**Useful phrases for academic writing**

Here are suggestions for using words and phrases which could improve your academic writing structure and style significantly.

**1. INTRODUCTION**

* This essay will deal with the following aspects of the question...
* The aim of this essay is ......

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. GIVING AN OVERVIEW OF THE ESSAY CONTENT**

* In order to link.... with ...., the background to ... will be briefly outlined.
* The first part of the analysis will examine....
* The second part of this analysis will consider...
* The final level of the analysis consists of...

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3. MAKING A POINT**

* It is clear/ noticeable that...
* It is necessary/ important/ useful/ interesting/to note/point out/ highlight/ emphasise that

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4. EMPHASIS MARKERS** show clearly what you think is most important but allow you to avoid personal language such as 'I think'

**Adjectives**: main, crucial, important, significant, key, essential

**Nouns:** focus, element, concept, theory, aspect, part, idea, point, argument, discussion, debate

**Verbs**: to emphasise, to summarise, to focus, to highlight

Examples:

* The key aspect of this argument is
* The most crucial point made so far
* It is worth noting that
* Another relevant point is that

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**5. INTRODUCING A NEW IDEA**

* Turning now to the question of
* Bearing in mind the previous points,
* Having considered (X)
* With regard to
* As far as ....... is concerned                                \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**6. HEDGING**

The group of 11 words called modals can help you avoid over-generalisation as they express degrees of certainty and possibility, thereby avoiding making statements which claim too much or suggest you know everything about a subject.

The 11 modals are:

CAN           MAY         COULD     MIGHT          WILL

WOULD     SHALL      SHOULD, OUGHT TO   MUST  NEEDN'T

By far the most useful modal verbs are CAN, MAY, COULD and MIGHT.  If you say something IS true you may well be guilty of over-generalisation.  If you say something MAY or MIGHT be true you avoid this problem.

* It could/might be said that ....
* It seems/appears ...
* It is generally thought/considered ......
* Some/many people think/believe ......

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**7. CITING RESEARCH**

* It has been found that
* Research has shown that

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**8. MAKING HYPOTHESES**

* If, then
* Assuming that

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**9. STATING CONDITIONS**

* Given that
* Provided that
* Granted that
* If it is the case that& then,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**10. GIVING EXAMPLES**

* For example/instance
* In this situation/case
* To illustrate

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**11. ADDING INFORMATION**

* Again/ besides/ equally important/ in addition/ further/ furthermore/ moreover
* It must also be noted/ remembered that

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**12. DISCUSSION MARKERS**

* On the one hand, on the other hand
* Although it may be true that....however
* Whilst it is generally agreed that
* There exists a contradiction between ..... and
* Those in favour of/ Supporters/Advocates of
* Those opposed to/ Critics of

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**13. RE-PHRASING**

* In other words
* To put it another way
* That is to say

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**14. EVALUATIVE LANGUAGE.**

This is used  to show more clearly what you think about different points. Do you already use these words? Could you use them more?

**Positive adjectives**:  remarkable, innovative, complex, interesting, profound, comprehensive, powerful, rigorous, systematic, useful, sensitive, reliable, logical,

**Negative adjectives**: flawed, modest, unsatisfactory, inadequate, limited, restricted

**Nouns:** synthesis, survey, topic, study, review, history, concept, area, theme, overview, analysis, system

**Verbs**: explain, discuss, study, present, describe, bring into focus, consider, explore, illuminate, introduce, analyse, constitute

Examples:

* The UNO has published an interesting survey...
* It presents a useful concept...
* However, the study is limited in that...

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**15. REPEATING**

In general, DON'T!  Try to organise your writing so that you stick to one point at a time.  But if you must, you can use phrases such as:

* To return to an earlier point
* As noted before/above

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**16.** **SUMMING UP**

* Briefly, we can say/ it can be said that
* To sum up
* Hence/therefore/accordingly/ consequently
* The evidence suggests, therefore
* In general what this means/ suggests/ indicates is
* It is clear from the above that

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**17. CONCLUSION**

* To conclude/In conclusion,

<http://www.wmin.ac.uk/sshl/page-2224>

# Letter Writing: Useful Phrases

## Phrases for Personal and Social Correspondence

**Openings:**

The standard opening for personal correspondence is Dear but variations include:

My dear …
My dearest …
Darling …

**Useful phrases:**

|  |  |
| --- | --- |
| Thank you for your letter [inviting, offering, confirming] | I am delighted to announce that  |
| I am very grateful to you for [letting me know, offering, writing] | I was delighted to hear that  |
| It was so kind of you to [write, invite, send] | I am sorry to inform you that |
| Many thanks for [sending, inviting, enclosing] | I was so sorry to hear that  |
| I am writing to tell you that |   |

**Closures: For acquaintances and formal situations**

Best wishes
With best wishes
Kindest regards

**Closures: Affectionate variations for close friends and family**

|  |  |
| --- | --- |
| All my love  | See you soon |
| All the best | Once again many thanks |
| Love | I look forward to seeing you soon |
| Lots of love | With love and best wishes |
| Much love | With love to you all  |
| With love | Do give my kindest regards to … |
| Love from us both |  |

<http://www.askoxford.com/betterwriting/letterwriting/usefulphrases/social/?view=uk>

# Letter Writing: Useful Phrases

## Phrases for Letters about Employment

**Openings:**

The standard opening for formal correspondence is Dear

|  |  |
| --- | --- |
| Dear Sir  | Dear Mr  |
| Dear Madam | Dear Mrs |
| Dear Sir or Madam | Dear Ms  |
| Dear Sirs |   |

**Useful phrases:**

|  |  |
| --- | --- |
| I am writing in response to your advertisement in [publication]  | Thank you for your letter of [date] offering me the post of  |
| I am writing to apply for the post of | I am delighted to accept the position of [job title] |
| I should be pleased to attend an interview | I look forward to starting work with you |

**Closures:**

|  |
| --- |
| Thank you for considering this application |
| I should be pleased to attend an interview |
| Please do not hesitate to contact me on the above number if you should require further information |
| I look forward to hearing from you |

If you know the name of the person use:
Yours sincerely

If you don’t know the name of the person use:
Yours faithfully

<http://www.askoxford.com/betterwriting/letterwriting/usefulphrases/job/?view=uk>

**Section 1: General Essay Phrases**

**A. Introductory remarks.**

It is generally agreed today that...

In approaching this issue, one should...

Nowadays, it is scarcely possible to...

The business world offers us numerous examples of...

**B. Developing the argument**

The first aspect to point out is that...

Let us start by considering the facts.

**C. The other side of the argument**

It would also be interesting to see...

One should, nevertheless, consider the problem from another angle.

Equally relevant to the issue are the questions of...

**D. Balancing views**

One should always remember that...

One should, however, not forget that...

We could perhaps go further and ask ourselves whether...

**E. Conclusion**

The arguments we have presented... suggest that.../ prove that.../ would indicate that...

From these arguments one must.../ could.../ might... conclude that...

All of this points to the conclusion that...

**F. Ordering elements**

Firstly,.../ Secondly,.../ Finally,... (note the comma after all these introductory words.)

If on the one hand it can be said that... the same is not true for...

The first argument suggests that... whilst the second suggests that...

**G. Adding elements**

Furthermore, one should not forget that...

In addition to...

Moreover...

**H. Accepting other points of view**

Nevertheless, one should accept that...

However, we also agree that...

**I. Personal opinion**

We personally believe that...

Our own point of view is that...

**J. Others' opinions**

Experts...

... believe that

... say that

... suggest that

... are convinced that

... point out that

... emphasise that

According to some experts...

**K. Introducing examples**

Take for example...

To illustrate this point one need only refer to...

**L. Introducing facts**

It is... true that.../ clear that.../ noticeable that...

One should note here that...

**M. Saying what you think is true**

This leads us to believe that...

It is very possible that...

In view of these facts, it is quite likely that...

**N. Certainty**

Doubtless,...

One cannot deny that...

It is (very) clear from these observations that...

**O. Doubt**

All the same, it is possible that...

It is difficult to believe that...

**P. Accepting other points to certain degree**

The decision was a good one. Nonetheless,...

One can agree up to a certain point with...

Certainly,... However,...

It cannot be denied that...

**Q. Emphasising particular points**

The last example highlights that fact that...

Not only... but also...

We would even go so far as to say that...

**R. Moderating, agreeing, disagreeing**

By and large...

Perhaps we should also point out the fact that...

It would be unfair not to mention that fact that...

One must admit that...

We cannot ignore the fact that...

One cannot possibly accept the fact that...

**S. Consequences**

From these facts, one may conclude that...

That is why, in our opinion, ...

Which seems to confirm the idea that...

Thus,.../ Therefore,...

**T. Comparison**

Some experts suggest..., whereas others...

Compared to...

On the one hand there is the firm belief that... On the other hand, many people are convinced that...

**Section 2: Phrases For Balanced Arguments**

**INTRODUCTION**

It is often said that...

It is undeniable that...

It is a well-known fact that...

For the great majority of people...

We live in a world in which...

A number of key issues arise from the statement. For one...

One of the most striking features of this problem is...

First of all, let us try to understand...

The public in general tend to believe that...

**THESIS**

The first thing that needs to be said is...

One argument in support of...

We must distinguish carefully between...

The second reason for...

An important aspect of the problem is...

It is worth stating at this point that...

**ANTITHESIS**

On the other hand, we can observe that...

The other side of the coin is, however, that...

Another way of looking at this question is to...

**SYNTHESIS**

The fact of the matter is surely that...

The truth of the matter is simply that...

On balance, we can safely say that...

On reflection, it seems more accurate to say that...

If one weighs the pros and the cons of the case, one soon realises that...

In the final analysis...

**CONCLUSION**

What conclusions can be drawn from all this?

The most satisfactory conclusion that we can come to is...

To sum up... we are convinced that.../ ...we believe that.../ ...we have to accept that...

**Final Notes**

**1. Overuse of "very."**

Be careful not to overuse the word "very." You may be penalised for exaggerating a point in your

essay, so use this word sparingly to qualify another adjective or adverb.

**2. The word "thing"**

A lot of confusion arises, and a lot of bad style arises, from the way students use the word "thing."

Avoid this word as much as possible and replace it as often as possible with the name of whatever

you are referring to.

*Examples:*

x One thing that needs to be said...

-> One point that needs to be made...

x Many things can be said against trade unions.

-> One can criticise trade unions for the fact that...

**3. Style and grammar**

**a. "And..."... "But..."**

Avoid starting a sentence with "And' or "But." Although there are instances where one might do so, it

is generally not such a good idea.

**b. "-ing"**

Avoid starting a sentence with an "-ing" form. Although there are instances where this is possible, most

students get these structures wrong, so unless you are absolutely certain about what you are doing,

keep to more standard structures.

<http://www.ku-eichstaett.de/Fakultaeten/WWF/Lehrstuehle/SPRACHEN/de/news/HF_sections/content/SS%20Essay%20Phrases.pdf>

## [Useful expressions: Writing essays](http://yaba.wordpress.com/2007/02/24/useful-expressions-a-writing-essays/)

24. Februar 2007

1 Introduction:

It is often claimed / said / asserted / stated…

Today we are often confronted with the problem of…

One must ask oneself whether / why / how…

This assertion raises a fundamental question / issue…

We must examine the truth of this…

2 Developing arguments:

a) First(ly)… second(ly)… third(ly)…

On the one hand… on the other hand…

However,…

b) Furthermore,…

In addition,…

Likewise,…

Similarly,…

Moreover,…

It must also be said that…

c) For example…

Take for example…

…, for instance, …

To illustrate this,…

…illustrates this point perfectly.

d) As X said / wrote / claimed…

In the words of X…

To quote X,…

e) It is certainly true / correct…

…as everyone knows.It is difficult to believe…

…seems (un)likely / probable / (im)possible…

f) It is vital / essential to realize / acknowledge / accept…

g) However,… we must not forget that… / there are other issues to consider.

Let us now turn to…

h) On the contrary…

This completely contradicts…

It must be admitted that…

3 Ending the essay

All in all,…

All of these facts lead me to the conclusion…

Summing up, I…

Having outlined the main arguments…

To conclude…

As a result,…

<http://yaba.wordpress.com/2007/02/24/useful-expressions-a-writing-essays/>