, five, six, seven, eight, nine* and *ten* as words, but larger numbers as figures.

The following numbers may also be written as words in normal text:

| | | |
|--------|---------|----------|
| twenty | sixty | hundred |
| thirty | seventy | thousand |
| forty | eighty | million |
| fifty | ninety | billion |

Approximate versus exact

Compare also the examples below where words are used for approximate amounts and figures for exact values:

There have been over fifty new cases this year.

There have been 54 new cases this year.

There are around five thousand new students every year.

Last year there were 5023 new students.

Use figures with units or abbreviations

| | |
|-------|--------|
| 3% | 10 kg |
| 6 mm | 100 km |
| 25 °C | pH 7 |

Use figures with page, figure and table numbers

| | |
|----------|--------|
| page 1 | p. 100 |
| Figure 6 | Fig. 8 |
| Table 3 | |

■ Writing Help

Use figures with dates

19 February 2008

October 11, 2009

6.1.2 Avoid beginning a sentence with a figure

In university and research writing you should avoid beginning a sentence with a figure, for example:

1 in 10 pregnancies ...

Better: One in ten pregnancies ...

2.5 mg of distilled water were added after 30 minutes ...

Better: After 30 minutes, 2.5 mg of distilled water were added ...

50% of students at some UK universities come from private schools ...

Better: Fifty percent of students at some UK universities come from private schools ...

6.1.3 Avoid mixing words and figures

Where possible, avoid mixing words and figures in the same sentence, particularly when comparing. For example:

Compulsory education in Britain is from five to 16, though many children begin preschool at 3 or four.

Better: Compulsory education in Britain is from 5 to 16, though many children begin preschool at 3 or 4.

Avoiding ambiguity

However, where necessary numbers should be written as words or figures to avoid ambiguity, for example:

three 5-point scales

five 10-year-old children

- who first introduced me to ...
- for a thorough grounding in the principles of ...
- We have benefited greatly from the *comments* and suggestions of ...
- I would also like to thank the reviewers of the *previous edition* for their constructive *comments*
- ... the anonymous reviewers at ... for their useful *comments*
- ... is or are reprinted by kind permission of ...
- I also wish to thank a number of people who ...
- We would also like to thank ...
- In addition, we would like to thank ...
- I am also grateful to ...
- Thanks are also due to X and Y
- Further thanks to ...
- Thanks too to ...
- ..., and above all special thanks to ...

Support, funding and approval

- We have benefited greatly from ...
- We are indebted to ...
- ... for invaluable support
- I am deeply grateful for the *assistance* of ...
- I would also like to acknowledge here my gratitude for ...
- on *behalf* of all the co-authors
- I would like to thank ...
 - ... for their support of this *research*
 - ... for the funding of this *research*
 - ... for *research* grant 12345
 - ... for funding of field work in ...
- Financial support for this study was provided by ...
- Partial support was provided by ...
- This study was supported by the or a or an ... Award for ...
- The authors would like to acknowledge the financial support of ...
- Grateful acknowledgement is made to ... for grant number 12345
- ..., which enabled me to ...
 - carry out essential fieldwork
 - *conduct* interviews in ...
 - purchase vital *equipment* for ...

Writing practice

1. Write a preface to your text using phrases from the section above
2. Write an acknowledgement thanking people who have helped you in your work
3. Using the words in italics in the section above, write five new phrases for your text
4. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

8.2 About the author or authors

Education and position

- X is Chair or Director of ...
- X is Professor of ... at the University of X
- X is the ... Professor of ... at ...
- X is a lecturer GB in ... at the University of X
- X is assistant professor US of ... at the University of X
- X is a senior lecturer GB in ... at the University of X
- X is associate professor US of ... at the University of X
- Since 2002 *etc.*, she or he has taught ... at ...
- X has taught at ...
- She has taught at various universities, including ...
- X is a researcher in ... at the ... *Institute*
- X was a visiting professor, scholar *etc.* at ...
- In 2007, X was a guest lecturer or a researcher at ...
- X studied ... at ... with Professor A. Smith
- She received her PhD from the University of X in 2007 *etc.*
- He received his doctorate in ... at ...
- After graduating in ... at ..., X or he or she ...
- She is currently ...
- He was, until recently, Professor of ...
- She was formerly ...
- He was head of ... between ... and ...
- She was head of ... from ... to ...

- it seems *appropriate* to ...
- ... give a *brief* overview of the problem
- ... provide a *brief* outline of ...
- ... outline the *investigation*
- It will highlight ...
- The following *section* sets out ...
- This *section* will examine ...
- ... is or are introduced in this *section* or *chapter*
- The *analysis* in *chapter X* ...
- In X.X it is argued that ...
- In X.X the importance of ... as a factor ... is discussed
- This is followed by ...

Related work

- The paper presented here is based in part on an earlier study
- An earlier *version* of this paper was presented at ...
- ... was published in the *Journal* of ...
- This paper ...
- ... is a revised *version* of ...
- ... has been substantially revised
- ... includes new chapters on ...
- There are new sections on ...
- This paper *etc.* forms part of a larger study of ...
- This paper *etc.* has been *submitted* for publication in ...
- Parts of this study have been or were presented at the *conference* on ...
- Parts of this paper were presented in a *lecture* on ... to ... in April 2007 *etc.*

Writing practice

1. Using phrases from the section above, write an introduction to your text
2. Using the words in italics in the section above, write five new phrases for your text
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

The aim of your study and outlining the topic ■

- ... is widely *perceived* as ...
- the question has been raised whether ...
- Present understanding of ... is limited.
- the field of ... is still relatively undeveloped
- there is as yet or at present no consensus on ...
- As yet, no one explanation has gained acceptance.
- there is at present little agreement on the causes of etc. ...
- there is at present no general agreement on the causes of etc. ...
- there is still *considerable* disagreement on the causes of etc. ...
- the *mechanism* by which ... is unknown or not well understood
- the controversial question of ...
- much of our knowledge of ... comes from ...
- the *task* of ... is complicated further by ...
- The *impact* of ... on ... is not easy to determine
- The effect of ... on ... has not been examined in detail.
- its effects on ... have not previously been studied in detail

Importance of the study

- The study is important for a number of reasons:
- The study is of relevance because ...
- It is important to ...
- the importance of ...
- an important aspect of ...
- ... is an important or urgent subject for study
- ... is needed
- ... is necessary
- ... warrants further *investigation*
- ... warrants closer scrutiny or examination
- The problem merits further *investigation*.
- ... is worth examining for its own sake
- ... to shed light on a number of *issues* or problem areas in current *theory*
- *Resolution* of this problem would ...
- the *prospect* of a breakthrough in ...
- Other authors have also called for ...
- This study, *thesis*, paper etc.
- ... may show or reveal ...
- ... may stimulate the *debate* on ...

- To investigate whether ..., we analysed GB or analyzed US ...
- ... was or were measured by ...
- ... was determined for each ... by ...
- ... was measured before and after ...
- ... was used to measure ...
- ... was equipped with ...
- ... was transferred to ...
- ... was or is used in the *analysis* of ... to determine ...
- ... provides a useful *estimate* of or for ...
- the *simulation* showed that ...
- in the presence of ...
- in the absence of ...
- after addition of ...
- *substitution* of ... for ...
- if the constraints are *relaxed*
- measurements were made or taken at ... sites
- background measurements, samples etc. were taken ...
- ... under these conditions ...
- ... following the *method* outlined in ...
- ... according to standard *criteria*
- ... following standard *procedure*
- ... in accordance with standard procedures
- ... was performed according to a or the standard ... *protocol*
- ... following the manufacturer's *guidelines* or *instructions*
- ... according to the manufacturer's *guidelines* or *instructions*
- ... as *specified* in the manufacturer's *guidelines* or *instructions*
- For this we can use a number of *strategies*
- One *option* here would be to ...
- *Adjustment* of ... allows us to ...
- ... is *enhanced* if we ...
- This *method* can be used to obtain ...
- This *technology* enables us to ...
- The most usual *method* is ...
- ... is commonly used in ... to measure etc. ...
- ... by the ... *method*
- ... according to the ... *method*
- ... as previously described by X
- ... using the ... procedures described by X et al.

- *Previous* measurements based on ... have shown that ...
- The *traditional* approach has been to ...
- This *innovation* allows us to ...
- The most *straightforward* way of ... is ...
- This *route* would enable us to ...
- This is the course or *method* adopted here.
- The advantage of this *approach* is that ...
- This *approach* has the advantage of or that ...
- This *approach* has a number of advantages: firstly, ...
- ... gives a better basis for ...
- it combines ... with or and ...
- This *format* allows us to see more clearly how ...
- In this way, we are or were able to *target* ...
- This enables one to *create* ...
- ... allows or enables the *transfer* of ... from ... to ...
- such a *rigid* approach does not allow ...
- this approach gives greater *flexibility*
- this *construction* allows us to ...
- This rather strict *regime* ensures that ...
- By *monitoring* ..., we are or were able to ...
- This allows ... to be examined within the same *framework*.
- In this way, we are able to *eliminate* several of the problems of previous approaches or methods
- One difficulty in ... is ...
- A or one *significant* problem is ...
- *Coordination* of ... and ... is essential or particularly difficult
- a compromise
- One strategy would be to ...
- ... avoids this difficulty by ...
- the practical problems *involved* in ...
- an *alternative* way of approaching the problem
- Another way of looking at the question of ...
- If, however, we reformulate the question, we ...
- It is impossible to discuss, examine etc. ... without discussing ...
- It is impossible to discuss, examine etc. ... without reference to ...
- ... methodological *issues* ...
- The original or earlier *method* was abandoned because of problems with ...
- Conventional methods, *techniques* etc. are unable to ...

- ... has or have been discussed, examined etc. extensively in the literature
- several or various explanations etc. have been suggested in the literature
- a great many explanations etc. have been put forward for ...
- The *topic* is not a new one; however, ...
- There is now a substantial body of *research* or literature or work on ...
- the wealth of literature on ...
- Noteworthy studies of ... are ...
- X's most influential work
- X and Y, in their influential study of ..., ...
- ... has been carried out in detail by X
- The most detailed examination or study of ... to date is ...
- *Initial* observations suggest or *indicate* that ...
- *Previous* studies of or on ... have shown or suggested that ...
- Results from earlier studies have indicated or suggested that ...
- *Research* conducted in the 1990s etc. indicated that ...
- this has led some authors to suggest that ...
- It has been shown or demonstrated repeatedly that ...
- This view can be found in ...
- a number of other studies ...
- In a *preliminary* or an exploratory study, X found that ...
- ... has been linked to ...
- ..., which is also known to cause etc. ...
- ... has been found to have an adverse effect on ...
- ... has been shown to play an important or a pivotal *role* in ...
- X first remarked on the similarity, relationship or connection between ...
- Originally suggested by X in 1980 etc., ... was subsequently developed further by Y
- X's discovery of ...
- ... paved the way for ...
- ... was taken up by others ...
- ... provided the impetus for further *research* on etc. ...
- ... was the *trigger* for an explosion of research on ...
- ... contributed to the development of ...
- ... marked a *major* turning point in ...
- X showed that ...
- X and Y's study was the first to show etc. that or how ...
- ... was the first *major* work in or on ...
- Before X, it was widely believed that ...

■ Phrases

- a long-standing question
- the long-standing issue of ...
- ... are known to exist
- a new line of inquiry

Contrasting work

- Another view is that ...
- ..., *whereas* X believes that ...
- a competing *theory*
- This contrasts with ... who found that ...
- In *contrast*, a study of ... found or reported or showed ...
- this *interpretation* has recently been challenged, however
- X's *theory*, explanation etc. has been challenged on various or several grounds:
- Although *research* suggests that ..., *previous* studies have ...
- Although early work or results suggested that ..., *subsequent* studies have shown ...
- Current *theory*, as it stands, does not adequately account for ...
- A number of *aspects* of the problem require further *investigation*.
- Although a number of studies exist on ...,
- ... still a great deal of disagreement
- ... has been hotly debated in the literature
- a bone of contention
- a *source* or hotbed of *controversy*
- *Controversy* remains regarding ...
- Although controversial, ...
- critics of ... *theory* would argue that ...
- X and X's *response* is that ...
- X's views have failed to gain *widespread* acceptance
- X has been criticized US and GB or criticised GB for failing to take account of etc. ...
- We *rejected* X's hypothesis on the basis of or that ...
- This is reflected in X's findings that ...
- Previous studies have *ignored* ...
- The question has been raised whether ...
- There are increasing doubts about ...
- Many scholars doubt, however, whether or that ...
- Other authors have also called for ...
- Many authors have stressed the importance of ...
- Few authors would dispute that ...

- A number of other studies have argued or suggested that ...
- The *traditional* approach has been to ...
- An *alternative* ..., suggested by X, is ...
- However, recent *research* by X ... suggests that ...
- X and Y have also pointed out or to ...
- Researchers have traditionally been *reluctant* to ...
- Researchers adopting this position include for example ...
- ... is beginning to gain acceptance as ...
- a foot in both camps
- Rather than engaging in the *debate* on ..., I would like to ...
- Rather than adding yet another explanation for ..., we would like instead to *focus* on ...
- Rather than going over old ground, ...
- In *contrast* to earlier studies, ...
- In *contrast* to *previous research* on ..., this study ...
- Unlike some or many or most earlier studies, this study ...
- This study contends that ...
- This study questions the widely held view that or of ...
- This study differs from *previous research* in a number of respects:
- At the risk of offending some readers, ...

The limitations of current knowledge

- At present, little is known about ...
- Very little is known about ...
- There is as yet no clear *evidence* of or for ...
- Little attention has been paid to ...
- There has been as yet no systematic examination of ...
- *Research* in this *area* has been limited to ...
- ... *research* has concentrated on ...
- Very little has been written on or about ...
- ... is or are frequently overlooked in discussions of ...
- ... has rarely been done before
- ... is not yet clearly or completely understood
- Our understanding to date has been limited to ...
- ... has received very little attention in the literature
- there is as yet or at present no consensus on ...
- there is at present no general agreement on the causes of etc. ...
- no satisfactory account or explanation of ... has been given or provided

■ Phrases

- the misleading statement that ...
- It is *somewhat* of an overstatement or exaggeration to claim that ...
- ... contains a number of inaccuracies
- a number of controversial viewpoints
- In fact, the problem is more *complex*
- The *author* fails to take ... into account
- X and Y take little or no account of ...
- The authors have, however, failed to take account of ...
- There is little or no systematic examination of ...
- The study fails to answer the question of or whether ...
- A problem with this argument is that ...
- the same problem also applies to ...
- There is little or no *evidence* to suggest that ...

Their results or conclusions

- X's explanation depends on or relies on ...
- The *evidence* for ... is inconclusive
- The reasoning here is problematic
- the conclusions are *somewhat weak*
- X's arguments ... are unconvincing
- this, however, holds only for ...
- the claim or argument that ... simply does not hold water
- ... is not *sufficient* argument for the existence of etc. ...
- this assumption is rather *arbitrary*, however
- X's main assumption that ... is debatable or problematic
- We would dispute X's *conclusion* that ...
- X's explanation for or of ... is rather or highly speculative
- this *contradiction* has also been pointed out by X
- an *error* in the calculation
- X's figures, results, conclusions etc. should, however, be treated with caution
- The results should be treated with a degree of or some or *considerable* caution
- X's conclusions would carry more weight if ...
- further clarification of ... is *required*
- X and Y fail to explain ...
- the causal relationship between ... and ... needs to be clarified
- a number of valid criticisms
- ... violates the *principle* of ...

- It is not clear why ...
- It is not immediately *obvious* how or why ...
- ... may have been indirectly influenced by ...
- although the *mechanism* is not completely understood
- The results are unclear or inconclusive or contradictory
- ... can be interpreted in a number of ways
- The *impact* of ... on ... is not easy to determine
- The *data* cannot adequately explain ...
- ... complicates the *assessment* of the *data*
- *Interpretation* of the *data* is complicated by ...
- The results are to some extent misleading
- The results must be interpreted with a degree of or the utmost caution
- The findings are not *consistent* with ...
- The disparity between the results may be due to ...
- These disparities may reflect ...
- The discrepancy *between* ... may be explained by ...
- These *apparent* differences may be explained by ...
- While it may seem unlikely that ..., it is important to remember that ...
- The reasons for ... remain unclear.

Writing practice

1. Using phrases from the section above, discuss your findings
 - a. Discuss findings that confirm or agree with your hypothesis or argument
 - b. Discuss contradictory, unexpected or inconclusive findings
2. Using the words in italics in the section above, write five new phrases for your text
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

■ Thesaurus

- debate
- *argue*

disprove

- challenge
- contradict
- refute
- invalidate
- *prove*

effective

- efficient
- productive
- powerful
- potent
- ineffective
- inefficient
- inadequate
- insufficient
- unproductive
- *weak*

emphasis

- stress
- accent
- focus
- weight
- priority
- prominence
- emphatic
- prominent
- *important*
- to emphasize US and GB or
emphasise GB
- to highlight
- to accentuate

- to heighten
- to underline
- to focus on
- to centre GB or center US on
- to prioritize US and GB or
prioritise GB
- to raise awareness of
- to play down or downplay
- to gloss over
- to minimize US and GB or
minimise GB
- bias
- to fail to disclose
- to conceal

evidence

- proof
- grounds for
- a sign of
- an indication of
- to attest to
- to substantiate
- to corroborate
- to bear witness to
- *data*
- *support*
- *prove*
- *disprove*
- a lack of evidence
- refute

example

- for example
- e.g.
- for instance
- such as
- as in the case of

- a case in point
- as illustration
- To illustrate:
- a counterexample

explain and explanation

- an explanation for
- to account for
- to solve
- to clarify
- answer
- the *reason* for
- a solution to or of
- clarification of
- explanatory
- *understand*
- to fail to explain
- to fail to account for

false

- untrue
- wrong
- incorrect
- a mistake
- an error
- mistaken
- in error
- an erroneous assumption, belief etc.
- faulty
- invalid
- inaccurate
- unsound
- unreliable
- misleading
- artificial
- fictional

- *true*
- right
- correct

find out

- discover
- determine
- establish
- learn
- realize US and GB or realise GB
- *identify*
- detect
- locate
- to pinpoint
- *work out*
- verify
- a finding

framework

- *theory*
- *basis*
- empirical basis
- theoretical framework
- frame of reference
- convention
- principles
- rules
- guidelines
- system
- paradigm
- model
- plan
- program US or programme GB
- organization US and GB or organisation GB
- structure
- scheme

■ Glossary

| | |
|-------------------------------|--|
| ad lib | To speak or perform without preparation |
| ad libitum | Freely, for instance when study animals are given unlimited access to food, e.g. <i>The animals were fed ad libitum</i> |
| alma mater | Your old school, college or university |
| alumni | A Latin word meaning former students of a university or college. A male former student is an <i>alumnus</i> , a female former student an <i>alumna</i> . |
| a.m. | Before 12 noon, e.g. 2 a.m. |
| anno | In the year |
| anon. | Anonymous, e.g. Beowulf (anon.) |
| appendix | Additional material included at the end of a text |
| a priori | Assumed valid <i>Until Copernicus, most Western astronomers believed a priori that the sun revolved around the earth.</i> |
| ASAP | As soon as possible |
| assistant professor US, CA | GB approximately lecturer |
| associate professor US, CA | GB approximately senior lecturer |
| AU | In the PhraseBook, an Australian spelling or term |
| BA | Bachelor of Arts |
| bachelor | The first university degree, taken after three or four years of study |
| BC | Before year 0 in the Western calendar |
| bibliography | A list of works referred to or used in a text |
| bona fide | Genuine, e.g. <i>a bona fide case of ...</i> |

■ Glossary

| | |
|----------------|---|
| hall | A university hall of residence, student accommodation |
| honours GB, AU | An honours degree, higher than an ordinary bachelor's degree |
| Hons GB | An honours degree, e.g. BA (Hons) |
| ibid. | At the same place, used in references to refer to a reference already cited, e.g. Lee <i>ibid.</i> |
| i.e. | That is |
| IE | In the PhraseBook, an Irish spelling or term |
| in lieu of | In place of |
| in memoriam | In memory of someone who has died |
| in situ | In position or at its original site |
| inter alia | Among other things <i>Stonehenge probably symbolizes, inter alia, a worship of nature.</i> |
| intramural | Within a university or college, for example intramural sports are between teams at the same university or college |
| in vitro | Outside the body, in vitro literally means 'in glass' |
| in vivo | Inside the body, in living organisms |
| ipso facto | By that very fact or act <i>A native speaker is ipso facto an expert linguist.</i> |
| ISBN | International Standard Book Number |
| ISSN | International Standard Serial Number |
| ivory tower | An academic world seen as isolated and with little relevance to the outside world |
| Ivy League | A number of older eastern US universities, including Harvard, Yale and Princeton |
| l. | Line |

| | |
|-------------|---|
| lign | wood |
| | <i>lignite, lignify, lignin, lignocellulose</i> |
| lip(o) | fat |
| | <i>lipoprotein, lipid, liposuction</i> |
| lith | stone |
| | <i>lithic, Neolithic, monolith, megalith, lithography</i> |
| log, loqu | word or speech |
| | <i>prologue, monologue, soliloquy, colloquial</i> |
| luna | moon |
| | <i>lunar</i> |
| lys, lysis | loosen or break down |
| | <i>analysis, electrolysis, catalysis</i> |
| macro | large |
| | <i>macroeconomics, macromolecule, macrocyte</i> |
| mal | bad or wrong |
| | <i>malfunction, malignant, malnutrition</i> |
| man(u) | hand |
| | <i>manual, manipulate, manuscript</i> |
| matri | mother |
| | <i>maternal, maternity, matriarch, matrilineal</i> |
| mega, megal | huge |
| | <i>megalith, megaloblast, megalomania</i> |
| melan | black |

■ Glossary

| | |
|------------|---|
| | <i>melanin, melanoma, melancholy</i> |
| meso | middle |
| | <i>mesocarp, mesoderm, Meso-America, Mesopotamia</i> |
| meta | concepts or change |
| | <i>metatheory, metamorphosis, metabolism</i> |
| micro | small |
| | <i>microbe, microscope, microfilm, microclimate</i> |
| miso | hatred |
| | <i>misogynist</i> |
| mito | thread |
| | <i>mitochondria, mitogenic, mitosis</i> |
| morph | shape |
| | <i>morphology, metamorphosis, anthropomorphism</i> |
| multi | much or many |
| | <i>multiply, multicultural, multidisciplinary, multilateral</i> |
| myc, mycet | fungus |
| | <i>mycosis, mycoprotein, mycology</i> |
| myel | bone marrow or spinal cord |
| | <i>myelitis, myeloid, myelin sheath</i> |
| myo | muscle |
| | <i>myocardium, cardiomyopathy, myoglobin</i> |
| narco | numb |
| | <i>narcotic, narcosis</i> |

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