

Typical words in academic writing tasks the same or different

Without looking at the worksheets, listen to your teacher say some things from academic writing tasks and raise one of the two cards that you were given.

Label the lines below with S for “The same” or D for “Different” depending on their meanings in the academic writing tasks given (they may have different meanings in different contexts even when their meanings here are the same). If there are more than two, they are all the same or all different.

Check with the answer key or as a class, then test each other with the same game.

Cards for students to hold up

The same	Different
The same	Different
The same	Different
The same	Different
The same	Different

1. with reference to Saussure's theories/ including Saussure's theories
2. ..., considering birth rate./..., taking birth rate into account.
3. Account for rising sea levels/ Explain the reasons for rising sea levels
4. Account for rising sea levels/ Take rising sea levels into account
5. Apply Marxist theory to the 2008 crash./ Use Marxist theory to analyse the 2008 crash.
6. Assess the possible solutions to long term unemployment. / Evaluate the possible answers to long term unemployment.
7. Comment on the data in this pie chart./ Describe the data in this pie chart.
8. Compare this generation's attitudes with those of baby boomers./ Contrast this generation's attitudes to those of baby boomers./ Relate this generation's attitudes to those of baby boomers.
9. Conclude by looking at likely future government actions./ Summarise likely future government actions.
10. Define "social isolation"./ Explain the meaning(s) of "social isolation".
11. Describe the nitrogen cycle./ Explain the nitrogen cycle./ Examine the nitrogen cycle.
12. Discuss raising the mandatory age of retirement./ Write about raising the mandatory age of retirement.
13. Evaluate/ Select
14. Explaining your criteria in choosing that option./ Stating how you came to that conclusion
15. How could history be taught in more culturally sensitive ways?/ In which ways could history be taught in more culturally sensitive ways?
16. Identify a weakness in the theory./ Select a weakness in the theory.
17. Illustrate your point with biographical details of the person in question./ Support your arguments with biographical details of the person in question.
18. Including limitations to / Explaining the scope of...
19. Mentioning its importance for Generation Y./ Including its significance for Generation Y.
20. Outline the steps that a government should take to solve deflation./ Summarise the steps that a government should take to solve deflation.
21. Present answers to long term unemployment/ Give solutions to long term unemployment
22. Provide justifications for declaring a state of emergency./ Give reasons for declaring a state of emergency.
23. To what extent do you agree with...?/ Give your opinions on.../ Explain why you agree or disagree with...
24. Trace the development of wind power./ Explain the historical background of wind power.
25. What are the effects of deindustrialisation on unskilled workers?/ What are the consequences of deindustrialisation for unskilled workers?/ What are the implications of deindustrialisation for unskilled workers?
26. What are the exceptions to Keynes's theories?/ What are the limitations to Keynes's theories?
27. What are the implications of this?/ What can we conclude from this?/ What does this mean for...?
28. What aspects of gender politics affect...?/ What factors affect gender politics?
29. Write an essay entitled.../ Write an essay about...

Suggested answers

1. ... with reference to Saussure's theories/..., including Saussure's theories – Different. "With reference to" is more similar to "Using... to analyse..."
2. ..., considering birth rate./..., taking birth rate into account. – The same
3. Account for rising sea levels/ Explain the reasons for rising sea levels – The same
4. Account for rising sea levels/ Take rising sea levels into account – Different
5. Apply Marxist theory to the 2008 crash/ Use Marxist theory to analyse... – The same
6. Assess the possible solutions to long term unemployment. / Evaluate.... – The same
7. Comment on the data in this pie chart./ Describe the data in this pie chart. – Different
8. Compare.../ Contrast.../ Relate this generation's attitudes to.... – Different
9. Conclude by.../ Summarise by.... – Different. "Conclude by" means look at that last.
10. Define "social isolation"/ Explain the meaning(s) of "social isolation". – The same
11. Describe the nitrogen cycle./ Explain the nitrogen cycle./ Examine the nitrogen cycle./ – Different. Explaining and examining both mean looking more deeply than describing, with "examine" often meaning looking at issues raised by that thing.
12. Discuss raising the mandatory age of retirement./ Write about... – Different. "Discuss" usually means looking at both sides of the argument.
13. Evaluate/ Select – Different. Select is more like "choose".
14. Explaining your criteria in choosing that option./ Stating how you came... – The same
15. How could history be taught in more culturally sensitive ways?/ In which ways could history be taught in more...? – The same (though "how" also has other meanings)
16. Identify a weakness in the theory./ Select a weakness in the theory. – Different. "Select" means choose from more than one, probably meaning also mentioning at least some other things that could have been selected.
17. Illustrate your point with biographical details of the person in question./ Support your arguments with biographical details of the person in question. – The same
18. Including limitations to / Explaining the scope of... – The same
19. Mentioning its importance for Generation Y./ Including its significance.... – The same
20. Outline the steps that a government should take to solve deflation./ Summarise the steps that a government.... – Slightly different. "Outline" is more systematic, in this case probably quickly explaining the steps in the order that they should be taken.
21. Present answers to long term unemployment/ Give solutions to long... – The same
22. Provide justifications for declaring a state of emergency./ Give reasons for declaring a state of emergency. – Basically the same, though "provide justifications" is more likely than "give reasons" to mean "give good reasons".
23. To what extent do you agree...?/ Give your opinions.../ Explain why you... – Different
24. Trace the development of wind power./ Explain the historical background.... – Different. "Trace" means in chronological order, and probably includes the present.
25. What are the effects of deindustrialisation on unskilled workers?/ What are the consequences of deindustrialisation for unskilled workers?/ What are the implications of deindustrialisation for unskilled workers? – Different
26. What are the exceptions to Keynes's theories?/ What are the limitations....? – Slightly different. "Limitations" could mean exceptions, or looking at weaknesses generally.
27. What are the implications of this?/ What can we conclude from this?/ What does this mean for...? – Usually the same (though other kinds of conclusions are possible)
28. What aspects of gender politics affect...?/ What factors affect gender...? – Different
29. Write an essay entitled.../ Write an essay about... – Different