4th edition

PhraseBook for Writing™

Papers and Research in English

Stephen Howe, BA, PhD
Kristina Henriksson, MSc, PhD

5000 words and phrases

PhraseBook • Writing Help • Academic English Thesaurus • University + Research Glossary



used in 30 countries

PhraseBook for Writing Papers and Research in English

Updated fourth edition 2022, 2023
Fourth edition 2007
Third edition 2002
Second edition 2001
First edition 2000

Published by The Whole World Company • Cambridge • CB7 5EQ • England

Imprint: Whole World Company Press

© 2023, 2022, 2007, 2002, 2001, 2000 Stephen Howe

Printed in the USA, UK, EU, Australia and other countries/regions (4.06)

The authors hereby assert their moral rights to be identified as the authors of the PhraseBook. You may not remove or alter the authors' names, publisher's name, copyright notice, disclaimers or any license agreement. Database right The Whole World Company (maker).

PhraseBook for Writing, EnglishforResearch.com, EnglishforStudents.com and EnglishforSchool.com are worldwide trademarks and/or service marks of The Whole World Company Limited. All other trademarks and registered trademarks are the property of their respective owners and are hereby acknowledged.

Do not make illegal, unauthorized copies of the PhraseBook. The PhraseBook and digital versions are protected by copyright law and international treaties. All rights reserved worldwide. Copyright is reserved in English and all other languages and countries of the world.

The publisher and authors have striven to ensure the accuracy and correctness of the PhraseBook; however, they can accept no responsibility for any loss or inconvenience as a consequence of use, information or advice contained in the PhraseBook.

ISBN-10: 1492959790
ISBN-13: 978-1492959793



EnglishforResearch.com

Contents

Contents iii
About the PhraseBook vi
Writing Help 13
1 Style 14
1.1 Varieties of English 14
1.2 University and research writing 15
1.3 Avoiding colloquial language 17
1.4 Avoiding contracted forms 19
1.5 Avoiding clichés 20
1.6 Avoiding tautology 22
1.7 Referring to yourself 23
1.8 Referring to the reader 25
1.9 Referring generally 26
1.10 *he* and *she* 27
1.11 Other types of bias 30
2 Spelling 33
2.1 British and US spellings 33
2.2 *z* and *s* spellings 44
3 Punctuation 47
3.1 Full stop (GB) or period (US) 47
3.2 Comma 48
3.3 Semicolon 50
3.4 Colon 50
3.5 Question mark 51
3.6 Exclamation mark (GB) or point (US) 52
3.7 Hyphen 52
3.8 Hyphenation of prefixes 53
3.9 The hyphen in fixed compounds 56
3.10 Using the hyphen in temporary compounds before a noun 56
3.11 Dash 57
3.12 The possessive with *'s* 59

3.13 Quotation marks 62
3.14 Punctuation at the end of quotations 63
3.15 Punctuating titles, legends and bullets 65
3.16 Parenthesis and ellipsis 68
3.17 References 70
3.18 Abbreviations 76
3.19 Capitalization 82
4 Grammar 86
4.1 Noncount nouns 86
4.2 Singular words ending in *-s* 89
4.3 Irregular plurals 91
4.4 Confusing words: singular and plural 98
4.5 Confusing words: pronouns 100
4.6 Irregular verbs 102
5 Vocabulary 106
5.1 Differences in vocabulary in English varieties 106
5.2 Ambiguous words 107
5.3 Confusing words 108
5.4 Confusing prefixes 110
5.5 Alternatives to *get* 112
6 Numbers 114
7 Time 125
8 Phrases 127
8.1 Preface and acknowledgements 128
8.2 About the author or authors 131
8.3 Introducing a study, chapter or section 134
8.4 The aim of your study and outlining the topic 136
8.5 Defining the scope of your study 141
8.6 Your method or approach 143
8.7 Definitions, notation and terminology 149
8.8 Presenting data 153
8.9 Giving examples 157
8.10 The relationship to other work 160
8.11 Referring to other work 167
8.12 Reviewing other work 170
8.13 What you agree with 172
8.14 What you disagree with 174
8.15 Arguing your case and putting forward ideas 179

8.16 Arguing against....182
8.17 Analysis and discussion....184
8.18 Explanation....188
8.19 Qualifying....191
8.20 Quantifying....195
8.21 Time....202
8.22 Hypotheses and probability....207
8.23 Rhetorical questions and addressing your audience....210
8.24 Compare and contrast....212
8.25 Tying a text together....217
8.26 Presenting results....221
8.27 Interpreting findings....224
8.28 Concluding a study, chapter or section....228
8.29 Summary and abstract....232
8.30 Making a presentation....235
8.31 Writing academic emails....238
9 Thesaurus....241
10 Glossary and Reference....265
10.1 University and research terminology....266
10.2 Greek, Latin and other elements....279
10.3 SI prefixes....302
10.4 SI and British-American units....303

About the PhraseBook

The PhraseBook for Writing Papers and Research contains over 5000 words and phrases to help you write, present and publish in English. The layout of the PhraseBook follows the structure of university and research writing, including **Introduction**, **Method**, **Presenting Data**, **Reviewing other Work**, **Arguing For and Against**, **Analysis**, **Presenting Results** and **Conclusions**. Additional sections include **Writing Academic Emails** and **Making a Presentation**.

Writing Help sections give advice on university and research writing in English, helping you avoid common errors. Main sections include **Style**, **Spelling**, **Punctuation** and **Grammar**. An **Academic English Thesaurus** helps you write with a richer vocabulary.

The PhraseBook is **used in over 30 countries** in subjects ranging from Medicine, Engineering, Science and Technology to Law, Business and Economics, Political Science, Geography, History, Sociology, Psychology, Language and Education.

It is suitable for university and research writing from undergraduate to graduate student, and from researcher to faculty:

- Over 5000 words and phrases to help you write, present and publish
- Writing help on style, spelling, punctuation and grammar
- Academic English thesaurus to help you write with a richer vocabulary
- Exercises for individual and classroom use
- Global English, including British and American spellings

What readers say about the PhraseBook

★★★★★

Yes, yes, yes

A time saver for writing journal articles. It may also help when you don't know what to write next. (Amazon.com)

★★★★★

Easy to use

Love all the various suggestions on how to compose the same sentence.
(Amazon.com)

★★★★★

Get this book!

Must have for students.

(Amazon.com)

★★★★★

Excellent and very helpful

Got this for my partner looking to write a PhD, she loved it. Has been really helpful to her.

(Amazon.co.uk)

★★★★★

Five Stars

Excellent book for consulting, well laid out, easy to follow and very complete.

(Amazon.co.uk)

★★★★★

Perfect for academia

This book really helped me write papers and literature reviews. Would recommend for anyone undertaking academic writing. (Amazon.co.uk)

★★★★★

Very useful book!

I'd been looking for a complete and simple phrasebook for a few days to help me writing my thesis. After a few attempts without being really convinced, I finally came across this book. It fits perfectly my needs and expectations. (Amazon.de)

★★★★★

Magic book for students

Very useful for my thesis!

(Amazon.de)

★★★★★

Sehr empfehlenswert

Das Buch ist sehr strukturiert aufgebaut. Man findet sich leicht zurecht und dementsprechend kann man gut damit arbeiten. Ich bin sehr zufrieden. (Amazon.de)

★★★★★

Good

Useful for research paper writing for all non native speakers of English and enhance the manuscript in all aspects of editing. (Amazon.in)

★★★★★

Utilissimo

Frasario utilissimo per trovare in breve tempo le migliori espressioni da utilizzare nella preparazione di un articolo o relazione di tipo scientifico. (Amazon.it)

Sections help you structure your text

The layout of the PhraseBook follows the structure of university and research writing, giving you a framework to write in your subject. Below are some example phrases:

Introducing a study, chapter or section

The study will begin by outlining…
This study addresses a number of issues…
The following section sets out…
…to examine the research problem in detail
…to shed light on a number of problem areas in current theory
The paper presented here is based in part on an earlier study

Arguing for and against

This becomes clear when one examines…
This lends weight to the argument that…
Support for this interpretation comes from…
While it may well be valid that…, this study argues the importance of…
A serious drawback of this approach is…
One of the prime failings of this theory or explanation is…

Reviewing other work

X takes little or no account of…
There is little evidence to suggest that…
The study offers only cursory examination of…
X gives a detailed if not always tenable analysis of…
The authors' claim that…is not well founded.
X's explanation is not implausible, if not entirely satisfactory.

Analysis and explanation

If, for the sake of argument, we assume…
One of the most obvious consequences of…is…
Although it may well be true that…, it is important not to overlook…
It is important to distinguish carefully between…
The extent to which this reflects…is unclear.
A more plausible explanation for or of…would…
The reason for…is unknown, but…has been suggested by X as a possible factor.

Summary and conclusions

Concluding this section, we can say that…
Chapter X draws together the main findings of the paper.
A number of key issues have been addressed in this study.
This study has highlighted a number of problem areas in existing theory.
While the initial findings are promising, further research is necessary.
The results of this study suggest a number of new avenues for research.

Vocabulary for university and research writing

Colloquial or slang expressions are usually avoided in academic writing: informally you may have a *hunch*, but in a paper or thesis you put forward a *hypothesis*. Sensing the distinction between formal and informal English can be difficult; however, all the phrases in the PhraseBook are in the correct style for university and research writing. The PhraseBook also includes many of the most frequent words in academic English, based on the *Academic Word List* by Averil Coxhead et al. of Victoria University of Wellington, New Zealand. These words are marked in italics.

Ellipsis dots ... mark where to insert your own words

The distinction between … and …
Based on …, we decided to …

X and Y mark where to insert a name

According to X, …
Originally suggested by X, … was subsequently developed further by Y

Alternatives are shown by *or* and *etc.*

The results show or demonstrate
The results show, demonstrate, indicate etc.

Optional words or phrases are in lighter text

This shows clearly that …
X claims, in my view wrongly, that …

British and US variants are shown by GB and US

X analyses GB or analyzes US …
a vigorous defence GB or defense US of …

Writing Help on style, spelling, punctuation and grammar

Writing Help sections give advice on Style, Spelling, Punctuation and Grammar, helping you avoid common errors.

Style

Varieties of English — Avoiding colloquial language — Avoiding contracted forms — Avoiding clichés — Avoiding tautology — Referring to yourself — Referring to the reader — Referring generally — *he* and *she* — Other types of bias

Spelling

British and US spellings — *z* and *s* spellings

Punctuation

Full stop or period — Comma — Semicolon — Colon — Question mark — Exclamation mark or point — Hyphen — Prefixes — The hyphen in fixed compounds — Using the hyphen in temporary compounds before a noun — Dash — The possessive with *'s* — Quotation marks — Punctuation at the end of quotations — Punctuating titles, legends and bullets — Parenthesis and ellipsis — References — Abbreviations — Capitalization

Grammar

Noncount nouns — Singular words ending in *-s* — Irregular plurals — Confusing words: singular and plural — Confusing words: pronouns — Irregular verbs

Academic English thesaurus to expand your vocabulary

A thesaurus is a list of words with similar meanings. The PhraseBook thesaurus is specially compiled for university and research writing, and contains both synonyms (words with a similar meaning) and antonyms (words with the opposite meaning):

Key words for academic writing

It includes key words for academic writing, such as ‘study’, ‘question’, ‘theory’, ‘prove’. These key words have simple umbrella headings, so that by looking up for example ‘prove’, you find alternatives such as *substantiate*, *establish*, *verify* and *corroborate*.

Antonyms

Antonyms, such as *disprove* or *fail to demonstrate*, are given in lighter text

Related words

Cross-references to other key words are marked by ►

The PhraseBook thesaurus helps you helps you write with a richer vocabulary, greater variety, and avoid using the same expressions over and again.

Glossary of university and research terminology

A great deal of English academic vocabulary derives from Latin and Greek; much has also been borrowed from or via French as well as from German, Italian and Arabic, for example, in psychology, music and mathematics. In addition, many of the abbreviations common in university and research writing – such as *e.g.*, *i.e.* and *etc.* – and many everyday academic terms – such as *campus*, *school* and *curriculum* – also derive from Latin or Greek.

As modern coinages such as *tele* + *vision* and *inter* + net show, Greek and Latin elements are still used to create new terms today. Knowledge of some Greek and Latin helps you to decipher the meaning of many words, not least for speakers from parts of the world with other classical languages. The PhraseBook includes:

Glossary of university and research terminology

Alma mater, curriculum vitae, extracurricular, magna cum laude, sophomore etc.

Glossary of Greek, Latin and other word elements

Astro, auto, bio, cracy, ecto, infra, nomy, ortho, para, syn, tele etc.

SI and British-American units

Feet, inches and yards, miles, pounds and ounces, gallons and pints etc.

Self-study or classroom teaching

The PhraseBook can be used both for self-study and in the classroom. In the classroom, we recommend that students start with a sample of their own writing, which they use as they work through the PhraseBook.

Students work on their own writing

Rather than working on texts that are irrelevant or uninteresting, students work on their own writing, helping them to improve their real work

Corpus of phrases, thematically grouped

The PhraseBook provides a corpus of phrases, thematically grouped, for use in teaching. Students work through the PhraseBook, expanding their text with phrases from each section. This helps students to think about the different parts of a text and how to structure their argument.

Writing exercises

Each section is followed by writing exercises

After working through the PhraseBook, students will have produced a better written, more polished text.

About the authors

Stephen Howe, PhD, is a Professor at the Department of English and Graduate School of Humanities at Fukuoka University in Japan. He was originally a medical student at Newcastle University, but gained his doctorate in Languages and Linguistics at the University of London.

He is an experienced editor of academic English and was cofounder of EnglishforResearch.com, an internet company specializing in academic editing, helping customers write, present and publish in English. Customers included faculty, students and researchers at over 430 universities, organizations and companies in more than 60 countries.

Stephen Howe has been a Visiting Fellow at Wolfson College, Cambridge University, a visiting academic at the University of Cape Town, and a Visiting Fellow at Macquarie University in Sydney. His research has been supported by the British Academy and the Japan Society for the Promotion of Science.

Kristina Henriksson is executive director of executive education and adjunct professor at Simon Fraser University, Beedie School of Business, Canada. She was awarded her PhD at Lund University in Sweden and was a visiting scholar at Stanford University.

Feedback

We very much welcome your feedback. If you have any comments about the PhraseBook, please email us at EnglishforResearch.com. Tell us what could be improved in the current PhraseBook, or what you would like to see in future versions. The best comments will receive a free copy of the next edition.

And if you found the PhraseBook helpful for writing papers, reports, essays and theses, please review it, too!

Writing Help

If you can't explain it simply,
you don't understand it well enough
Albert Einstein

1.6 Avoiding tautology

Tautology means to repeat your meaning with unnecessary words, as in the following sentence:

> In *actual fact*, there is a *consensus of opinion*, backed up by *past history*, that it is *absolutely essential* that we do not *overexaggerate* the *positive benefits* at this *moment in time*.

For instance, it is tautologous to say *positive* benefit as a benefit is always positive. Similarly, *history* already includes the meaning of past. Some examples of tautology are given below:

Tautology	Better
absolutely essential	essential
advance warning	warning
at this moment in time	at present
blue in colour GB or color US	blue
a consensus of opinion	a consensus
cool down	cool
divide up	divide
few in number	few
future prospects	prospects
heat up	heat
in actual fact	in fact
join together	join
overexaggerate	exaggerate
past history	history
positive benefit	benefit
previous or past experience	experience

prewarn	warn
revert back	revert

Writing Exercises: Avoiding tautology

1. Check your text for tautology

a. Does it contain any unnecessary words or phrases?

b. Can any passages be written more simply and clearly?

2. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

1.7 Referring to yourself

1.7.1 Subjectivity and objectivity

In writing, how you refer to yourself (or yourselves if more than one author) depends on the convention in your subject and how visible you personally wish to be in your text. Some subjects and publications prefer the author(s) to be present in the text by using more direct forms, while others prefer a more impersonal style. The alternatives vary in how directly they point to you as the author, with *I* the most direct and passive phrases such as *It may be argued* not actively referring to the author at all.

For individual authors in particular, how you refer to yourself is a conflict between modesty, meaning avoiding calling attention to yourself as author, a desire to be and be seen to be objective, which means avoiding the subjective pronoun *I*, and the importance of clearly identifying the author of a written text. For co-authored texts, the plural pronoun *we* already includes a certain degree of modesty as it refers to a group rather than an individual.

It is important to note, however, that although by convention *I* is avoided in writing in many subjects, this in itself does not make a text more objective. A further point is that printed work, though written by someone, is produced by machine and thus given the appearance of impersonality: the permanence and status of the written word and in particular of print adds credence to a text.

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 …

Using *we* to include the reader or audience

As mentioned above, using *we* to include the reader or listener is common in textbooks and teaching:

What can we say about …?
What does this tell us about …?
This brings us to the question of …
Let us now examine the question of …

Other ways of including the reader

What is the explanation for this?
How might … be explained?
One might ask, for example, whether …?
It should be noted that …
It is important not to overlook that …

1.9 Referring generally

1.9.1 Do not use *you*

Although common in speech, in university and research writing do not use *you* to mean 'one' or 'the reader':

First you boil the liquid, then you change the filter.
You should make sure you use a clean Petri dish.

Better:

The liquid should first be boiled and then the filter changed.
A clean Petri dish should be used.

Writing Exercises: Referring to yourself and others

1. What is the normal way of referring to yourself in your subject? If you do not know, check recent publications in your subject and think about how the authors refer to themselves. Look at publications written by single authors and papers or books written by more than one author.

a. Go through your text and conform it to the usual referring style in your subject

2. Rewrite your text as if it was written by a group of authors

a. Which expressions do you need to change?

3. Make your text into a five-minute presentation, explaining your work to the class as if at a conference

a. Think about how to refer to your audience to include them in your discussion

4. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

1.10 *he* and *she*

1.10.1 Avoiding gender bias

An important part of writing at university and research level is avoiding bias and prejudice, and the use of *he* as a general reference to both sexes is now dated:

> A surgeon must be aware of his limitations.
> A graduate student should choose his research topic carefully.
> A child learns to speak before he can do simple sums.

Even if you as writer feel *he* to be neutral or have been taught to use *he* in this way, this is very likely not the case for all your readers, and many will be offended by the apparent gender-based exclusion.

Similarly, of course, beware of discrimination with *she*

> Ask your secretary if she can type the letter.
> A nurse usually trains for several years before she is fully qualified.

Non-biased alternatives include:

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

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*

Although the Anti-Apartheid and American Civil Rights Movements campaigned for 'One man, one vote', their slogan today would be 'One person, one vote'.

US English

"It is rather for us to be here dedicated to the great task … that government of the people, by the people, for the people, shall not perish from the earth."
Abraham Lincoln, *Gettysburg Address*

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*

Although the Anti-Apartheid and American Civil Rights Movements campaigned for "One man, one vote," their slogan today would be "One person, one vote."

3.14.2 Semicolon and colon

In both British and US English, always place semicolons and colons outside the end of quotations:

The American Declaration of Independence includes 'the pursuit of happiness'; the Universal Declaration of Human Rights includes 'the right to rest and leisure' and the right to holidays with pay.

3.14.3 Dash, question mark, and exclamation mark (GB) or point (US)

In both US and British English, place a dash, question mark, exclamation mark or exclamation point inside the final quotation mark if it is part of the quotation, and outside if it is not:

Employees soon understood the meaning of 'downsizing' – redundancy.

The film version of 'Who's Afraid of Virginia Woolf?' starred Elizabeth Taylor and Richard Burton.

What can we say about Virginia Woolf's 'To the Lighthouse'?

Computer help

To check punctuation with quotes in Microsoft Word, go to Options – Spelling & Grammar – Settings or Word Options – Proofing – Grammar Settings and select 'inside' or 'outside' under 'Punctuation required with quotes' (this option may depend on your program version).

Writing Exercises: Quotations

1. Check your text for quotations. Does it include any?
a. If not, add a short and a long quotation from an author in your subject
b. Make sure that your quotations are accurate and that you have included reference information, allowing others to check the originals
c. Have you punctuated the quotations correctly?
2. Change your text to British or US English
a. Following the guidelines above, check the punctuation of the quotations again according to British or US usage
b. What has to be changed?
c. What are the differences between the two styles?
3. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

3.15 Punctuating titles, legends and bullets

3.15.1 Punctuating titles

Do not add a full stop GB or period US at the end of a one-sentence title. For example:

The Merchant of Venice
Not: The Merchant of Venice.

However, if your title is a question, a question mark should always be added:

Nature or Nurture?
Which Came First, the Chicken or the Egg?

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.

3.16.4 sic

The word *sic*, which means 'so' in Latin, is used to show that a questionable word or phrase in a quotation is correctly cited and not an error by you.

For example:

> 'We hold these truths to be self-evident, that all men [sic] are created equal.'
>
> The manufacturers of the new wonder drug backed up their claims with 'Noble-Prize-winning research published in the Lancelot' (sic).

As above, square brackets are used when you add a comment within a quotation.

3.16.5 etc.

In university and research writing, beware of overusing *etc.* when giving examples – it is normally better to be specific rather than truncating ambiguously. Compare the sentences below:

> Several such leaders spring to mind, Peter the Great etc.
>
> **Better:**
>
> Several such leaders spring to mind, for example Peter the Great, Nelson Mandela, Gandhi and Aung San Suu Kyi.
> Several such leaders spring to mind, for example Peter the Great, Stalin, Hitler and Pol Pot.

Writing Exercises: Emphasis, parenthesis and ellipsis

1. Find a quotation from an author in your subject and add it to your text. Following the guidelines above:
a. Add emphasis to the quotation, making it clear that the emphasis has been added by you
b. Add a comment or clarification to the quotation in square brackets
c. Edit the quotation appropriately, adding in the correct ellipsis signs

2. In class, in groups or in pairs, exchange texts and evaluate each other's writing, going through the points above

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	

Use figures with dates

19 February 2024
October 11, 2025

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

Values over a million

Some values over a million, particularly currencies, may be written as a combination of figures and words, particularly when round figures:

£3 million
USD 10 billion

Similarly with populations:

The population of the UK is around 60 million.

6.1.4 Hundreds

In English, do not add *-s* to specific multiples of a *hundred*, *thousand*, *million* or *billion*. For example:

two hundred (**not** two hundreds)
three thousand (**not** three thousands)
four million (**not** four millions)
five billion (**not** five billions)

However, an *-s* is indeed added to the general multiples *hundreds*, *thousands*, *millions* and *billions*:

Hundreds of researchers attended this year's conference.
Thousands of people die of preventable diseases every day.
The cost may run into the millions, even billions.

In British English, when pronouncing numbers over 100 or writing them in words, *and* is always added before any units under 100:

110	one hundred **and** ten
125	one hundred **and** twenty-five
150	one hundred **and** fifty
175	one hundred **and** seventy-five

6.1.5 Thousands

Multiples of a thousand are marked by a space or comma. A common rule in university and research texts is to write numbers under 10 000 without commas or spacing, and numbers 10 000 and over with commas or spacing. Some authors and publishers also divide four-figure numbers, for example 3 987 or 3,987.

Spacing	Commas
3987 or 3 987	3987 or 3,987
29 483	29,483
6 728 349	6,728,349

A space is less ambiguous as the comma is used in some countries as the decimal symbol, for instance 3,142. As always, be consistent throughout your text and follow any guidelines for your subject or publication.

Do not use a point to mark thousands

In English, unlike some languages, the point is not used to mark thousands:

> 3.500 means 3½, **not** 3500

Do not add commas or spaces in page numbers

> page 1234, **not** page 1 234 or page 1,234

Computer help

To prevent spaced numbers from being split at the end of a line in Microsoft Word, use a non-breaking space: Ctrl + Shift + space (this option may depend on your program version).

6.1.6 Billion

Beware of ambiguity when reading or writing *billion* in British English:

> £5 billion
> £10 billion

Although *billion* is now normally used in British English to mean a thousand million (10^9) as in US English, it also has an earlier meaning of a million million (10^{12}).

6.1.7 Decimals

Decimals in English are indicated by a point, not a comma as in some languages. For example:

a half	0.5
a third	0.333
a quarter or fourth	0.25
a fifth	0.2

If you normally use a comma for decimals in your country, be sure to carefully check your figures in English as this is a potential source of major error.

6.1.8 Fractions

Common, single fractions do not need a hyphen:

½	one half
⅓	one third
¼	one quarter or fourth
⅛	one eighth

But others generally do:

⅔	two-thirds
¾	three-quarters or three-fourths
⅜	three-eighths
⅝	five-eighths
⅞	seven-eighths

6.1.9 Percentages

The British spelling is *per cent* as two words and the US spelling *percent* as one word, though this is not a hard-and-fast distinction.

You should be consistent in your text in your use of *%*, *per cent* or *percent*:

ten per cent	ten percent
10 per cent	10 percent
10%	**not** ten %

The % symbol should always be written next to its number without a space:

100%
Not: 100 %

6.1.10 Mathematical symbols

Be consistent in the spacing of symbols in your text, for example:

1 + 1 = 2
5 − 3 = 2
< 10
> 6

On your computer, use the minus sign rather than a hyphen (-) or en dash (–), as these can be separated from their number at the end of a line. This is also the case for superscripts. The correct minus sign stays with its number even at the end of a line.

−45
10^{-2}

Computer help

The minus sign in Microsoft Word is at Insert – Symbol – Font (normal text) – Subset Mathematical Operators (this option may depend on your program version and font).

8.1 Preface and acknowledgements

- The study was *conceived* as …
- When I began work on …, little did I realize US and GB or realise GB …
- Needless to say, the faults remaining are entirely my own
- Of course, as is usual, all errors and oversights are entirely my own.

Thanks

- First of all, I would like to thank …
- First and foremost, I would like to thank …
- In particular, I would like to thank …
- I am especially grateful to …
- Many people have contributed either directly or indirectly to this study
- I would like to thank …
  - my *colleagues* at the Department of … at the University of …
  - my PhD supervisor at … University
  - my late colleague, …
  - my students at the University of …
  - … for their helpful *comments*
  - … for *comments* on an earlier *draft* of this manuscript or paper etc.
  - …, who read an earlier *draft* of *chapter* …
  - …, who kindly read through an earlier *version* of …
  - …, who provided valuable or extensive *comments* on …
  - … for her detailed *comments* on …
  - … for help in the preparation of the manuscript or book
  - …, who assisted in …
  - … for *assistance* in or with …
  - … for *technical assistance* in or with …
  - … for his or her or their encouragement
  - … for his or her or their tireless enthusiasm
  - … for his or her or their support
  - … for granting me leave to write this book
  - … for permission to use previously unpublished materials
  - … for permission to reproduce figures
- I would like to thank my teacher or supervisor, X,
  - for awakening my interest in …
  - who encouraged me to …

    - 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 …

Great Minds

Genius is two percent inspiration, ninety-eight percent perspiration

Thomas Edison

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 …
  - attend the *conference* on … in …
  - take a year's sabbatical
  - write up the *final* stages of my *thesis*
- The or this study was *approved* by the … Committee etc.
- a *conflict* of interest

Personal thanks

- Finally, I would like to add personal thanks to …
- Finally, I would like to thank …
- On a personal note, …
- And lastly, …
- And most importantly, …
- …, without whom this would not have been possible
- … for her or his or their encouragement and support …
- …, when it seemed that this book or *thesis* would never be written
- To X
- For X
- To my husband or wife
- To my partner, X
- To my parents
- To my late father, X
- To my mother, X
- To my children, X and Y
- To my daughter, X
- To my son, X
- To my brother or sister, X, who …
- This book is dedicated to …
- … my wife or husband
- … my children
- … the memory of … , who …
- In memory of X

Writing Exercises: Preface and acknowledgements

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 2023 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 2023, 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 2023 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 …

Phrases

- He was head of … between … and …
- She was head of … from … to …

Research and publications

- He is the *author* of …
- His *major* books include …
- Her most recent books are …
- Her publications include …
- Among her publications are …
- The *author* of papers on …, X …
- X is a leading *authority* on …
- X has *published* extensively in or on …
- X has *published* on various *aspects* of …
- Among her other books or publications are …
- His PhD examined …
- Her doctoral or master's *thesis* examined …
- He is a frequent contributor to …
- His main *research* interest is …
- Her *principal research* interests are …
- His *research* focuses on …
- His particular *area* of interest is …
- Her *research* interests include …
- She is currently editor of …
- X serves or has served on the editorial boards of …

Great Minds

In my view, all that is necessary for faith is the belief that by doing our best we shall succeed in our aims: the improvement of mankind

Rosalind Franklin

- *evidence* also exists that …
- in a recent etc. *survey* of …
- There may be further *evidence* for …
- The examples suggest …
- What is the *empirical* basis or *evidence* for …?
- … (unpublished *data*)
- anecdotal *evidence*
- the *evidence* for … is purely anecdotal
- This clearly illustrates the problem of …
- a counterexample to …
- There are no examples of …

Interviews

- In interviews, respondents stated that …
- Typical responses were …
- Typical statements were …
- Typical *comments* by interviewees were …
- …, as mentioned by several respondents
- The following quote illustrates …
- As one interviewee stated, …
- X states, for example, that …
- This was expressed by one respondent as …

Writing Exercises: Giving examples

1. Using phrases from the section above, add a number of examples to your text
a. Discuss what the examples show

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

8.10 The relationship to other work

- As is well known, …
- It is well known that …
- … widely accepted …
- Many authors agree that …
- … broadly agree that …
- Many or most authors would agree that …
- a widely held belief
- a widely accepted *notion*
- our present understanding of …
- a common theoretical position
- the most widely accepted explanation of … is that …
- the prevailing view of … is that …
- the current consensus is that …
- Most or many or some scholars view … as …
- Most authors would interpret this as …
- … is usually interpreted as …
- … is generally analysed GB or analyzed US as …
- … is generally regarded as …
- within … *theory*
- from a … *perspective*
- within the *framework* of …
- a or the frame of reference

Previous work

- As in *previous* studies of …, …
- …, as put forward in the study of … by X
- … originally proposed by X
- … first shown or demonstrated by X
- … in the writing of X
- … can be traced to …
- in his or her earlier work
- in her or his 2023 doctoral *thesis*
- initial *reaction* to X's paper was mixed
- The *notion* of … derives from …
- … has or have been the subject or the *focus* of numerous studies

- … 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 2010 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 …

- X's work, little recognized US and GB or recognised GB at the time, has come to be regarded as …
- though not *published* in his or her lifetime
- … now widely used in …
- X's study or work *established* …
- X's study laid the groundwork for …
- the or a cornerstone of … *theory*
- the *foundation* of … *theory*
- Of *fundamental* importance to … is …
- The most detailed or *explicit* statement of … *theory* is …
- Building on or drawing on X's work, …
- X's *theory* is obviously of relevance or applicable here
- The … presented here is based in part on an earlier study
- Many of our or the findings confirm … found by X
- Based on these results, …
- Against this backdrop, …
- In view of this, it is useful to …
- Taking this on board, we can state that …
- Interestingly, some studies show …
- A number of investigators have shown …
- Some studies have reported …, while others have shown …
- Several authors or researchers have commented on …
- Previously, it was widely assumed that …
- Until recently, it was widely believed that …
- Many scholars adhere to the view that …
- Historically, …
- Traditionally, …
- Conventionally, …
- … is or was often *attributed* to …
- … is or was largely *attributed* to …
- We now know that …

Current work

- a topical *area* of *research*
- *issues* currently under discussion
- … has recently gained currency
- an *area* that has become increasingly important

- An increasing amount of literature is *devoted* to …
- This is reflected in current *research* on …
- … has or have been debated widely in the *media*
- research *undertaken* by X and X in the last ten etc. years has shown that …
- *Attitudes* to … vary from … to …
- Recent work or *research* suggests that …
- X and Y have proposed that …
- A number of commentators have suggested that …
- Recently, it has been suggested or demonstrated that …
- It has recently been shown that …
- a new and interesting observation
- A comparatively recent study on or of … is …
- … presented recently …
- … is the subject of work in progress
- Recent *research* on … has made great strides towards …
- Recently, there have been important advances in …
- The last few years have witnessed …
- … a *shift* towards …
- … an increase in …
- … a surge of interest in …
- … renewed interest in …
- … a revival of …
- the *ongoing* effort to …
- … *complement* current or existing *research*
- The problem has been much discussed in recent literature.
- … has attracted *considerable* or *widespread* interest …
- *Similar* results have been found in …, suggesting that …
- … is *similar* to that reported by X
- … is *similar* to results recently *published* by X
- … parallels X's findings
- … has *emerged* as the most likely explanation for …
- This *interpretation* or explanation is supported by earlier work on … by X
- Their work has yielded a number of promising new avenues of *research*
- … has prompted new ways of looking at …
- Another possibility considered in *previous* studies is that …
- A growing number of researchers share the view of … as …
- This is often taken to support the view that …
- This is based on the belief that …

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

Great Minds

Ignorance more frequently begets confidence than does knowledge: it is those who know little, not those who know much, who so positively assert that this or that problem will never be solved by science

Charles Darwin

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 …

Phrases

- … 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
- this *diversity* of approaches or methods reflects …
- attempts to … have so far proved unsuccessful
- The initial claims that … were unduly *positive*
- *evaluation* is hindered or made more difficult by …
- It has not been demonstrated unequivocally or conclusively that …
- there are difficulties with all or a number of these explanations
- at least in its or their current or present form
- The question remains, however, …
- a or one *persistent* problem in … is …
- X and X's results *posed* a number of questions which we have so far been unable to answer
- Although much important work has been carried out on …, a number of questions remain.
- Although *considerable* progress has been made in …, many important *issues* remain unexplored or unresolved.
- Although much has been learned about … over the past … years, a number of *fundamental* questions remain.

Writing Exercises: The relationship to other work

1. Using phrases from the section above, discuss how your study relates to other work in your field

a. Describe your study's relationship to previous work

b. Discuss how it relates to current work in your subject

c. Discuss any contrasting work

d. Outline the limitations of current knowledge

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

8.11 Referring to other work

- According to X, …
- X states …
- see X
- see for example X and Y
- see e.g. X
- see X, and also Y
- X believes that …
- X notes that …
- X observes that …
- X shows that …
- X adds that …
- X makes the point that …
- X puts the case for …
- X documents …
- As X states, …
- As X puts it, …
- as X explains:
- …, as X points out
- X describes this as …
- as discussed by X and Y
- as shown by X and Y
- as has been shown by X and Y
- as reported by X and *colleagues*
- as demonstrated in the work by X
- in a recent article by X
- in a paper *published* in …
- in her or his joint work with X
- see the *comments* by X
- In this article, X discusses …
- X, in a study of …, argues …
- X sees in … *evidence* for …
- …, citing for example …
- in a … *survey* of … by …
- … was or were reported to have …
- Following X, …
- …, as defined by X

- X's study or work departs radically from current thinking on …
- Clearly, if X's *theory* is correct, then …
- Although some have argued …,
- *significant* differences exist or remain between … and …
- In *contrast* to …, X sees the reason for …
- X's *theory* or explanation is perhaps preferable to Y's in that it …
- X and Y suggest instead that …
- X's *theory* is most plausible with regard to …
- X is clearly *aware* of the difficulties *involved* in …
- X rejects the view or idea that …
- X seeks to justify …
- X justifies this by …
- On the strength of this *evidence*, X argues that …
- X stops short of …
- X admits, however, that …
- X acknowledges that …
- X concedes that …
- *Overall*, …
- On balance, …

8.13 What you agree with

- a useful introduction to …
- a valuable and important study of …
- an important and original work on …
- an important *contribution* to …
- a *positive contribution* to …
- an important *contribution* to recent work on …
- an important *contribution* to the *debate* on …
- The study makes several or a number of important contributions to …
- X's seminal work on …
- an authoritative study of …
- X writes with considerable *authority*: she or he …
- a *comprehensive* examination of …
- a standard work
- X's classic study of …

- X's study is a textbook example of …
- a valuable *contribution* to …
- valuable in its own right
- … is an achievement in itself
- X's work on … has come to be recognized US and GB or recognised GB as …
- X's work has had a profound influence on …
- X's *contribution* to … cannot be overestimated.
- detailed knowledge of …
- an in-depth discussion of …
- a well-researched *investigation* of …
- a thorough examination of …
- a lucid explanation of or for …
- a sophisticated *theory* of …
- elegant prose
- an elegant argument or model
- Of particular interest is X's finding etc. that …
- a new and interesting observation
- This is an interesting finding because it …
- the study contains a number of new and important *insights*:
- X and Y make a number of or several important observations
- The authors attempt, successfully in my or our view, to …
- X makes a number of valid points
- X makes a strong case for …
- X offers persuasive *evidence* for …
- a strong argument for …
- X's examination of … is exemplary
- X's treatment of … is particularly interesting or compelling
- X's *contribution* to … is clear
- X's study illustrates …
- X's study clearly demonstrates …
- X makes *explicit* the relationship between etc. …
- X makes a useful *distinction* between … and …
- As X rightly points out, …
- X states, in my view correctly, that …
- I or we share X's view of or that …
- It is possible to agree with X that …
- We broadly agree with X's *interpretation* of …
- X highlights a number of problems in current *theory*

- the main strength of X's argument is …
- the study breaks new ground
- ground-breaking *research* carried out last century
- The study is new in several respects:
- the study will be of particular interest to …

8.14 What you disagree with

- It or the study lacks …
- The *author* appears to …
- X overlooks …
    - earlier studies of …
    - the existing literature on …
    - recent work on …
    - Y's findings …
    - important or *crucial data* on …
- X's study might *benefit* from …
- The study has, in my view, several shortcomings: firstly, …
- X seems to be unaware of …
- X ignores …
- X claims that …
- …, which X claims …
- X presupposes or assumes that …
- X's assertion that …
- It is curious that …
- It is *odd* that X does not mention …
- a puzzling statement
- the rather confusing statement that …
- … can hardly be viewed as …
- We believe this to be an *error*.
- Serious doubts have been raised about …
- a *fundamental* problem
- a further or unnecessary *layer* of complexity
- X fails to mention that …
- There is no reference to …
- Surprisingly, no mention is made of …

- we are not told whether …
- The study fails to address the question …
- X pays scant attention to …
- to cut corners
- the *integrity* of the data
- anecdotal *evidence*
- ad hoc explanation
- dogmatic
- sweeping generalizations
- X's argument, point etc. that …
  - is too broad in *scope*
  - is too selective
  - is not new
- echoes of …
- Reading X, one is reminded of …
- … is merely reinventing the wheel

Their method

- X confuses …
- X and Y confuse the issue
- a misreading of …
- The authors underestimate …
- X and Y miss the point
- It is very much an oversimplification to …
- The authors fail to recognize US and GB or recognise GB …
- The disadvantage of this *approach* is that …
- A criticism of this explanation is that …
- … an incorrect assumption
- … unconvincing reasoning
- … inadequate controls
- … incorrectly assessed
- … merely *compounds* the problem
- X's argument contains a number of inconsistencies: firstly, …
- X's argument that … is flawed.
- X's explanation of or for … is unconvincing
- X's explanation of … is hardly convincing
- The author's claim that … is not well *founded*.

- 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 …

- This invalidates, however, …
- X's argument rests or depends almost entirely on …
- X's statement or *theory* etc. … requires some qualification
- X gives a detailed if not always tenable *analysis* of …
- X attempts, unsuccessfully in my or our view, to …
- Where X's argument or explanation falls down is in …
- X's explanation is not implausible, if not entirely satisfactory
- Further *research* is necessary to establish a clearer relationship between … and …
- Further *research* is necessary before ascribing … to …
- A more complete explanation of … would …
- a simplistic assumption

Great Minds

Tact is the art of making a point without making an enemy

Isaac Newton

Your view

- My own view is that …
- a number of reservations
- One cause for concern is …
- It is not necessarily the case that …
- It does not necessarily follow that …
- … begs the question …
- One may question whether …
- To claim here that …
- … would be denying the fact that …
- X claims, in my view wrongly, that …
- the question is rather …
- it is more likely that …
- The point is surely rather that …
- One could in fact also state that …
- it would be more *accurate* to say that …
- a more promising *approach* would be …
- a more plausible explanation would be that …
- It is important to make a *distinction* between …
- It is important to distinguish between … and …

Phrases

- If the most important etc. factor had been …, then it would be expected that …
- The *author* has clearly not understood …
- The authors merely pay lip service to …
- The paper offers little in the way of …
- The paper offers little that is new.
- The study offers only cursory examination of …
- we should beware of throwing out the baby with the bathwater
- While acknowledging the author's *contribution*, …
- While a valuable *contribution* in many respects, …
- At the risk of offending …,
- pace X
- … must be examined more closely
- … cannot be accepted as it stands
- more needs to be said about …
- However, given these reservations, …
- *Despite* these reservations, …
- *Despite* these limitations, …
- Given these qualifications, …

Writing Exercises: Reviewing other work

1. Using phrases from the section above, write a review of a paper or book in your subject

a. Write about what you agree with in the work

b. Discuss what you disagree with

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

8.22 Hypotheses and probability

- Theoretically, …
- In *theory*, …
- In *principle*, …
- an *abstract* argument
- a model of or for …
- According to the model, …
- … may be *inferred* from …
- … has a strong theoretical basis
- Hypothetically, …
- a hypothetical question
- to construct a *hypothesis*
- to formulate a *hypothesis*
- The *hypothesis* can be stated as follows:
- A *hypothesis* could be made that …
- … has led to the *hypothesis* that … is caused by …
- a working *hypothesis*
- the *underlying hypothesis* that …
- an *alternative hypothesis* or proposition that …
- a *series* of hypotheses predicting …
- to evaluate the *hypothesis* that …
- to test the *hypothesis* that …
- We tested the *hypothesis* by …
- We are able to *refine* our hypothesis
- to verify a *hypothesis*
- the *hypothesis* is *confirmed* by …
- … supports the *hypothesis* that …
- … refutes or disproves the *hypothesis* that …

Possibility

- It is entirely possible that …
- It is possible that …
- One possibility is …
- One possible *theory* is that …
- A further possibility is …
- Yet another possibility is …

- the possibility of …
- the likelihood of …
- One way of viewing …
- It is not inconceivable that …
- It is possible to argue that …
- a possible explanation for …
- It may well be the case that …
- It seems likely that …
- … more likely
- … less likely
- … may be associated with …
- whether … is attributable to …
- There are a number of possible *outcomes*

Suggestion and speculation

- This suggests that …
- One suggestion might be that …
- … may be due to …
- It may be that …
- This may *indicate* …
- This may reflect …
- The most likely explanation for or of … is …
- A number of tentative conclusions can be drawn
- Provisionally, …
- One solution might be …
- One *alternative* might be …
- One tentative proposal might be …
- One *scenario* is that …
- the *potential* effects of … on …
- It is possible to speculate that …
- One may speculate whether …
- an educated guess
- Another suggestion might be …
- This finding has prompted the plausible speculation that …
- This has led some authors to suggest that …
- This has led some authors to speculate whether …
- One suggestion, though purely conjecture, might be that …

- In the absence of …, we can only speculate on …
- Explanations of or for … remain highly speculative.

Probability and prediction

- the probability that or of …
- … is probably due to …
- the most probable explanation
- It is highly probable that …
- Potentially, …
- We *estimate* that …
- Estimates suggest that …
- Predictably, …
- As forecast, …
- we would predict that …
- projections *range* from … to …
- … tends or tend to …
- … tends or tend to *occur* or be found in …
- a or the tendency to …
- it is or was inevitable that …
- … would *inevitably* follow
- The results were predictable
- … was or were widely *predicted*
- The results are or were as *predicted*

Assumption and implication

- assuming that …
- an assumption that …
- to take for *granted*
- If we *assume* that …
- If, for the sake of argument, we *assume* …
- based on the assumption that …
- the assumptions that underpin …
- This assumption is supported by …
- … may support the assumption that …
- This is presumably due to …
- …, presumably because of …
- We may surmise that …

Phrases

- If …, then …
- If this is the case, then …
- It follows that if …, then …
- this *implies* that …
- By implication, …
- The implication is that …
- the *implications* of …
- … may have a number of important *implications* for …
- … has *widespread implications*
- This can be expressed by or as the following implicational statement:

Writing Exercises: Hypotheses and probability

1. Using phrases from the section above, put forward a hypothesis based on the arguments in your text

a. Discuss the probability of your hypothesis

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

8.23 Rhetorical questions and addressing your audience

- Consider, for example, …
- Now consider the issue of …
- Note that …
- Recall that …
- many readers …
- the majority of readers
- the question why …
- This raises the question …
- This brings us to the question of …
- One may well ask whether …?
- One might ask, for example, whether …?

- The question can be asked whether …
- What can we say about …?
- What does this tell us about …?
- What is the explanation for this?
- What is the *role* of …?
- What *evidence* is there for …?
- How are … related?
- How can … be expressed?
- How might … be explained?
- How can we understand …?
- In what way is … currently understood?
- How can these different or various approaches be reconciled?
- Can we replicate the theoretical results empirically?
- What conclusions can be drawn from this?
- The question why … appears to have no simple answer or solution.
- This explanation etc. would, for many scholars, be unacceptable.

Writing Exercises: Rhetorical questions and addressing your audience

1. Using phrases from the section above, address the audience of your text, for example as if giving a lecture or presentation

a. Add one or two rhetorical questions

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

Writing Exercises: Presenting results

1. Using the phrases above, write a section presenting your results
a. Also discuss any negative findings
2. Write and present a poster on your work, either individually or in groups or pairs
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

8.27 Interpreting findings

- The findings etc. discussed here are from …
- This means that …
- It is clear that …
- The *statistics* show clearly that …
- It is *significant* that …
- Significantly, …
- Most significantly, …
- … plays a *major role* in …
- an important point
- a *fundamental* factor
- the main cause of … is …
- This raises a number of questions
- It is probable that …
- It is likely that …
- It seems clear that …
- … can be *attributed* to …
- This suggests that …
- This indicates that …
- This or the *evidence* points to … as a factor in …
- The findings *indicate* that …
- The *data* suggest that …
- This seems to *indicate* that …
- …, which indicates or suggests or confirms …

- …, indicating or suggesting or confirming that …
- It is possible that …
- this may be due to …
- It is possible to speculate …
- One may speculate whether …
- It can hardly be a coincidence that …
- *preliminary evidence* suggests that …
- The *preliminary* findings suggest …
- There are a number of *factors* or points worth noting:
- The results suggest that … is due to … rather than …
- The significance of … as a factor in … is suggested by …
- The benefits of this approach are immediately *visible*
- The existence of … may be *illustrated* by …
- The influence of … on … is indisputable
- This means that we are able to *link* … and …
- It is important to distinguish carefully between …
- It is important to emphasize US and GB or emphasise GB …
- Here we see an example of the importance of …
- This underlines the importance of …
- It is perhaps not surprising that …
- An interesting aspect of … that emerges is …
- given the findings etc. discussed or described above
- Given …, it is possible to propose or state that …
- It is uncertain whether …
- One *interpretation* of this would be …
- One reading of this would be …
- One way of interpreting …
- Turning this around, we can say that …
- It is important not to overlook …
- There are systematic differences in …
- … is not primarily governed or determined by …, but by …
- The *consequences* of this are …
- One of the most *obvious consequences* of … is …
- A further important consequence of … is that …
- … may have a number of *implications* for …
- … has or have important *implications* for …
- A further implication of … is that …

Agreement

- Taken together, …
- *Similar* results were or have been *obtained* by …
- *Similar* results are found in …, suggesting that …
- The results *coincide* with those of X
- This finding is *consistent* with …
- The results are *consistent* with …
- As *predicted*, …
- as *predicted* by the model
- … shows or showed *evidence* of …
- there is limited *evidence* of …
- The findings etc. provide conclusive support for …
- this has *reinforced* our view that …
- Many of our or the findings confirm … found by X
- The results closely match those *obtained* by X
- The results generally agree with those *obtained* in *previous* studies.
- The results agree by and large with those reported in a study of … by X.

Great Minds

Millions saw the apple fall; Newton was the only one who asked why

Bernard M. Baruch

Contradictory, unexpected or inconclusive findings

- Surprisingly, …
- Unexpectedly, …
- *Contrary* to expectations, …
- The results of … were unexpected.
- The most striking finding is that …
- The results *contrast* with X who found …
- There is or was little *evidence* to suggest that …
- There is or was little *evidence* to support …
- There is or was little *evidence* of …
- … is or was not corroborated by the *evidence* …
- There was no *evidence* of …
- This does not imply that …

- The results of … do not support the *hypothesis* of or that …
- The results of … invalidate the *hypothesis* of or that …
- The results suggest, *contrary* to current *theory*, that …
- The results call for some explanation and comment: …
- A number of *elements* require further explanation
- This surprising result may be due to …
- 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 Exercises: Interpreting findings

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

8.31 Writing academic emails

When writing an email, it is important to get the level of formality right. That is not easy, as the level of formality in academia and society varies from country to country. Three important things to take into account when writing academic emails are:

- Whether you know your addressee well
- Your addressee's age compared to your age
- Your addressee's status compared to your status

This section helps you write both formal and polite informal emails in appropriate English. If the status or age gap between you and your addressee is significant (that is, if your addressee is much older or higher status than you), use formal style unless you know her or him well.

Formal email to someone you do not know well
For example, a professor at another institute
Subject: Brief, clear subject
Dear Dr Darwin
Main body of email
In a formal email, you can use many of the phrases in this PhraseBook.
Sincerely
Alfred Wallace

Formal greeting

- Dear Professor *Family Name*
- Dear Dr Family Name

Formal main body

- My name is *Full Name*.
- I am an undergraduate student, graduate student or assistant professor in the Department of … at … University.
- My professor or supervisor is *Full Name*.
- I was referred to you by my professor, supervisor, colleague etc., X
- Perhaps you remember that we met at X Conference in Place last year?
- Please accept my apologies for contacting you by email.

- I recently read your paper in … Journal.
- I recently read your study on …
- I am researching or working on …
- I am writing to ask you …
- I wonder whether it would be possible to …
- I would be most grateful for your assistance.
- Please accept my apologies for the bothersome request.

Attachments

- I have taken the liberty of attaching a copy of my paper, thesis etc.

Formal closing

- Sincerely US
- Yours sincerely GB

Contact information

- Remember to add your contact information when writing to someone you do not know

Informal but polite email to someone you know well

For example, a colleague of similar age and status

Subject: Brief, clear subject

Hi Charles

Main body of email

In an informal email, you can use contracted forms such as *I've*, *don't*, *isn't* etc.

Best regards

Alfred

- the puzzling statement
- inaccurate
- misleading
- contrary to
- anecdotal evidence
- ad hoc explanation

data

- facts
- figures
- results
- findings
- information
- records
- statistics
- material
- documentation
- corpus
- corpora
- database
- empirical material
- survey
- sample
- fieldwork
- case study
- interviews
- responses

decrease

- a reduction in or of
- a loss of
- a decline in
- a cutback in
- reduce
- lower
- decline
- diminish
- drop
- subside
- contract
- lessen the impact or effect of
- fall off
- an economic downturn
- wane
- ► increase

depth

- in depth
- detailed
- thorough
- systematic
- comprehensive
- fundamental
- profound
- insight
- probe
- a penetrating argument
- superficial
- cursory
- trivial
- shallow
- brief

decide

- determine
- conclude
- resolve
- choose
- select
- to make a decision
- decisive
- conclusive evidence of

develop

- grow
- increase
- improve
- build on
- expand
- extend
- widen
- evolve
- advance
- progress
- cultivate
- flourish

differ and different

- a difference between
- to differentiate
- distinctive
- to make or draw a distinction between
- to distinguish
- to vary
- various types of
- variable
- variation
- diverse
- diversity
- diversify
- separate
- dissimilar
- unrelated
- unequal
- inconsistent
- atypical
- contrast
- disagree
- contradict
- to depart from
- diverge
- oppose
- opposite
- run counter to
- heterogeneous
- mutually exclusive
- a dichotomy
- diametrically opposed
- ► same or similar

difficult

- the difficulty in or of
- ► problem
- problematic
- complex
- the complexity of
- complication
- ► simple

disagree

- ► differ
- argue
- dispute
- contest
- conflict
- contradict
- oppose
- reject
- disagreement
- a contradiction
- contradictory
- ► agree

discuss

- a discussion of

- 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

curriculum vitae	A summary of your education and career
CV	Curriculum vitae
dean	The head of a faculty or school
de facto	In practice, in reality *The threat of violence often results in a de facto curfew.*
diss.	Dissertation
dorm	Student accommodation, short for *domitory*
DPh or DPhil	Doctor of Philosophy
ed.	Editor, edited (by) or edition
edn	Edition
e.g.	For example
emerita	A retired female professor etc. *Professor Emerita Elizabeth Smith*
emeritus	A retired male professor etc. *Professor Emeritus John Smith*
epigraph	A quotation at the beginning of a book or chapter
erratum	An error in a text
errata	(A list of) errors in a text
esp.	Especially
et al.	And others, used in references, e.g. Perez et al. (2023)
etc.	And so on
exeunt	They leave (in stage directions)
ex libris	From the library of
extracurricular	Outside the normal curriculum, for example clubs and societies

ex vivo	Outside the body
f.	And following page or line, e.g. Petrov (2023:7f.)
faculty	A major subject division of a university, such as a Faculty of Arts, Faculty of Engineering or Faculty of Science
faculty US, CA	The teaching and research staff of a university
festschrift	A German word meaning a collection of papers in honour GB or honor US of a colleague
ff.	And following pages, e.g. Rahman (2023:7ff.)
field trip	An excursion for practical study or research
fig.	Figure
a first GB	The highest grade of an honours bachelor's degree *Mary graduated with a first in chemistry.*
fl. or flor.	Meaning flourished, fl. or flor. is used when a person's birth and death dates are unknown, to show when they were active
fn.	Footnote
fo. or fol.	Folio
folio	A large book
fraternity US	A male student society (with a name in Greek letters)
fresher GB, freshman, freshwoman	A first-year student
GB	In the PhraseBook, a British spelling or term
GPA US	Grade point average
grade US, CA	GB mark
graduate student US, CA	GB postgraduate student A student studying for a master's or doctoral degree

	pseudonym, pseudomorph, pseudopodium
psych	mind
	psychology, psychiatry, psycholinguistics
pter	wing
	pterodactyl, helicopter, dipterous
pyr	fire or heat
	pyrite, pyrotechnics, pyre, pyroclastic, pyromania
quasi	as if
	quasi-judicial, quasi-scientific
radi(o)	ray or spoke
	radio, radiation, radioactive, radiology, radius
re	again
	recognize, reappear, reconsider, renew
renal, ren	kidney
	renal, adrenal
retro	back or behind
	retrospect, retroactive, retrograde
rrh, rrhage, rrhoid	discharge or burst
	h(a)emorrhage, h(a)emorrhoid, catarrh, diarrh(o)ea
rhino	nose
	rhinoceros, catarrhine, otorhinolaryngology, rhinitis
rhizo	root
	rhizome, rhizoid, rhizocarpous

sarc	flesh
	sarcoma, sarcophagus, sarcasm
saur(us)	lizard
	dinosaur, tyrannosaur(us)
schizo	split
	schizophrenia, schizocarp
scler	hard
	sclerosis, sclera
selen	moon
	selenology, selenography
Sino	China or Chinese
	Sinology, Sino-Japanese, Sinophile
somat	body
	psychosomatic, somatic, somatotrophin
somn	sleep
	insomnia, somnolent
sophy	wisdom
	philosophy
stereo	solid or three-dimensional
	stereo(phonic), stereochemistry, stereotype
sub	under or below
	submarine, suburb, subordinate, subatomic, subconscious
super	above or greater

The PhraseBook for Writing Papers and Research contains over 5000 words and phrases to help you write, present and publish in English

The layout of the PhraseBook follows the structure of academic writing, including Introduction, Method, Presenting Data, Reviewing other Work, Arguing For and Against, Analysis, Presenting Results and Conclusions Additional sections include Writing Academic Emails and Making a Presentation

Writing Help sections give advice on academic writing in English, helping you avoid many common errors. Main sections include Style, Spelling, Punctuation and Grammar. An Academic English Thesaurus helps you write with a richer vocabulary and greater variety

The PhraseBook is used in over 30 countries in subjects ranging from Medicine, Engineering, Science and Technology to Law, Business and Economics, Political Science, Geography, History, Sociology, Psychology, Language and Education

Suitable for university and research writing from undergraduate to graduate student, and from researcher to faculty:

- Over 5000 words and phrases to help you write, present and publish
- Writing help on style, spelling, punctuation and grammar
- Academic English thesaurus to expand vocabulary
- Exercises for individual and classroom use
- Global English, including British and American spellings

‘This material, prepared by experienced editors, is certainly very useful’ Photosynthetica

9 781492 959793