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1

What is special about academic English?

A

Everyday words and academic uses

Many words in academic English are the same as everyday vocabulary, but they are often used with a slightly different meaning, which may be specialised.

| everyday use | meaning | academic use | meaning |
|--|---|---|-------------------------------------|
| Standards of discipline in schools have declined. | ability to control yourself or other people | Nanotechnology is a relatively new discipline . | area of study |
| Underline your family name on the form. | draw a line under it | The research underlines the value of case studies. | gives emphasis to |
| The lake was frozen solid . | not liquid or gas | We have no solid evidence that radiation has caused the problem. | certain or safe; of a good standard |

B

Vocabulary and academic style

In writing, academics use many neutral expressions. They also use rather formal expressions which are not common in everyday language. Knowing whether an expression is formal or just neutral is important.

| neutral | more formal | neutral | more formal |
|------------------------------|----------------------------------|----------------|-------------------|
| in short, briefly, basically | in sum, to sum up, fundamentally | try | attempt |
| only | sole(ly) | mainly, mostly | primarily |
| almost, more or less | virtually | typical of | characteristic of |

However, very informal vocabulary may be used in *spoken* academic styles in classes and lectures. Learn to understand informal language when you hear it but be careful not to use it in essays and written assignments. Here are some examples of teachers using informal language.

‘OK. **Have a shot at** doing task number 3.’ [more formal: *Try/Attempt to do ...*]

‘**There’s no way** schools can be held responsible for failures of government policy.’ [more formal: *Schools cannot in any way be held ...*]

Academic language tries to be clear and precise, so it is important to keep a vocabulary notebook (see page 8) and learn the differences between similar words, as well as typical word combinations (underlined here).

The building is a **prime** example of 1920s architecture. [excellent in quality or value]

The group’s **primary** concern is to protect human rights. [main; most important]

C

Noun phrases

Academic language often uses complex noun phrases. For example, instead of saying *Radiation was accidentally released over a 24-hour period, damaging a wide area for a long time*, an academic might say *The accidental release of radiation over a 24-hour period caused widespread long-term damage*. It is therefore important to learn the different forms of a word, for example:

| noun | verb | adjective(s) | adverb(s) |
|-------------------------|----------|---------------------------|-----------------------------|
| accident | | accidental | accidentally |
| quantity/quantification | quantify | quantitative/quantifiable | quantitatively/quantifiably |

Finally, be aware of ‘chunks’ or phrases which occur frequently, and learn them as whole units. Examples: *in terms of, in addition to, for the most part, in the case of*, etc. (See Unit 16).

Language help

Using complex noun phrases improves your writing style and can contribute to higher grades in essays and assignments.

Exercises

1.1 The words in the box each have an everyday use and an academic use. Complete each pair of sentences using the same word in the correct form.

generate turn solid confirm identify underline character pose nature focus

- She loves to pose for photographs in front of her fabulous house.
The events pose a threat to stability in the region.
- The photograph was useless. It was blurred and out of
Child poverty should be the of our attention in the coming years.
- I went online and my flight reservation.
The data the hypothesis that animal-lovers enjoy better health.
- The power plant electricity for the whole region.
This issue always a great deal of debate among academics.
- The murderer was from fingerprints discovered at the scene.
In this theory of history, progress is closely with technology.
- I saw her to her husband and whisper something in his ear.
Let us now to the subject of social networking.
- He always every new word when he's reading.
The study the fact that very little research exists.
- The liquid became as the temperature was lowered.
The study lacks evidence and its conclusions are questionable.

1.2 Rewrite the underlined words using more formal words and phrases from B opposite.

- The book is mainly concerned with the problem of policing the internet.
- Almost every school in the county had reported problems with the new system.
- The work of the Institute is not only devoted to cancer research.
- Basically, we believe we have demonstrated a significant link between the two events.
- Several research teams have had a shot at solving the problem, without success.
- The reaction is typical of the way large corporations keep control of their markets.

1.3 Read the text and answer the questions.

- Underline two verbs followed by adverbs which it would be useful to learn as pairs.
- Underline two adverbs next to each other which it would be useful to learn together.
- What are the noun forms of the verbs *produce*, *rely*, *discover* and *claim*?
- A novel is a kind of book, but what does the adjective *novel* mean here?

The production of plastics depends heavily on petroleum, but a novel way of making plastics out of sugar could reduce our reliance on oil. The discovery that a chemical in sugar can be converted relatively easily into a substance similar in structure to the material obtained from petroleum has led to the claim that plastics could soon be produced cheaply by the new method.

1.4 Complete the second sentence using a noun phrase. Use a dictionary if necessary.

- People who investigated the problem biologically came to no firm conclusions.
..... *Biological investigations* of the problem came to no firm conclusions.
- When they developed antibiotics, it revolutionised medicine.
The antibiotics caused a in medicine.
- They solved the problem by altering the deck of the bridge.
The to the problem was an to the deck of the bridge.
- Exploring Antarctica has always been especially challenging.
The of Antarctica has always presented special

Over to you

Look at an academic text you have read recently and underline pairs of words which you think it would be useful to learn and remember together.

2

Key nouns

This unit focuses on some important nouns in academic English. See also Units 10, 11 and 15.

A

General nouns referring to ideas

She wrote an article on the **subject** of class. [thing which is being discussed, considered or studied]

The **theme** of the poem is emigration. [main subject of a talk, book, etc.]

The students were given a list of essay **topics**. [specific subjects that someone discusses or writes about]

There was a lively debate on the **issue** of globalisation. [important subject or problem]

Political **theory** is a popular undergraduate subject. Einstein’s **theory** of gravitation has been questioned recently. [statement of the rules on which a subject of study is based or, more generally, an opinion or explanation]

The **model** of climate change presented in the Stern Review seems to be becoming a reality. [description of a system or process which explains how it works]

The book is called ‘The **Nature** of Intelligence’. [basic character of something]

Human behaviour is based on the **principle** of least effort. [basic idea or rule that explains how something happens or works]

B

More specific nouns connected with ideas and phenomena

Repetition is an important **aspect** of speech development in children. [one individual part of a situation, problem, subject, etc.]

Automatic backup is a **feature** of the new software. [a typical quality that something has]

The political motives for the government’s actions are beyond the **scope** of this essay. [range of a subject covered by a book, discussion, class, etc.]

The study revealed a **pattern** of results. [a regularly repeated arrangement]

During 2005, the **number** of violent attacks increased to an alarming degree. [amount or level]

C

Nouns referring to ways of thinking, processes and activities

Read these titles of academic books and articles. Note the key nouns and their prepositions.

Micro-organisms in water: their **significance**¹ and **identification**²

Renewable energy: a critical **assessment**³ of recent **research**

Citizens’ **Views** on Healthcare Systems in the European Union

The **Case**⁴ for Change: Rethinking Teacher Education. Towards a New **Approach**⁵

Perspectives⁶ on Ecological Management: A study of public **awareness**⁷ of river pollution

Epidemiological research into asthma and allergic disease: establishing a standardised **methodology**⁸

¹ importance ² ability to establish the identity of something ³ judgement of the amount, quality or importance of something ⁴ arguments and facts in support of or against something ⁵ way of considering something ⁶ particular ways of considering something ⁷ understanding based on experience or information ⁸ set of methods used when studying something

Common Mistake

Research is uncountable. Don’t say: *They carried out some useful resear~~ches~~.* To make it plural, say *research studies* or *pieces of research*. *Research* is followed by *on* or *into* not *of*. Say, for example, *do research on/into memory loss*.

Exercises

2.1 Look at the nouns in A and B opposite and note the prepositions that are associated with them. Answer the questions.

- 1 Which preposition often follows the nouns in both A and B?
- 2 Which preposition is often used before the nouns in A?
- 3 Which preposition would fill this gap – The postwar period is the scope of this paper and will be dealt with in a later study.

2.2 Choose the best noun to complete each sentence.

- 1 Environmental *topics / issues / principles* should be at the top of today's political agenda.
- 2 In the exam students had to choose three from a choice of ten essay *subjects / theories / topics*.
- 3 There are still people who are reluctant to accept Darwin's *nature / topic / theory* of evolution.
- 4 The professor decided to take moral courage as the *issue / theme / model* for his inaugural lecture.
- 5 Economists used a *model / principle / topic* of human behaviour to help them forecast likely inflation trends.
- 6 The Peter *Issue / Principle / Theme* states that members of a hierarchical group will usually end up being promoted to the point at which they become incompetent.

2.3 Match the beginnings and endings of the sentences.

- | | | |
|---|--------------------------|--|
| 1 The study revealed a regular | <input type="checkbox"/> | a scope of your research. |
| 2 The research focuses on one particular | <input type="checkbox"/> | b awareness of the problem. |
| 3 The writer makes a powerful | <input type="checkbox"/> | c issues facing the world today. |
| 4 The writers take an original | <input type="checkbox"/> | d into the environmental effects of nanoparticles. |
| 5 Until recently there was little | <input type="checkbox"/> | e approach to their theme. |
| 6 I think you should broaden the | <input type="checkbox"/> | f aspect of modern society. |
| 7 To date, there has been little research | <input type="checkbox"/> | g pattern of changes in temperature. |
| 8 There are many important | <input type="checkbox"/> | h case for restructuring parliament. |

2.4 Correct the mistakes in the underlined phrases.

¹Recent researches that were carried out for a report by a government agency showed that local police can play an important role in crime prevention. The report makes ²a strong case of boosting the numbers of community police officers although it warns against increasing police presence on the streets to an alarming degree. ³Its methodological was based on a range of interviews asking members of the public for ⁴their views in how best to prevent crime. Unfortunately, how to implement this recommendation was ⁵out of the scope of the study but at least it serves a useful purpose in ⁶raising awareness to the issue.

2.5 These book titles have been rephrased to sound more academic. Complete them using words from the box.

assessment features identification nature patterns perspectives principles significance

- 1 What democracy is really like – The of Democracy
- 2 Why dreams are important – The of Dreams
- 3 What do we see in glaciated landscapes? – The of Glaciated Landscapes
- 4 How to evaluate language skills – The of Language Skills
- 5 Ways in which human behaviour repeats itself – of Human Behaviour
- 6 How to recognise different species of bees – The of Bees
- 7 Thinking about taxation from different angle – on Modern Taxation
- 8 How to make sure that a business is successful – The of Successful Business

3 Key verbs

A Key verbs for structuring academic assignments

Look at these tasks which students have been given.

Discuss some of the problems **involved**¹ in **investigating** attitudes to diet and health. Write a critical review of an investigation you have read about, or describe an investigation you yourself could **conduct**². **Consider** the advantages and disadvantages of different methods.

Starting from rest, an aircraft accelerates to its take-off speed of 60 ms⁻¹ in a distance of 900 metres. **Illustrate**³ this with a velocity-time graph. **Assuming**⁴ constant acceleration, **find**⁵ how long the take-off run lasts. Hence **calculate**⁶ the acceleration.

'The fact that nations agree to follow international law **demonstrates**⁷ that we can **identify**⁸ ideals that are trans-national and trans-cultural.' How far is this statement true? Critically **analyse** any recent event which **supports** or **challenges**⁹ the statement.

Examine¹⁰ how industrial growth has **affected** any two developing countries. **Provide**¹¹ statistical evidence where necessary and **include** a discussion of likely future trends.

¹ which are part of/included in ² organise and do ³ draw something in order to explain something
⁴ accepting something to be true ⁵ discover by calculating (see 6) ⁶ judge the number or amount of something by adding, multiplying, subtracting or dividing numbers ⁷ shows, makes clear
⁸ recognise someone or something and say or prove who or what they are
⁹ questions whether something is true ¹⁰ look at or consider carefully and in detail ¹¹ give

B More key verbs

These extracts from academic books contain more key verbs.

In **developing** methods to explain the significance of health status measures, one can **classify**¹ ways of **establishing**² quality of life into two main types.

The length of time spent on the tasks may **account for**³ the decrease in motivation which **was seen**⁴ in many of the participants.

The data **presented**⁵ in Chapter 3 **showed**⁶ that the age of the subjects was not the main factor.

Political theory **attempts**⁷ to build bridges between different schools of political thought.

¹ divide things into groups according to their type ² discovering or getting proof of
³ explain ⁴ see is often used in the passive in academic style ⁵ given ⁶ proved ⁷ tries

C Noun forms of key verbs

In academic style, noun forms of key verbs are often used instead of the verbs.

| key verb | verb + noun form of key verb | example |
|------------------|---|--|
| explain | give/provide/offer an explanation (of/for) | The model provides an explanation for the differences between the two sets of data. |
| explore | undertake / carry out an exploration (of) | Kumar undertook an exploration of music genius. |
| emphasise | place/put emphasis (on) | The hospital puts a lot of emphasis on training. |
| describe | give/provide a description (of) | The book gives a description of modern Europe. |
| affect | have an effect on | Climate change has an effect on sea levels. |
| prove | offer/provide proof (that) | This research offers proof that bees are on the decline. |

Common Mistake

Notice the difference in spelling between the verb *affect* and the noun *effect*. Don't confuse them. The verb **to effect** means to make something happen. *The invention of the world wide web **effected** a transformation in global communications.*

Exercises

3.1 Match the verbs from A in the box on the left with their synonyms in the box on the right.

affect attempt calculate challenge
 demonstrate identify include
 investigate provide

compute distinguish give influence
 involve question show study try

3.2 Complete the sentences with the correct form of verbs from B opposite.

- As can from Table II, participation figures have been steadily falling since 1970.
- Different authors have for the President's actions in different ways.
- Mendel attempted to devise a system for the many different types of pea plant that he grew.
- It is often most effective to your data in a chart or table.
- The data we have collected that there has been a downward trend with regard to job satisfaction over the last 50 years.
- The aim of the research is to a new software application which will help aviation engineers design more sophisticated aircraft.
- The archaeologists should be able to use carbon dating techniques to exactly how old the bones are.
- Charles Darwin to explain the existence of different species in terms of evolution.

3.3 Explain the difference in meaning between each pair of sentences.

- | | |
|---|---|
| 1 A Greig's article supports Park's theory. | B Greig's article challenges Park's theory. |
| 2 A Describe the new tax regulations. | B Discuss the new tax regulations. |
| 3 A Lodhi provides new data. | B Lodhi considers new data. |
| 4 A Titova conducted four sets of experiments. | B Titova examined four sets of experiments. |
| 5 A Lee established why such changes occur. | B Lee investigated why such changes occur. |
| 6 A Okaz assumed that the data were reliable. | B Okaz proved that the data were reliable. |
| 7 A Illustrate the magnitude of the deceleration. | B Find the magnitude of the deceleration. |
| 8 A The events effected economic development. | B The events affected economic development. |

3.4 Rewrite the underlined verbs using nouns from the box.

description emphasis explanation exploration

3.5 Complete the phrases with the correct noun forms of the verbs. Use a dictionary if necessary.

- investigate = conduct, carry out an into/of
- illustrate = provide an of
- analyse = provide, carry out an of
- affect = have an on
- attempt = make an to/at
- classify = make, provide a of

Erikson's (2005) book ¹explains the changing patterns of educational achievement in children of poorer families. She ²explores the relationship between income, family background and achievement at school and in further education. The book ³describes a study carried out in 12 inner-city neighbourhoods. Erikson's research ⁴emphasises the importance of support within the home.

Over to you

Using the tasks in A as a model, prepare some assignment topics for students studying any subject that you are familiar with.

4 Key adjectives

For any key adjective it is useful to note (a) whether it is typically followed by a specific preposition, (b) what nouns it typically collocates with, (c) whether it has any antonyms (adjectives of opposite meaning) and (d) whether it has any related nouns.

A Adjectives and prepositions

Here are some extracts from academic texts, with adjectives followed by *to* or *of*.

Language development is conceived as **relative**¹ **to** one's own past performance, or relative to that of others.

Some of the responses to the questionnaire were **specific**⁴ **to** young male respondents. Others were **common to** all the respondents.

How can we make science **relevant**² **to** environmental policy? Poor communication between scientists and politicians is **characteristic**³ **of** the situation today.

We need to plan technologies which are **appropriate**⁵ **to** the needs of small farmers. It was **typical of** the farmers in the study that they had a negative attitude to technology.

¹ true to a particular degree when it is being compared with other things connected with what is happening or being discussed ² connected with what is happening or being discussed
³ typical of ⁴ only found in ⁵ suitable or right for a particular situation or occasion

B Some key adjectives and their typical noun collocates

There was an **apparent**¹ discrepancy between the two sets of results.

We noted a **potential**² problem with the experimental design which we had to deal with first.

The **principal**³ cause of the failure was a sudden temperature change.

The research used a **rigorous**⁴ methodology which had been tested on many occasions.

¹ seeming to exist or be true ² possible when the necessary conditions exist ³ first in order of importance ⁴ careful to look at or consider every part of something to make certain it is correct

C Adjectives and their opposites

Each sentence in this text on drug abuse contains a pair of adjectives which are opposites.

We cannot discuss drug abuse as an **abstract**¹ problem without considering **concrete**² examples of abuse and their social consequences. Abuse is rarely a **simple** issue; it usually results from a **complex** set of circumstances. Both **quantitative**³ and **qualitative**⁴ research is necessary to gain a full picture of the situation. By combining research methods, we may obtain an **accurate** picture of the causes and results of abuse, in contrast with the **inaccurate** assessments which often result from purely quantitative studies. A **significant**⁵ amount of fear and prejudice surrounds the notion of abuse, and the media have a role which is also not **insignificant** in promoting such fears. The dissertation concludes that **rough**⁶ estimates of the number of drug addicts need to be made more **precise** by properly defining addiction.

¹ existing only as an idea, not as a material object ² existing in a form that can be seen or felt
³ using or based on numbers and statistics ⁴ using non-number-based methods such as interviews, focus groups, etc. ⁵ important or noticeable ⁶ fairly correct but not exact or detailed

D Nouns related to adjectives

Often in academic style, a noun form of the key adjective is used.

I admire her **simple** style.

I admire the **simplicity** of her style.

These statistics are less **relevant**.

These statistics have less **relevance**.

Exercises

4.1 Use the information in A opposite to correct the mistakes with prepositions in the sentences.

- 1 A lengthy discussion of the advantages of solar power is not relevant with this essay topic.
- 2 It is typical to the disease for it to start with an itchy rash.
- 3 This methodology is not appropriate about the kind of research you are planning.
- 4 The use of original metaphors is characteristic from the writer’s style.
- 5 Relative with previous explanations, this theory is quite persuasive.
- 6 Dark hair and eyes are common for all people from the region.

4.2 Complete the sentences with adjective and noun collocates from B opposite.

- 1 There is an in your figures.
- 2 Management’s refusal to listen to the workers’ demands was the of the riots.
- 3 Lamaque devised a for doing research in the field.
- 4 We spotted a with our procedure and so we changed it in two areas.

4.3 Replace the underlined adjectives with their opposites.

- 1 Karlsson checked the figures and agreed with me that they were accurate.
- 2 The solution to the problem is a simple one.
- 3 Make rough calculations before you begin to write up your results.
- 4 The army played a significant role in events.
- 5 Hernandez prefers to discuss ideas in abstract terms.
- 6 Volkova’s article reports on a fascinating piece of quantitative research.

4.4 Complete the sentences with adjectives from the box.

complex potential rigorous specific rough qualitative

- 1 The plant is difficult to grow and needs very conditions to survive.
- 2 His tutor was critical of his work for not being enough.
- 3 In the past the northern tribes looked on the tribes of the south as enemies.
- 4 We chose a approach to our research and interviewed individuals personally.
- 5 A set of circumstances led to a civil war in 1897.
- 6 The estimates that we made turned out to be surprisingly accurate.

4.5 Complete the table with nouns formed from the adjectives. Use a dictionary if necessary.

| adjective | noun | adjective | noun |
|-------------|------|-----------|------|
| appropriate | | complex | |
| significant | | accurate | |
| precise | | rigorous | |

4.6 Rewrite the underlined words using nouns formed from the adjectives.

- 1 The professor praised Carla for her rigorous work. *The professor praised Carla for the rigour of her work.*
- 2 The slight discrepancy in the two sets of figures is not significant.
- 3 The complex language used by the poet makes his work difficult to interpret.
- 4 You must be precise when taking measurements.
- 5 The later part of the book will be more relevant for next year’s course.
- 6 The tutor was pleased with how simple and appropriate our research proposal was.

Over to you

When you come across a key adjective from this unit in your reading, note it down in a phrase so you build up a set of useful phrases using the adjective.

5

Key adverbs

A

Adverbs that compare

| adverb | meaning | example |
|--|--|--|
| comparatively/relatively | in comparison with something else | Our sample was relatively/comparatively small. |
| especially/particularly | more than usual | The process was not especially/particularly difficult. |
| specially | for a specific purpose | We used specially designed equipment. |
| somewhat (opposite: considerably) | (slightly formal) rather, to some degree | The second experiment involved a somewhat/considerably larger sample. |
| primarily | mainly | The article is primarily concerned with the effects of pesticides. |
| mostly/largely | almost completely (but not totally so) | The project was largely/mostly successful. |
| directly (opposite: indirectly) | without anything else being involved | The illness is (in)directly linked to poor housing. |

B

Adverbs that relate to numbers or time

There are **approximately** 20,000 pairs of birds on the island. [around, about]

The figure of 17% is **roughly** equivalent to the decline in population in the north of the country from 1980 to 2010. [more or less]

The phenomenon occurs relatively **frequently/infrequently**. [often/not often]

We **eventually** obtained the figures we were hoping for, which were **precisely** the same as those found by Rosenberg (2008). [in the end, after some time; completely and accurately]

Ultimately, we plan to repeat the study using **exactly** the same number of informants. [finally, after other things have been completed. *Exactly* is similar to *precisely*, but is more often used to refer to numbers]

The team **initially** failed to establish the cause of the death of the whales. [in the early stages]

Common Mistake

Eventually means 'after some time'. Use *finally* or *lastly* when beginning the last point in a discussion. *Finally/Lastly*, let us consider the impact of tourism on local cultures.

C

Adverbs that relate to how things are stated

Hall's 1968 book **essentially**¹ differs from his earlier work in that it is **explicitly**² critical of the government of the time. **Generally**³ his disapproval of government was only conveyed **implicitly**⁴ in his previous works, but here he **specifically**⁵ condemns their handling of a number of issues. The 1968 work is more **broadly**⁶ in line with other political commentaries of the period.

¹ referring to its main characteristics; also **basically** ² openly ³ usually, also **on the whole**

⁴ not directly, suggested or implied rather than stated; opposite of **explicitly**

⁵ in particular; opposite of **generally** ⁶ in general, without considering minor details

D

Adverbs that restrict or limit

merely The medication will **merely** make the symptoms bearable; it will not cure the disease. [exactly and nothing more]

simply Note that **simply** can have different meanings. To **put it simply**, the risks of this approach would seem to outweigh its advantages. [plainly] The book presents difficult ideas **simply**, in a way appropriate for the non-expert. [easily] The exam results were **simply** dreadful. [without doubt]

solely Certain events are **solely** confined to our planet. [only, involving nothing else]

Exercises

5.1 Use the information in A and B opposite to explain the difference in meaning between each pair of sentences.

- A Heinrich’s experiments were mostly criticised on ethical grounds.
 B Heinrich’s experiments were particularly criticised on ethical grounds.
- A The results were somewhat surprising given the circumstances.
 B The results were especially surprising given the circumstances.
- A First-year students are directly affected by the new rules relating to tuition fees.
 B First-year students are particularly affected by the new rules relating to tuition fees.
- A The study was primarily concerned with urban alienation.
 B The study was ultimately concerned with urban alienation.
- A The team eventually obtained unpredicted results.
 B The team frequently obtained unpredicted results.

5.2 Use the information in C and D opposite to choose the best adverbs to complete the text.

What you are saying is ¹*essentially* / *merely* true. To put it ²*basically* / *simply*, there is ³*implicitly* / *basically* no significant difference between the two writers’ theories. However, one of them writes in a ⁴*simply* / *solely* dreadful style while the other has a style that is ⁵*eventually* / *generally* very impressive.

5.3 Replace the underlined adverbs with their opposites from the box. Use each adverb in the box only once.

roughly generally exactly indirectly implicitly eventually infrequently precisely

- There were roughly 350 people living in the village in 1958.
- Floods happen frequently in this part of the country.
- We investigated the problem and initially found some small errors in the calculations.
- The temperature was exactly half a degree lower than the average.
- Singh (1998) explicitly criticises existing theories of economic growth.
- Soil erosion is specifically caused by water or wind.
- The new results were broadly the same as the previous ones.
- The disease is directly linked to environmental factors.

5.4 Underline the adverbs in the texts. Then answer the questions.

Marine conservationists are currently attempting to save the world’s coral reefs. One plan is to literally glue the damaged reefs back together, using coral artificially raised in underwater laboratories. Reefs are increasingly under attack from human activity as well as from events which occur naturally, such as hurricanes and tsunamis. A recent UN report warns that 30% of the world’s coral reefs have been completely destroyed or are severely damaged.

Scientists have recently discovered that ants can remember how many steps they have taken. By carefully shortening or lengthening the legs of ants, the team observed that short-legged ants apparently became lost and could not easily find their way home to the nest. Similarly, ants with longer legs typically travelled 50% further than they needed to and were also temporarily unable to find the nest. It seems ants can definitely count their steps.

- Which adverb means ‘in the same way’?
- Find two pairs of adverbs that mean the opposite of each other.
- Which adverb means ‘a short time ago’?
- Which adverb means ‘more and more’?
- Which adverb could be substituted by *seriously*?
- Which adverb means ‘for a limited time’?

Over to you

Find an interesting article in your discipline and underline all the key adverbs. Then check that you understand their meaning.