5.1 Asking for & Giving Opinions
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5.1 ASKING FOR & GIVING OPINIONS

- Do you think that we should (...)?
- I think that it would be a good idea to (...).
- How do you feel about (...)?
- As I see it, we should (...).
- What do you think about (...)?
- On the other hand (...).
- I think (...).
- I agree / disagree because (...).
5.2 CLASSIFYING

- These are all types of data storage.
- This is a type of microbe.
- There is a wide variety of options.
- It’s made up of two elements.
- It can be divided into 5 sections.
- Welding involves melting and fusing metal together.
- The whole mechanism can be broken down into three main parts.
- The different elements of alkali metal are (...).
- The reactor is split into / divided into different sections.
- Deciduous woodland ecosystems consist of trees that shed their leaves in winter.
5.3 DEFINING & DESCRIBING

- It’s a sort of / kind of measuring device.
- It’s something like a (...), but (...).
- It’s something / an instrument we use to measure temperature.
- It looks like a barometer.
- It’s similar to the instrument / method we talked about earlier.
- You’d find this when looking at paintings of the same period.
- You would observe this in a nuclear reaction, for instance.
- It’s made up of different kinds of molecules.
- It’s a device / system for heating chemical substances.
5.4 Comparing & Contrasting

- Plastic is more flexible than many other materials.
- The largest rise in population was in the late 1940s.
- It is as important to consider environmental impact on the landscape, as it is to consider the social impact of the structure on the local community.
- The results are identical.
- Pixel-based software is not the same as vector-based software.
- Compared to/with other technological advances, the personal computer is more relevant to our discussion.
5.5 EVALUATING

- The importance of this is (...).
- This is useful to (...).
- This is important because (...).
- This is relevant for / to / because (...).
- This is all the more important given the (...).
- This is particularly pertinent in the debate about / on (...).
- This is significant because (...).
- The end result is (...).
- My conclusions are (...).
- This makes me think that (...).
- This means that (...).
- This leads me to conclude that (...).
5.6 Predicting / Hypothesizing

- If we do this, (...) will happen.
- To get the result, you have to (...).
- Unless we do (...), we will not be able to (...).
- This could happen because (...).
- One result could be (...).
- If we do it this way, we should see (...).
- One hypothesis would be (...).
- Our / My hypothesis is / hypotheses are (...).
- There are several hypotheses, including (...).
- We / I predict that (...) will occur / happen.
5.7 CAUSE, RESULT & EFFECT

- The world’s population is expanding, so / therefore / consequently resources are under increasing pressure.

- Resources are under increasing pressure as a result of the growing population.

- Because of the growing population, resources are under increasing pressure.

- As a result of climate change, desertification is expanding.

- As the population grows, resources are under increasing pressure.
5.8 INTERPRETING VISUALS

- This picture / graph / diagram / chart shows us that (…).

- If you look at this chart you will understand why (…).

- This diagram illustrates this.

- In the box at the top of the page …

- Outside / inside the box …

- In the top right-hand corner …

- At the bottom of the picture …

- At the end of the paragraph / text …

- Underneath this …

- Directly below …

- In the centre of …

- To the right of …

- In the next column …

- By the side of that …

- Parallel to …