

lesson 1: **NOMINALISATION**

Convert these verbs into their **nominalised** form. The first one has been done for you.

verb	noun (-ation/ -ution)	verb	noun (other forms)
to affect	<i>affection</i>	to access	
to alter		to affect	
to clarify		to analyse	
to concentrate		to comment	
to demonstrate		to emerge	
to evaluate		to emphasise	
to externalise		to enable	
to facilitate		to focus	
to finalise		to injure	
to generate		to invest	
to integrate		to link	
to modify		to process	
to predict		to pursue	
to project		to readjust	
to reject		to rely (on)	
to resolve		to remove	
to specify		to require	
to substitute		to restructure	
to summarise		to retain	
to vary		to transfer	

VERB-NOUN collocations

What verbs collocate with these nouns in the academic register? (sometimes there is more than one possibility, giving different meanings; there may also be synonyms)

VERB	det	NOUN	prep	example
		account		
		amount		
		analysis		
		approach		
		argument		
		article		
		assignment		
		assumption		
		attempt		
		attention		
		call		
		case		
		change		
		classification		
		comment		
		consent		
		conversion		
		conviction		
		decrease		
		definition		
		description		
		difference		
		difficulty		
		distinction		
		division		
		effect		
		emphasis		

VERB	det	NOUN	prep	example
		examination		
		exception		
		exploration		
		exposure		
		idea		
		increase		
		influence		
		inquiry		
		insight		
		investigation		
		list		
		look		
		move		
		part		
		point		
		preference		
		problem		
		progress		
		provision		
		reason		
		reference		
		relation		
		research		
		response		
		split		
		study		
		tendency		
		thesis		
		trace		
		transformation		
		trend		
		work		

Relative pronouns - grammar reference note

Function in the sentence	Reference to				
	<i>People</i>	<i>Things / concepts</i>	<i>Place</i>	<i>Time</i>	<i>Reason</i>
Subject	who, that	which, that			
Object	(that) (who) (whom)	(which) (that)	where	when	why
Possessive	whose	whose, of which			

Table 1: relative pronouns in defining clauses

Function in the sentence	Reference to				
	<i>People</i>	<i>Things / concepts</i>	<i>Place</i>	<i>Time</i>	<i>Reason</i>
Subject	who, that	which, that			
Object	who, whom	which	where	when	why
Possessive	whose	whose, of which			

Table 2: use of relative pronouns in non-defining clauses

Lesson 2: Transitional Devices <http://www.phrasebank.manchester.ac.uk/>

Transitional devices are like bridges between parts of your paper. They are cues that help the reader to interpret ideas as a paper develops. Transitional devices are words or phrases that help carry a thought from one sentence to another, from one idea to another, or from one paragraph to another. And finally, transitional devices link sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas.

There are several types of transitional devices, and each category leads readers to make certain connections or assumptions. Some lead readers forward and imply the building of an idea or thought, while others make readers compare ideas or draw conclusions from the preceding thoughts.

Here is a list of some common transitional devices that can be used to cue readers in a given way.

To Add:

and, again, and then, besides, equally important, finally, further, furthermore, nor, too, next, lastly, what's more, moreover, in addition, first (second, etc.)

To Compare:

whereas, but, yet, on the other hand, however, nevertheless, on the contrary, by comparison, where, compared to, up against, balanced against, vis à vis, but, although, conversely, meanwhile, after all, in contrast, although this may be true

To Prove:

because, for, since, for the same reason, obviously, evidently, furthermore, moreover, besides, indeed, in fact, in addition, in any case, that is

To Show Exception:

yet, still, however, nevertheless, in spite of, despite, of course, once in a while, sometimes

To Show Time:

immediately, thereafter, soon, after a few hours, finally, then, later, previously, formerly, first (second, etc.), next, and then

To Repeat:

in brief, as I have said, as I have noted, as has been noted

To Emphasize:

definitely, extremely, obviously, in fact, indeed, in any case, absolutely, positively, naturally, surprisingly, always, forever, perennially, eternally, never, emphatically, unquestionably, without a doubt, certainly, undeniably, without reservation

To Show Sequence:

first, second, third, and so forth. A, B, C, and so forth. next, then, following this, at this time, now, at this point, after, afterward, subsequently, finally, consequently, previously, before this, simultaneously, concurrently, thus, therefore, hence, next, and then, soon

To Give an Example:

for example, for instance, in this case, in another case, on this occasion, in this situation, take the case of, to demonstrate, to illustrate, as an illustration, to illustrate

To Summarize or Conclude:

in brief, on the whole, summing up, to conclude, in conclusion, as I have shown, as I have said, hence, therefore, accordingly, thus, as a result, consequently, on the whole

lesson 3: **Writing up reports: statistics and other factual data**

Describing graphs

To describe movement in graphs, there is a rather standardised vocabulary. The words below are particularly useful for line graphs but they can also be used where appropriate to describe the other types of graph (pie charts, bar graphs). Further vocabulary can easily be found by reading newspaper articles on the economy.

Expressing the Movement of a Line

verbs	nouns
rise (to)	a rise
increase (to)	an increase
go up to	
grow (to)	growth
climb (to)	a climb
boom	a boom
peak (at)	(reach) a peak (at)
fall (to)	a fall (of)
decline (to)	a decline (of)
decrease (to)	a decrease (of)
dip (to)	a dip (of)
drop (to)	a drop (of)
go down (to)	--
reduce (to)	a reduction (of)
	a slump
level out	a levelling out
no change	no change
remain stable (at)	--
remain steady (at)	--
stay (at)	--
stay constant (at)	--
maintain the same level	--

Expressing the Movement of a Line

adjectives	adverbs
dramatic	dramatically
sharp	sharply
huge	hugely
enormous	enormously
steep	steeply
substantial	substantially
considerable	considerably
significant	significantly
marked	markedly
moderate	moderately
slight	slightly
small	
minimal	Minimally

describing the speed of a change

adjectives	adverbs
rapid	rapidly
quick	quickly
swift	swiftly
sudden	suddenly
steady	steadily
gradual	gradually
slow	slowly

Lesson 3: Describing and writing up data <http://www.phrasebank.manchester.ac.uk/>

Reference to aim/method

To assess X, the Y questionnaire was used.
Changes in X and Y were compared using
The average scores of X and Y were compared in order to
The correlation between X and Y was tested.
Simple statistical analysis was used to

Location and summary statements:

Table 1 Figure 1 The table below The pie chart above	shows compares presents provides	the experimental data on X. the results obtained from the preliminary analysis of X. the intercorrelations among the nine measures of X. some of the main characteristics of the the breakdown of
As shown in Figure 12.1, As can be seen from the table (above), It can be seen from the data in Table 12.1 that From the graph above we can see that From the data in Figure 9, it is apparent that	the X group reported significantly more Y than the other two groups.	

Highlighting significant data in a table/chart

It is apparent from this table/graph/chart/histogram that...
This table is quite revealing in several ways. First, unlike the other tables...
Data from this table can be compared with the data in Table # which shows
In Fig.10 there is a clear trend of decreasing

Statements of result (positive)

Strong evidence of X was found when
On average, Xs were shown to have
The mean score for X was
A positive correlation was found between X and Y.
Further analysis showed that

Statements of result (negative)

No significant differences were found between
No increase in X was detected.
No difference greater than X was observed.
The Chi-square test did not show any significant differences between

Highlighting significant, interesting or surprising results

The most striking result to emerge from the data is that
Interestingly, this correlation is related to
The single most striking observation to emerge from the data comparison was

Reporting results from questionnaires and interviews

The majority of Over/Approximately half of 70% of Almost two-thirds (64%) of A small number of	respondents those who responded those surveyed the participants those interviewed	felt that reported that ... indicated that... suggested that... did not comment on...
Of the # patients who completed the questionnaire Of the study population,	just over half # subjects	indicated that completed and returned the questionnaire.

Lesson 6: Writing Introductions [SELECTION from <http://www.phrasebank.manchester.ac.uk/>]

Most academic writers appear to do one or more of the following in their introductions:

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

Examples of phrases which are commonly employed to realise these functions are listed below.

Establishing the importance of the topic:

One of the most significant current discussions in X is

It is becoming increasingly difficult to ignore

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

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

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

In recent years, there has been an increasing interest in

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

Over the past century there has been a dramatic increase in

One of the most important events of the 1970s was

Highlighting a problem or controversy in the field of study:

To date there has been little agreement on what

More recently, literature has emerged that offers contradictory findings about

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

The issue has grown in importance in light of recent

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

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

However, far too little attention has been paid to

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

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

Focus and aim:

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

This paper seeks to address the following questions:

This essay critically examines/discusses/traces

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

In this paper I argue that

Outline of structure:

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

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

This paper begins by It will then go on to Finally, ...

Lesson 6: Writing Conclusions [SELECTION from <http://www.phrasebank.manchester.ac.uk/>]

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

Summarising the content

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

This essay has argued that X is the best instrument to

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

This dissertation has investigated

Restatement of aims (research)

This study set out to determine

The purpose of the current study was to determine

This project was undertaken to design and evaluate

Summarising the findings (research)

This study/research has shown that

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

The following conclusions can be drawn from the present study

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

Suggesting implications

The evidence from this study suggests that

The results of this research support the idea that

The findings of this study indicate that ...

Significance of the findings (research)

This research will serve as a base for future studies and

The current findings add to a growing body of literature on

The study has gone some way towards enhancing our understanding of

Limitations of the current study (research)

Finally, a number of important limitations need to be considered. First, ...

The most important limitation lies in the fact that

The current study was not specifically designed to evaluate factors related to

Recommendations for further work (research)

Further work needs to be done to establish whether

It is recommended that further research be undertaken in the following areas:

Further experimental investigations are needed to estimate

It would be interesting to assess the effects of

Considerably more work will need to be done to determine

lesson 7: Referring to previous studies (<http://www.phrasebank.manchester.ac.uk/sources.htm>)

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

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

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

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

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

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

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

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

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

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

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

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

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

Reference to other writers' ideas (author as subject)

This view **is supported by** Jones (2000) who writes

As Smith **reminds** us, ...

Elsewhere, Smith has argued that

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

Smith (2003)	points out argues maintains claims concludes suggests	that	preventative medicine is far more cost effective, and therefore better adapted to the developing world
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Smith (2003)	argues for offers proposes suggests	an explanatory theory for each type of irrational belief.	
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Some ways of introducing quotations

In the final part of the Theses, Marx writes: "Philosophers have hitherto only interpreted the world in various ways; the point"

Sachs concludes: "The idea of development stands today like a ruin in the intellectual landscape..." (Sachs, 1992a: 156).

As Smith argues: "In the past, the purpose of education was to" (Smith , 2000:150).

As Carnoy (2004: 215) states: "there are many good reasons to be sceptical".