**Background**

X is the main / leading / primary / major cause of ..

Xs are among the most widely used / commonly discussed / well-known / well-documented / widespread / commonly investigated types of …

X is recognized as being / believed to be / widely considered to be the most important …

It is well known / generally accepted / common knowledge that X is …

X is increasingly becoming / set to become a vital factor in …

Xs are undergoing a revolution / generating considerable interest in terms of …

Xs are attracting considerable / increasing / widespread interest due to …

X has many uses / roles / applications in the field of …

A striking / useful / remarkable feature of …

The main / principal / fundamental characteristics of X are

Last century X was considered to be / viewed as / seen as the most …

Initial / Preliminary / The first studies of X considered it to be

Traditionally X / In the history of X, the focus has always been …

Scientists / Researchers / Experts have always seen X as … Until now / For many years / Since 1993 Xs have been considered as …

X has received much attention in the last two years / in the past decade / over the last two decades …

For the past five years / Since 2011 there has been a rapid rise in the use of Xs.

The last two years have witnessed / seen a huge growth in X …

The past decade / last year has seen a renewed importance in X …

Recent developments in / findings regarding X have led to …

X has become a central / an important / a critical issue in …

**Purpose**

In this report / paper / review / study …

This paper outlines / proposes / describes / presents a new approach to …

This paper examines / seeks to address / focuses on / discusses / investigates how to solve …

This paper is an overview of / a review of / a report on / a preliminary attempt to …

The present paper aims to validate / call into question / refute N’s findings regarding …

X is presented / described / analyzed / computed / investigated / examined / introduced / discussed in order to …

The aim of our work / research / study / analysis was to further / extend / widen / broaden current knowledge of …

Our knowledge of X is largely based on very limited data. The aim of the research was thus / therefore / consequently to…

The aim of this study is to study / evaluate / validate / determine / examine / analyze / calculate / estimate / formulate …

This paper calls into question / takes a new look at / re-examines / revisits / sheds new light on …

With this in mind / Within the framework of these criteria / In this context there was an attempt to …

N undertook this study / initiated this research / developed this methodology to …

The paper considers / analyzes / presents a simple / radical / interesting solution for …

**Methods**

The instrument used / utilized / adopted / employed was …

The apparatus consists of / is made up of / is composed of / is based on …

The device was designed / developed / set up in order to …

X incorporates / exploits / makes use of the latest technological advances.

X comes complete / is equipped / is fully integrated / is fitted with a …

X was obtained from / supplied ….

The data were obtained / collected using …

Data management / analysis was performed by / using ….

X was carried out / performed / analyzed / calculated / determined using ...

The traditional / classical / normal / usual approach to sample collection is to …

The criteria / reasons for selecting Xs were..

The sample was selected / subdivided / consisted of / was made up / was composed of …

Approximately / Just over / Slightly under a half / third / quarter of the sample were …

A total of 1234 Xs were recruited for this study / this survey / for interviews.

At the beginning of the study, all of the participants / subjects / patients were aged ……

Interviews were performed / conducted / carried out informally

The interviewees were divided / split / broken down into two groups based on / on the basis of …

To assess X / evaluate X / distinguish between X and Y, Z was used.

X analysis was used to test / predict / confirm Y.

Changes in X were identified / calculated / compared using …

The correlation / difference between X and Y was tested.

The first set of analyses investigated / examined / confirmed / highlighted the impact of …

**Results**

Of the study initial sample / initial cohort, 90 subjects completed the questionnaire.

The response rate was 70% at / after / for the first six months and …

The majority of respondents / those who responded felt that ….

Over half / Sixty per cent of those surveyed / questioned reported that …

Almost / Just under / Approximately two-thirds of the participants (64%) said / felt / commented that … Only a small number / Fifteen per cent of those interviewed reported / suggested / indicated that …

A small minority of / Hardly any / Very few participants (4%) indicated …

The overall response to X was surprisingly / unexpectedly / very / quite negative.

The study revealed / showed / highlighted that …

Strong / Some / No evidence of X was found …

Interestingly / Surprisingly / Unexpectedly, X was found …

There was a significant positive / no correlation between …

On average / Generally speaking / Broadly speaking, we found values for X of …

This result is significant only / exclusively at an X level.

Further analysis / analyses / tests / examinations / replications showed that …

The most striking / remarkable result to emerge from the data is that …

Interestingly / Curiously / Remarkably / Inexplicably, this correlation is related to ….

Significantly / Importantly / Crucially / Critically, X is …

The correlation between X and Y is interesting / of interest / worth noting / noteworthy / worth mentioning because …

The most surprising / remarkable / intriguing correlation is with the …

The single most striking / conspicuous / marked observation to emerge from the data comparison was …

This result has further strengthened confidence in X / conviction that X is / hypothesis that X is …

The technique shows a clear / clearly has an advantage over …

The importance of X cannot be stressed / emphasized too much.

The utility of X is thus underlined / highlighted / stressed / proved / demonstrated.

This finding confirms / points to / highlights / reinforces / validates the usefulness of X as a …

The study provides additional support for / further evidence for / considerable insight into X.

The results extend / further / widen our knowledge of X.

These results offer compelling / indisputable / crucial / overwhelming / powerful / invaluable / unprecedented / unique / vital evidence for …

**Conclusion**

In conclusion / In summary / In sum / To sum up, our work …

The study has led to the conclusion that …

This paper has investigated / explained / given an account of …

The evidence from this study suggests / implies / points towards the idea / intimates that …

The results / findings of this study indicate / support the idea / suggest that …

In general, / Taken together, these results suggest / would seem to suggest that …

An implication / A consequence / The upshot of this is the possibility that …

The study is the first step / has gone some way towards enhancing our understanding of …

These observations have several / three main / many implications for research into …

This work has revealed / shown / highlighted / demonstrated / proved that …

The present findings might help to solve / have important implications for solving / suggest several courses of action in order to solve this problem.

X is suitable for / has the potential to …

Our method / technique / approach / procedure could be applied to …

One possible / potential / promising application of our technique would be …

Results so far have been very promising / encouraging and …

This approach has the potential / requirements / characteristics / features to …

This could eventually / conceivably / potentially / hypothetically lead to …

*Consider this sample abstract. Can you find the key moves?*

**Use Of A Writing Web-Site By Pre-Masters Students On An English for Academic Purposes Course.**

*A. J. Gillett, University of Hertfordshire*

*Abstract*

**1.** During the last 10 years, use of the World-Wide-Web for educational purposes has increased dramatically. However, very little empirical research has been carried out to determine the effectiveness of this use. **2**. The aim of this study was therefore to investigate the effectiveness of using the World-Wide-Web on an EAP writing course. **3**. Two groups of students were taught writing by two different methods: one group was taught by a teacher in a traditional classroom, while a second group included use of an on-line web-site in their course. The two groups were assessed in the same way after a twelve-week period of instruction. **4.** Results of the assessment showed significant differences between the two groups, the group that used the on-line web-site performing much better on all aspects of the test. **5.** This suggests that the use of computer assisted learning programmes for at least some of the teaching time available can be recommended for EAP writing courses.