Lecture, presentation and classroom expressions

Transitionals, discourse markers, “signposting” expressions, and other English expressions for lectures and presentations
Lecture, presentation and classroom expressions

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Lecture expressions

Structures and transitional elements for better flow and organization

In lectures and presentations, you can be kinder to your listeners by providing what educators call “signposts” – indicators of where the talk is going and the organization of ideas. These are words, phrases, or sentences that can help you to organize your sentences, and help listeners understand your flow of thought. This so-called “signposting” includes commonly used words and shorter phrases that linguists call transitionals or discourse markers – expressions that speakers use to organize thoughts, and that provide transitions. Also, these sometimes provide cues about the interpretation of sentences and speakers’ attitudes toward what they are saying.

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1. Introductions

1.1. Starting the class

Okay, let’s get started.
We have a lot to cover today.
Let’s continue where we left off.
Last time we were looking at X, so today let’s continue / go on to / move on to...
If you remember last time, we were talking about X and how that relates to Y, so today let’s...

1.2. Introducing a lecture or new topics

In our last class we talked about …, and today we continue with ….
Last time, we talked about..., and today we’ll discuss / go on to
I’d like to start with / by
What we are going to cover today is...
Today I am going to talk about...
Today, I will discuss / talk about
First of all, I’d like to talk about...
Let’s begin with / First of all, …
Starting with
Today’s topic is...
What I want to do today / talk about today is...
The important point I want to make today is...
Hi, everyone! / Hello, everybody! / Hello, class! / Good morning, everyone!
OK. Let’s get started. / Let’s begin. / Shall we get started?
Could one of you please turn on the lights when you come in?
Let’s review some of the concepts we talked about last time.
We have a lot to cover today.
Let’s continue where we left off.
Let’s look at one case from Chapter 5 and examine its ramifications for the future of financial regulation.

2. Changing or shifting to new topics, points or sections

2.1. Sequence

Firstly...secondly... (British) Next,
First...second... (North American) After that, / Afterwards,
First of all (colloquial)

Note the difference between the North American style (first, second, third...) and British style (firstly, secondly, thirdly); chose one style and use it consistently. For any form of English, ‘first of all’ is colloquial style.
2.2. Transitions between ideas, topic shift to new item

Now,
Now turning to
Let’s turn to
Let’s turn our attention to
Now, let’s move on to / I’ll move on to
Let me move on to
Next, let’s talk about / I’ll talk about / discuss
Now I’d like to discuss
This raises the following issues / question(s)

When making topic transitions, speakers often indicate shift to a new topic with a high falling intonation over the transition words, which can capture or redirect the listeners’ attention.

Now let’s turn our attention to the implications of these findings for second language reading instruction at the university level.

It is also possible to do minor topic shifts (moving to a topic that is related to a previous point) like so. The structures in #1, #2 and #3 are known as inverted sentences; inversion is used to make a transition to a related topic (in writing and in speaking). Topic shifts with there in #4 and #5 are for introducing new items to the discussion; there is/are in #4 is less common in English academic writing, and is more common in informal writing or in spoken English.

1. Noun phrase at the beginning of a sentence (sometimes with a higher intonation on the noun)

Motivation in psychology can be subdivided into different types of motivation. **Extrinsic motivation** refers to motivation driven by an external reward. **Intrinsic motivation** refers to motivation that is driven by a personal or intellectual interest in what one is doing.

At the time, no one dared challenge the reigning paradigm until the late 50s, except in certain subfields. **Substantial opposition** to this view arose from two different places around this time.

2. Prepositional phrase

The order of Coleoptera represents a large and diverse grouping of insects. **Within Coleoptera** we find that 90% of species belong to the suborder Polyphaga.

Theoretical linguistics includes the fields of syntax, morphology, phonology, and semantics. **In the field of syntax**, one investigates issues of sentence structure and word order.

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1 Some linguists call this a “paratone” - a discourse paragraph, of sorts, in that the elevated intonation signals a topic shift, just as a new paragraph in writing brings about a shift to a new topic.
3. Adverb, adjective or participle phrase

In writing, standard subject-verb-object type sentences are used for a normal logical flow, and are not designed to capture readers’ attention. More interesting, however, are inverted sentences, such as this one, for the logical flow of an essay. Speakers may use transition words like “now” for topic shifts. Also helpful are so-called paratones on a new noun subject for making a topic transition.

4. *there is / are* + subject

These were traditionally viewed as mutually exclusive categories. There is another way to look at this, however, as we will see later.

5. *there* + intransitive verb

At the time, no one dared challenge the reigning paradigm until the late 50s, except in certain subfields. There seemed to be no substantial opposition to this view until two fronts opened up in what would become a paradigm war.

2.3. Topic reshifts – returning to previous topic

Now, as for

As for / as to

As regards

Anyway,      Returning to...

As mentioned / As we saw earlier / As I mentioned previously

….the aforementioned....

As we saw / noted earlier

Let’s go back to / get back to

I’d like to finish talking about...before we move on

In lecturing in Korean, one can start a sentence using a noun (the sentence subject) with the ending -은 / 는, which seems to function as a topic transitional, including reshifts to a previously mentioned term, item, or concept, or shifts to a related term, item, or concept. There is no direct equivalent to this in English. Instead, one would use reshift markers like those above, or other topic shift markers above. Or one could start the English sentence with a full nouns phrase, perhaps with a higher intonation to mark a new subject.

3. Highlighting, emphasizing

3.1. Emphasis

| a lot, a lot of | extreme(ly) | pure(ly) |
| certain(ly) | for sure | real(ly) |
| clear(ly) | great(ly) | such a (+ noun) |
| complete(ly) | indeed | strong(ly) |
| definite(ly) | no way | sure(ly) |
| exact(ly) | outright | total(ly) |
3.2. Repetition (for emphasis or clarification)

Again, …
Once again, that bears repeating
that is / that is to say

Again, …
Once again, that bears repeating
that is / that is to say

This can also be achieved by the following:

1. Pauses – especially before the sentence predicate [술부], new information, or key point of a sentence

   The most important thing we can conclude about this is... that these effects cannot be underestimated, and if you do, you do so at your own risk.

2. Repetition

   There is absolutely no proof for the effectiveness of this drug – let me repeat – there is absolutely no proof for its effectiveness.

3. Reformulations – a paraphrase or reworded explanation.

   The study found no significant correlation between input and output under these conditions – in other words, there was no meaningful relationship between input and output, or any effect of input on output, in such a context.

4. Summarizing and concluding

4.1. Finishing a topic / item

   Well, I’ve told you about
   That’s all I have to say about

   We’ve looked at / We’ve seen (how)
   So much for...

4.2. Summarizing and concluding

   To summarize
   In summary
   What we have been talking about...
   Okay, we have discussed...

   In conclusion
   To conclude
   How would you summarize the theory?

   So far (up to now), I have been trying to show...
   Let’s put together everything we have talked about so far
   The conclusions we can draw from this are...

4.3. Preparing to summarize and move on

   Consequently
   Therefore
   Just one more thing / comment before we move on

   To sum up
   All in all

2 Also, certain words can be given greater intonation and stress for clarity or emphasis.
There’s another point that relates to this issue that we haven’t considered yet. Okay, we have finished / completed [topic X], and now we need to... Well, moving on to the next issue.

5. Explanations

5.1. Categorizing and classifying
X can be divided / classified / categorized by / into / according to the first type / kind the second the last category

5.2. Comparison and contrast
although nevertheless however on the other hand in comparisons similarly in contrast whereas likewise yet
Now let’s consider the other side of the argument Although some claim that... Some claim / have proposed that …; however, … …; however, I would like to argue / show that …

5.3. Adding more information / details
Besides In fact Furthermore Moreover In addition Second...Third..., etc. Indeed What this means is that...

5.4. Examples
For example, / e.g., To illustrate Take..., for example This can be seen / understood in the For instance following example In particular / Particularly To illustrate, / To illustrate this point Specifically / To be more specific By way of analogy To demonstrate What this means is that
5.5. Explaining processes

- at first / initially
- begin / began by / with
- the second step / stage
- afterward [colloquial: afterwards]

then / next / later
- as / as soon as
- upon (+noun or gerund phrase)
- finally, at last

5.6. Analysis

- Let's analyze this in more detail
- Where does that lead us?
- Let's examine the implications of this

In real terms, this means
- in terms of

5.7. Reason, cause, purpose

- as
- because / because of
- due to
- for (conjunction)
- for the reason that
- since

in the hope that
- in order to
- so / so that
- with __ in mind
- for the purpose of

5.8. Cause and effect, results

- accordingly
- consequently
- so / thus / therefore
- hence
- first (second, third); another, next
- in conclusion, in summary

finally, last
- because, since, for
- of course
- nevertheless
- on the other hand, to the contrary

Some may / might say / claim / maintain (that)
It has been claimed / argued / posited that

A couple of Korean expressions for examples or evidence do not translate directly into English, at least not so well. One is 경우에는 = “case, in case of”:

내 경우에; 그런 경우에; ~ 경우에(는)

Koreans may try to express this in expressions like ‘in my case’ which is colloquial (which may be okay occasionally in a lecture), or slightly awkward expressions like these, which can be reworded. In fact, ‘in case of’ sounds more like a conditional in English, e.g., signs stating, “In case of an emergency, fasten your seat belts.”

疑似 In (the) case of Korea
→ In Korea...; In Korea’s situation...; In the Korean situation...

疑似 In the case of Fukushima, the reactor was not built to withstand a major catastrophe.
→ In Fukushima, the reactor was not built...
Another is 증거 as in 증거로 해서..., meaning ‘as evidence’. This does not translate into English. Likewise, ‘as support’ does not work well in developing argumentation, and can sound slightly awkward. Such expressions need to be reworded.

- As evidence, we can look to recent studies showing that...
  → Recent studies provide evidence that...
  → Evidence for this comes from recent studies which show that...

- As support / In support of this claim, a recent study found that...
  → A recent study provides further support that...
  → More support for this comes from a recent study...

6. Sentence adverbs

Sentence adverbs begin the sentence and indicate the speaker’s attitude toward the following contents, and/or qualify or frame how listeners are to interpret the following contents. They can be used for explanations and to manage topic shifts.

For example:

Fortunately, a way has been found to resolve this long-standing problem.

Naturally, one would want to assess the risks first.

Especially, we would like to contain our company’s bleeding of cash

| actually   | fortunately | regrettabley |
| aparently  | hopefully   | seriously   |
| basically  | hypothetically | strangely |
| by the way | ideally     | surprisingly |
| briefly    | incidentally | thankfully  |
| certainly  | indeed      | theoretically |
| clearly    | interestingly | therefore |
| conceivably | ironically  | truthfully  |
| confidentially | naturally | ultimately |
| curiously  | oddly       | unfortunately |
| especially | predictably | wisely      |
| evidently  | presumably  |            |

6.1. Topical adverbs

Topical adverbs (this is my own name for them – this is not a standard term) are somewhat similar to sentence adverbs, except that they function to identify or qualify the topic of the coming clause. This adverb is similar to a normal adverb within a sentence, but moved to the beginning to make the topic more explicit, to emphasize the speaker’s point, to give it more prominence, to shift the topic to a new but somewhat related topic,

Note that especially as a sentence adverb at the beginning of a clause or sentence is considered colloquial or informal style; it is not used so commonly like this in formal or academic writing, where it would be better to place it inside the main clause, or to omit it completely.
or to avoid too many other adverbs inside the sentence.

Economically, this would be infeasible to implement while the markets are too unstable. (cf. “This would be economically infeasible to implement”)

Politically, it would be unwise for the senator to suddenly propose such an outrageously expensive funding project at an economically depressed time as this.

Biologically speaking, it would be imprecise to call this a virus.

Many words could be used like this, such as these, and many others, such as adverbs related to specific topics or fields of study:

- scientifically
- economically
- mathematically
- politically
- artistically
- intellectually
- financially
- biologically
- intellectually
- environmentally
- philosophically
- presently
- computationally
- evolutionarily
- psychologically
- emotionally

A fairly similar expression is in terms of X, for identifying a specific topic or a particular aspect of discussion. However, one should not overuse this, as using it too often can sound mechanical, artificial, or “officialese.”

The idea looks good on paper, but in terms of use of the company’s resources, this would not be feasible in the current economic environment.

7. Posing and eliciting questions

7.1. Posing questions

Now I’d like to open it up for questions / take some questions
Do you have any questions?
Who would like to say/ask something?
Could you say a little more about that?
Can you elaborate on that?
Do you agree?
What do you think?
How do you feel (about)...?
What comparisons can you make between?
What is the point made by the author of this article?
How would you summarize this theory?
Do you have any thoughts on this subject? What do you think about this?
Do you agree that...?
How does this compare with X’s theory about...?
What’s the point of this experiment/article?
Would someone like to add to what X just said?
Can someone else help to correct this answer?
Part of what you said is correct, but not all of it.
Please hold any questions until later / at the end
I'll come back to / Let me come back to that question in a few minutes / later / at the end
I will examine / take up / come back to that question / issue in a few minutes / later / at the end

7.2. Eliciting and handling questions
Don't hesitate to ask a question. / Feel free to ask any question.
OK. What questions do you have?
Is there anything you want me to repeat?
Are there any questions about Topic 6?
Were there any questions from yesterday's readings that we should go over today?
What are some key points from yesterday's articles?
What's the theme [main message/ main idea/ point] of Section 4?
How did you come up with this answer?
Going back to the issue of business ethics, what can we learn from this?

7.3. Responding to correct answers or good questions
Right
You've got it
Good thinking
That's correct
Yes, indeed
X has raised an interesting point

7.4. Responding to poor answers or questions
Good guess, but...
That's an interesting idea, but...
Nice try, but not quite right
You're close, but...
She is asking whether...
He thinks that...
Can you try again?
Good point, but...
Interesting question, but...

7.5. Closing a discussion
Finally
I'll summarize by saying
Are there any final questions?

8. Managing class discussion

8.1. Giving hints
You're on the right track, but have you considered...?
If you do this, what do you think will happen?
If we follow that suggestion, here's what might happen.
But what about...?
What if you looked at this problem in another way, for example, by...?
8.2. Clarifying student comments

In other words
What you said is
I think I understand what you mean. Let me put it another way...
If I understand you correctly, you mean...
Would you like to elaborate on this point?
Could you restate your point? I’m not sure I understand.
I’m not sure I understand what you’re trying to say.
Could you restate your comment / question?
In other words, you’re saying...
If I understand correctly, you’re asking...
Is that right?
Could you give me an example of what you mean?
Could you please repeat your question?
Could you explain that?
Sorry, I didn’t understand the question. Could you please rephrase it?
What do you mean by...?
What would that look like?
Would that be an example of...?

8.3. Restatement for clarification

If I understand you correctly... You seem to be saying...
If I read you right In other words
Do you mean that...?

Let me try to answer what I think you are asking

8.4. Telling a student that something is unrelated, irrelevant, or incorrect

Yes, that applies to..., but in this case that won’t work.
Yes, but what’s going on here?
Well, how can X be true if Y is the case?
That’s what people thought for a long time. But remember... And now we know that...

8.5. Following up

Did everyone hear that? X wanted to know...
Did you all get this point?
Does everyone get / understand this point / idea?
Is this explanation clear now?
Would you like for me to go over another example?
8.6. Interrupting / redirecting a conversation

Let me interrupt for a minute
Speaking of... we need to move on to...
That reminds me of...
Well, we need to...
What you’re saying relates to...
May I add something here?

Your comments related to our next topic
Actually, I’m getting to that topic soon
Okay, let’s get back to...
Let’s get back to our main point...
Let’s get back to the original question

Let’s get back to what we were discussing / what X asked about a few minutes ago

8.7. Interrupting a speaker who is going on too long

Let’s stop right there and focus on...
Good example. Can someone else give another example of...
Hold on, let’s give someone else a chance to speak

8.8. Expressing opinions

I think that...
I believe that...
In my opinion...

From my point of view, …
From my perspective

8.9. Expressing agreement

I agree that
I agree with your idea that...

That’s a good point
I think that you’re right about...

8.10. Expressing disagreement

I disagree with the viewpoint that...
On the other hand, have you considered...?
I’m afraid I disagree

I’m afraid I can’t agree with that because...
But don’t you think...?

9. Checking for comprehension or attention

9.1. Comprehension

Are you following me?
Are you with me?
Is that clear?
Does it make sense?
Do you understand what I mean?
If you don’t understand, please tell me.
If you don’t understand, please tell me and I’ll try to spell it out for you.
Is there anything you don’t understand so far?
Do you understand everything we’ve been talking about so far?
Do you have any questions or comments about what you read?

9.2. Encouraging feedback

Is that clear to everyone?
Are there any questions?
Would anyone like me to repeat that?

9.3. Asking about students’ progress

How’s it going here? Are you keeping up?
Do you need help with X? Are you following / understanding okay?
Are you having trouble with this concept / procedure?

10. Classroom management

10.1. Class administration

Who’s absent today? Have you seen Carlos?
Is everybody here today? Is anybody absent?
Could I have your attention, please?
Please give me your attention.
Please focus. / Please focus on what we’re doing.
Please give me your attention when I’m talking.
Excuse me…this is important. Please pay attention.
Let’s review some of the concepts we talked about last time.
Now I’m going to hand out the syllabus.
Today I’d like to discuss / talk about the syllabus.
Let’s discuss / look at the syllabus.
I’d like to talk about the goals of the class.
Please check the syllabus for the schedule.
Please look at ‘Weekly Class Schedule’ on the second page.
Please notice that you must attend class at least 75 percent of the time.
Please notice that you are allowed only 5 absences.

10.2. Wrapping up

Thank you. You are dismissed.
Okay, we’re finished/ done for today. See you next week.
Before I let you go, I want to discuss one more question.
Before we finish, I have one more thing that I’d like to discuss.
Before we finish, please look at page 10.
Thanks for your effort today!
That’s all I have for today. See you next week.
That’s enough for today. See you on Friday.
Before we finish, I want to summarize the main points we covered today. First…, second…, finally…
OK. That should do it for today. See you Friday.
OK. That’s it for today. See you Friday.
Don’t forget to do your homework!
Have a nice weekend.

10.3. Managing behavior
Watch out here. / Consider this closely.
Try to get to class on time.
What are you always late?
Please put your cell phone away.
I really hate to see students using cell phones in class.
It bothers me when I see students using cell phones in class.
Please shut your cell phones off. Thank you.
Please keep your cell phones in your bag.
Would you like me to bring a pillow for you?
That’s funny. I don’t remember telling you to buy that book.

10.4. Task management
Please pay special attention to the graph on page 23.
Let me draw your attention to...
Please note / observe the following.
Please note the author’s comments on page 45.
Remember to study the chart on page 10. It’s really important. It might be on the midterm.

10.5. Assignments and tests
OK everyone, please give me your attention. I want to give you your next assignment.
For our next class, please read pages 5-10.
You’ll need to read this article at least 3 times.
For Monday, please do exercises 1-10 on page 16.
For next class, read Chapter 7 and do questions 1-10.
Did you do your homework?
Did you have any problems with the assignment?
Turn in your assignments.
Our midterm will be next Friday. / The midterm is scheduled for next Friday.
Today I’d like to review for the midterm test.
For the 10th quiz, please study pages 10-24.
The mid-term will cover Chapters 2, 3, 4, and 5.
Pay particular attention to the chart on page 10 for the next quiz.
The test will include some true/false, multiple-choice, matching, fill-in-the-blank, and short answer questions.
The final test will be held during week 16.
Please don’t wait until the last minute to study / work on X.

10.6. Group tasks
I’m going to give you a small group number. Please remember it. (Points and counts.)
1, 2, 3, 4, 5. OK. Who are the 1’s? Please raise your hands. 2’s? 3’s? OK. All the 1’s meet here. 2’s meet over here. 3’s over there. 4’s in the corner. 5’s over there. There should be at least five students in each group.

I want you to get into groups of five. Now, get together with your teammates and work on Exercises 9-13.

Now I would like for you to get with a few of your neighbors and form groups of 4-5 people each. In your groups, I want you to discuss the following question...

11. Disfluencies and errors

11.1. Pauses, delays

A disfluency (sometimes spelled ‘dysfluency’) is what linguists call those instances when a speaker has trouble thinking of the right expression, or has to go back and correct himself/herself. More often this happens before the predicate, new information, or main idea of a sentence, as you need more time to think of how to formulate and verbalize those ideas and words. A similar phenomenon is the ‘tip of the tongue’ phenomenon, when a speaker is trying to think of the right word, and it seems close or familiar, but cannot find it (“the word is on the tip of my tongue”).

For those times when you need an extra second or two to find and articulate the right expression, which of these are better methods? Which do you use?

1. Using pause fillers: *uh, um, er, oh...* However, using these often or regularly can be distracting, even annoying to listeners, and makes the speaker appear unprepared or lacking in confidence.

2. Using other fillers: *okay, you know, well, I mean, like*. These can be used for slightly longer pauses, but again, these should not be used too often. Using *like* is rather colloquial and informal, as a hedge marker (see below), or in giving examples.

3. Apologizing for your speech errors – however, this is not a good idea, because it creates a greater interruption, and it makes you look less self-confident.

4. Moving on to something else

5. Using simpler vocabulary, so you don’t have to spend too much mental effort to think of specific vocabulary.

6. Using silent pauses: A brief silent pause can be sometimes more effective than *uh, um...* This is often the most preferred strategy for handling disfluencies. For those who are less skilled or experienced in public speaking, learning to use silent pauses instead of filled pauses is a significant challenge that requires some effort and attention. Silent pauses can be an effective way to emphasize a point, or to get the listeners’ attention as you are coming to an important point. In this sample, the pauses […]

Utilitarian philosophers claim that the morality of an action is to be evaluated by the outcome of the action. However, there are several problems with this view, as other philosophers like Rawls have pointed out. We operate behind what is called … the “veil of ignorance,” meaning that we cannot know or predict those outcomes. The second problem is that we fail to treat others with dignity and respect, and only think of our longer term goals. The third is that are decision making processes are often … clouded by our own psychological biases.
Psychologists have provided ample evidence of a number of such biases … hindsight bias, attribution biases … self-preservation biases, and others.

11.2. “Light” vocabulary

There are some simpler vocabulary items that you can use sometimes to avoid the mental effort to think of a precise academic term. You can use common nouns like thing, good, people instead of specific academic terms; however, overusing them can make you sound less professional or less prepared. Instead of specific verbs, you can rely more on so-called light verbs, which are “light” or general in meaning, are very common words, and can be used in many contexts. However, in a formal presentation, more specific verbs would be better, especially for technical descriptions (e.g., “we conducted a reaction-time experiment” cf. “we did a reaction-time experiment”). So in a lecture or informal talk, give would be easier to use, but in a formal presentation, a more specific word would be better, e.g., contribute, yield, donate. However, even in a formal presentation, some light verbs or other general purpose words (like those below) are useful for (1) speaking naturally and freely during the presentation, which would be much better than following a script; and (2) for question-and-answer times at the end of the talk.
1. **light verbs**: be, have, do, make, go, come, run, set, put, get, take, let, become

2. **common nouns and adjectives**: good, bad, man / men, woman / women, people, thing

3. **indefinite pronouns**: everything, everyone, something, someone, anyone, anything, everywhere, somewhere, anywhere

11.3. **Error corrections**

Sometimes you have to correct what you have just said, and having to do so may result in disfluencies, errors, or misunderstandings. While these cannot be entirely avoided, they can be minimized or handled more smoothly by using discourse markers like these.

<table>
<thead>
<tr>
<th>I mean...</th>
<th>you know...</th>
<th>that is...</th>
<th>that is to say,</th>
<th>oh, ...</th>
<th>excuse me...</th>
<th>I meant...</th>
<th>or rather...</th>
<th>let me back up...</th>
<th>actually...</th>
<th>let me rephrase that...</th>
</tr>
</thead>
</table>

12. **Hedges**

Here are a few words and phrases which are used to soften, “hedge” or mitigate statements, for the sake of politeness, or to simply qualify statements. A Korean example would be the commonly used term 혹시, which is used to soften or qualify a statement, and to be more polite. The following classifies hedges into abstract linguistic categories; list is only a partial list.

12.1. **Epistemic hedges**

<table>
<thead>
<tr>
<th>basically</th>
<th>hypothetically</th>
<th>really</th>
</tr>
</thead>
<tbody>
<tr>
<td>according to</td>
<td>indeed</td>
<td>relative(ly)</td>
</tr>
<tr>
<td>actually</td>
<td>likely</td>
<td>roughly</td>
</tr>
<tr>
<td>apparent(ly)</td>
<td>most (+adjective)</td>
<td>somewhat</td>
</tr>
<tr>
<td>approximate(ly)</td>
<td>normal(ly)</td>
<td>theoretically</td>
</tr>
<tr>
<td>broad(ly)</td>
<td>potential(ly)</td>
<td>the very +-most (adj.)</td>
</tr>
<tr>
<td>clear(ly)</td>
<td>presumably</td>
<td>virtually</td>
</tr>
<tr>
<td>comparative(ly)</td>
<td>probable, probably</td>
<td></td>
</tr>
<tr>
<td>essential(ly), in essence</td>
<td>rare(ly)</td>
<td></td>
</tr>
</tbody>
</table>

12.2. **Lexical (phrase) hedges**

<table>
<thead>
<tr>
<th>as it were</th>
<th>might as well be</th>
<th>sort of</th>
</tr>
</thead>
<tbody>
<tr>
<td>so to say</td>
<td>more of a ____</td>
<td>kind of</td>
</tr>
<tr>
<td>so to speak</td>
<td>more or less</td>
<td>can be looked at</td>
</tr>
<tr>
<td>(at) about</td>
<td>most</td>
<td>can be viewed as</td>
</tr>
<tr>
<td>if you know what I mean</td>
<td>something like</td>
<td>strictly speaking</td>
</tr>
<tr>
<td>in a way</td>
<td>sort of</td>
<td>in one sense</td>
</tr>
<tr>
<td>kind of</td>
<td>more of a...</td>
<td>in some sense</td>
</tr>
</tbody>
</table>

---

4 Some of these are from [http://www.umich.edu/~jlawler/lakoffhedgesCLS8.pdf](http://www.umich.edu/~jlawler/lakoffhedgesCLS8.pdf).
in a real sense
details aside
would like to
I wouldn’t

12.3. Possibility hedges
by (some/any) chance
possibly
may
hopefully
in case (of)
might
maybe
could
perhaps
can
if you catch / get / understand my meaning / drift
if you know what I mean (to say)
if you/we know/understand (what it/that means)

12.4. Quality hedges
(as) we all know
as far as we/I know
don’t you think
as is (well) known
wouldn’t you say
as you/everyone/the reader know(s)
as far as I/we know
as the saying goes
as you know
(in a manner of speaking)
I / we understand that
(as) everyone/people/people/they say(s)
so-called
from what I hear/know/see/understand
-like, -esque, -ish
in a sense
one/you they say(s)/tell(s) it
quasi-
for all intents and purposes
practically
for all practical purposes
in name only
one might say that
like
let us say that

E.g.: That’s rather Clinton-like. That’s rather Obama-esque. That’s more of a quasi-theory, if not a bad theory altogether. The color is kind of navy-ish.

12.5. Performative verb hedges
(would) like to/want to/can/may + verb (e.g., ask, comment, discuss, explain, mention, note, point out, remark, say, state, tell)
I/we/one/people/the reader/they + (perhaps/like/mostly/sometimes + verb
don’t think / believe (so)
I believe / think / thought

12.6. Other hedges (unsorted)
a true ...
at least
should have
a real ...
that is
ought to
a regular ...
i.e.,