Tea Project

SINCE 2016

TEACHING IN ENGLISH FOR ACADEMICS

-ULB-

SINCE MMXVI

PART ONE

LANGUAGE GUIDE

5

EXPLAINING & EXPLORING CONTENT

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5.1 ASKING FOR & GIVING OPINIONS

- Do you think that we should (…)?
- How do you feel about (…)?
- What do you think about (…)?
- I think (…).
- I think that it would be a good idea to (…).
- As I see it, we should (…).
- On the other hand (…).
- I agree / disagree because (…).
- What is your point of view?
- _____, I would really appreciate your view.
- Have you got any thoughts on this?
- Does anyone have any other comments?
- I (don't) see what you mean.
- That's one way of looking at it.
- I'd like to point out that…
- I am not sure, but I am leaning towards…
- I tend to think that…
- Don't you think that…?
- I agree with you to an extent, however, …
- You make a good point, but…

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 impacts on the landscape, **as it is to consider** the social impacts 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.
- A descriptive study **differs from** an exploratory study in that…
- We **found/observed noticeable/major/distinct/ only slight differences between** x and y.
- **Both** x and y share a number of features.
- **Whereas/while** women tended to perform **worse than** men on tests of perceptual speed, they **were faster** at certain precision manual tasks.
- Young children learning their first language need simplified input. **Similarly/Likewise/ In the same way**, low level adult language learners need graded input.

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.
- **Due to** an increase in population, resources are being used at an alarming rate.
- There is an increase in population; **hence**, resources are being used at an alarming rate.
- **One cause of** desertification **is** climate change.
- Diminishing resources **is caused by** an increase in population.
- **Owing to** recent innovations in renewable energy, the EU may be able ween out fossil fuels by 2050.

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 …

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