

How to read a scientific paper part 2

Linking words

Linking words and phrases are used to show relationships between ideas. They can be used to join 2 or more sentences or clauses (a clause is a group of words which contains a subject and a verb).

Linking words/phrases can be used to **add ideas together, contrast them, or show the reason** for something.

Linking words

Classify these linking words according to these categories

Comparing and contrasting

However, yet, conversely, alternatively, instead, on the other hand, on the contrary

Describing similarities

in the same way, equally, not only... but also, similarly, likewise,

emphasis and addition or examples

moreover, especially, in addition, in fact, further, namely, for instance,

limitation or contradiction

while, nevertheless, in spite of, despite, even so, on the contrary, admittedly, nonetheless, although

showing cause and effect

as a result, since, accordingly, thus, consequently, hence, because, therefore,

Concluding

As can be seen, as described, ultimately, finally,

Linking words

Connectives

The main linking words and phrases are grouped below according to the similarity of their meaning to the three basic connectives *and*, *or*, *but*. Some can be used to link paragraphs and others can only be used to link ideas within a paragraph.

1 and	}	a listing	1 enumeration (points in order)	
			2 addition	i reinforcement
				ii comparison
		b transition (leads to a new stage)		
		c summary (gives a summary or conclusion)		
		d reference (refers to what was said before)		
		e example		
		f result (the consequence of what was said before)		
2 or	}	g place (refers to things in or outside the document)		
		h time (refers to other studies)		
3 but	}	i reformulation (expresses something in another way)		
		j replacement (expresses an alternative)		
	}	k contrast (presents a different view)		
		l concession (agrees that something is good, with limitations)		

Linking words

Find the correct title

Enumeration, addition: reinforcement, addition comparison

Also, in the same way, both . . . and . . ., likewise, correspondingly, similarly, equally, too

first, furthermore, finally,

one a second a third

first(ly), second(ly), third(ly), ...

to begin/start with, in the second place, moreover, to conclude,

above all, indeed, actually, in addition, additionally, moreover, again, not only . . . but also

. . ., also notably, as well (as), obviously, besides, particularly, especially, specifically,

Further, then, furthermore, too, what is more

Linking words

Find the correct title

Enumeration, addition: reinforcement, addition comparison

addition comparison

Also, in the same way, both . . . and . . ., likewise, correspondingly, similarly, equally, too

Enumeration

first, furthermore, finally,

one a second a third

first(ly), second(ly), third(ly), ...

to begin/start with, in the second place, moreover, to conclude,

addition: reinforcement

above all, indeed, actually, in addition, additionally, moreover, again, not only . . . but also

. . ., also notably, as well (as), obviously, besides, particularly, especially, specifically,

Further, then, furthermore, too, what is more

Linking words

Find the correct title

transition, summary, reference to previous sentences, example, result,

Result

Accordingly, now, as a result, so, as a consequence, so that, because of, the consequence is, Consequently, the result is, for this/that reason, then, hence, therefore, in order that, thus

Reference to previous sentences

And, mainly, as follows, mostly, chiefly, namely, for instance, notably, for example, or, in other words, particularly, in particular, such as, including, that is

Transition

Now, regarding, turning to, with respect/regard to

Summary

Altogether, then, hence, therefore, in brief, thus, in conclusion, to conclude, in short to sum up, Overall, to summarise

Example

for instance, such as, to illustrate, as an illustration, to demonstrate

Linking words

Find the correct title

Reformulation; replacement, contrast, concession

Contrast

by (way of) contrast, conversely, in comparison, in fact, in reality, instead, on the contrary (on the one hand) . . . on the other hand . . . , then

Replacement

Again, alternatively, another possibility would be, better/worse, still, on the other hand, Rather, the alternative is

Reformulation

Better, in other words, in that case, rather, that is, that is to say, to put it (more) simply

Concession

Admittedly, in spite of, after all, naturally, all the same, nevertheless, although, no doubt, Although, this may be true, nonetheless, at the same time, notwithstanding, besides, only, Despite, still, doubtless, under certain circumstances, even if/though, up to a point, even so, while, however, yet

Groupe verbal

I. Introduction au domaine verbal

II. Les tenses

III. Les aspects

IV. Les modalités

Groupe verbal

I. Relation prédicative

Construction de l' énoncé : E prend en charge la RP :

- 1. Première modalité : assertion, non assertion ou demande d' assertion**
- 2. Choisit un tense (présent ou passé)**
- 3. Choisit les aspects pour dire comment il voit le déroulement du procès**
- 4. Choisit la modalité du certain ou du non certain (modaux)**

Groupe verbal

I. Relation prédicative

Tenses :

présent : V0

past : V-ed

Aspects :

perfectif : Have + EN

imperfectif : Be+ing

Modalités :

Must, may might, will, would, shall, should, can , could

Groupe verbal

II. Tenses :

V0 et V-ed

Faible intervention de l' E. Faits bruts, pas de commentaires sur sa façon de voir l' évènement

E : « voilà les faits »

Groupe verbal

Prononciation :

~~VØ~~

/s/ après consonnes sourdes /f/ /k/, /p/, /t/, /l/

Laughs, thinks, hopes, sits

/z/ après consonnes sonores /b/, /d/, /g/, /l/, /m/, /n/, /r/, /v/, / E/ et voyelles

Comes, receives, plays

/iz/ après /s/, /G/ /z/, /F/

Kisses, catches, advises, manages

ATTENTION : says /sez/

Groupe verbal

Prononciation :

V-ED

**/t/ après consonnes sourdes /f/, /k/, /s/, /p/, /G/, /h/,
*Laughed, kicked, kissed, cashed, stopped***

**/id/ après /t/ ou /d/
*Waited, succeeded***

**/d/ dans tous les autres cas (après consonnes sonores et voyelles)
*Changed, called, stayed***

ATTENTION : *said* : /sed/

Groupe verbal

II. Tenses :

~~VO~~

- Enoncer des vérités générales,
- Enoncer une caractéristique de S
- Décrire un fait habituel
- Commentaires journalistiques
- Renvoi à un fait à venir
- Renvoi à du révolu

E s' intéresse aux faits, aux évènements purs factuel

Groupe verbal

II. Tenses :

V-ED

V-ED : rupture avec le présent (Time)

1. adéquation entre Time et tense (V-ED renvoie à du révolu)

Time

past

maintenant

avenir



Tense V-ED

2. Inadéquation entre Time et tense (V-ED renvoi à non réel)

**E s' intéresse aux faits, aux évènements purs
factuel**

Groupe verbal

II. Tenses :

V-ED

Renvoi à du révolu :

- Rupture avec le moment présent

État révolu, fait révolu, fait habituel révolu, tense du récit

A man who suffered damage

This disorder was viewed as demonic possession

Was not experience necessary to see?

Did one not have to learn to see?

The artist's memory began to visit him

Such memories haunted him

It appeared full-fledged

Something was going on

She wondered

Groupe verbal

II. Tenses :

V-ED

Renvoi à du révolu :

- Rupture avec le moment présent

Past de discours indirect : marque de dépendance / à un autre verbe au past

She wondered if they were telepathic

Groupe verbal

II. Tenses :

V-ED

Inadéquation Time/tense

Past du non réel (rupture avec réalité présente)

Imaginaire, hypothétique

As if his mind were capable of taking instant photographs

Groupe verbal

II. Tenses :

V-ED

Inadéquation Time/tense

Past du non réel

- Après certaines conjonctions : *as if, if, as though, even if, even though*
- Après certains verbes : *imagine; suppose, wish*
- Après certaines expressions verbales : *would rather, it's time, it's about time, it's high time*
- Dans les requêtes (1ère personne, politesse)
I wanted to see you / I wondered whether you could help me

Groupe verbal

II. Tenses :

V-ED

Comment traduire le past en français ?

Passé simple ? Oui dans le temps du récit

Passé composé ? Oui , récit moins soutenu

Imparfait ?

Oui,

Verbes d' états,

Action qui se répète

Renvoi au non réel

Discours indirect

Groupe verbal

III. Aspects

BE + ING

Have + EN

Intervention de l' E : donne son point de vue

Non factuel : perception de l' E

Groupe verbal

III. Aspects

BE + ING

Forme progressive ?

He lives with his father / he's living with his father (at the moment)

You're forgetting your glasses

Am I really hearing what you are saying?

She thought I was misunderstanding her on purpose

You'll be losing your head if you're not careful!

Pas possible d'interpréter ces énoncés / durée

Invariant ???

Groupe verbal

ING : processus de nominalisation

Dans tous les cas, nominalisation V-ING, tout le Prédicat est nominalisé (parenthèses invisibles)

Ing marque le caractère présupposé d' un segment

invariant : Anaphore segment déjà repéré, déjà pensé, envisagé

Groupe verbal

ING : processus de nominalisation

Propositions nominales :

1. Sujet

Reading is his favourite pastime

His being late/Mark being late / Mark's being late annoyed everyone

2. COD

I dislike working late / I dislike John working late/ I dislike him working late

Si sujet du verbe nominalisé est un nom : génétif

I don't remember my mother's complaining about her bad health

3. Complément après préposition

Of, instead of, without, after, before,

On + V-ING (simultanéité), by + V-ING (expression du moyen)

To appartenant à un V prépositionnel

I look forward to meeting her

Groupe verbal

ING : processus de nominalisation

Propositions nominales :

3. Complément après préposition

Expressions en To suivies de V-ING

Be accustomed to

Amount to

Be addicted to

Come near to

Look forward to

Object to

Prefer sth to

Take to

Be used to

4. Complément de l'adjectif

She was busy answering letters

Groupe verbal

ING : processus de nominalisation

V1 V2-ING / V1 to V2

we stopped to look at the map / We stopped looking at the map

He began to talk / He began talking

To : précède talk et en limite la portée. E constate. V1 ne présuppose pas V2

V2 ING préexiste à V1

Avec to V2 : E annonce quand il constate

Avec V2 ING : E se remémore

Groupe verbal

HAVE + EN

Forme complexe composée de Have (V0) et de EN.

Invariant de have :

Caractéristique essentielle de Have : possession

The car is Peter's

Peter has a car

Have : relation est privilégiée à gauche, relation entre S et P est asymétrique

Be : signe égal, R symétrique

Have : propriété extrinsèque au S / Be propriété intrinsèque de S

Groupe verbal

HAVE + EN

Grammaire traditionnelle : action commencée dans le passé valable au moment présent

Linguistique énonciative :

Relation de possession entre S et un évènement passé

I' ve forgotten my umbrella

Have : notion de possession entre I et « forgot my umbrella »

L' énoncé passé « I forgot my umbrella » appartient à S dans son présent d' énonciation

Groupe verbal

HAVE + EN

- **Continuité temporelle : Have + EN marque la continuité entre passé et actuel**

1. Relation non détachée du moment d' énonciation

I have not seen her this morning

2. Procès vient juste de se produire

I've just finished

3. Procès commencé en Have+ EN se déroule dans le présent d' énonciation

I've always written with my left hand

dans chacun des exemples Have sert de moyen de « possession » entre S et P au past

Groupe verbal

HAVE + EN

- Continuité temporelle :

3. Procès commencé en Have+ EN se déroule dans le présent d' énonciation

He hasn't written to me for nearly a year

I've known her since 1999

She has lived in Manchester all her life

How long have you been there?

Procès commencé est explicité par marqueur temporel :

Ever, so far, not yet

Groupe verbal

HAVE + EN

- Résultat présent:

Bilan : You have washed your hair

Intérêt présent

I have made mistakes : I have prescribed wrong doses of medicine

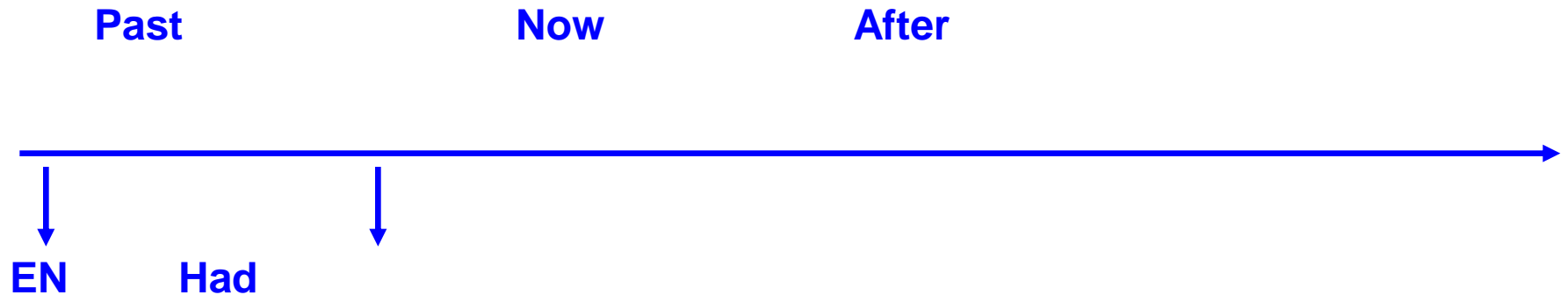
I made mistakes : appartient à I

I prescribed wrong doses : appartient à I

HAD + EN

Repère change :

Had ancre dans le past, EN se réfère à un évènement antérieur au past de Had



Subjects had to decide whether the stimuli that had been flashed belonged to the same category or not

Using tenses in scientific writing

Abstract

This usually refers to your unpublished results and uses the past tense

Introduction

Present tense

Your introduction needs to include background information which is generally accepted as fact in a discipline. You will need to refer to existing research relevant to your work, and you can indicate your opinion of the research you are writing about by careful tense selection.

For example, when you use the present tense you are indicating to the reader that you believe that the research findings are still true and relevant, even though the original research may have been conducted some time ago.

Example:

« A first element **is** the lack of explicit definition of the theoretical framework in which studies **are undertaken** »

Using tenses in scientific writing

Introduction

Past tense

use when discussing previous studies or past events:

« Newborns **sucked** more to activate the familiar rhyme vs. a novel rhyme, regardless of whether the voice **was** maternal (DeCasper and Spence, 1986). «

DeCasper and Fifer **showed** that neonates alter their behavior to selectively activate the sound of the mother reading a nursery rhyme (DeCasper and Fifer, 1980).
Because the results **were based** on infants who **had had** no more than 12 h postnatal experience with their mother, their selective response to the maternal voice implied postnatal retention of prenatal learning.

Using tenses in scientific writing

Introduction

Present perfect tense

to report research If you use present perfect tense in your introduction when you refer to previous research, you communicate 'recency' or 'currency' (actual). Currency may be positive (asserting that previous studies have established a firm research foundation) or negative (asserting that not enough relevant or valid work has yet been done).

Example:

« music **has** sometimes **been characterized** as a language of emotions (Ahlberg, 1994). Some **have claimed** that emotions in music do not correspond to those induced by life events ».

Braticco, et al, Frontiers, 2011

Positive and negative currency can even be asserted in the same sentence, as in the example below (which uses the passive voice):

« A great deal of research **has been conducted** on the basic techniques of nuclear transfer, but few experiments **have been carried out** to discover the most appropriate age of the cytoplasm to support nuclear transfer most effectively ».

Using tenses in scientific writing

Introduction

Present perfect

This suggests that you believe that more experiments are necessary. The existence of a 'research gap' is further emphasised by the phrase:

'but few experiments'. Or « still remains to be investigated »

« **What has not been known** up to now is whether the brief and recognizable sample of the maternal voice saying a single word is sufficiently motivating for newborns to mount a preference response. »

Moon et al, Frontiers, 2015

Using tenses in scientific writing

Introduction

Present perfect

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Using tenses in scientific writing

Methods

Past tense to describe what was done In the methods section is used to describe what was done in the study.

Passive voice is often used.

« They **had** no documented antenatal or birth complications, no risk factors for hearing loss (American Academy of Pediatrics Joint Committee on Infant Hearing, 2007), and English **was** the primary language spoken in the home. Infants **were assigned** to one of two conditions. Parental informed consent **was obtained** in the mother- infant hospital room according to university- and medical center-approved protocols. For infants in the MS group, a recording of maternal voice **was obtained** at the bedside for subsequent editing. Each mother **received** a walkie-talkie to call when her infant **appeared** to be in a quiet and alert state Each of the 53 stimuli **consisted** of one naturalistic token of the word baby spoken in a woman's voice.

Past perfect tense

use when describing an action that occurred before another action

Talkers **had been instructed** to say the declarative sentence « he 's a baby ».

Moon et al, Frontiers, 2015

Using tenses in scientific writing

Results

Past tense for results obtained In the results section.

Examples:

The dependent measure **was** the number of qualifying (above threshold) sucks per minute. Analyses **included** the factor of time
Baseline sucks **were entered** as a covariate in subsequent analyses.

Using tenses in scientific writing

Results

Present tense to refer to figures, tables and graphs

Figure 1 displays mean sucks per minute

.
Table 1 shows the analysis of variance