## Strong Phrases

## Read the phrases below in detail and make sure you understand them.

## General explaining

Let’s start by looking at language for general explanations of complex points.

### 1. In order to

**Usage**: “In order to” can be used to introduce an explanation for the purpose of an argument.

**Example**: “In order to understand X, we need first to understand Y.”

### 2. In other words

**Usage**: Use “in other words” when you want to express something in a different way (more simply), to make it easier to understand, or to emphasise or expand on a point.

**Example**: “Frogs are amphibians. In other words, they live on the land and in the water.”

### 3. To put it another way

**Usage**: This phrase is another way of saying “in other words”, and can be used in particularly complex points, when you feel that an alternative way of wording a problem may help the reader achieve a better understanding of its significance.

**Example**: “Plants rely on photosynthesis. To put it another way, they will die without the sun.”

### 4. That is to say

**Usage**: “That is” and “that is to say” can be used to add further detail to your explanation, or to be more precise.

**Example**: “Whales are mammals. That is to say, they must breathe air.”

### 5. To that end

**Usage**: Use “to that end” or “to this end” in a similar way to “in order to” or “so”.

**Example**: “Zoologists have long sought to understand how animals communicate with each other. To that end, a new study has been launched that looks at elephant sounds and their possible meanings.”

## Adding additional information to support a point

Students often make the mistake of using synonyms of “and” each time they want to add further information in support of a point they’re making, or to build an argument. Here are some cleverer ways of doing this.

### 6. Moreover

**Usage**: Employ “moreover” at the start of a sentence to add extra information in support of a point you’re making.

**Example**: “Moreover, the results of a recent piece of research provide compelling evidence in support of…”

### 7. Furthermore

**Usage**:This is also generally used at the start of a sentence, to add extra information.

**Example**: “Furthermore, there is evidence to suggest that…”

### 8. What’s more

**Usage**: This is used in the same way as “moreover” and “furthermore”.

**Example**: “What’s more, this isn’t the only evidence that supports this hypothesis.”

### 9. Likewise

**Usage**: Use “likewise” when you want to talk about something that agrees with what you’ve just mentioned.

**Example**: “Scholar A believes X. Likewise, Scholar B argues compellingly in favour of this point of view.”

### 10. Similarly

**Usage**: Use “similarly” in the same way as “likewise”.

**Example**: “Audiences at the time reacted with shock to Beethoven’s new work, because it was very different to what they were used to. Similarly, we have a tendency to react with surprise to the unfamiliar.”

### 11. Another key thing to remember

**Usage**: Use the phrase “another key point to remember” or “another key fact to remember” to introduce additional facts without using the word “also”.

**Example**: “As a Romantic, Blake was a proponent of a closer relationship between humans and nature. Another key point to remember is that Blake was writing during the Industrial Revolution, which had a major impact on the world around him.”

### 12. As well as

**Usage**: Use “as well as” instead of “also” or “and”.

**Example**: “Scholar A argued that this was due to X, as well as Y.”

### 13. Not only… but also

**Usage**: This wording is used to add an extra piece of information, often something that’s in some way more surprising or unexpected than the first piece of information.

**Example**: “Not only did Edmund Hillary have the honour of being the first to reach the summit of Everest, but he was also appointed Knight Commander of the Order of the British Empire.”

### 14. Coupled with

**Usage**: Used when considering two or more arguments at a time.

**Example**: “Coupled with the literary evidence, the statistics paint a compelling view of…”

**15-23** Legalese

1.  Do not use legal argot in an effort to "sound like a lawyer." There are many words and phrases one might associate with legal writing but which have a tendency to obscure the meaning of a sentence. Although you will see that some of these words are used by judges and authors of legal texts, particularly in older texts, you should not use them yourself. The rule of thumb of modern legal writing is that a lawyer's language, whenever possible, must be clear and concise enough to be understood by a lay client. Do not use so-called legal terminology unless general terminology would be less precise.

Undesirable:

**As stated heretofore, the landlord's conduct created, caused, and resulted in serious bodily harm and massive injuries, to wit: a broken and mangled left leg, lacerations to the aforementioned leg, and several broken digits on the foot attached to said leg, in witness whereof was the spouse of the injured party.**

**Better: As stated, the landlord inflicted serious injuries on the tenant, including a broken left leg, lacerations to that leg, and several broken toes on the left foot. The altercation was witnessed by the tenant's spouse.**

2.  Do not use long introductory (throat clearing) phrases that add no special meaning. Use of phrases such as "the defense contends" and "it is important to emphasize that" generally add no substantive meaning to a sentence. Making matters worse, they prevent the reader from quickly reaching the important part of the sentence and may result in a loss of emphasis. As a general rule, one should get to the important point quickly.

Undesirable:

**The plaintiff contends that the landlord caused her injury by leaving a large ditch in the backyard.**

**Better: The landlord injured the plaintiff by leaving a large ditch in the backyard.**

Of course, if you wish to emphasize that this is only a contention, not a fact, then the first usage is acceptable. However, if you represent the plaintiff, it does your client a disservice to suggest this is only a contention. If it's a fact, state it without introduction.

3.  Do use well-understood terms of art if they are more precise than general terminology and if you are writing to a professional audience. The beginning law student will have difficulty knowing when a term of art is likely to be well understood, as they all are new to the beginner. However, as time progresses, new law students will develop an easy familiarity with terms of art and the decision whether to use them will be less difficult.

Undesirable:

**In this case, which involves a group of corporate directors who failed to properly represent the interests of the shareholders, the plaintiffs can not bring their claim in federal court because the plaintiffs and defendants were all citizens of the same state and the only issues to be tried were matters of state law.**

**Better: In this case, involving the breach of fiduciary duties by corporate directors, the plaintiffs can not proceed in federal court because there is neither diversity of citizenship nor any federal question.**

In the preceding example, the terms "fiduciary duties," "diversity of citizenship," and "federal question" are terms of art likely to be understood by any practicing attorney or judge. Their use would therefore be appropriate in writing a memorandum to a supervising attorney or a brief to a judge, but might not be appropriate in a letter to a lay client.

**Adding a proviso or acknowledging reservations**

Sometimes, you may need to acknowledge a shortfalling in a piece of evidence, or add a proviso. Here are some ways of doing so.

24. Despite this

**Usage**: Use “despite this” or “in spite of this” when you want to outline a point that stands regardless of a shortfalling in the evidence.

**Example**: “The sample size was small, but the results were important despite this.”

25. With this in mind

**Usage**: Use this when you want your reader to consider a point in the knowledge of something else.

**Example**: “We’ve seen that the methods used in the 19th century study did not always live up to the rigorous standards expected in scientific research today, which makes it difficult to draw definite conclusions. With this in mind, let’s look at a more recent study to see how the results compare.”

26. Provided that

**Usage**: This means “on condition that”. You can also say “providing that” or just “providing” to mean the same thing.

**Example**: “We may use this as evidence to support our argument, provided that we bear in mind the limitations of the methods used to obtain it.”

27. In view of/in light of

**Usage**: These phrases are used when something has shed light on something else.

**Example**: “In light of the evidence from the 2013 study, we have a better understanding of…”

28. Nonetheless

**Usage**: This is similar to “despite this”.

**Example**: “The study had its limitations, but it was nonetheless groundbreaking for its day.”

29. Nevertheless

**Usage**: This is the same as “nonetheless”.

**Example**: “The study was flawed, but it was important nevertheless.”

30. Notwithstanding

**Usage**: This is another way of saying “nonetheless”.

**Example**: “Notwithstanding the limitations of the methodology used, it was an important study in the development of how we view the workings of the human mind.”

## Giving examples

Good essays always back up points with examples, but it’s going to get boring if you use the expression “for example” every time. Here are a couple of other ways of saying the same thing.

### 31. For instance

**Example**: “Some birds migrate to avoid harsher winter climates. Swallows, for instance, leave the UK in early winter and fly south…”

### 32. To give an illustration

**Example**: “To give an illustration of what I mean, let’s look at the case of…”

## Signifying importance

When you want to demonstrate that a point is particularly important, there are several ways of highlighting it as such.

### 33. Significantly

**Usage**: Used to introduce a point that is loaded with meaning that might not be immediately apparent.

**Example**: “Significantly, Tacitus omits to tell us the kind of gossip prevalent in Suetonius’ accounts of the same period.”

### 34. Notably

**Usage**: This can be used to mean “significantly” (as above), and it can also be used interchangeably with “in particular” (the example below demonstrates the first of these ways of using it).

**Example**: “Actual figures are notably absent from Scholar A’s analysis.”

### 35. Importantly

**Usage**: Use “importantly” interchangeably with “significantly”.

**Example**: “Importantly, Scholar A was being employed by X when he wrote this work, and was presumably therefore under pressure to portray the situation more favourably than he perhaps might otherwise have done.”

## Summarising

You’ve almost made it to the end of the essay, but your work isn’t over yet. You need to end by wrapping up everything you’ve talked about, showing that you’ve considered the arguments on both sides and reached the most likely conclusion. Here are some words and phrases to help you.

### 36. In conclusion

**Usage**: Typically used to introduce the concluding paragraph or sentence of an essay, summarising what you’ve discussed in a broad overview.

**Example**: “In conclusion, the evidence points almost exclusively to Argument A.”

### 37. Above all

**Usage**: Used to signify what you believe to be the most significant point, and the main takeaway from the essay.

**Example**: “Above all, it seems pertinent to remember that…”

### 38. Persuasive

**Usage**: This is a useful word to use when summarising which argument you find most convincing.

**Example**: “Scholar A’s point – that Constanze Mozart was motivated by financial gain – seems to me to be the most persuasive argument for her actions following Mozart’s death.”

### 39. Compelling

**Usage**: Use in the same way as “persuasive” above.

**Example**: “The most compelling argument is presented by Scholar A.”

### 40. All things considered

**Usage**: This means “taking everything into account”.

**Example**: “All things considered, it seems reasonable to assume that…”

How many of these words and phrases will you get into your next essay? And are any of your favourite essay terms missing from our list? Let us know in the comments below!

**You will now take simplified English and convert it to Legalese.**

### Start With This

Dear Bob,

We act for Jane.

We have a copy of your letter dated 4 May 2014 and will respond shortly.

Yours faithfully,

Plain English Lawyers

### With a Little Work, Becomes This

Attn: Robert Roberston esq, c/- Roberts and Roberts Associates,

This firm and, in particular, the writer (who has carriage of this matter), have recently received instructions to act on behalf of Ms Jane Janeson in relation to the matters set out in the subject line above.

During our initial conference with her, Ms Janeson has provided to us a copy of your correspondence issued on 4 May 2014 and received by her on 6 May 2014, which we are presently reviewing.

Following the completion of our review and consideration, and the taking of further instructions from Ms Janeson, we will revert to you by way of further correspondence.

We remain, dear sir, your faithful servants,

*Eagle, Concord, Badger, Unicorn and Smith*

 **Now read the passage below. Afterwards, you will convert the writing using concise legalese writing (refer to the terms used above – you should try to use at least 15 of the terms shown above).**

**Make sure you also break the text apart and switch it into smaller paragraphs.**

Well, it looks like this person is guilty. He did something bad and now he will suffer. It was just yesterday when Mr. Soheil decided to give all his students a bunch of zeroes. Frankly, he was tired of making presentations and having to teach the “right way.” So, he made the choice to just give everyone to fail everyone and call it a day. But the students were not very happy by this. Some students began to cry because their chance of getting into a good school in the future was over. Many had gotten some awesome acceptances to big programs, but now those had been taken back by the school. After a week of being sad and wasting their time texting their friends about what happened, one student decided to go to court. The student spoke to all the other students and they created a Class Action Law Suit to get the grades they needed. They started by getting TONS of money and getting the most popular lawyer they could. After that, they found all their previous tests and projects to show all the hard work they had done. When the case began, a bunch of people started to pay attention to the case and it became super popular. Years and years passed by until…..

**Once you finish converting the text above, add another paragraph of your own to finish the story.**

You will submit the final copy through e-mail.