

FORMAL LINK WORDS

In addition to the many link words you already know, e.g. *however, although, furthermore, since*, etc., there are a limited number of link words and phrases which are mostly used in formal written English.

It is our understanding that the residents of Alton Court received a full apology from the council in writing **prior to** the meeting that was held on 7 June. **In view of** the limited inconvenience they suffered, this was felt to be adequate; **thus** no further action was taken. **With regard to** Mr Wilson, however, the council acknowledges some damage was caused to his property, **albeit** very minor, and therefore agrees to pay the full costs incurred by Mr Wilson, **notwithstanding** the burden it will inevitably place on the council's resources. **In conclusion**, we sincerely hope this brings an end to the matter.

Glossary

prior to sth	before sth.
in view of sth	used to introduce the reason for a decision. SYN considering sth .
thus	therefore. SYN hence .
with/in regard to sb/sth	relating to a particular person or subject. SYNS concerning sth, regarding sth .
albeit	although.
notwithstanding	in spite of.
in conclusion	used in writing or a formal speech to show that you are about to finish what you are saying.

spotlight *hitherto and henceforth*

Hitherto means 'up to this time'.
Hitherto we had had no problems of this kind.
Henceforth means 'from this time on'.
*Jason Dean Williams (**henceforth** referred to as 'the accused') . . .*

1 Replace the underlined word(s) with a more formal equivalent.

- 1 He was only seven, so he couldn't be held responsible for his actions. _____
- 2 I agreed, although with some reluctance, that I would accompany them. _____
- 3 The meeting will go ahead in spite of the planned protests. _____
- 4 We were told before the meeting. _____
- 5 His performance was extraordinary considering his advancing years. _____
- 6 Up to this time, the species was unknown. _____

2 Complete the sentences with a suitable link word or phrase.

- 1 Deoxyribonucleic acid (_____ referred to as DNA) carries genetic information.
- 2 They did not have valid tickets, _____ they were not allowed to board the train.
- 3 _____ our conversation yesterday, I had not met either man.
- 4 Work on the new extension will commence next month. _____ the roof, the contractors have assured us that the necessary repairs will be carried out immediately.
- 5 _____ the complaints received, we still have complete faith in both the company and the Managing Director.
- 6 _____, the board would like to thank everyone for attending the meeting and making such a positive contribution.

A Public examinations

Exam requirements

Some public examinations in English consist of a written paper in which candidates are required to produce a piece of **discursive** writing. They may be asked to present and develop an **argument**, **evaluate** ideas, **summarize** information, etc. Candidates are **assessed** on a number of **criteria**, including their ability to write in an organized and **coherent** way, their **command of** a range of **stylistic** features, and their ability to write in an appropriate **register**. Some tasks may also involve the use of **narrative**.

Glossary

discursive argument	discussing different ideas. a set of reasons that sb uses to show that sth is true or correct.
evaluate sth	form an opinion of sth after careful thought. evaluation N. SYN assess sth V, assessment N.
summarize sth	give a short statement that brings together the main points of sth. SYN sum sth up . summary N.
criterion (PL criteria)	a standard or principle by which sth is judged.
coherent	(of writing) clear and comprehensible, with each part following on logically from the one before. OPP incoherent . coherence N.

spotlight **present** V

The verb **present** (stress on second syllable) can be used to show or describe something in speech, e.g. at a **conference**, where there are talks on different subjects, or in writing. **presentation** N.

*I'm **presenting** the new product at the sales **conference**.
He didn't **present** his ideas very coherently in his essay.*

command of sth	a knowledge of sth and an ability to use it well.
stylistic	connected to the way a writer or artist does sth. style N.
register	the words, grammar, and style that sb uses in a particular situation, e.g. <i>formal</i> .
narrative	a description of events, especially in a novel. SYN story (the person is a narrator).

1 Circle the correct word(s). Sometimes both words may be correct.

- He asked me to **sum up / summarize** the main points.
- Having read her essay, what was your **command / assessment** of it?
- The events in the novel are described by a **narrative / narrator**.
- We had to **assess / evaluate** the plans.
- The single most important **criterion / criteria** was experience.
- The chairman came to my **conference / presentation** and thanked me afterwards.
- It was an interesting **argument / register**, but I'm not sure I agree with it.
- You have to be able to **propose / present** your ideas on paper.

2 Complete the sentences.

- I decided to write a _____ because I'm quite good at telling stories.
- You should provide a brief _____ of your ideas at the end of the talk.
- I couldn't follow what the writer was trying to say because it was so _____.
- The use of metaphors is an important _____ feature of the writing.
- What are your _____ for choosing the best candidate for the job?
- To write an academic essay, you need a very good _____ of the language.
- Most academic essays are written in a formal style and _____.
- I'm not very good at discussing ideas on paper, so I avoid _____ essays.

Basics of academic writing

In a piece of academic writing, the writer will do at least some of the following:

- **outline** their main ideas
- **explore** certain ideas in greater depth
- **highlight** important facts
- **adopt** a particular **stance** or point of view
- **exemplify** certain points
- **draw conclusions**

They may also compare and contrast, **condemn** or **condone**, explain, describe, analyse, **hypothesize**, **assert**, **justify**, and – to the irritation of some people – **sit on the fence**.

Glossary

outline sth	give a description of the main points involved in sth. outline N.
explore sth	examine, discuss, or think about sth carefully. SYN analyse sth.
highlight sth	emphasize sth to give it more attention.
adopt sth	decide to take and support a particular point of view, plan, etc.
stance (on sth)	an opinion that sb has about sth and expresses publicly. SYN position.
exemplify sth	give an example to make sth clearer. SYN illustrate sth.
conclusion	a decision reached after discussion and examination of any evidence (reach / draw / come to a conclusion). conclude V.
condemn sth/sb	say publicly that you think sth or sb is bad or wrong. condemnation N.
condone sth	accept or forgive behaviour that most people think is wrong.
hypothesize	suggest a possible explanation for sth, but without knowing whether it is really true. hypothesis N.
assert sth	state clearly that sth is true. SYN claim sth. assertion N.
justify sth	show that sth is right or reasonable. justification N.
sit on the fence	IDIOM avoid deciding or saying which side of an argument you support.

Complete the sentences with a form of the word in capitals.

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| 1 There was universal _____ of the attack. | CONDEMN |
| 2 What _____ did you draw? | CONCLUDE |
| 3 It may be unwise to _____ at this stage. | HYPOTHESIS |
| 4 I felt he _____ the point very well. | EXAMPLE |
| 5 He was correct in his _____ that the man was guilty. | ASSERT |
| 6 What was his _____ for that argument? | JUSTIFY |

4 Rewrite the sentences on the left using a single verb or noun for the underlined words in 1–7, and a phrase in 8. Keep the meaning the same.

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|---|-----------------------|
| 1 She <u>gave a general picture of</u> her ideas. | She _____ |
| 2 She had one <u>possible explanation</u> . | She had one _____ |
| 3 She <u>gave special emphasis to</u> certain points. | She _____ |
| 4 She wouldn't <u>accept or forgive</u> his behaviour. | She wouldn't _____ |
| 5 She didn't <u>take and support</u> a clear <u>stance</u> . | She didn't _____ |
| 6 She went on to <u>analyse</u> the idea in more depth. | She went on to _____ |
| 7 She couldn't <u>show</u> her ideas <u>were reasonable</u> . | She couldn't _____ |
| 8 In the end, she <u>wouldn't agree or disagree</u> . | In the end, she _____ |