

**LEXICAL BUNDLES EMPLOYED IN IELTS'
SELF-STUDY TEXTBOOKS: A CORPUS-
BASED STUDY**

BY

NAYYAB ZAFAR



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Lexical Bundles Employed in IELTS' Self-Study Textbooks: A Corpus-Based Study

By

NAYYAB ZAFAR

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Submitted by: Nayyab Zafar

Registration #: 6 MPhil/ELing/RWP/S21

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Degree name in full

English Linguistics

Name of Discipline

Dr. Ejaz Mirza

Name of Research Supervisor

Signature of Research Supervisor

Prof. Dr. Muhammad Safeer Awan

Name of Dean (FAH)

Signature of Dean (FAH)

Date

AUTHOR'S DECLARATION

I, Nayyab Zafar

Daughter of Zafar Iqbal

Registration # 6 MPhil/ELing/RWP/S21

Discipline English Linguistics

Candidate of **Master of Philosophy** at National University of Modern Languages hereby states that my MPhil thesis titled **Lexical Bundles Employed in IELTS' Self-study Textbooks: A Corpus-based Study** is submitted by me and it is my original work. Moreover, it has not been submitted/published earlier. I further declared that I will never again submit it to this university or any other university or institution to consider for another degree.

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ABSTRACT

Title: Lexical Bundles Employed in IELTS' Self-Study Textbooks: A Corpus-Based Study

Lexical bundles are essential components and building blocks of academic discourse. In the Pakistani context, IELTS students face difficulties in scoring the desired bands in the IELTS exam. Lexical bundles in various academic genres have extensively been studied. However, little investigation has been conducted into the frequency and nature of lexical bundles in IELTS self-studies textbooks. As a matter of fact, Pakistani students are not well aware of lexical bundles and their usage, especially those who appear in the IELTS exam. Therefore, the current study aimed to investigate lexical bundles in 10 IELTS textbooks. Corpus linguistics has been used as a methodological framework. A specialized corpus of these books was constructed and analyzed. AntConc software was used to identify and extract lexical bundles. Biber's model of structures and functions of lexical bundles has been employed as a theoretical framework. Lexical bundles have been characterized according to the structural and functional taxonomies provided by Biber. The analysis revealed the frequent existence of lexical bundles with clear structures and discourse functions in these books. The findings revealed that there are three hundred and fifty-two bundles occurring in selected IELTS books. These bundles are preposition phrases, noun phrases, verb phrase fragments, and so on. Also, these bundles serve various discourse functions like referential expression, organizing discourse, and so on. The study also found some new structures and functions of lexical bundles, which have been added to the selected theoretical framework. The study has analyzed that LBs contribute to the overall effectiveness of communication by ensuring that the reader can follow the logical progression of ideas from start to finish. They also help to establish coherence in the text. This study offers corpus-informed teaching materials (a list of lexical bundles with structures and discourse functions). ELT book writers and material developers can also benefit from this study to write books and design materials. Moreover, the study has potential pedagogical implications regarding the IELTS performance of the students.

Keywords: *Lexical bundles, Corpus-Based Study, IELTS self-study books, Corpus linguistics, Academic discourse*

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LIST OF ABBREVIATIONS

| | |
|---------------|---|
| CL | Corpus Linguistics |
| CAE | Cambridge English: Advanced |
| DDL | Data-driven learning |
| EAP | English for Academic Purpose |
| ESP | English for Specific Purpose |
| ELF | English as Lingua Franca |
| GRE | Graduate Record Examinations |
| IELTS | International English language testing system |
| L1 | First Language |
| L2 | Second Language |
| LB | Lexical Bundle |
| LBs | Lexical Bundles |
| MICASE | Michigan Corpus of Academic Spoken English |
| PMWs | Per Million words |
| TOEFL | Test of English as a foreign language |

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DEDICATION

I dedicate my thesis to my father, **Zafar Iqbal**, mother **Shaista Shamim**, husband **Wajahat Sultan**, son **Sarim Ilhan Abbas**, daughter **Daneen Ashal**; and siblings, **Mishal Malik & M.Subtain Ali** whose unwavering support, love, compassion, and warmth serve as a source of inspiration for me. Finally, I dedicate my research endeavor to my teacher and supervisor, **Dr. Ejaz Mirza**, who has always helped, inspired, and encouraged me throughout the research work.

CHAPTER 1

INTRODUCTION

This corpus-based research study explores lexical bundles with structures and discourse functions employed in IELTS books. In this chapter of the dissertation, an introduction to crucial concepts is embedded in the research title. This chapter covers the importance of the English language, its needs, and how it can help students in educational and professional setups. The key concepts are explained by their relationship with one another. This chapter establishes the research territory, identifies the research gap, and occupies the research gap. This chapter also presents a statement of the problem, research questions and objectives, significance of the research, and delimitation of this study.

The global and rapid expansion of the English language is an unprecedented phenomenon (Crystal, 2023). Nowadays, learning English is crucial as it opens up a plethora of opportunities in terms of jobs, employment, and education (Haidar, 2017). First of all, English is a lingua franca; lingua franca is a language that is used as a common means of communication by speakers whose native languages differ from one another (Henry, 2015). Secondly, people who speak English proficiently have a significantly higher chance of securing a good job in most English-speaking countries (Guo & Sun, 2014). Similarly, English-speaking nations host some of the world's top educational institutions, such as Harvard University, Oxford University, and Stanford University. Students who aspire to study at these institutions must be proficient in English. These countries offer numerous scholarships to students. The only criterion, apart from being a good student, is proficiency in the English Language.

Over the years, the English language has been accorded special roles and has opened up substantially greater carrier opportunities (Haidar, 2018). It has become the official language of technology, business, athletics, science, and, more recently, the Internet (Paltridge & Starfield, 2013). Similarly, international organizations and conferences such as NATO, Commonwealth, World Bank, UN, and IMF use English as a working language (Phillipson & Skutnabb-Kangas, 2012). The significant role of the English language in the contemporary world is undeniable (Phillipson, 2016).

Moreover, a person with English language competency can easily flourish in the commercial sector, as they can efficiently communicate the technical skills they process. Language skills help them secure more excellent work opportunities compared to those who possess only technical skills. To settle down in the USA, Canada, and Australia, a person needs to be fluent in the English language. This will not only increase the chances of securing a good job in multinational companies in their native land but also enhance the prospects of achieving higher scores in English language tests like TOFEL or IELTS etc.

A worldwide standardized test of English language proficiency for non-native speakers is known as the International English Language Testing System (henceforth IELTS) (Al-Habbash, 2021). It was established in 1989 and is jointly administered by the British Council, IDP, IELTS, Australia, and Cambridge assessment English (Read, 2022). The test is recognized by numerous institutions of higher education and immigration authorities in Australia, New Zealand, Canada, the US, and other countries. Some universities, particularly in the UK, are not permitted to issue a final offer without a valid and required IELTS score. The test aims to assist students in studying or working in countries where English is the primary or native language. The test assesses abilities in speaking, writing, reading, and listening. It is graded on a scale from 1 to 9. A higher IELTS score indicates a more effective and comprehensive understanding of the English language. In addition, there are two types of IELTS tests:

- Academic: For individuals applying for higher education or professional registration for skill-based degrees.
- General: For those who are migrating to English-speaking countries or seeking work experience or training programs.

Moreover, different score bands are required for various programs. For instance, a minimum IELTS score of 6 is typically required for undergraduate programs, while for postgraduate studies, the minimum often increases to 6.5. Similarly, for specialized programs like medical studies, a minimum band score of 7.0 is often required. The prevalence of English in Pakistan is evident in all aspects of life (Rahman, 2020). Although it is not the native language, having a strong command of English can open many opportunities for the citizens of Pakistan (Manan, 2021). However, the Urdu-English

controversy persists in Pakistan (Rahman, 1997). In Pakistan, only 11% of the population uses English as a medium of communication (Raza, 2023). In Pakistan, the language of instruction represents a power struggle between different social classes (Rahman,1999). There are different types of schools in Pakistan: English medium and Urdu medium. Their performance levels also vary from others (Shamim & Rashid, 2019).

Some argue that learning a second language (L2) might lead to the loss of one's native language. However, advocates for foreign language education contend that learning a foreign language (in this case, English) can enhance proficiency in one's mother tongue (Alptekin, 2010). Despite these perspectives, it's undeniable that there is a significant achievement gap between students in two types of schools: Urdu-medium and English-medium. Moreover, the resources available to prestigious institutions far surpass those offered to public schools.

Similarly, the IELTS exam, particularly in Pakistan, is challenging for Pakistani students and scholars. Many students aspire to study abroad, but only a few of them get admitted to the institutions that fulfill their dreams. Many reasons make it difficult for the students to pursue education there. The most common reason is poor scores/band scores in IELTS, TOEFL, etc. Many students face certain difficulties and are in a state of panic; they make mistakes that cause them to fail the exam or acquire low marks in tests.

By keeping in mind the above situation, the lexical bundles' approach is significant for developing and enhancing the basic skills that are required for IELTS, for example, reading, writing, speaking, and listening skills. If students understand and make appropriate use of those lexical bundles occurring in IELTS books in their language use, they can significantly improve their performance and language competence. Lexical bundles (LBs) were first explored and defined by Biber et al. (1999) as “bundle of words that show a statistical tendency to co-occur” (p.989). According to Biber, “Lexical bundles are combinations of 3 or 4 words that recur at least 10 times per million words across five or more texts” (Biber et al., 1999, p. 994). According to another view, “LBs are the reoccurring series of words” (Biber and Barbieri, 2007, p.264). They are reoccurring word sequences that a computer program extracts from a given corpus as chunks and clusters (Hyland, 2008; Salazar, 2011). According to Cortes, lexical bundles are defined as an

“uninterrupted string of three or more words that frequently recur in a register.” They are identified empirically by running a computer program in a corpus of language text. They are neither fully formed linguistic structural units nor idioms (Biber et al., 1999; Cortes, 2006). In simple words, 2-6 or 7 words that commonly appear in one register are referred to as lexical bundles. Such combinations must frequently reoccur to be regarded as lexical bundles. According to some researchers, a group of words is deemed to be a bundle if it appears at least ten times PMWs in a register.

The study of various corpora with the practice of computer technologies has advanced corpus linguistics research approaches. The most significant findings based on the study of corpora reveal that language is not merely a collection of vocabulary or grammar; rather, native speakers rely on lexical bundles and a stock of pre-fabricated chunks (Sinclair, 1991). Moreover, students need to be well-aware of lexical bundles and their functions and context, and it is useless to acquire lexical bundles unconsciously (Schmid, 2003).

Such findings led scholars and researchers to consider word clusters that frequently take place together from speech and provide meaning; such collocations contribute to enhancing the sense of cohesion and coherence in the text. There is a belief that non-native speakers of the English language are not paying attention to lexical bundles; they are focusing on the individual words and overlook the meaningful combination of words effortlessly used by the L1 speakers of the English language (Dontcheva-Navratilova, 2012). Biber et al. utilized the term ‘lexical bundles’ in 1999. This is a relatively new concept in the domain of corpus linguistics. It is a string of words that frequently appear together in a fixed sequence. Examples of lexical bundles are, *on the other hand*, *as a result of*, etc. typical examples of lexical bundles in the current study.

Scholarly studies have shown that authors in some fields favor certain linguistic features and use them to advance their fields. Lexical bundles in academic discourse have been extensively studied. In academic text and conversational speech, Biber et al. (1999) investigated repeating sequences. Biber et al. (2004) expanded their conversational and academic study by examining lexical bundles in educational materials and classroom teaching. Furthermore, Biber (2006) identified the most common lexical bundles in

academic settings across fields, genres, and registers. Additionally, Stubbs and Barth (2003) and Pickering and Byrd (2008) examined the phraseological patterns that define particular discourse types in recurrent phrases or lexical bundles.

Moreover, Allan (2017) also compared the use and prevalence of lexical bundles in five English language self-study books and in English as a lingua franca. She created and recommended a thorough list of lexical bundles for self-study books. Lexical bundles have been extensively studied in several fields. Lexical bundles in master's theses, doctorate dissertations, and research articles in business studies, electrical engineering, biology, and applied linguistics were examined by Hyland (2008). He found unique variances and frequencies in these academic fields' favorite lexical bundles. In addition, Cortes (2004) examined "Target Bundles," four-word lexical bundles that appear in biology and history publications. Neely and Cortes (2009) studied academic lecture lexical bundles. Additionally, Byrd and Coxhead (2010) found twenty-one 4-word lexical bundles utilized in science, arts, business, and law, underlining their instructional relevance. Yousaf and Shehzad (2018) examined prefabricated structures (lexical bundles) in Pakistani academic discourse using a corpus. They examined cross-disciplinary trends in Ph.D. dissertations from three disciplines and found that lexical bundles vary greatly in frequency and structure. The studies carried out on corpus have proved the necessity of lexical bundles as significant constructing textual units in academic discourse (Li & Schmitt, 2009; Biber and Conrad, 1999; Cortes,2006; Hyland,2008; Yousaf & Shazad, 2018).

Different studies have verified the pervasive and frequent use of LBs (Biber et al., 2004; Biber & Barbieri, 2007). According to Warren and Erman (2000), lexical bundles make up 52.3% of a write-up. According to some researchers, the extensive practice of LBs in write-ups demonstrates the proficiency of language users, while less or no usage of bundles reveals the authors' lack of writing expertise (Hyland,2008a; Cortes,2004; Haswell,1991; Chen & Baker, 2010). Lexical bundles have been extensively researched in different academic genres and registers. However, in the Pakistani academic context, there is not enough focus on lexical bundles. There is very limited research by some scholars and researchers on the significance of LBs in an academic context. It can improve learners' academic performance, but unfortunately, lexical bundles are not being taught to Pakistani

students, and they're not even part of their study courses. Consequently, due to linguistic variations and difficulty, the text is challenging and ambiguous for the learners.

Similarly, lexical bundles in IELTS self-study textbooks are not explored in Pakistan, and students may have trouble interpreting the text, graphs given in IELTS written test portions, charts, diagrams, and figures in the books. Also, students face difficulties while speaking in the IELTS exam. Therefore, it is necessary to undertake the current study to examine the functional and structural taxonomies of LBs in IELTS self-study books. Therefore, this study aims to investigate the four-word lexical bundles, their functions, and the structures used in IELTS books that are used in Pakistan. In this research study, the methodological framework has been taken from Corpus Linguistics. Corpus linguistic methodological framework is considered one of the most acknowledged methodologies for empirical research studies in linguistics (Sinclair, 2004; Biber et al., 2002). Corpus linguistics as a methodology is simply described as the study of language based on real examples that are taken from real-life language use (McEnery & Wilson, 2001). Furthermore, for this study, a specialized corpus was built consisting of texts from IELTS textbooks. Additionally, this study is a significant contribution to pedagogy. Teachers and teaching practices of IELTS can benefit from the study of clusters of words in academic discourse because it will allow teachers to concentrate on the specific ways of creating meanings rather than relying only on vocabulary and grammar. Moreover, it can help the students build their logical narrative/argument in order to convince the audience at the international and national levels. In sum, if students learn about these lexical bundles and their use, their academic and IELTS exam performance can be significantly improved.

The present study attempted to investigate four-word common LBs used/employed in these IELTS textbooks: *Barron's IELTS Super pack*, *Cambridge IELTS 3*, *Cambridge IELTS 6*, *Cambridge IELTS 7*, *Cambridge 10*, *Cambridge 17*, *IELTS Essentials by RW*, *IELTS Reading Recent Actual Test*, *Master IELTS Writing Band* and *The Complete Solution by ANH TOAN*. Moreover, this study explored the structures as well as functions of the common four-word lexical bundles used in these textbooks. In addition, this study investigated how cohesion and coherence are achieved by employing lexical bundles.

In conclusion, this chapter presents the key concepts in the title of this study. Also, this chapter highlights the importance of English and its role in educational and professional settings for students. This chapter also lists important studies in the field and indicates a research gap at the end. This study also addresses that gap. The following are the problem statement, study objectives, questions, significance of the study, and delimitation of the study.

1.1 Statement of the Problem

IELTS is an international standardized English language proficiency test for non-native English speakers. It is essential for job and study opportunities as well as integration into the new community in English countries. IELTS, particularly in Pakistan, is challenging for students and scholars to achieve the required grades or scores for the best study and job opportunities. As a result, they remain unable to avail themselves of different opportunities. Those students who take IELTS face issues scoring higher because they only focus on grammar and vocabulary rather than lexical bundles, although there is no readymade list of LBs in IELTS books. Lexical bundles are the most common, frequent, and vital unit of academic discourse, and they are also referred to as the fundamental building blocks and significant components of fluent language production in academic discourse (Hyland, 2008). Moreover, LBs help shape or form meanings in a particular context and establish cohesion and coherence in the text. This approach is significant to developing and enhancing IELTS students' writing, reading comprehension, speaking, and listening skills.

A wealth of researchers exists on lexical bundles in spoken and written academic discourse; however, they have not been explored in IELTS books and study guides. In other words, linguistic features such as lexical bundles have not been studied in IELTS books, and it is unknown how far these books rely on lexical bundles. The students of IELTS in Pakistan are neither taught lexical bundles nor LBs are included in their instructional material. To shed light on this issue, Khan, Majoka, and Fazal (2015) stated that Pakistani students face a number of problems in writing for academic purposes. Two major problems that students face are a lack of analytical skills and inadequate command of the English language for academic purposes. Therefore, if Pakistani students are introduced to the

useful list of common LBs and exposed to learning the use of more frequent fixed and common phrases (lexical bundles) of a discipline, this can contribute to their understanding of the discipline as well as improve their academic discourse. Deeper investigations are needed into the books concerning lexical bundles. To fill the gap, drawing on corpus analysis, the current study has employed corpus linguistics as a methodology to examine the structures and functions of 4-word lexical bundles utilized in IELTS books. The findings of the study can significantly help students with their academic and IELTS exam performance. As is to be expected, the utilization of a list of LBs employed in IELTS books explored in this study with structures and functions can be an effective and revolutionary approach to contribute immensely to comprehending or unpacking these books, which can be used to improve students' language performance in IELTS. In this way, students would perform better on the test to get the desired results and avail themselves of the best job and study opportunities in English-speaking countries. In summation, the research findings can be potentially translated into formal IELTS instructional material used for effective pedagogical practices. For instance, lexical bundles employed in IELTS books can be utilized by book writers, curriculum developers, and IELTS material designers to enhance pedagogical practices in the English language and students' performance in the English language.

1.2 Research Objectives

- a. To explore structures of four-word lexical bundles employed in IELTS books
- b. To analyze the discourse function of 4-word LBs employed in IELTS books
- c. To investigate cohesion and coherence with the employment of lexical bundles

1.3 Research Questions

RQ1: What are the structures of 4-word lexical bundles employed in IELTS books?

RQ2: What are the discourse functions of the 4-word lexical bundle employed in IELTS books?

RQ3: How are cohesion and coherence achieved through the employment of lexical bundles?

1.4 Significance of the Study

The research is helpful in multiple ways. It is helpful in identifying lexical bundles that are used in IELTS books, and it has investigated the structures as well as the functions of lexical bundles and provided a list of lexical bundles with structures and functions; this list will be used in ESP for IELTS teaching and learning which is useful to improve students' performance in IELTS. The students should be able to use LBs because the correct use of lexical bundles signifies a language competency level in a specific register (Bamberg, 1983; McCulley, 1985; Cortes, 2004; Biber and Barbieri, 2007). With the help of such bundles, the teachers help the students to develop a discursive style that can improve their ability to communicate fluently, bring cohesion and coherence, and allow them to rationally develop their arguments for the listeners and enable them to read and understand the language in a better way. In addition to this, the study is useful in determining the role of multiple word combinations in reading, speaking, and Constructing written discourse in Isles books. Other than this, the study is an addition to existing research in the area of corpus linguistics and lexical bundles, and it has contributed some new structural and functional categories to Biber et al. (2004). Moreover, the study is useful for book writers, material designers, syllabus designers, and curriculum developers because the research gathered information from authentic books and core resources. This information has provided active help to writers and material designers who want to write a book on IELTS or even on any other grammar book.

After extracting the list of lexical bundles, the researcher explores structural features and discourse functions. In this way, this study has contributed a list of lexical bundles occurring in IELTS books with structures and discourse functions. Besides the exploration of lexical bundles, the study has potentially added more new structures and functions to the theoretical framework. The analysis has explored how significant the role lexical bundle can play in establishing cohesion and coherence in IELTS textbooks. The researcher highlighted the role of multi-word units in establishing cohesion and coherence. Finally, the specialized corpus constructed for this study can be significantly used by future researchers to study other linguistic features employed in such books. The overall methodology, ranging from compiling a specialized corpus to exploring lexical bundles,

can be adopted by future researchers for the study of lexical bundles in any genre, such as books, research, articles, or essays. This study offers a unique way to compile a specialized corpus from textbooks, clean the corpus, annotate it, and use it in the software to explore lexical bundles. This study has offered corpus-informed teaching materials (a list of lexical bundles with structures and discourse functions). ELT book writers and material developers can also benefit from this study to write books and design materials. Finally, the study will have recommendations for IELTS pedagogical practices.

1.5 Delimitation of Study

The study has been delimited to IELTS books that are being used in well-reported institutions of Pakistan; there are 10 books: *Barron's IELTS Super pack*, *Cambridge IELTS 3*, *Cambridge IELTS 6*, *Cambridge IELTS 7*, *Cambridge 10*, *Cambridge 17*, *IELTS Essentials by RW*, *IELTS Reading Recent Actual Test*, *Master IELTS Writing Band* and *The Complete Solution by ANH TOAN*. All the books were available in digitized form. Lexical bundles are analyzed structurally and functionally. Moreover, the researcher has explored how cohesion and coherence are achieved by employing lexical bundles.

1.6 Limitations of Study

There are some limitations: the study only looked into lexical bundles and written discourse, such as textbooks of IELTS, and spoken discourse, such as audio lectures at academic institutions, were not taken into account. Since the goal of this study was to examine four-word LBs, the limitation of the research is the length of bundles; only four-word common lexical bundles have been examined. The research did not address LBs with three-, five-, or six-word lexical bundles. Thus, the analysis of four-word lexical bundles has been conducted. Moreover, only 10 IELTS textbooks were taken into account, so the findings cannot be generalized to other textbooks.

1.7 Organization of Study

This study consists of 5 chapters: the first chapter is based on the background of the study, statement of the problem, significance, research objectives, research questions, delimitation, and limitations. The second chapter of the thesis deals with a literature review, and gaps are emphasized in this particular chapter. The third chapter discusses in detail the

research methodology, which includes a theoretical framework, the procedure of data collection, and the corpus compilation process. The next chapter is based on the data presentations and analysis. The data has been presented in the form of tables and figures. The fifth chapter is based on the final section and contains a summary of findings, implications, and recommendations for future researchers.

CHAPTER 2

LITERATURE REVIEW

This chapter presents the existing literature related to the current study. First of all, there is an introduction to corpus linguistics. Secondly, an overview of formulaic language is provided. Then, there is a short discussion on IELTS and previous studies of LBs in academic discourse, followed by LBs variations across disciplines and a thorough review of corpus-based studies on lexical bundles that are associated with the current research. This chapter also extensively reviews relevant existing studies with reference to lexical bundles to find a gap for this study. In short, the chapter explores previous research or literature to emphasize key ideas, identify previous studies, and offer theoretical support for the ongoing investigation.

2.1 Corpus Linguistics

Corpus, a word in Latin, means “body” and it refers to a “body of texts” in the discipline of linguistics. Nowadays, a big collection of text that can be read by machines is referred to as a corpus. In short, corpus-based studies refer to studies where texts are read by machines and software are used to evaluate the text. As per Conrad and Biber (2005), a few crucial aspects of corpus-based research are:

- a) Systematic collections of texts.
- b) Use computers for automatic analysis.
- c) Such studies incorporate both quantitative analysis and functional interpretations.

Sinclair, the pioneer of CL, defines it as “a collection of pieces of language text in electronic form, selected according to external criteria to represent, as far as possible, a language or language variety as a source of data for linguistic research” (Sinclair; 2005, p.16). In simple words, corpus linguistics is a large collection of texts that can be electronically accessed and used to study language.

Language teaching has often used corpus analysis. It aids in offering more insights and understanding. According to McEnery et al. (2006), there are four characteristics of corpora:

- a) Machine-readable texts
- b) Authentic texts
- c) Sample of language
- d) A representative of a particular language

In the past two decades, corpus linguistics has achieved significance as a method for studying language. (Rundell, 2007) By using a corpus for language study, a huge text can be examined quickly, something that could not have been done with a manual examination in the 1950s and earlier. In addition to this, corpus linguistics is utilized to explore the individual word-to-word patterns and from semantics to discourse analysis. The usage of corpora in computer-assisted language learning can be considerably increased with the help of corpus tools, and with the help of corpus linguistics, learners can be introduced to very useful teaching materials that can be used to practice and learn a language. The resource material (text) in books isn't very helpful for the students. Mostly, it is based on the authors' intuitions, and language is not contextualized. When a language is taught in its actual context, learners learn it more successfully. Corpora provides understandable examples of how language is used in the actual world (O'Keelfe et al., 2007).

Furthermore, useful teaching resources for instructions can be produced, such as course books, a glossary of common terms, grammar books, etc. For learning a specific language, students can obtain corpus-based materials like handouts with various assignments and activities (John, 1994); such things are referred to as data-driven learning (DDL). Similarly, corpus analysis has been the subject of numerous linguistic types of research because it can present the genuine usage of a target language. For example, the connection between lexis and grammar has been established with the help of corpus. The development of corpus linguistics allows researchers to examine a huge amount of data

containing millions of words. Such studies moved the focus of researchers beyond the word level, and they started to talk about phraseology.

There are two major research approaches in corpus linguistics:

- 1) Corpus-based studies
- 2) Corpus driven studies

Both approaches are different in terms of their goals. For example, the corpus-based method supports an existing study, theory, or hypothesis. However, the corpus-driven method aims to make a discovery that might lead to a new theory (Biber, 2009; Bonelli, 2010).

Bonelli introduced the difference between these two approaches (2010). Typically, corpus-based studies employ corpus data to investigate a theory/hypothesis with the intent of validating, disputing, or improving it. The corpus-driven method, on the other hand, rejects the idea and maintains that the corpus should be the exclusive source of the hypothesis. In simple words, the corpus-based study considers the linguistic forms obtained from linguistic theory.

2.2 Formulaic Language

A number of studies have recently analyzed formulaic terms which are used in various registers. Word clusters that commonly occur together in a language have been examined and reported in the literature under a variety of titles; different titles given by researchers are as under:

Lexical Phrases (Nattinger & Decarrico, 1992), Formulaic Sequences (Schmitt & Carter, 2004; Wray, 2002), N-grams (Stubbs and Barth, 2003), Formulaic sequences (Schmitt & Carter, 2004), Lexical Chunks (O’Keeffe et al. 2007), Multi-word expressions (Nattinger and Decarrico, 1992), Multi-word expressions (Siyanova-Chanturia and Martinez, 2015), Lexical Bundles (Biber & Conrad, 1999; Biber, 2006), Prefabricated Structures (Yousaf & Shehzad, 2018)

The above-mentioned researchers employed different methodologies and analyzed different types of word combinations. The present study focuses on word combinations in IELTS books.

2.3 International English Language Testing System

As the researcher discussed earlier, IELTS is the main English proficiency test. Learners opt for education as well as for the migration process. There are some other tests, such as GRE, TOEFL, and CAE; however, IELTS is considered the most reliable criterion. The test consists of four skills: speaking, reading, writing, and listening. Aspirants are given an overall score based on their performance in four skills, a score of 1 denoting a 'non-user', and a score of 9 is awarded to an expert user' (IELTS, 2019a).

Non-native English speakers may need to take IELTS to continue their studies at English-medium universities. There are four marking factors to evaluate students' writings: lexical resources, task achievement, coherence and cohesion, and grammatical accuracy. Similarly, the score for speaking performance is determined by using four equally weighted criteria. The four standards are pronunciation, lexical resource, grammatical correctness, and fluency & coherence. Similarly, reading and listening sections are marked according to lexical resources, grammatical range, coherence, and cohesion.

There is very little research on the study books published for IELTS. As far as lexical bundles are concerned, one research article was published by Iranian scholar Mansoor Ganji. Multi-word units from IELTS speaking preparation books written by Iranian writers served as the foundation for the study. This study compares two English learning textbooks (used to prepare for IELTS) with authentic spoken language data to see how lexical bundles are used. The aim was to see whether the language presented in the books was representative of the real-life language or not. In discussing, a list of lexical bundles was created using BASE and MICASE. After that, the list was used as a reference text to look at the language data of two commonly used books in Iran. The findings reveal the significant difference between MICASE and BASE concerning the frequency, structures, and functions of LBs. It was also discovered that both the corpora, as a whole, shared a few related lexical bundles with the books under consideration. Several helpful recommendations are offered to increase teachers' and curriculum designers' awareness of

the significance of related corpus linguistic studies. The current study is different from this research in many ways. For instance, the researcher has compared two corpora with authentic spoken language data. Thus, it is a comparative study. Other than this, this study is based on spoken data only; on the other hand, in this research, the researcher has explored the structures and functions of LBs and how the overall performance of the students of IELTS can be improved by using the list of lexical bundles. For this research, there are writing and reading passages.

Another study was conducted by Miller (2015) at Nation Research University Higher School of Economics, Russia. The intended students were all Russian speakers, and they were all native speakers. About two-thirds of the students were female, and one-third were male. Their level of English fluency was around B1. According to the Common European Framework of References for Languages (CEFR), the course was based on six months, and the goal was to get students ready for the IELTS exam. The two areas were selected for this matter: vocabulary and writing. The first-year students' restricted vocabulary is one of the major linguistics issues. Consequently, they struggled with the IELTS exam. The researcher offered a few corpus-based exercises that were used in writing skills to a group. The activity showed encouraging effects of corpus teaching, such as improvements in learners' understanding of arrangements, a low percentage of frequency of collocation mistakes, and an improvement in students' autonomy and self-correction abilities.

In addition to this, the research shows the negative effects that can occur when test preparation courses just focus on the exam format and ignore the values of language skills. It is a well-known fact that some test preparation programs, including IELTS, often just focus on 'practicing and mastering item types for the test and thus neglect the students' actual language development ability to use the target language and improvement of their proficiency of the language" (Zhengdong, 2009). So, the corpus-based approach was chosen by the researcher because it allowed the researcher to handle language issues of students more appropriately and also encouraged independence and critical thinking. Secondly, it is extremely beneficial for writing as the students no longer depend on their judgments of grammatical corrections. In other words, it is corpus-attested and can be used in the same way.

To sum up, the study discussed above talks about the pedagogical significance of LBs. However, the present study aims to analyze lexical bundles in IELTS books in order to know the discourse functions and structures of LBs and to investigate cohesion and coherence with the employment of lexical bundles.

2.4 Lexical Bundles in Academics Texts\Discourses

Lexical bundles are “the most frequently recurring sequence of words” (Biber and Barbieri, 2007, p.264). They are recurring word sequences that a computer program extracts from a given corpus (Salazar, 2014) as chunks and clusters (Hyland, 2008). Later on, Cortes (2004) explained lexical bundles as extended collocations. Academic discourse has been the subject of several studies. In research, the use of the language of native or non-native people and the lexical choices of expert authors and learners have been investigated. In addition to this, some people have explored the use of corpus linguistics in language classrooms, and some of them have concentrated on the difficulties encountered by non-native learners. The researchers highlighted the importance of lexical bundles in an academic context and concentrated on how these bundles can be taught to students.

In order to help pupils comprehend the practice of lexical bundles in their writings, Hyland (2008 a) and Cortes (2004) favor productive exercises. Cortes taught lexical bundles to university students and suggested that the students should be exposed to the corpus of such bundles for their better understanding. Similarly, the research of lexical bundles by Biber et al. (1999) reveals the prevalence of LBs across genres that include generic elements. In other words, these bundles provide generic features to a genre. For example, Biber highlighted that LB is used less in conversations and textbooks than in classroom interactions.

According to Hyland, lexical bundles are crucial for language acquisition and production, as they “help to shape meanings in specific contexts and contribute to our sense of coherence in a text.” Additionally, he discovered differences in frequency across the disciplines. This research, along with similar ones, brought attention to the idea of teaching discipline-specific language with the help of LBs. Another well-known scholar, Salazar (2010), scrutinized the usage of LBs in texts from the *British Medical Journal* and a Philippine English language publication; these are two distinct varieties of English. The

research findings reveal a significant frequency of verbal lexical bundles in the British Medical Journal compared to Philippine English language publications. Other than this, the study also reveals some functional and structural differences between the two corpora. Similarly, Beng and Keong (2014) studied the structural types of LBs in reading passages of the Malaysian University English Test, and they suggested that instructors should incorporate corpora-based materials like LBs in learning tasks and activities. Further, Cortes (2006), after conducting experimental research on LBs, suggested that there is a need to include better and longer exposure to LBs in disciplinary writing courses. In addition, Neely and Cortes (2009) focused on the utilization of a set of LBs in academic lectures. Moreover, Byrd and Coxhead (2010) established the list of twenty-one 4-word LBs utilized in science, arts, commerce, and law for pedagogical implications.

2.5 Lexical Bundles Variations Across Disciplines

Research has been conducted by Jalali (2013). He compared master's and PhD theses of applied linguistics as postgraduate genres of linguistics. The study demonstrated that there were many structural and frequency differences between LBs identified in two different genres of the same field. However, the use of noun and preposition phrase fragments was prevalent in both genres. There is a higher use of phrasal bundles in PhD dissertations, especially the use of prepositional phrases, which may be related to the requirement of gradually developing arguments. On the other hand, noun phrases and prepositional phrases were employed more frequently in the masters' theses. However, copula be + adjectival/noun fragments or passive+ prepositional fragments were not observed differently. There is only a little higher use of the diversity of clausal fragments. The research made recommendations such as enhanced pedagogical attention on various lexical bundles. The result may also emphasize the need for EAP (English for Academic purposes), particularly in writing courses/programs where learners are assisted in writing research articles. (Byrd & Coxhead, 2010)

Another study was conducted by Johnston (2017) at Portland State University. The researcher investigated LBs in Literature and Applied Linguistics of professionals and intermediate learners. The study found that professionals use LBs with different frequencies and different structures in linguistics and literature because they have different

rhetorical requirements. Students of both areas relied more on lexical bundle repetition. LBs were employed more frequently by linguistic experts and students than by literary professionals and students. This could be a result of the formulaic nature of linguistics, as bundles are employed for certain rhetorical moves in linguistics. Additionally, when compared to professionals' writing, the learners showed a difference: the students of linguistics used more types and tokens, while the students of literature used fewer lexical bundles. Moreover, the learners, as well as professionals from linguistics, used a higher frequency of LBs than literature students/professionals. Similarly, the variety of nouns used by professionals was higher than that of learners in both fields. This is similar to the findings of Chen & Bakers (2010); according to them, L1 authors had a limited range of nouns, while L1 student writers of English employed a greater range of nouns.

Other than this, in Pakistan, Yousaf & Shehzad (2018) conducted research on structures of lexical bundles in dissertations written by Pakistani scholars. The study was based on the investigation of LBs in PhD thesis in Pakistan. The researcher explored 4-7 word bundles in a corpus of 4.6 million words. The dissertations were taken from 3 different types of disciplines, for instance, Bio-sciences, English studies, and Social Sciences, in order to see the variation, use, and structures of LBs across different disciplines. The findings of the research reveal that all three disciplines substantially rely on prefabricated words. The disciplines have different dominant structures. For example, a high percentage of prepositional phrase fragments are found in English studies. Similarly, social sciences have more noun phrase fragments, and bio-sciences have more fragments of verb phrases. It was found that LBs vary from discipline to discipline in terms of frequencies and structures. The study was useful for determining how the lexical bundles are used in different disciplines and how the bundles are different or similar in terms of their structure. Moreover, educationists can take help from the findings to develop a discourse style across the disciplines, which can improve learners' fluency in their expression, enhance coherence and cohesion, and allow them to develop their arguments to convince the reader rationally. However, no research study addressed LBs occurring in Pakistani IELTS textbooks.

Similarly, Cortes (2004) looked at four-word lexical bundles in History and Biology articles and contrasted the results with the writings of students of similar

disciplines. The results indicate that the students made improper use of bundles. The way they used bundles was different from the expert writers. The results showed that even though students may have regularly read the texts containing these expressions, only a simple exposure to lexical bundles does not help them learn these expressions.

2.6 Function of Lexical bundles

They fall into three main groups based on their functionality: referential expressions, discourse organizer and stance markers. Some of the stance markers or stance bundles are, *it can be used to*, *I think it was*, *I do not think so*, *the fact that it is possible to*, *I think it was*, *you know what I mean*, etc. The writers use such stance markers to convey their viewpoints, justifications, and attitudes towards the proposition (Biber et al., 2002; Navratilova, 2012). These lexical bundles, according to Biber et al. (2004), are utilized to convey writers' convictions or doubts.

Similarly, discourse organizers are used to connect concepts that have already been mentioned with the current notion. Discourse organizers can be used to elaborate on topics (Biber et al., 2004). For example, *on the other hand*, *in the present study*, *in addition to this*, *as shown in figure* etc. Other than this, some bundles are used to elaborate some ideas in writing, for instance, *if you look at*, *what you think*, *such as in this chapter*, etc.

Similarly, the bundles of referential expressions are being used to create references to abstract intangible or concrete\physical entities (Biber, et al., 2004). Such lexical bundles include identification, for example, *this is one of the*, *the most*, *the least* etc. Moreover, some imprecision indicators are also there such as *things like that*, *something like that* etc. In addition to this, some specification attributes in which there are time/place/text references are included such as, *there is a lot of*, *percent of the*, *the rest of the*, *at the same time*, *at the end of*, *at the bottom of*, *in the united states*, *on the surface of* and *shown in the figure* etc.

2.7 Structure of Lexical bundles

Lexical bundles can be examined structurally. Biber et al. (1999) and Hyland (2008) divided lexical bundles into grammatical groups based on structural similarities. Be+ N/Adj. phrase, passive+ preposition, prepositional phrase+ of, Nps, PPs, Noun

phrase+ of etc. The writers use NP-based bundles in their writings, such as *one of the, a wide range of*. Similarly, PP-based bundles e.g., *with the development of, despite the fact that*. VP-based bundles such as, *do not have the, are related to the*. In addition to this, noun phrases with the phrase fragment, for example, *the beginning of the, the end of the, the base of the*. Moreover, Passive verb+ prepositional/adjective phrase, for instance, *be taken into account, are shown in the table, is based on the*.

Some researchers investigate the effects of how it can be helpful for students in language learning. Crossley and Salsbury (2011) examined the impact of LBs on English L2 speakers and found that LBs improve learners' precision in speaking. Similarly, to increase proficiency in language acquisition, Petrovska (2012) proposed that tourist students need to know LBs as it is significant to improve their ability of language learning.

Thus, teaching LBs is considered to be an essential linguistic component of teaching languages. Previous studies on LBs largely concur with the pedagogical value of LBs. Many studies offer specific recommendations for pedagogical implications and focus on the theoretical status of lexical bundles. It is undeniable that LBs are important, especially in academic discourse.

Danica Joy Lorenzo Salaza has conducted research at a public university in Barcelona, Spain. The study was based on the corpus investigation of functions, structures, and frequency of lexical bundles in published scientific writing. The objective of the study was to obtain a list of the frequent and educationally helpful bundles in scientific prose. The researcher extracted 3-6 words lexical bundles from 1.3 million words from published articles in biochemistry and biology. The functional and structural features were inspected through a concordance. The findings demonstrate how native authors employ word strings to create coherent and convincing text. The researcher compared the result of data attained from the corpus of scientific articles with the bundles of biomedical articles by native-speaker scientists who are non-native speakers. The comparison exposed the overuse of some bundles by non-native writers. Other than this, there is a lack of variation and unnecessary repetition, which show their limited awareness of usage. Furthermore, a practical list of LBs was generated for teaching applications, and the researcher discussed how they can be used to address the major challenges in EAP classrooms.

Another research has been conducted by Hussain, Zahra, and Abbas (2021) on lexical bundles. The research is based on the discourse functions of LBs in Chemistry and Physics textbooks. The study aimed to investigate 4-word bundles and their functional taxonomies. The study discovers 102 LBs in the textbooks under functional categories. The findings of the research have substantial educational implications for instructors and curriculum designers.

2.8 Lexical Bundles as Cohesive Devices

In any piece of writing, cohesion, and coherence are crucial elements that ensure that the text is logical and clear. Lexical bundles should receive extra attention from teachers and practitioners to help students produce coherent and fluent discourse (Nattinger and De Carrico, 1992; Lewis and Conzett 2000; Hyland, 2008).

Cohesion refers to the lexical and grammatical relationship within a piece of writing that helps to connect the ideas at the surface level/micro level. Cohesive devices (conjunctions, pronouns, transitional words) are used to create a flow of information. Such devices play a vital role in establishing relationships among sentences and paragraphs of a text by ensuring that there is logical connectivity in the text. In the same way, LBs, also known as building blocks of discourse, function as cohesive devices. A good command of lexical bundles indicates a pivotal skill in writing. The findings of researchers on lexical bundles reveal that the language is not only a collection of vocabulary or grammar; rather, the native speaker relies on lexical bundles and a stock of pre-fabricated chunks (Sinclair, 1991). Consequently, such collocations contribute to enhancing the sense of cohesion and coherence in the text.

Coherence, on the other side, is a more general idea as it works on a macro level. It is about how well the ideas are organized and presented to make the text easily understandable. Moreover, it helps to have flow in writing; lexical bundles contribute to the coherence of a text, create a realistic academic voice, and attain naturalness in writing (Chan-Chia & Hsieh, 2018). Likewise, lexical bundles are useful for speaking skills as well; the use of LBs would not only enhance learners' reading and writing but also their speaking by establishing coherence in what they say and listening abilities (Hussain, Zahra & Abbas, 2021). Lexical bundles also provide links between parts of the text. At this level,

the lexical bundles help to ensure that ideas are connected to create a clear “whole” and present two diverse ideas. Without LBs, it is hard to figure out how the ideas go together in the same speech. The formulaic sequences provide text coherence, make it interactive, contextualize the content, and establish rapport (Siyanova, Chanturia & Martinez, 2015). They play an important role in understanding the meaning of a specific context and contribute significantly to the coherence of the text (Hyland, 2008).

Lexical bundles have been studied extensively around the world; however, little research has been conducted in Pakistani academic settings. There are few kinds of research on spoken and written academic discourse; however, they have not been explored in IELTS books and study guides. The learners are not that capable of dealing with these books for preparation. Therefore, the current study has used corpus methodology to discover the structures and functions of 4-word lexical bundles in IELTS books. Moreover, the researcher has explored how cohesion and coherence are achieved through the employment of lexical bundles. The following sections extensively review some relevant studies in the existing literature to indicate the gap for the present study and to state the importance of the implementation for the present study.

2.9 Previous Research Studies on Lexical Bundles

In recent decades, many studies have examined academic discourse's lexical bundles in written and spoken language across genres and registers. This research covers research articles, textbooks, self-study materials, ESP/EAP, and classroom training. Each study has its own goals and research topics, focused on unique elements of lexical bundle utilization. Some lexical bundle investigations are summarized here.

Lexical bundles are present in academic prose and conversation, according to Biber et al. (1999), who found that academic texts have unique properties. In addition, Biber et al. (2004) compared lexical bundles in textbooks and classroom teaching to their findings in conversation and academic prose. This latter study found that classroom teaching uses more lexical bundles than academic writing, conversations, or textbooks. Classrooms often use attitude bundles like face-to-face encounters and academic writing reference bundles. Classroom teaching had more referential and attitude bundles than academic writing and discourse.

In a similar vein, Biber (2006) examined academic lexical bundles by discipline, genre, and register. He found more lexical bundles in classroom teaching than in texts or conversation. Stubbs and Barth (2003) and Pickering and Byrd (2008) examined lexical bundles and recurrent phrases to determine particular discourse characteristics.

Hyland (2008) also examined lexical bundles in master's theses, doctorate dissertations, and research articles in business studies, electrical engineering, biology, and applied linguistics. His research revealed the preferences and frequencies of lexical bundles across different disciplines. Simpson-Vlach & Ellis (2010) developed the 'Academic Formulas List' (AFL) using an "innovative combination of quantitative and qualitative criteria, corpus statistics and linguistic analyses, psycholinguistic processing metrics, and instructor insights" (p. 4). Hyland's findings differ. Simpson-Vlach & Ellis found common word combinations across many academic fields in this list.

Several studies have compared academic discourse using lexical bundles by writers with various first languages. Cortes (2004) investigated commonly occurring four-word "Target Bundles" in biology and history publications. Her research examined how students at three academic levels in the same fields used these bundles. Students used target bundles, while experienced writers used them differently. Similarly, Chen and Baker (2010) also examined how non-native language status affects lexical bundle utilization in academic texts and L1 and L2 student writings. They found that L2 student texts had fewer lexical bundles than academic literature. L1 and L2 students' compositions also demonstrated expressive overuse and underuse.

Salazar (2010) examined lexical bundles with verbs in Philippine and British English using two corpora of medical research papers. The results showed that Philippine English has fewer lexical bundles than British English. The study examined the structural and functional variations in the two corpora's lexical bundles qualitatively.

Allan (2017) also compared the value and frequency of lexical bundles in five English language self-study books and in English-speaking environments. She created and suggested lexical bundles for self-study tools. Also, Allan (2016) examined lexical bundles in ELF business talks. She recommended lexical bundles for teaching spoken English for business in an ELF context based on her findings. In addition, Durrant (2017) examined

lexical bundles and disciplinary differences in university student writing. He collected data from science/technology, humanities/social sciences, biological sciences, and commerce and found significant differences. Additionally, while writers within the same subjects differed, the disciplines themselves were generally similar. Yousaf and Shehzad (2018) examined cross-disciplinary variances in academic word bundles in Pakistan using Ph.D. dissertations from three fields. They found that the frequency and structure of lexical bundles varied among fields. Similarly, Hussain, Zahra, and Abbas (2021) explored lexical bundles with their discourse functions employed in chemistry and physics textbooks used in KP, Pakistan. They found 102 lexical bundles with different discourse functions. Frequent functions were referential and discourse organizers. They highlight the significant role of lexical bundles.

As can be seen above, there is extensive research on lexical bundles in various genres and registers. However, lexical bundles employed in IELTS books are unexplored and worthy of research attention. Therefore, this study aims to explore four-word lexical bundles employed in IELTS books with their structures and discourse functions. The findings of this study can help students to perform better in the IELTS exam. Also, the findings can have significant pedagogical implications. The studies examined above emphasize the important function of lexical bundles in academic discourse and their educational importance. This research emphasizes the need to study lexical bundles to create a list that can influence EAP and ESAP instruction, especially in preparing for the IELTS exam. The current study examines lexical bundles in IELTS books, focusing on their structural and functional taxonomies in teaching. The following chapter discusses the detailed methodology employed in this research thesis.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Design

In this study, corpus linguistics has been used as a methodological framework. It encapsulates both quantitative and qualitative analysis of the data. This research has employed both qualitative and quantitative approaches. Corpus linguistics analyses actual language usage using qualitative and quantitative methods (Perez-Paredes, 2020). Qualitative methods examine concordance lines with reference to context or co-text, while quantitative methods analyze collocations or frequencies of keywords or phrases (Perez-Paredes, 2020). Similarly, in this study, the qualitative part examined the concordance lines of lexical bundles to determine their meanings or their discourse functions in contexts. On the other hand, this study quantitatively calculated the frequencies of lexical bundles. In this study, corpus methodology is used to explore lexical bundles employed in IELTS books. Quantitative analysis was used to investigate the frequencies and number of LBs, ranges, types, and tokens. In summation, quantitative data was the orientation of forms or structure counts. On the other hand, qualitative analysis was used to investigate the functions of lexical bundles by considering co-text (context). The rationale behind using the corpus method is that it is not possible to manually identify lexical bundles in IELTS books. Therefore, the researcher opted to use the corpus methodology.

The corpus method was used as a methodological framework to explore and identify lexical bundles employed in IELTS textbooks. This frame is one of the most widely used approaches for empirical research in linguistics (Sinclair, 2004; Biber et al., 2002). The word corpus is defined by Bowker and Pearson (2002) as “a large collection of authentic texts that have been gathered in electronic form according to a specific set of criteria”. In addition, the main notion in the corpus study is authenticity.

The bundles were explored using AntConc software version 3.5.9 (Windows) 2020. The data of the research was from the textbooks of IELTS, which are widely acclaimed institutions most commonly used in Pakistan. A specialized corpus was constructed

because it allowed the researcher to see a particular type of discourse or language features (lexical bundles with structures and functions) and help to achieve specific research objectives.

3.2 Data

For this research, the data was the texts of IELTS books which are most commonly used by institutions. The selected books were *Barron's IELTS Super pack*, *Cambridge IELTS 3*, *Cambridge IELTS 6*, *Cambridge IELTS 7*, *Cambridge 10*, *Cambridge 17*, *IELTS Essentials by RW*, *IELTS Reading Recent Actual Test*, *Master IELTS Writing Band* and *The Complete Solution by ANH TOAN*. All the books were available in digitized form. The texts of these books were added to the specialized corpus for the extraction of lexical bundles. The overall size of the corpus was 390548 words.

3.3 Corpus Cleaning Criteria

The information that was unnecessary, such as page numbers, figures, digits, tables, numerical data, diagrams, and lines, was manually removed from the corpus of textbooks. When all the required data was collected through this process, the ten MS Word files were uploaded and processed in the software called text-fixer to remove unnecessary line/paragraph spaces. The software is available online (<https://www.textfixer.com>).

3.4 Conversion of Word Files into Text files

Once the data was compiled and cleaned after the above-mentioned process, word files were converted into text files. After converting the Ms Word files into text files, all the text files were uploaded to AntConc software, and the researcher extracted 4-word lexical bundles for analysis.

3.5 Rationale for Data

As this study explored and analyzed lexical bundles occurring in IELTS textbooks, the minimum criterion for a lexical bundle is to have at least an occurrence in five different text files. So, the minimum requirement is 5; for more comprehensive, reliable, and generalizable results, the researcher selected 10 different IELTS textbooks. The rationale for selecting these more books (10 books) was that a large number of text files provide

more reliable and generalizable results. Moreover, dispersion (appearing in different text files from the same register and genre) is an essential element; according to the definitions given by scholars, a lexical bundle should appear from 5 to 10 text files of a register of a particular genre, depending on the size of lexical bundles. In other words, each lexical bundle occurs in at least five text files out of 10 text files, but it is important to say here that dispersion may vary from study to study, the researcher has selected 10 IELTS' textbooks.

3.6 Tool

The data was analyzed using AntConc 3.5.9, the software developed by Lawrence Anthony in 2007. It is free software; by using this, lexical bundles and their frequencies have been identified. In order to find out lexical bundles, the researcher has provided:

1. The number of text files
2. Length of lexical bundles
3. The minimum frequency

So, with the help of this tool/software, the researcher has extracted and analyzed 4-word lexical bundles.

3.7 Analysis Mode/Process

These sequential steps were followed for the exploration and analysis of the data. First of all, a specialized corpus was constructed, with 10 text files of 10 IELTS textbooks. This designed corpus was uploaded to AntConc software, and measures were set on like n-gram minimum and maximum size 4, range 5, and frequency 10 at least. A list of lexical bundles has been generated. Then, all the bundles were classified structurally according to the selected theoretical framework. The study has found some new structures, and they have been added to the theoretical framework for revision. Similarly, the concordances of each lexical bundle have been studied to explore their discourse functions with the help of linguistic context or co-text (text around the lexical bundle). Discourse functions were analyzed according to the theoretical framework. The study has found some new functions of lexical bundles, which have been added to the theoretical framework. Also, while exploring the functions of lexical bundles, their role in establishing coherence and cohesion

was examined. In this way, all the data (lexical bundle with structures and functions) is analyzed.

3.8 Extraction Criteria of Lexical Bundles

The corpus of this study consisted of 10 text files. These text files have been uploaded to AntConc version 3.5.9 Windows 2020. Moreover, the cluster/N gram option was used to get the list. As the researcher wanted to extract four-word lexical bundles, the minimum and maximum size of the cluster was 4. Moreover, the minimum frequency was 10, and the minimum range was set to 5 as the frequency should not be less than range but rather equal or more. By applying the above-mentioned criteria, the list of lexical bundles was considered for analysis.

Figure 1

Screenshot of extraction criteria of LBs using AntConc 3.5.9 (window) 2020

| Rank | Total No. of N-Gram Types | Rank | Range | N-gram |
|------|---------------------------|------|-------|---------------------------------|
| 1 | 1075 | 7 | | x x x x |
| 2 | 321 | 7 | | on your answer sheet |
| 3 | 182 | 5 | | boxes on your answer |
| 4 | 182 | 5 | | in boxes on your |
| 5 | 147 | 7 | | the correct letter a |
| 6 | 141 | 8 | | spend about minutes on |
| 7 | 135 | 8 | | you should spend about |
| 8 | 134 | 8 | | should spend about minutes |
| 9 | 101 | 6 | | write the correct letter |
| 10 | 83 | 7 | | your answer sheet write |
| 11 | 80 | 7 | | which are based on |
| 12 | 77 | 7 | | do the following statements |
| 13 | 75 | 8 | | write at least words |
| 14 | 72 | 7 | | about minutes on questions |
| 15 | 71 | 7 | | are based on reading |
| 16 | 71 | 7 | | based on reading passage |
| 17 | 71 | 6 | | correct letter a b |
| 18 | 70 | 7 | | following statements agree with |

3.9 Approach for Corpus Analysis

The research is a corpus-based study. In contrast to a corpus-driven study, the corpus-based approach is specific to a theory, question, or hypothesis, and the researcher's focus is to uncover targeted evidence that is a response to pre-existing facts or assumptions.

Thus, the current study has used the corpus to investigate lexical bundles in IELTS books from different dimensions.

Moreover, there were three parts to the study analysis. The first part was based on structural analysis, the second part focused on functional analysis, and in the third part, the researcher explored the cohesion and coherence achieved by the employment of lexical bundles.

3.10 Selection of Lexical Bundles

In many research studies, the bundles were selected through the process of cut-off frequency according to the data. Biber and Barbieri (2007) stated that lexical bundles must appear in three to five texts, contrary to Biber et al. (2004), who stipulate that LBs must appear in five distinct texts. This is a crucial need to prevent the idiosyncrasy of the particular writer. In this research, the textbooks used to create the corpus were written by several different authors. The research followed the same approach as Biber et al. (2004); all the extracted bundles appeared in five or more than five text files out of ten.

The researcher additionally utilized the exclusion criteria for removing LBs from the achieved list in order to find the remarkable lexical bundles in the corpus. The exclusion criterion, sometimes referred to as manual filtration, was implemented manually. Many researchers have used manual filtration to get the lists of bundles that were more creditable. In order to obtain LBs that are pedagogically meaningful, LBs must be manually filtered. Ellis and Simpson (2010) stated certain bundles can be useless, such as those with no clear or distinct meanings or incomplete bundles that make no sense. In this research, such bundles were manually filtered out. For example, *a b c or, and on your answer, and or a number, g in boxes on, experience write at least, etc.*

Moreover, in this study, 4-words LBs were analyzed structurally and functionally. Two-word LBs were not taken into consideration because the word does not have a clear discourse level function (Conrad & Biber, 2004, p.58). Similarly, three-word LBs are very prevalent (Hyland, 2008). Furthermore, such LBs are incorporated into four-word LBs such as *'take a look'* in *'take a look at'*. The researcher did not look at 5 and 6-word bundles since the longer the bundle, the lower the frequencies will be (Simpson Valach and Ellis,

2010; Hyland, 2008a). Thus, the four-word LBs appeared to be the most appropriate for the analysis.

3.11 Theoretical Framework

For this study, the structural and functional taxonomies of lexical bundles constructed by Biber et al. (2004) have been used as a theoretical framework. Biber et al. explored LBs in textbooks and university lectures.

3.11.1 Structural Types of Lexical Bundles in Biber et al. (2004, p.381)

The structural taxonomy presented by Biber et al. (2004) was considered for the structural analysis of lexical bundles. 17 structures of lexical bundles have been devised, and they are given in the following tables.

Table 1

Lexical bundles that incorporate verb fragments

| Structures | Examples |
|---|--|
| (connector +) 1st/Second person pronoun + VP fragment | I am going to, you don't have to |
| (connector +) 3rd person pronoun + VP fragment | That's is one of the, it's going to be |
| Discourse marker + VP fragment | I mean you know, you know it was |
| Verb phrase (with a non-passive verb) | Is going to be, take a look at |
| Verb phrase with a passive verb | Is based on the, can be used to |
| Yes-no question fragments | Does that make sense, do you want to |
| Wh-question fragments | How many of you, what do you think |

Table 2

Lexical bundles that incorporate dependent clause fragments

| Structures | Examples |
|--|--|
| 1st/2nd person pronoun + dependent clause fragment | you might want to, I don't know if |
| Wh-clause fragments | what I want to, what's going to happen |
| If-clause fragments | if we look at, if you have a |
| (verb/adjective +) to-clause fragment | to be able to, to come up with |
| That-clause fragments | that this is a, that I want to |

Table 3

Lexical bundles that incorporate noun phrase and prepositional phrase fragments

| Structures | Examples |
|---|--------------------------------------|
| connector +) A noun phrase with an <i>of</i> -phrase fragment | One of the things, the end of the |
| A noun phrase with other post-modifier fragment | The way in which, a little bit about |
| Other noun phrase expression | A little bit more |
| Prepositional phrase expression | At the end of, at the same time |
| Comparative expression | As for as the, greater than or equal |

3.11.2 Functional Types of Lexical Bundles in Biber et al. (2004, p.381)

Three main functional categories of lexical bundles have been discovered by Biber et al. (2004): stance expressions, discourse organizers, and referential expressions. Referential bundles “make direct reference to physical or abstract entities or to the textual context itself” (Biber et al. 2004). Moreover, stance bundles express attitudes or assessments (Biber et al., 2004, p.384). Last but not least, discourse bundles, in the opinion

of Biber et al. (2004), organize the flow of discourse by relating previous and following portions. The following table presents the functional taxonomies of LBs used in Biber et al.(2004)

Table 3

Functional taxonomies of lexical bundles in Biber et al. (2004)

| Functional categories of lexical bundles | Examples |
|--|--|
| 1. Stance Expressions | |
| • Epistemic stance | |
| ➤ Personal | I don't know if, I think it was |
| ➤ Impersonal | are more likely to, the fact that the |
| • Modality/attitudinal stance | |
| ➤ Desire | |
| ▪ Personal | I don't want to, what do you want |
| ➤ Obligation/directive | |
| ▪ Personal | you need to know , I want you to |
| ▪ Impersonal | it is necessary to, it is important to |
| ➤ Intention/prediction | |
| ▪ Personal | I am going to, are we going to |
| ▪ Impersonal | it's going to be, are going to be |
| ➤ Ability | |
| ▪ Personal | to come up with, to be able to |
| ▪ Impersonal | it is possible to, can be used to |

2. Discourse Organizers

- Topic introduction/focus take a look at, what to do is
- Topic elaboration/clarification on the other hand, nothing to do with

3. Referential Expressions

- Identification/focus is one of the, one of the most
- Imprecision and stuff like that, or something like that
- Specification of attributes
 - Quantity specification have a lot of, in a lot of
 - Tangible framing attributes in the form of, the size of the
 - Intangible framing attributes in terms of the, in the case of

CHAPTER 4

ANALYSIS AND DISCUSSION

The data presentation/analysis is covered in this chapter of the thesis. The data has been presented in the form of tables and screenshots. Additionally, the discussion about the interpretation of the data has been presented after the analysis and presentation of the data in order to produce various points of view regarding the findings and conclusions. Lexical bundles are the central focus of this research, so in this chapter, they have been examined structurally and functionally. Moreover, their frequencies have been shown and discussed in order to talk about how IELTS textbooks use lexical bundles and how they are similar or different from each other. The contextualized examples of LBs have been discussed and illustrated.

4.1 Lexical Bundles

Lexical bundles have been adequately described and explained in the preceding chapters: introduction, literature review, and research methodology. The main purpose is to make numerous inquiries into a corpus of IELTS books in order to explore LBs structurally and functionally and to see how cohesion and coherence can be achieved with the employment of lexical bundles.

They are grammatically incomplete and do not function as whole sentences. Despite this, they can be categorized structurally according to their characteristics. (Biber et al,1999; Cortes,2004) Overall, they can be allocated into two main categories: phrasal and clausal. There are more sub-categories. In structural bundles, the phrasal category can be further broken down into verb-based groups, preposition-based groups, and noun-based groups. Similarly, the clausal category can also be broken down into verb-clause fragments followed by to-clause fragments or that-clause fragments, etc. Moreover, lexical bundles have many functional discourse categories, including stance expression, referential expression, and discourse organizers. They have been discussed in detail in previous chapters.

As discussed earlier, structural and functional categories of LBs established by Biber et al. (2004) have been utilized for this study. The study emphasizes four-word LBs

to analyze their structural and functional variations as well as how bundles are used in IELTS textbooks.

4.2 Lexical Bundles in Biber et al. (2004, p.381)

In the study of Biber et al. (2004), seventeen structures of lexical bundles have been devised that have been mentioned in Chapter 3 (Table:3.1,3.3,3.4)

4.3 Criteria for Exclusion

After taking out four-word LBs from textbooks, criteria for exclusion were applied. The LBs were based on range and frequency, with a minimum frequency of 10 and a minimum range of 5, as frequency should not be less than the range but rather equal or more. By applying these measures, 352 bundles were extracted; some of them were eliminated after manual filtration, and 104 bundles were analyzed structurally and functionally. The detailed method of exclusion criteria has been mentioned in Chapter 3 of the research methodology. Moreover, the original and initial list of bundles produced by AntConc has been mentioned in Appendix A at the end of the thesis.

4.4 List of Lexical Bundles after Manual Filtration

After extracting lexical bundles by utilizing AntConc 3.5.9 w, manual filtration was put into practice. After manual filtration, 248 bundles were eliminated, as shown in Appendix A. The remaining 104 bundles have been investigated structurally as well as functionally. These bundles, along with their frequencies, are mentioned in the table below.

Table 4

List of LBs with frequencies after manual filtration

| Rank | Frequency | Lexical Bundle | Rank | Frequency | Lexical Bundle |
|------|-----------|-------------------|------|-----------|--------------------------|
| 1 | 14 | a large number of | 64 | 24 | some people think that |
| 2 | 28 | a lot of people | 65 | 17 | some people believe that |

| | | | | | |
|----|----|-----------------------------|----|----|----------------------------------|
| 3 | 26 | a number for each | 66 | 16 | the advantages and disadvantages |
| 4 | 13 | a result of the | 67 | 21 | the beginning of the |
| | | | 68 | 17 | the best way to |
| 5 | 24 | a wide range of | 69 | 39 | the claims of the |
| 6 | 10 | a wide variety of | 70 | 13 | the end of each |
| 7 | 28 | about the following topic | 71 | 55 | the end of the |
| 8 | 20 | agree or disagree with | 72 | 43 | the information is given in |
| 9 | 51 | agree with the information | 73 | 16 | the list of headings |
| 10 | 29 | agrees with the information | 74 | 17 | the number of people |
| 11 | 10 | all over the world | 75 | 32 | the passage for each |
| 12 | 12 | an example of a | 76 | 32 | the rest of the |
| 13 | 19 | any letter more than | 77 | 44 | the statement agrees with |
| 14 | 10 | are a number of | 78 | 13 | the top of the |
| | 71 | are based on reading | 79 | 20 | the writer thinks about |

| | | | | | |
|----|----|-----------------------------|----|----|------------------------------|
| 16 | 21 | are going to say | 80 | 10 | there are a number |
| 17 | 20 | are more likely to | 81 | 31 | there is no information |
| 18 | 29 | as a result of | 82 | 12 | there has been a |
| 19 | 15 | as well as the | 83 | 10 | there is no doubt |
| 20 | 18 | at the beginning of | 84 | 16 | to talk about the |
| 21 | 65 | at the end of | 85 | 13 | using no more than |
| 22 | 28 | at the same time | 86 | 13 | what do you think |
| 23 | 25 | at the university of | 87 | 30 | what extent do you |
| 24 | 13 | by the end of | 88 | 20 | what the writer thinks |
| 25 | 23 | Complete the sentence below | 89 | 19 | what you are going |
| 26 | 26 | complete the table below | 90 | 14 | why do you think |
| 27 | 42 | complete the notes below | 91 | 80 | which are based on |
| 28 | 42 | do you agree or | 92 | 14 | which paragraph contains the |
| 29 | 38 | do you think it | 93 | 14 | will have to talk |
| 30 | 18 | from the list of | 94 | 43 | with the information given |

| | | | | | |
|----|----|--------------------------|-----|-----|------------------------|
| 31 | 30 | from the passage of | 95 | 10 | would you like to |
| 32 | 21 | give your own opinion | 96 | 50 | you agree or disagree |
| 32 | 21 | give your own opinion | 97 | 23 | you are going to |
| 33 | 34 | given in reading passage | 98 | 14 | You can make some |
| 34 | 17 | have one minute to | 99 | 24 | you may use any |
| 35 | 11 | how do you think | 100 | 135 | you should spend about |
| 36 | 19 | if you want to | 101 | 10 | you think it is |
| 37 | 15 | in addition to the | 102 | 27 | you will have to |
| 38 | 16 | in the form of | 103 | 19 | You will need to |
| 39 | 10 | in the last year | 104 | 20 | may use any letter |
| 40 | 13 | in the middle of | | | |
| 41 | 12 | in the number of | | | |
| 42 | 11 | in the same way | | | |
| 43 | 19 | is impossible to say | | | |
| 44 | 21 | is one of the | | | |
| 45 | 20 | it is important to | | | |
| 46 | 24 | it is impossible to | | | |

| | | | | | |
|----|-----|--------------------------|--|--|--|
| 47 | 16 | list of heading below | | | |
| 48 | 15 | look at the following | | | |
| 49 | 46 | more than three words | | | |
| 50 | 38 | more than two words | | | |
| 51 | 46 | no more than three | | | |
| 52 | 43 | no more than two | | | |
| 53 | 13 | of the university of | | | |
| 54 | 51 | on reading passage below | | | |
| 55 | 16 | on reading passage on | | | |
| 56 | 19 | on the one hand | | | |
| 57 | 59 | on the other hand | | | |
| | 12 | | | | |
| 58 | 321 | on your answer sheet | | | |
| 59 | 14 | one minute to think | | | |
| 60 | 30 | one of the most | | | |

| | | | | | |
|----|----|----------------------------------|--|--|--|
| 61 | 14 | paragraph contains the following | | | |
| 62 | 25 | parts of the world | | | |
| 63 | 12 | should be able to | | | |

Table 4.5 provides the overall lexical bundles existing in the IELTS books. As can be seen in Table 4.5, 104 lexical bundles occur in the selected books. These bundles have distinctive structures and particular discourse functions. The frequency of these bundles is also provided in the table. Some bundles are more frequent in the data, but some bundles are less frequent. Many of these bundles can also be found in Biber et al.'s (2004) work on lexical bundles, which has been used as a theoretical foundation for this study. Cortes (2004) also found some similar bundles. Moreover, Hyland (2008) has many bundles that are similar to this study. Similarly, Biber (2006) also has some bundles similar to the list above. All the bundles shown in the table have unique roles to play. They help to establish coherence and cohesion in the text. Each structural category is given in detail below.

4.5 Structures of Lexical Bundles in IELTS Textbooks

After developing the list of Lexical Bundles by AntConc 3.5.9 w, manual filtration has been done. With the help of manual filtration, some bundles have been eliminated. The remaining 104 bundles have been analyzed structurally and functionally. The bundles and their frequencies are shown in Table 5.

Table 5*Lexical bundles that incorporate verb fragments*

| Structures | Examples |
|--|--|
| (connector +) 1st/Second person pronoun + VP fragment | you are going to you can make some you may use any you will have to you will need to you should spend about you agree or disagree you think it is |
| (connector +) 3rd person pronoun + VP fragment | |
| Discourse marker + VP fragment | |

| | |
|--|---|
| Verb phrase (with a non-passive verb) | <p>are going to say</p> <p>is impossible to say</p> <p>is one of the</p> <p>look at the following</p> <p>agree or disagree with</p> <p>agree with the information</p> <p>agrees with the information</p> <p>have to talk about</p> <p>given in reading passage</p> <p>give your own opinion</p> <p>complete the sentence below</p> <p>complete the table below</p> <p>complete the notes below</p> <p>have one minute to</p> <p>will have to talk</p> <p>may use any letter</p> |
| Verb phrase with a passive verb | are based on reading |
| Yes-no question fragments | <p>do you agree or</p> <p>do you think it</p> <p>would you like to</p> |
| Wh-question fragments | how do you think |

| | |
|--|--|
| | <p>what do you think</p> <p>what extent do you</p> <p>what the writer thinks</p> <p>what you are going</p> <p>why do you think</p> |
|--|--|

Table 6 categorizes various structures of lexical bundles identified in language pattern studies, grouped by structural configuration. These bundles are also present in Biber et al. (2004). Table 6 groups language pattern study lexical bundle structures by structural configuration. Biber et al. (2004) have these bundles. These bundles, "Connector + 1st/Second Person Pronoun + Verb Phrase (VP) Fragment" and "Connector + 3rd Person Pronoun + VP Fragment," use pronouns and connectors to form verb phrases. Other constructions include "Discourse Marker + VP Fragment," "Verb Phrase with non-passive verbs," and "Verb Phrase with passive verbs" to demonstrate active and passive voice. Questions are organized in discourse using "Yes-No Question Fragments" and "Wh-Question Fragments," which are in the table. These categories show context-specific language patterns.

Table 6

Lexical bundles that incorporate dependent clause fragments

| Structures | Examples |
|--|---|
| 1st/2nd person pronoun + dependent clause fragment | |
| Wh-clause fragments | <p>which are based on</p> <p>which paragraph contains the</p> |
| If-clause fragments | if it is impossible |

| | |
|---------------------------------------|---|
| | if the statement agrees if the statement contradicts if there is no if you want to |
| (verb/adjective +) to-clause fragment | are more likely to to be able to |
| That-clause fragments | |

Structures of lexical bundles into structural groups are presented in table 7. It contains '1st/2nd person pronoun + dependent clause fragment', a dialogic or explanatory combination. 'Wh-clause fragments' like 'which are based on' or 'which paragraph contains the' and 'If-clause fragments' like 'if it is impossible' or 'if the assertion agrees' are conditional or interrogative. The '(verb/adjective +) to-clause fragment' category includes 'are more likely to' and 'to be able to', signifying potential or ability. In addition, that-clause fragments are recorded but not shown, suggesting a similar structural trend. These structures are also present in Biber et al. (2004).

Table 7

Lexical bundles that incorporate noun phrase and prepositional phrase fragments

| Structures | Examples |
|---|---|
| connector +) A noun phrase with an of-phrase fragment | a large number of a lot of people a result of the |

| | |
|--|--|
| | <p>a wide range of</p> <p>a wide variety of</p> <p>the end of the</p> <p>the end of each</p> <p>the beginning of the</p> <p>an example of a</p> <p>by the end of</p> <p>parts of the world</p> <p>the claims of the</p> <p>the list of headings</p> <p>the rest of the</p> <p>the top of the</p> <p>list of headings below</p> <p>the number of people</p> |
| <p>A noun phrase with other post-modifier fragment</p> | <p>paragraph contains the following</p> <p>the information given in</p> <p>the passage for each</p> <p>the writer thinks about</p> <p>questions which are based</p> <p>the statement agrees with</p> |
| <p>Other noun phrase expression</p> | <p>the advantages and disadvantages</p> <p>some people believe that</p> <p>some people think that</p> |

| | |
|---------------------------------|---|
| Prepositional phrase expression | as a result of as well as the at the beginning of at the end of at the same time at the university of from the list of from the passage for in addition to the in the form of in the last year in the middle of in the number of in the same way of the university of on the one hand on the other hand on reading passage below on reading passage on on your answer sheet with the information given based on reading passage about the following topic |
|---------------------------------|---|

| | |
|------------------------|---|
| Comparative expression | more than three words more than two words no more than three no more than two using no more than letter more than once |
|------------------------|---|

Lexical bundles of noun and prepositional phrase fragments are grouped by structural categories in table 8. 'A large number of' and 'the end of each' are examples of 'connector + A noun phrase with an of-phrase fragment' in education. In instructive and informative texts, 'A noun phrase with another post-modifier fragment' includes structures like 'paragraph contains the following' and 'questions which are based'. Argumentative writing uses broad language like 'the advantages and disadvantages'. 'Prepositional phrase expression' comprises 'as a result of' and 'in the same way', expressing relationships or conditions. Finally, 'Comparative expression' contains quantifying statements like 'more than three words', often employed in directions or explanations. These categories detail key phrase forms in academic and formal communications. These structures can also be found in Biber et al. (2004).

Table 8

Adverbial/ Adjectival fragments

| Structure | Example |
|---------------------|--------------------|
| Adverbial fragments | all over the world |

Table 9 shows adverbial fragments, and the example is 'all over the world'. It has been used as a referential expression. There is only 1 lexical bundle that is included in this

category as shown in the table. The bundle has been occurred 10 times and it has been present in 6 out of 10 text files in the corpus.

The table 10 shows anticipatory it and verb/adjective. And table 11 shows adjectival phrases. Similarly, table 12 shows the fragments of the phrase. Table 13 shows to phrase fragments. Table 14 shows capula be + noun phrase with an example. Table 15 shows the determiner and preposition of the fragment. All these tables mentioned here are given below.

Table 9

Anticipatory it + V/Adj

| Structure | Examples |
|------------------------|---|
| Anticipatory it + adj. | It is important to It is impossible to |

The 4-word lexical bundles that belong to the category of Anticipatory it+adj are shown in table 10. There are 2 lexical bundles that are included in this category as shown in the table. The bundle *“it is important to”* has been occurred 20 times and it has been present in 9 out of 10 text files in the corpus. Similarly, *“it is impossible to”* has been appeared 24 times in 8 different text files. The bundles have higher ranges as compared to other bundles in the corpus for the reason that they are in more text files.

Table 10

Adjectival Phrase fragment

| Structure | Examples |
|----------------------------|---|
| Adjectival Phrase fragment | one of the most the best way to one minute to think |

The 4-word lexical bundle that belong to the category of Adjectival Phrase fragments is shown in table 11. There are 3 lexical bundles that are included in this category as shown in the table. The bundle *“one of the most”* has been occurred 8 times and it is present in 8 out of 10 text files in the corpus. Similarly, the bundle *“the best way to”* has been appeared 6 times with the range of 6 and *“one minute to think”* has occurred 14 times in 5 different text files of the corpus.

Table 11

There-phrase fragments

| Structure | Examples |
|------------------------|--|
| There-phrase fragments | <p>there are a number</p> <p>there has been a</p> <p>there is no doubt</p> <p>there is no information</p> <p>there will be a</p> |

The bundles of this category are shown in the table 12. The bundle *“there are a number”* has occurred 10 times in 6 different text files, the bundle *“there has been a”* has appeared with the same range and with the frequency of 12, *“there is no doubt”* has appeared 10 times with the range of 5 which is not a great range of bundle means that is the minimum range of a cluster to become a lexical bundle. Moreover, *“there is no information”* has higher frequency of 31 with the range of 7 and *“there will be a”* has appeared 11 times in 6 different text files.

Table 12*To-phrase fragments*

| Structure | Examples |
|---------------------|-------------------|
| To-phrase fragments | to talk about the |

The 4-word lexical bundle that belong to the category of To-phrase fragments is shown in table 13. There is only 1 lexical bundle that is included in this category as shown in the table. The bundle has been occurred 16 times and it has been present in 7 out of 10 text files in the corpus.

Table 13*Copula be + noun-phrase fragment*

| Structure | Example |
|----------------------------------|-----------------|
| Copula be+ noun-phrase fragments | are a number of |

The 4-word lexical bundle “*are a number of*” that belong to the category of Copula be + noun-phrase fragments is shown in table 14. There is only 1 lexical bundle that is included in this category as shown in the table. The bundle has been occurred 10 times in 6 out of 10 text files.

Table 14*Determiner + Preposition of fragment*

| Structure | Example |
|-------------------------------------|-------------------|
| Determiner+ Preposition of fragment | a number for each |

The 4-word lexical bundle “*a number for each*” that belong to the category of Determiner + Preposition of fragment is shown in table 15. There is only 1 lexical bundle that is included in this category as shown in the table. The bundle has been occurred 26 times in 6 out of 10 text files.

Table 15

Passive + prepositional-phrase fragment

| Structure | Example |
|----------------------------------|-------------------|
| Passive + prepositional fragment | should be able to |

The table shows that there are only 1 lexical bundle that falls in this category. The maximum occurrence of a lexical bundle in this category is 12 times in the corpus. In this category the occurrence is not very high, the bundle is present across 6 text files in the corpus.

In summation, the bundles which are enlisted above with their frequency and range show that the bundles have appeared frequently in the text files. The analysis added certain structures that were absent from the structural categories of LBs proposed by Biber et al, (2004) but frequently available in IELTS textbooks.

4.6 Discussion of Findings

Since the main concern of this research is lexical bundles, 104 LBs have been identified and structurally analyzed in the section above. The theoretical framework by Biber et al. (2004) has been used to analyze structural and functional categorization. Various structural categories are missing in the textbooks; however, they are present in Biber et al. (2004) such as *Discourse marker+ VP fragment*, *1st and 2nd pronoun+ dependent clause fragment* and *That-clause fragments* etc. On the other side, the data containing the corpus of IELTS textbooks added some new structural categories constructed by Biber et al. (2004) such as *adverbial fragments*, *anticipatory it+ V/Adj*, *Adjectival phrase fragments*, *there-phrase*

fragments to-phrase fragments, etc. The three dominant structural categories of IELTS textbooks are as under:

- 1) A noun phrase with an of-phrase fragment
- 2) Prepositional phrase expression
- 3) Verb phrases with non-passive verb

Table 16

Missing structures, a category that includes Verb fragments

| | |
|--|--|
| (connector +) 3rd person pronoun + VP fragment | That's is one of the, it's going to be |
| Discourse marker + VP fragment | I mean you know, you know it was |

Table 17

Missing structures, a category that includes dependent clause fragments

| | |
|--|-------------------|
| 1st/2nd person pronoun + dependent clause fragment | I don't know if |
| That-clause fragments | that they want to |

Some of the bundles were missing from data when lexical bundles were placed into Biber et al. (2004) structural categories, but all other structures were present. However, the data analysis added certain structures that were absent from the structural categories of LBs proposed by Biber et al. (2004) but frequently available in IELTS textbooks. Examples of such bundles are provided in tables (table 9, 10, 11, 12, 13, 14, 15, and 16) to support the discussion of new structural contribution. The structures that are missing in textbooks but exist in Biber et al. (2004) structural taxonomies have been mentioned in tables 17 and 18.

4.7 Discourse Functions of Lexical Bundles

After the manual filtration, the list of lexical bundles is obtained and analyzed functionally. Each bundle has undergone a functional analysis. Moreover, by using AntConc 3.5.9 w 2020, examples from IELTS books have been taken, and concordance lines of LBs have been displayed with the help of screenshots. The analysis of each LB is provided below.

Lexical Bundle # 1. *a large number of*

In 6 books of IELTS, this bundle has been used for quantity specification: to quantify the objects. This specific function has been mentioned in Biber et al. (2004) under the category of referential expressions and sub-categories of specification of attributes. The examples given below have been taken from IELTS books. Moreover, figure 2 displays a few instances with the help of a screenshot.

- In several large cities, *a large number of* people end up living in the suburbs. (*Master IELTS Writing*)
- Food products not only contain *a large number of* unhealthy chemicals and other additives. (*IELTS Essential by RW*)

Figure 2

Screenshot of LB a large number of

| Concordance Hits 14 | |
|---------------------|--|
| Hit | KWIC |
| 1 | ose used in human agriculture. The ants cultivate a large number of different species of edible fungi |
| 2 | ions and other leisure facilities; gift shops and a large number of other enterprises. Since many of |
| 3 | seventeenth century, and of course it has had a large number of owners. Almost all of them |
| 4 | in schools. A. body B. health C. vitality 10. A large number of parents are dissatisfied with the |
| 5 | food products not only contain a large number of unhealthy chemicals and other additiv |
| 6 | hemical sprays. 8. A banana disease has destroyed a large number of banana plantations. 9. Consumers woi |
| 7 | language like \x91Many people\x85\x92, \x91A large number of people/users/customers/holiday/mak |
| 8 | they start at university.\x94 Should be: \x93A large number of (Many) students need help with |
| 9 | ore detail. In several large cities, for example, a large number of people end up living in |
| 10 | le housing. In several large cities, for example, a large number of people end up living in |
| 11 | \x85\x85\x85\x85 large cities, for example, a large number of people end up living in |
| 12 | le housing. In several large cities, for example, a large number of people end up living in |
| 13 | le housing. In several large cities, for example, a large number of people end up living in |
| 14 | le housing. In several large cities, for example, a large number of people end up living in] |

Lexical Bundle # 2. *a lot of people*

A bundle has been used in 5 different textbooks by different authors. It has been used for quantity specification: to quantify the objects. The particular function has been mentioned in the model under the classification of referential expression. The examples given below have been taken from IELTS books, and figure 3 displays the occurrences of *a lot of people*.

- “*A lot of people* walk for their health.” (*Barron’s the Leader*)
- “*A lot of people* have benefited from the recent boom in the electrical industry.” (*IELTS Essentials by RW*)

Figure 3

Screenshot of LB *a lot of people*

| Concordance Hits 28 | |
|---------------------|---|
| Hit | KWIC |
| 1 | why not? Walking is popular in my country. A lot of people walk for their health. In |
| 2 | anything to attend, and we’re hoping a lot of people will come watch that. Before |
| 3 | : Yes, a really fun event, and we hope a lot of people will participate. There will be |
| 4 | needs to be ready well ahead of time. A lot of people arrive early. Maybe I should |
| 5 | g about the geographical location ... cos not a lot of people know where the islands are ... |
| 6 | ... with good pay. During the economic recession, a lot of people found themselves out of |
| 7 | national college got together the smaller school, a lot of people lost their jobs. 9. The student |
| 8 | tivated by royal weddings. Positive / Negative 5. A lot of people detest seafood, and some are |
| 9 | o be a classical pianist. Positive / Negative 11. A lot of people are keen on football, but |
| 10 | the situation will improve in the near future. 7. A lot of people are fanatic about sport in |
| 11 | I am determined to prove they are wrong. 10. A lot of people in my country that the |
| 12 | a to help pay for our trip. 9. A lot of people lost their homes when interest |
| 13 | the drug after a few hours. 4. A lot of people exhaust themselves through overwork. A |
| 14 | ot of people exhaust themselves through overwork. A lot of people themselves th |

Lexical Bundle # 3. *a number for each*

The bundle has appeared in 6 different IELTS textbooks. This bundle also falls under the category of referential expressions and is used for the specification of quantity; this function is given by Bible et al. (2004). The examples of bundles are in the following excerpts. Figure 4 displays the occurrences from different books.

- Write no more than two words AND/OR, *a number for each* answer. (*Barron’s the Leader*)
- Write one word AND/OR *a number for each* answer. (*IELTS Cambridge 17*)

Figure 4

Screenshot of LB a number for each

| Concordance Hits 26 | |
|---------------------|---|
| Hit | KWIC |
| 1 | . Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer. Note I f you |
| 2 | M ORE TH AN THREE WIDRDS AND/OR A NUMBER for each answer. 21 When is the research |
| 3 | . Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer. Example: ClearPoint Telephone Com |
| 4 | . Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer. Note I f you |
| 5 | below. Write NO MORE THAN THREE WORDS OR A NUMBER for each answer. Questions 18-20 Question 18 Write NO |
| 6 | below. Write NO MORE THAN THREE WORDS OR A NUMBER for each answer. Questions 6-10 Label the rooms |
| 7 | . Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer. Questions 33 and 34 Label the |
| 8 | . Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer. SECTION2 Questions 11-20 Questions 11-13 |
| 9 | below. Write NO MORE THAN THREE WORDS OR A NUMBER for each answer. Questions 14-16 Complete the table |
| 10 | Questions 6-10 Write NO MORE THAN THREE WORDS OR A NUMBER for each answer. SECTION 2 Questions 11-20 Complete the |
| 11 | . Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer. SECTION4 Questions 31-40 Questions 31-34 |
| 12 | . Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each ili151re1: Play Dates |
| 13 | . Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer. CHILDREN'S ART AND |
| 14 | below. Write NO MORE THAN TWO WORDS ANDIOR A NUMBER for each answer. Standard open Supersave Special 16 |

Lexical Bundle # 4. a result of the

The lexical bundle has been used for intangible framing attributes in six different IELTS books. Intangible framing attributes are also enlisted in Biber et al. (2004) under the classification of referential expression. The examples given below are taken from the international English language testing services book; furthermore, figure 5 shows a few occurrences of the particular bundle.

- This was a result of the direct orders from the general manager to reduce staff by that amount. (*Cambridge IELTS 3*)
- It is likely that such substitutions were a result of the great social changes of the period. (*IELTS Reading Recent Actual Test*)

Figure 5

Screenshot of LB a result of the

| Concordance Hits 13 | |
|---------------------|---|
| Hit | KWIC |
| 1 | turn, may make soil erosion worse. Section F A result of the Uruguay Round of world trade |
| 2 | mes increased productivity by about 25%. This was a result of the direct orders from the general |
| 3 | cl,pancy rates of passenger vehicles expected as a result of the increase in the price of |
| 4 | known of the animals suffering habitat loss as a result of the spread of oil palm plantations. 25 |
| 5 | cause for much ridicule. 10. As a result of the compound with the other company, |
| 6 | as a result of the disaster. 10. International aid agencies are |
| 7 | ganization acting on or refraining from action as a result of the material in this publication can |
| 8 | , and it is likely that such substitutions were a result of the great social changes of the |
| 9 | is the third issue to be addressed. As a result of the high population density in cities, |
| 10 | he box: However, shortages traffic congestion. As a result of the high population density excessive can |
| 11 | is the third issue to be addressed. As a result of the high population density in cities, |
| 12 | is the third issue to be addressed. As a result of the high population density in cities, |
| 13 | is the third issue to be addressed. As a result of the high population density in cities, |

Lexical Bundle # 5. *A wide range of*

This research-oriented bundle has been used for quantification under the category of referential expression. The function is mentioned in Biber et al. (2004). The range of the bundle is 8. The examples related to bundles are taken from the corpus; moreover, figure 6 shows a few occurrences of particular bundles.

- Learn how to apply *a wide range of* tools in your responses. (*IELTS Reading Recent Actual Test*)
- There is *a wide range of* vocabulary during the given period with accurate spelling. (*Cambridge IELTS 17*)

Figure 6

Screenshot of LB a wide range of

| Concordance Hits 24 | |
|---------------------|--|
| Hit | KWSC |
| 1 | 95 well-developed paragraphs \x95 accurate use of a wide range of vocabulary \x95 fluent use of |
| 2 | me/family, their job/studies, their interests and a wide range of similar familiar topic areas. This |
| 3 | o join the _23... Hamilton can offer students a wide range of social activities. The city itself |
| 4 | 15, and normally contain a mix of students from a wide range of countries. Students who study English |
| 5 | 2s fastest growing cities, is ideally located for a wide range of leisure and cultural activities. The |
| 6 | e is extracted, transported and used is critical. A wide range of pollution control devices and practices |
| 7 | n global temperature. Greenhouse gases arise from a wide range of sources and their increasing concentration |
| 8 | a card vii Ordering furniture from home viii A wide range of furniture Fabulous Furniture Section A |
| 9 | me/family, their job/studies, their interests and a wide range of similar familiar topic areas. This |
| 10 | me/family, their job/studies, their interests and a wide range of similar familiar topic areas. This |
| 11 | me/family, their job/studies, their interests and a wide range of similar familiar topic areas. This |
| 12 | organise and sequence the required data. There is a wide range of vocabulary [figure rose sharply] during |

Lexical Bundle # 6. *A wide variety of*

This research-oriented bundle has been used for quantification under the category of referential expression. The function is mentioned in Biber et al. (2004). It has appeared in 5 different textbooks. The examples given below have been taken from IELTS books, and figure 7 displays the occurrences of a wide variety of them.

- Pollination problems have involved *a wide variety of* methods to reproduce themselves. (*Barron's the Leader*)
- Sometimes by museum staff working on journal anthropological projects in collaboration with *a wide variety of* national governments and other institutions. (*Cambridge IELTS 3*)

Figure 7

Screenshot of LB a wide variety of

| Concordance Hits 10 | |
|---------------------|--|
| Hit | KWC |
| 1 | wide range of vocabulary \x95 fluent use of a wide variety of grammatical structures \x95 all paragraphs |
| 2 | living in a city where there\x92s a wide variety of things to do and many |
| 3 | Passage 1 below. Pollination Plants have evolved a wide variety of methods to reproduce themselves. Some |
| 4 | bears are omnivores, getting their nutrition from a wide variety of plants and animals. The particular |
| 5 | al anthropological projects in collaboration with a wide variety of national governments and other institutions. |
| 6 | cial purposes? Which TWO advertisements mention 7 a wide variety of language choices? 8 evening classes? 9 eral |
| 7 | lcome. 33 The company focused their research on A a wide variety of hotels. B large, luxury hotel |
| 8 | ourism ideal vehicles for economic development in a wide variety of countries, regions or communities. E |
| 9 | of the quality, it is necessary to learn a wide variety of different 17 - in order for |
| 10 | to have the opportunity to take part in a wide variety of individual, partner and team sports. |

Lexical Bundle # 7. about the following topic

This particular bundle has been used for text reference/text deixis. Biber et al. (2004) have listed this bundle under the classification of referential expression/time/place/text reference. The bundle has appeared in the corpus with the range of 7. The examples are taken from the textbook moreover, figure 8 displays the occurrences of the bundle *about the following topic*.

- Write *about the following topic*. (IELTS Essential)
- Write *about the following topic*. (Barron's the Leader)

Figure 8

Screenshot of LB about the following topic

| Concordance Hits 28 | |
|---------------------|---|
| Hit | KWC |
| 1 | on this task. Write at least 250 words. Write about the following topic: Everybody should be allowed admission |
| 2 | on this task. Write at least 250 words. Write about the following topic: Because of the busy |
| 3 | on this task. Write at least 250 words. Write about the following topic: All children should study |
| 4 | on this task. Write at least 250 words. Write about the following topic: The proliferation of private |
| 5 | on this task. Write at least 250 words. Write about the following topic: Life now is better than |
| 6 | on this task. Write at least 250 words. Write about the following topic: In your opinion, should young |
| 7 | on this task. Write at least 250 words. Write about the following topic: In some countries, employees are |
| 8 | on this task. Write at least 250 words. Write about the following topic: The use of cell |
| 9 | on this task. Write at least 250 words. Write about the following topic: Some people choose a career |
| 10 | on this task. Write at least 250 words. Write about the following topic: Learning to play team sports |
| 11 | on this task. Write at least 250 words. Write about the following topic: These days, many people are |
| 12 | on this task. Write at least 250 words. Write about the following topic: Discuss the advantages and disadvantages |
| 13 | on this task. You have been asked to write about the following topic: Some people believe that children |

Lexical Bundle # 8,9,10,11 *agree or disagree with, agree with the information, agrees with the information, you agree or disagree*

These lexical bundles have been used to agree on different IELTS books. Biber et al. (2004) do not identify the function. This is an addition to functional taxonomies of lexical bundles. Moreover, it can be added to the category of stance expression. These 4 bundles appeared to have the same range of 7. The examples given below are taken from different textbooks; moreover, figures 9-12 display the occurrences of these bundles.

- Sometimes it would be inappropriate to say that you partly *agree or disagree* with the topic. (*The Complete Solution by ANH TOAN*)
- True if the statement *agrees with the information*. (*Barron's the Leader*)

Figure 9

Screenshot of LB agree or disagree with

| Concordance Hits 20 | |
|---------------------|---|
| Hit | KWIC |
| 1 | f academic ability. To what extent do you agree or disagree with this statement? Give reasons for |
| 2 | the earliest grades. To what extent do you agree or disagree with this statement? Give reasons for |
| 3 | was 100 years ago. To what extent do you agree or disagree with this statement? Give reasons for |
| 4 | a safe way. To what extent do you agree or disagree with this opinion? You should use |
| 5 | keep them alive. To what extent do you agree or disagree with this opinion? You should use |
| 6 | in such areas. To what extent do you agree or disagree with this opinion? You should use |
| 7 | are a waste of government money? Would you agree or disagree with this view? Why? 32 www.TopSage. |
| 8 | learn this distinction. To what extent do you agree or disagree with this opinion? What sort of |
| 9 | and public transport. To what extent do you agree or disagree with this statement? Give reasons for |
| 10 | play their part. To what extent do you agree or disagree with this statement? Give reasons for |
| 11 | pplicable. Body Paragraph 3 1. The reason why you agree or disagree with one viewpoint 2. Example or argument |

Figure 10

Screenshot of LB agree with the information

| Concordance Hits 51 | |
|---------------------|--|
| Hit | KWIC |
| 1 | y. Questions 2 4 -2 6 Do the following statements agree with the information in the reading passage? On |
| 2 | d. Questions 33\9740 Do the following statements agree with the information given in the passage? On |
| 3 | 55 Questions 14\9720 Do the following statements agree with the information in the reading passage? On |
| 4 | 3 Questions 24\972 7 Do the following statements agree with the information in the reading passage? On |
| 5 | hole. Questions 37-40 Do the following statements agree with the information given it lines 37\9740 on |
| 6 | le Questions 14\9718 Do the following statements agree with the information in the passage? On lines 14\ |
| 7 | 5 174 Academic Module Do the following statements agree with the information given in the passage? On |
| 8 | ever standing above. Do the following statements agree with the information in the passage? On lines |
| 9 | 1 time Questions 6-14 Do the following statements agree with the information given in the passage? On |
| 10 | of the Main Building. Do the following statements agree with the information given in the text about |
| 11 | on Questions 34\9740 Do the following statements agree with the information given in the passage? On |

Figure 11

Screenshot of LB agree with the information

| Concordance Hits 29 | |
|---------------------|--|
| Hit | KWIC |
| 1 | your answer sheet, write: YES if the statement agrees with the information NO if the statement contradicts |
| 2 | your answer sheet> write: TRUE if the statement agrees with the information ! FALSE if the statement contradicts |
| 3 | your answer sheet write: YES if the statement agrees with the information NO if the statement contradicts |
| 4 | heet, write Questions 15-23 TRUE if the statement agrees with the information FALSE if the statement contradicts |
| 5 | your answer sheet, write: TRUE if the statement agrees with the information FALSE if the statement contradicts |
| 6 | write: TRUE if the statement agrees with the information FALSE if the statement contradicts |
| 7 | the passage? On r. TRUE if the statement agrees with the information FALSE if the statement contradicts |
| 8 | your answer sheet, write: TRUE if the statement agrees with the information FALSE if the statement contradicts |
| 9 | your answer sheet, write: YES if the statement agrees with the information NO if the statement contradicts |
| 10 | your answer sheet, write: TRUE if the statement agrees with the information FALSE if the statement contradicts |
| 11 | your answer sheet, write: TRUE if the statement agrees with the information FALSE if the statement contradicts |

Figure 12

Screenshot of LB you agree or disagree

| Concordance Hits 50 | |
|---------------------|--|
| Hit | KWIC |
| 1 | o f academic ability. To what extent do you agree or disagree with this statement? Give reasons |
| 2 | in the earliest grades. To what extent do you agree or disagree with this statement? Give reasons |
| 3 | it was 100 years ago. To what extent do you agree or disagree with this statement? Give reasons |
| 4 | o f a child's education. Do you agree or disagree? Give reasons for your answer |
| 5 | in a safe way. To what extent do you agree or disagree with this opinion? You should |
| 6 | and keep them alive. To what extent do you agree or disagree with this opinion? You should |
| 7 | nations in such areas. To what extent do you agree or disagree with this opinion? You should |
| 8 | they are a complete waste of time. Do you agree or disagree? Give reasons for your answer |
| 9 | celebrations are a waste of government money? Would you agree or disagree with this view? Why? 32 www. |
| 10 | memorising the important ideas of the past. Do you agree or disagree? Why? Should education encourage students |
| 11 | them learn this distinction. To what extent do you agree or disagree with this opinion? What sort |

Lexical Bundle #12 all over the world

This bundle has been used for place reference, and it comes under referential expression. It appeared in 6 different text files, and Biber et al. identified the same function in referential expression. The examples given below are taken from different textbooks; moreover, figure 13 displays the occurrences *all over the world*.

- We are opposing with the same market *all over the world*. (*IELTS Reading Recent Actual Test*)
- Digital natives have grown up being able to communicate with people from *all over the world* through direct messages, photographs, voice chat, and video. (*Master IELTS Writing Band*)

Figure 13

Screenshot of LB all over the world

| Concordance Hits 10 | |
|---------------------|--|
| Hit | KWIC |
| 1 | whether the company manages to establish a trend all over the world and make a lasting Q37 |
| 2 | this 1 Examples of ancient stepwells can be found all over the world. 2 Stepwells had a range of |
| 3 | eated by companies, organisations and individuals all over the world (17) |
| 4 | quality is also something of a drawback: beaches all over the world, even on the remotest islands, |
| 5 | , says: "We are competing with the same market all over the world; the (cleaning) products are sold |
| 6 | up being able to communicate with people from all over the world through direct messages, photographs, voice |
| 7 | up being able to communicate with people from all over the world through direct messages, photographs, voice |
| 8 | up being able to communicate with people from all over the world through direct messages, photographs, voice |
| 9 | up being able to communicate with people from all over the world through direct messages, photographs, voice |
| 10 | ational music which has gained so much popularity all over the world. International music is merely catchy |

Lexical Bundle #13 *an example of a*

This bundle is used for topic clarification/elaboration. The bundle has been used in 5 different text files of the corpus. This particular function has been identified by Biber et al. (2004), who have mentioned it under the classification of discourse organizers. The examples of the bundle are as follows in figure 14, which displays the instances of the bundle *an example of a*.

- This model has been arranged by an examiner as *an example of a* very good answer. (*Cambridge IELTS 3*)
- John Nicholson is *an example of a* person whose idea established his reputation as an influential science test. (*Cambridge IELTS 17*)

Figure 14

Screenshot of LB an example of a

| Concordance Hits 12 | |
|---------------------|---|
| Hit | KWIC |
| 1 | were caused by 38 The Mid-Atlantic Rift is an example of 39 A tectonic plate is 40 The machine |
| 2 | ews. B staff selection. C question techniques. 22 An example of a person who doesn't |
| 3 | model has been prepared by an examiner as an example of a very good answer. However, please |
| 4 | model has been prepared by an examiner as an example of a very good answer. However, please |
| 5 | model has been prepared by an examiner as an example of a very good answer. However, please |
| 6 | model has been prepared by an examiner as an example of a very good answer. However, please |
| 7 | model has been prepared by an examiner as an example of a very good answer. However, please |
| 8 | model has been prepared by an examiner as an example of a very good answer. However, please |
| 9 | model has been prepared by an examiner as an example of a very good answer. However, please |
| 10 | model has been prepared by an examiner as an example of a very good answer. However, please |
| 11 | deserve greater recognition. 30 John Nicholson is an example of a person whose idea A established |

Lexical Bundle #14 *any letter more than*

The bundle has appeared 19 times, with a range of 7, and it has been used for comparative purposes. Biber and his colleagues have not mentioned this function. This is a new contribution to the functional taxonomies of LB they presented. The examples given below are taken from different textbooks; moreover, figure 15 displays the occurrences of *any letter more than*.

- You may use *any letter more than* once. (*Barron's the Leader*)
- NB you may use *any letter more than* once. (*Cambridge IELTS 3*)

Figure 15

Screenshot of LB *any letter more than*

| Concordance Hits 19 | |
|---------------------|--|
| Hit | KWIC |
| 1 | 21\x972 7 on your answer sheet. You may use any letter more than once. W 21 finding international customers 22 |
| 2 | 1\x978 on your answer sheet. You may use any letter more than once. Which hotel is most |
| 3 | 1\x977 on your answer sheet. You may use any letter more than once. Which opportunity is most |
| 4 | 7-10 on your answer sheet. NB You may use any letter more than once. Example rockets for displays { |
| 5 | 9728 on your answer sheet. NB You may use any letter more than once. 25 Smokers\x92 cardiovascular systems |
| 6 | 1- 7 on your answer sheet. NB You may use any letter more than once. 1 a reference to the |
| 7 | 1-5 on your answer sheet. NB You may use any letter more than once. I examples of wildlife |
| 8 | 14-17 on your answer sheet. NB You may use any letter more than once. 14 a cost involved in |
| 9 | 14-17 on your answer sheet. NB You may use any letter more than once. 14 a reference to the |
| 10 | 8-14 on your answer sheet. NB You may use any letter more than once. 8 discounts available to younger |
| 11 | 9617 on your answer sheet. NB You may use any letter more than once. 14 a mention of negative |

Lexical Bundle#15 *are a number of*

The bundle is used for tangible framing attributes. Biber et al. have identified it in the category of referential expressions. The bundle has appeared in 6 different text files. The examples given below are taken from different textbooks; moreover, figure 16 displays the occurrences of the bundle.

- There *are a number of* events specially for children. (*Barron's the Leader*)
- There *are a number of* points you should bear in mind. (*IELTS Cambridge17*)

Figure 16

Screenshot of LB are a number of

| Concordance Hits 10 | |
|---------------------|---|
| Hit | KWIC |
| 1 | those days. 15. down. The woman says, \x93There are a number of events especially for children, including |
| 2 | on When planning an effective presentation, there are a number of things to keep in mind. |
| 3 | have a lot of exciting things planned. There are a number of events especially for children, including |
| 4 | the IELTS exam. In interpreting your score, there are a number of points you should bear in |
| 5 | the IELTS test. In interpreting your score, there are a number of points you should bear in |
| 6 | the IELTS test. In interpreting your score, there are a number of points you should bear in |
| 7 | the IELTS test. In interpreting your score, there are a number of points you should bear in |
| 8 | 9 Q10 Q11 Q12 Q13 Test 2 103 I see there are a number of children here with you today. |
| 9 | nsate better opportunities overseas], but there are a number of errors [theat / that believes / beliefs |
| 10 | ipitate calcium carbonate into this pocket. There are a number of options for producing cultured pearls: |

Lexical Bundle#16 are based on reading

This bundle has been used for text reference under the category of referential expression. It has been appeared 71 times in 7 different text files. The function is enlisted by Biber et al. in referential expression/text reference. The examples given below are taken from different text files; moreover, figure 17 displays the few instances of the bundle.

- Which *are based on reading* passage three on the following page. (*IELTS Reading Recent Actual Test*)

Figure 17

Screenshot of LB are based on reading

| Concordance Hits 71 | |
|---------------------|---|
| Hit | KWIC |
| 1 | d spend about 20 minutes on Questions 1-13> which are based on Reading Passage 1 below. Odonata Odonata is |
| 2 | end about 20 minutes on Questions 27\x9740> which are based on Reading Passage 3 below. The Luddites The |
| 3 | d spend about 20 minutes on Questions 1-13, which are based on Reading Passage 1 below. The Vikings\x92 |
| 4 | end about 20 minutes on Questions 14\x972 6 which are based on Reading Passage 2 below. Dyslexia Dyslexia, also |
| 5 | spend about 20 minutes on Questions 27-40> which are based on Reading Passage 3 below. Catastrophe Theory A |
| 6 | pend about 20 minutes on Questions 1\x9713, which are based on Reading Passage 1 below. Questions 1 -7 The followin |
| 7 | end about 20 minutes on Questions 14\x9727> which are based on Reading Passage 2 below. Nineteenth-Century Paperb |
| 8 | spend about 20 minutes on Questions 28-40, which are based on Reading Passage 3 below. Cosmic Black Holes |
| 9 | pend about 20 minutes on Questions 1\x9713, which are based on Reading Passage 1 below. The Gulf Stream |
| 10 | end about 20 minutes on Questions 14\x9727, which are based on Reading Passage 2 below. Chocolate\x97Food |
| 11 | spend about 20 minutes on Questions 28-40> which are based on Reading Passage 3 below. Academic Module\x97 |

Lexical Bundle # 17 are going to say

This bundle has been used in the range of 7. This particular function has been recognized by Biber et al. They have mentioned it in terms of stance expression, modality,

attitudinal stance, ability, and impersonality. The examples of bundles are in the following excerpts. figure 18 displays examples of bundles from different books.

- You have one minute to think about what you are going to say. (*IELTS Cambridge 17*)
- Take one minute to plan what you are going to say in your answer. (*Master IELTS Writing Band*)

Figure 18

Screenshot of LB are going to say

| Concordance Hits: 21 | |
|----------------------|--|
| Hit | KWIC |
| 1 | will have one minute to prepare what you are going to say. Part 3 Generally, friendships are important |
| 2 | will have one minute to prepare what you are going to say. Part 3 Why do people have |
| 3 | will have one minute to prepare what you are going to say. Part 3 Why do people read? |
| 4 | have one minute to think about what you are going to say. You can make some notes |
| 5 | have one minute to think about what you are going to say. You can make some notes |
| 6 | have one minute to think about what you are going to say. You can make some notes |
| 7 | have one minute to think about what you are going to say. You can make some notes |
| 8 | have one minute to think about what you are going to say. You can make some notes |
| 9 | have one minute to think about what you are going to say. You can make some notes |
| 10 | have one minute to think about what you are going to say. You can make some notes |
| 11 | have one minute to think about what you are going to say. You can make some notes |

Lexical Bundle#18 are more likely to

This bundle has been appeared in 7 different books. It has been used for Impersonal epistemic stance under the category of stance expressions. The bundle is mentioned by Biber et al.(2004). The examples of this bundle are given below, and figure 19 displays the examples of bundles from different books.

- Those who go straight to university after high school are more likely to have a permanent job early. (*The Complete Solution by ANH TOAN*)
- Study shows that males are more likely to be addicted to TV than females. (*Reading Recent Actual Test*)

Figure 19

Screenshot of LB *are more likely to*

| Concordance Hits 20 | |
|---------------------|--|
| Hit | KWIC |
| 1 | the use of chemical inputs will diminish. Crops are more likely to be grown p the environments |
| 2 | oyees whose values match those of their employers are more likely to 32 At times of change, people |
| 3 | Employees working in organisations with few rules are more likely to A take chances. B share |
| 4 | Factor we are more likely to focus on promotion goals when |
| 5 | \x95 we are more likely to focus on prevention goals with |
| 6 | occur, it is not often the case. Advances are more likely to be the result of a |
| 7 | are more likely to find a job that is |
| 8 | since the quantities of snowfall in some areas are more likely to increase. E What is the |
| 9 | still hold the opinion that: A Older workers are more likely to attract other staff B people |
| 10 | is getting lower. C Self-employed elder people are more likely to survive. D Older people's |
| 11 | participate in community activities and sports and are more likely to be obese than moderate viewers |

Lexical Bundle#19 as a result of

The bundle has appeared in 9 different text files. It has been used for causative (cause and effect) purposes, but it has not been mentioned by Biber et al. This is a new contribution to the functional taxonomies of the lexical bundle they presented. Furthermore, it falls under the umbrella of discourse organizers. The examples of this bundle are drawn from textbooks, and figure 20 displays the examples of bundles from different books.

- 35 factory owners as well as worker died *as a result of* Luddite rioting. (*Barron's the Leader*)
- Education cannot be well developed *as a result of* frequent drought, famines and disease spreading. (*Cambridge IELTS 3*)

Figure 20

Screenshot of LB *as a result of*

| Concordance Hits 29 | |
|---------------------|--|
| Hit | KWIC |
| 1 | hand. 35 Factory owners as well as workers died as a result of Luddite rioting. 36 The Luddite movement |
| 2 | cause. The idea that the moon was formed as a result of catastrophic events is a related |
| 3 | ropriate methodology. If the predictions you make as a result of deducing certain consequences from your |
| 4 | 4 per cent between the 1970s and 1980s mainly as a result of increases in yields from land |
| 5 | h their lives. Education cannot be well developed as a result of frequent droughts, famines and disease |
| 6 | example of a city with minimal public transport. As a result, 17% of its wealth went into transport |
| 7 | hose that have disappeared were destroyed by fire as a result of lightning or civil war. The |
| 8 | occupancy rates of passenger vehicles expected as a result of the increase in the price |
| 9 | , A-E. Which TWO skills did Laura improve as a result of her work placement? A communication |
| 10 | best known of the animals suffering habitat loss as a result of the spread of oil palm |
| 11 | as cause for much ridicule. 10. As a result of the compound with the other |

Lexical Bundle#20 *as well as the*

This bundle is used for topic elaboration /clarification under the category of discourse organizers. Biber et al. have listed the classification. The bundle has appeared in 6 different text files. The examples of this bundle are drawn from textbooks, and figure 21 displays instances from different text files.

- Additionally, people can donate money to organizations that are in charge of the maintenance *as well as the* conversation of the natural setting. (*The complete solution by ANH TOAN*)
- The two maps list illustrate the Norbiton area in the present days, *as well as the* planned development. (*IELTS Cambridge 17*)

Figure 21

Screenshot of LB *as well as the*

| Concordance Hits 15 | |
|---------------------|---|
| Hit | KWIC |
| 1 | atlantic waters, including fresh water from rivers as well as the increased amount of glacial melt, |
| 2 | atlantic waters, including fresh water from rivers as well as the increased amount of glacial melt, |
| 3 | the whites,\x94 Eventually, the Native Americans as well as the colonists used beeswax and honey |
| 4 | d environmental changes involved in the declines, as well as the economic and environmental effects and |
| 5 | Paleolithic drawings yet discovered on one site, as well as the fossilized2 remains of a number |
| 6 | slate and stylus and the Braille writing machine, as well as the use of a computer. 31. (A) |
| 7 | more. The information desk is also located here, as well as the Farm Museum Gift Shop. Classes |
| 8 | lleys and above all inspiration, in the deductive as well as the hypothetic component -than is immediately |
| 9 | be the worst hit, with heavy traffic noise as well as the noise from the light planes |
| 10 | their way of life. Nobody knows the Arctic as well as the locals, which is why they |
| 11 | ughout New Guinea and most of mainland Australia, as well as the island of Tasmania. The most |

Lexical Bundle#21 *at the beginning of*

The bundle has been used for text reference, time reference, and thing reference. Such bundles have more than one function. It has been used for text reference in *Barron's the Leader*. The bundle has appeared in 5 different text files. The following examples of this bundle are drawn from textbooks, and figure 22 displays instances from different text files.

- Start *at the beginning of* the test and work through it. (*Barron's the Leader*)
- The disappointing result of many conventional road transport project in Africa LED some expert to rethink the strategy by which was tackled *at the beginning of* the 1980s. (*IELTS Cambridge 7*)

- At the beginning of the war thousands of people fled over the border of the next country (*IELTS Essential by RW*)

Figure 22

Screenshot of LB at the beginning of

| Concordance Hits 18 | |
|---------------------|--|
| Hit | KWIC |
| 1 | space at the top of this page. Start at the beginning of the test and work through |
| 2 | space at the top of this page. Start at the beginning of the test and work through |
| 3 | space at the top of this page. Start at the beginning of the test and work through |
| 4 | space at the top of this page. Start at the beginning of the test and work through |
| 5 | space at the top of this page. Start at the beginning of the test and work through |
| 6 | space at the top of this page. Start at the beginning of the test and work through |
| 7 | space at the top of this page. Start at the beginning of the test and work through |
| 8 | space at the top of this page. Start at the beginning of the test and work through |
| 9 | until you are told to do so. Start at the beginning of the test and work through |
| 10 | space at the top of this page. Start at the beginning of the test and work through |
| 11 | space at the top of this page. Start at the beginning of the test and work through |

Lexical Bundle#22 at the end of

This bundle has been used for multifunctional references, including time, place, and text references, as it performs multi-functions. Biber et al. identified the bundle in their functional taxonomies. It has been appeared in 9 different text files. The following examples of the bundle are drawn from textbooks, and figure 23 displays instances from the corpus.

- You can check your answers at the end of each section or at the end of all four sections. (*Barron's the Leader*)
- At the end of each week, add up your hours. (*Barron's the Leader*)
- I acquire a certificate at the end of it. (*Cambridge IELTS 3*)

Figure 23

Screenshot of LB at the end of

| Concordance Hits 65 | |
|---------------------|---|
| Hit | KWIC |
| 1 | e Answer Explanations. You can check your answers at the end of each section or at the |
| 2 | answers at the end of each section or at the end of all four sections. The Answer |
| 3 | that follow each test. You can do this at the end of each section or at the |
| 4 | this at the end of each section or at the end of all four sections. General Training |
| 5 | 220 vi Introduction USING THE ANSWER EXPLANATIONS At the end of each test, you will find |
| 6 | date the contract on the last line. \x95 At the end of each week, add up your |
| 7 | . Write all your answers on the test pages. At the end of the test, you will be |
| 8 | . Write all your answers on the test pages. At the end of the test, you will be |
| 9 | the store. B near the front entrance. C at the end of the aisle. 32 Carpet patterns are |
| 10 | could account for the extinction of the dinosaurs at the end of the Cretaceous period. The acceptance |
| 11 | \x94 16. sweep/rear leader. The speakers says, \x93 At the end of the line will be the |

Lexical Bundle#23 at the same time

The bundle has been used for time reference. Biber et al. also identified it with the same function, and it falls under the category of referential expressions. This bundle has appeared in 7 different text files. The following examples of bundles are taken from textbooks, and Figure 24 displays the occurrences of the bundle from the text files.

- *At the same time*, however, they are associated with sacred caves and the ancestors, so they can be viewed as beings between words which makes them very significant in the culture of the people. (*IELTS Cambridge 17*)

Figure 24

Screenshot of LB at the same time

| Concordance Hits 28 | |
|---------------------|---|
| Hit | KWIC |
| 1 | quickly figured out how to pull on ropes at the same time to bring food that could |
| 2 | in many important ways over the past 100 years. At the same time, there are certain positive things |
| 3 | kes communication with distant loved ones easier, at the same time families are breaking up. Family |
| 4 | certain times of the month, the moon rises at the same time as the sun. 38 There are |
| 5 | ons 24 to 30 Student: Would I submit those things at the same time that I apply for admission? |
| 6 | be fired from a long, octagonal-shaped basket at the same time and had a range of 400 |
| 7 | for ballet, modern dance and martial arts - not at the same time, of course. Then in a |
| 8 | - very delicate, fine stuff of very good quality. At the same time, some of the meat was |
| 9 | ological excessity and a technological challenge. At the same time greater efforts must be made |
| 10 | are actually newly minted, made in the leaves at the same time as the tree is preparing |
| 11 | railway stations together and clear London slums at the same time. His idea was to relocate |

Lexical Bundle#24 *at the university of*

The bundle has been used for place reference. It comes under the category of referential expression. Biber has identified the bundle in functional taxonomies. It has been appeared in 7 different text files. The following examples of this bundle are taken from textbooks and Figure 25 displays the occurrences of the bundle from the text files.

- A more recent study by researchers *at the university of* California at San Francisco (UCSF) has shown that second hand cigarette smoke does more harm to non-smokers than to smokers. (*Cambridge IELTS 3*)

Figure 25

Screenshot of LB *at the university of*

| Concordance Hits 25 | |
|---------------------|---|
| Hit | KWIC |
| 1 | e had never done before. Professor John Marzloff, <i>at the University of</i> Washington in Seattle, demonstrated another |
| 2 | d adolescence. A more recent study by researchers <i>at the University of</i> California at San Francisco (UCSF) |
| 3 | I functioning, says Carl Cotman, a neuroscientist <i>at the University of</i> California at Irvine. He found |
| 4 | ame study, Teresa Seeman, a social epidemiologist <i>at the University of</i> Southern California in Los Angeles, |
| 5 | irector of the Centre for Environment and Society <i>at the University of</i> Essex. Professor Pretty and his |
| 6 | ays Christopher Peterson, professor of psychology <i>at the University of</i> Michigan, who cites himself as |
| 7 | st. D Suzanne Segerstrom, professor of psychology <i>at the University of</i> Kentucky, believes that the key |
| 8 | in the Qumran area 2,000 years ago. 13 Academics <i>at the University of</i> Haifa are currently researching how |
| 9 | transform what we eat,\x92 says Jorg Kudla <i>at the University of</i> Munster in Germany, a member |
| 10 | exception was T.T. Flynn, Professor of Biology <i>at the University of</i> Tasmania. In 1914, he was sufficiently |
| 11 | ke him can perform such mental feats, researchers <i>at the University of</i> California in Los Angeles (UCLA) |

Lexical Bundle#25 *by the end of*

The bundle has been used for time reference under the category of referential expression. The bundle has appeared in 6 different text files. The following examples of this bundle are drawn from textbooks, and figure 26 displays instances from different text files.

- *By the end of* the metropolitan 's first year of operation, 9.5 million journeys had been made. (*IELTS Cambridge 17*)
- The situation was very different *by the end of* the 19th century in Britain. (*IELTS Reading Recent Actual Test*)

Figure 26

Screenshot of LB by the end of

| Concordance Hits 13 | |
|---------------------|---|
| Hit | KWIC |
| 1 | should let me know your term paper topic by the end of the first week of the |
| 2 | advisor says, \x93The term paper is due by the end of the fourteenth week of the |
| 3 | sed dramatically between the years 1999 and 2004. By the end of that time, over one half |
| 4 | should let me know your term paper topic by the end of the first week of the |
| 5 | my term paper? The term paper is due by the end of the fourteenth week of the |
| 6 | e at the college. 15 Outstanding fees are payable by the end of the first week of the |
| 7 | burg European Council was set up 30 years ago. 26 By the end of this decade, CO2 emissions from |
| 8 | Farringdon, the journey taking about 18 minutes. By the end of the Metropolitan\x92s first |
| 9 | n history back in the 1990s between 2003 and 2005 by the end of this year ever since for |
| 10 | hings stand, nowadays, these days (4) The future: by the end of this year, for the foreseeable |
| 11 | ases such as tuberculosis, smallpox and influenza by the end of the 19th century. The second |

Lexical Bundle#26 *do you agree or*

The bundle is used for personal desire as a modality/attitudinal stance in 6 different books of IELTSs. Biber et al. have identified the bundle under the classification of stance expression/ modality/attitudinal stance/desire/personal. The following examples of this bundle are taken from different text files, and figure 27 displays the bundle's occurrences from different text files.

- To what extent do you agree or disagree with this statement? (*Barron's the Leader*)
- Do you agree or disagree with this opinion? (*The Complete Solution by ANH TOAN*)

Figure 27

Screenshot of LB do you agree or

| Concordance Hits 42 | |
|---------------------|---|
| Hit | KWIC |
| 1 | level of academic ability. To what extent do you agree or disagree with this statement? Give |
| 2 | starting in the earliest grades. To what extent do you agree or disagree with this statement? Give |
| 3 | than it was 100 years ago. To what extent do you agree or disagree with this statement? Give |
| 4 | part of a child\x92s education. Do you agree or disagree? Give reasons for your |
| 5 | emotions in a safe way. To what extent do you agree or disagree with this opinion? You |
| 6 | try and keep them alive. To what extent do you agree or disagree with this opinion? You |
| 7 | poorer nations in such areas. To what extent do you agree or disagree with this opinion? You |
| 8 | otherwise they are a complete waste of time. Do you agree or disagree? Give reasons for your |
| 9 | memorising the important ideas of the past. Do you agree or disagree? Why? Should education encourage |
| 10 | to them learn this distinction. To what extent do you agree or disagree with this opinion? What |
| 11 | healthcare and public transport. To what extent do you agree or disagree with this statement? Give |

Lexical Bundle# 27 *do you think it*

The bundle is used for personal desire as a modality/attitudinal stance in 7 different books of IELTS. Biber et al. (2004) identified the bundle, and they have mentioned it under the classification of staff expression/ modality/attitudinal stance/desire/personal. The following examples of this bundle are taken from different text files, and figure 28 displays the occurrences of the bundle from different text files.

- How beneficial *do you think it* is to group student according to their level of ability? (*IELTS Cambridge 3*)
- How important *do you think it* is for museums and art galleries to be free to enter? (*IELTS Essential by RW*)

Figure 28

Screenshot of LB *do you think it*

| Concordance Hits 16 | |
|---------------------|---|
| Hit | KWIC |
| 1 | of cars that may cause less pollution. Do you think it is better for governments to |
| 2 | are some reasons that people prefer organic food? Do you think it is important to buy organic |
| 3 | of learning works best for you? How beneficial do you think it is to group students according |
| 4 | making films of real-life events? How important do you think it is for a film-maker |
| 5 | kind of possessions show status in your country? Do you think it was different for your grandparents? |
| 6 | making other people laugh? [Why/Why not?] \x95 Do you think it's important for people to |
| 7 | long enough? [Why/Why not?] \x95 How important do you think it is to have free time |
| 8 | you done much travelling? [Why/Why not?] \x95 Do you think it's better to travel alone |
| 9 | w their neighbours in your country? How important do you think it is to have good neighbours? |
| 10 | it be expensive to visit cities on holiday? Do you think it is better to visit cities |
| 11 | dies and other familiar topics. EXAMPLE Mens \x95 Do you think it's better to use |

Lexical Bundle #28,29,30 *Complete the sentences below, Complete the table below, Complete the notes below*

These three bundles are almost the same in terms of their functions. These LBs are used to give directions or instructions; in other words, the function is imperative. It can be mentioned under the category of discourse organizers. The function is not identified by Biber et al. (2004), so this is a new addition to functional taxonomies. LB 28 has appeared with the range of 7, and LBs 29,30 have appeared with the range of 6.

- Complete the sentences below with no more than three words from the passage. (IELTS Reading Recent Actual Test)
- Questions 9-13 complete the table below. (IELTS Cambridge 3)
- Questions 31-33 complete the table below. (Barron's the Leader)

Figure 29

Screenshot of LB complete the sentences below

| Concordance Hits 23 | |
|---------------------|--|
| Hit | KWIC |
| 1 | Practice Test 1 6 Academic Module Questions 9 and 10 Complete the sentences below . Write NO MORE THAN |
| 2 | Academic Module Practice Test 1 Questions 16-20 Complete the sentences below . Write ONE WORD OR |
| 3 | Practice Test 2 46 Academic Module Questions 16-20 Complete the sentences below . Write NO MORE THAN |
| 4 | 15 club store _____ Questions 16-18 Complete the sentences below . Write NO MORE THAN |
| 5 | Module Practice Test 6 213 Questions 22 7 Complete the sentences below . Choose NO MORE |
| 6 | re) Please submit by: March 15 Questions 2 1 -2.7 Complete the sentences below . Choose NO MORE |
| 7 | ession that you are interested and enthusiastic. Complete the sentences below . Choose NO MORE |
| 8 | e are will be no exceptions. 1 British: organiser Complete the sentences below . Choose NO MORE TH |
| 9 | 5970184 SECTION 2 Questions 11-20 Questions 11-14 Complete the sentences below . Write NO MORE THAN TWO |
| 10 | n reels more effective. Listening Questions 38-40 Complete the sentences below . Write NO MORE THAN THREE |

Figure 30

Screenshot of LB complete the table below

| Concordance Hits 26 | |
|---------------------|---|
| Hit | KWIC |
| 1 | 85 Questions 13-17 Complete the table below . Write NO MORE THAN THREE |
| 2 | LISTENING SECTION 1 Questions 1-10 Questions 1-5 Complete the table below . Write NO MORE THAN THREE |
| 3 | ff Room SECTION 2 Questions 11-20 Questions 11-15 Complete the table below . Write NO MORE THAN THREE |
| 4 | in boxes 6-8 on your answer sheet. Question 9-13 Complete the table below . Choose NO MORE THAN THREE |
| 5 | ater effectively and efficiently. Questions 19-22 Complete the table below using the information in sections |
| 6 | answer. SECTION2 Questions 11-20 Questions 11-13 Complete the table below . Write NO MORE THAN THREE |
| 7 | ORDS OR A NUMBER for each answer. Questions 14-16 Complete the table below . Write NO MORE THAN THREE |
| 8 | answer. SECTION 4 Questions 31-40 Questions 31-33 Complete the table below . Write NO MORE THAN TWO |
| 9 | E THAN TWO WORDS for each answer. Questions 34-36 Complete the table below . Write NO MORE THAN THREE |
| 10 | NUMBER for each answer. SECTION 2 Questions 11-20 Complete the table below . Write NO MORE THAN THREE |
| 11 | 16 dressing rooms t2 Listening Questions 17- 20 Complete the table below . Write NO MORE THAN TWO |

Figure 31

Screenshot of LB complete the notes below

| Concordance Hits 41 | |
|---------------------|--|
| Hit | KWIC |
| 1 | SECTION 4 QUESTIONS 31-40 Questions 31-33 Complete the notes below . Write NO MORE TH |
| 2 | , teens, adults Friday Book club 5 Questions 6-10 Complete the notes below . Write NO MORE TILL |
| 3 | ngs I meet artists E give classes Questions 26-30 Complete the notes below . Write NO MORE TH |
| 4 | SECTION 3 Questions 21-30 Complete the notes below . Write NUMBERS AND/OR NO |
| 5 | THAN THREE WORDS for each answer. Questions 16-20 Complete the notes below . Write NUMBERS OR NO MORE |
| 6 | already a part of job interviews. Questions 25-29 Complete the notes below . Write NO MORE THAN THREE |
| 7 | res. SECTION4 Questions 31-40 Questions 31 and 32 Complete the notes below . Write NO MORE THAN THREE |
| 8 | of circle. Questions 35-37 Complete the notes below . Write NO MORE THAN THREE |
| 9 | years? Test 3 LISTENING SECTION 1 Questions 1-10 Complete the notes below . Write NO MORE THAN THREE |
| 10 | te C if he says REMOVE COMPLETELY Questions 27-30 Complete the notes below . Write NO MORE THAN THREE |
| 11 | 1906 B 1909 C 1914 D 1918 E 1928 Questions 17-19 Complete the notes below . Choose NO MORE THAN THREE |

Lexical Bundle#31 *from the list of*

This bundle has been used for tangible framing attributes in 5 different books. The function is enlisted by Biber et al. (2004), and it falls under the category of referential expressions. The examples of relevant this bundle are given below, with screenshots of instances from the text files.

- Choose the correct headings for section A-F *from the list of* headings below. (*IELTS Cambridge 7*)
- Choose the correct heading for each paragraph *from the list of* headings below. (*IELTS Cambridge 10*)

Figure 32

Screenshot of LB from the list of

| Concordance Hits - 18 | |
|-----------------------|---|
| Hit | KWIC |
| 1 | the most suitable headings for paragraphs B-E <i>from the list of</i> headings below. Write the appropriate |
| 2 | the UCSF study. Questions 22-24 Choose ONE phrase <i>from the list of</i> phrases A-J below |
| 3 | the most suitable headings for paragraphs C-G <i>from the list of</i> headings below. Write the appropriate |
| 4 | suitable headings for sections A-D and F <i>from the list of</i> headings below. Write the appropriate |
| 5 | suitable headings for sections A, B and D <i>from the list of</i> headings below. Write the appropriate |
| 6 | Choose the most suitable heading for each section <i>from the list of</i> headings below. Write the appropriate |
| 7 | extract from a brochure on the following page. <i>From the list of</i> headings below, choose the most |
| 8 | choose the most suitable heading for each paragraph <i>from the list of</i> headings below. Write the appropriate |
| 9 | Choose the correct heading for paragraphs B-G <i>from the list of</i> headings below. Write the correct |
| 10 | heading for paragraphs B-E. Choose the correct heading for each paragraph <i>from the list of</i> headings below. Write the correct |
| 11 | correct heading for paragraphs A and C-H <i>from the list of</i> headings below. Write the correct |

Lexical Bundle #32 *from the passage for*

This bundle has been used for tangible framing attributes in 6 different books. The function is enlisted by Biber et al. (2004), and it falls in referential expressions. The examples of relevant this bundle are given below with the screenshot 33 of instances from the text files.

- No more than three words *from the passage for* each answer. (*Barron's the Leader*)
- Choose one word *from the passage for* each answer. (*IELTS Cambridge 17*)

Figure 33

Screenshot of LB from the passage of

| Concordance Hits - 30 | |
|-----------------------|---|
| Hit | KWIC |
| 1 | NO MORE THAN THREE WORDS from the passage for each answer. Write your answers |
| 2 | summary below. Choose NO MORE THAN TWO WORDS from the passage for each answer. Write your answers |
| 3 | NO MORE THAN THREE WORDS AND/OR NUMBERS from the passage for each answer. Write your answers |
| 4 | Complete the summary below. Choose ONE WORD ONLY from the passage for each answer. Write your answers |
| 5 | sentences below. Choose NO MORE THAN TWO WORDS from the passage for each answer. Write your answers |
| 6 | summary below. Choose NO MORE THAN THREE WORDS from the passage for each answer. Write your answers |
| 7 | Answer the questions below. Choose ONE WORD ONLY from the passage for each answer. Write your answers |
| 8 | below. Choose ONE WORD AND/OR A NUMBER from the passage for each answer. Write your answers |
| 9 | sentences below. Choose NO MORE THAN TWO WORDS from the passage for each answer. Write your answers |
| 10 | sentences below. Choose NO MORE THAN THREE WORDS from the passage for each answer. Write your answers |
| 11 | below. Choose ONE WORD AND/OR A NUMBER from the passage for each answer. Write your answers |

Lexical Bundle#33 Give your own opinion

The bundle has been used for imperative purposes. The books are full of activities, so there are instructional bundles as well. Biber does not enlist this function. So, this is a new addition to functional taxonomies. The bundle has been used in 7 different text files. The examples of relevant this bundle are given below with screenshot 34, which contains the instances of bundles from the text files.

- Discuss both these views and *give your own opinion*. (IELTS Cambridge 10)
- Discuss both views and *give your own opinion*. (IELTS Master Writing Band)

Figure 34

Screenshot of LB give your own opinion

| Concordance Hits - 21 | |
|-----------------------|--|
| Hit | KWIC |
| 1 | it is unfair. Discuss both these views and give your own opinion. Writing Give reasons for your |
| 2 | or musician. Discuss both these views and give your own opinion. Writing Give reasons for your |
| 3 | on the punishment. Discuss both these views and give your own opinion. Give reasons for your answer |
| 4 | ence and technology. Discuss both these views and give your own opinion. Give reasons for your answer |
| 5 | if they wish. Discuss both these views and give your own opinion. Give reasons for your answer |
| 6 | ished their studies. Discuss both these views and give your own opinion. Give reasons for your answer |
| 7 | later in life. Discuss both these views and give your own opinion. Give reasons for your answer |
| 8 | with your opinion: Discuss both these views and give your own opinion. Or Only your opinion essay: |
| 9 | elop better social skills. Discuss both views and give your own opinion. Tactics: Write about both sides |
| 10 | elop better social skills. Discuss both views and give your own opinion. Topic words: describe the general |
| 11 | the instruction words are: Discuss both views and give your own opinion. Step 2: Decide on your opinion |

Lexical Bundle#34 *Given in reading passage*

This bundle has been used for text reference/text deixis. Biber et al. mentioned it under referential expression/text reference. The examples of this relevant bundle are given below.

- Do the following statements agree with the information *given in reading passage 2?* (*IELTS Reading Recent Actual Test*)

Figure 35

Screenshot of LB given in reading passage

| Concordance Hits: 34 | |
|----------------------|---|
| Hit | KWIC |
| 1 | e following statements agree with the information given in Reading Passage 1? In boxes 1-6 on your answer |
| 2 | e following statements agree with the information given in Reading Passage 2? In boxes 18-22 on your answer |
| 3 | e following statements agree with the information given in Reading Passage 1? In boxes 6-10 on your answer |
| 4 | e following statements agree with the information given in Reading Passage 3? In boxes 32-40 on your answer |
| 5 | e following statements agree with the information given in Reading Passage 2? In boxes 21-26 on your answer |
| 6 | e following statements agree with the information given in Reading Passage 3? In boxes 31-36 on your answer |
| 7 | e following statements agree with the information given in Reading Passage 1? In boxes 1-6 on your |
| 8 | e following statements agree with the information given in Reading Passage 1? In boxes 1-6 on your |
| 9 | e following statements agree with the information given in Reading Passage 2? In boxes 22-26 on your answer |
| 10 | e following statements agree with the information given in Reading Passage 1? In boxes 8-13 on your answer |

Lexical Bundle#35 *have one minute to*

The analysis of concordance lines showed that it has been used in 6 different text files. This function specifies the quantity, and it is mentioned in the functional categories presented by Biber et al. (2004). They have mentioned it under referential expressions. The examples are taken from the text files. Moreover, figure 36 displays the occurrences of a particular bundle.

- You *have one minute to* think about what you are going to say. (*Cambridge 10*)

Figure 36

Screenshot of LB have one minute to

| Concordance Hits 17 | |
|---------------------|--|
| Hit | KWIC |
| 1 | minutes to talk about this topic. You will have one minute to prepare what you are going |
| 2 | minutes to talk about this topic. You will have one minute to prepare what you are going |
| 3 | minutes to talk about this topic. You will have one minute to prepare what you are going |
| 4 | talk about the topic for 1 to 2 minutes. You have one minute to think about what you |
| 5 | talk about the topic for 1 to 2 minutes. You have one minute to think about what you |
| 6 | talk about the topic for 1 to 2 minutes You have one minute to think about what you |
| 7 | talk about the topic for 1 to 2 minutes. You have one minute to think about what you |
| 8 | the topic for one to two minutes. You have one minute to think about what you are |
| 9 | topic for one to t o minutes. ,You have one minute to think about what you a? |
| 10 | the topic for one to two minutes. You have one minute to think about what you are |

Lexical Bundle#36 *how do you think*

The bundle has been used in 5 different text files, and the concordance lines showed that it has been used for investigating/inquiring. The bundle is identified by Biber et al. (2004) under special conversational functions/simple inquiry. The examples are taken from the text files. Moreover, figure 37 displays the instances of the respective bundle.

- Discuss both views and *how do you think* about it. (*The complete solution by ANH TOAN*)
- *How do you think* the Internet will affect buying patterns in the future? (*Cambridge 3*)

Figure 37

Screenshot of LB how do you think

| Concordance Hits 11 | |
|---------------------|--|
| Hit | KWIC |
| 1 | ies? How are movies different from live theater? How do you think movies will be different in |
| 2 | watching a movie, but I enjoy them both. How do you think movies will be different in |
| 3 | of things are popular to read these days? How do you think reading will be different in |
| 4 | of light reading I see around a lot. How do you think reading will be different in |
| 5 | variety of different places? Why or why not? How do you think travel will be different in |
| 6 | an important part of learning and growing up. How do you think travel will be different in |
| 7 | we be free to choose what we see? How do you think censorship laws will change in |
| 8 | ample questions: What is the role of advertising? How do you think the Internet will affect buying |
| 9 | students to have their own new ideas? Why? How do you think teachers could help students to |
| 10 | are good for their health? Why is that? How do you think children's activities will change |

Lexical Bundle#37 *if you want to*

The bundle is used for expressing desire as an attitudinal/modality stance in 5 different text files. Biber and his colleagues (2004) identified it under the category of stance expression/modality/desire/personal. The examples are taken from the text files. Furthermore, figure 38 displays the occurrences of the particular bundle from the text files.

- There are templates available *if you want to* create a website yourself. (*Baron's IELTS*)
- Focus on the topic and task 2 in the writing exam is essential *if you want to* get a higher score. (*Master IELTS Writing Band*)

Figure 38

Screenshot of LB *if you want to*

| Concordance Hits 19 | |
|---------------------|---|
| Hit | KWIC |
| 1 | break your budget. There are templates available if you want to create a website yourself. Or, |
| 2 | sit with your daughter for half an hour if you want to go down to the health |
| 3 | know where to go and who to see if you want to pay us a visit. Generally |
| 4 | - usually Jackie or myself - between those times. if you want to make an appointment you can |
| 5 | a charge of \xA335, including lunch, or \xA340 if you want to camp in the wood. jan: |
| 6 | you need to work really hard if you want to pass your exams next month. 1 |
| 7 | rarely able to pay it back. 4. if you want to rent a room in the |
| 8 | other foods that have a high fat content if you want to lose weight. (to stop doing |
| 9 | . it. A. renovate B. remonstrate C. reiterate 10. if you want to add an extension to your |
| 10 | 92ve learnt. And they\x92re very useful if you want to study on a course but |

Lexical Bundle#38 *in addition to the*

The bundle is used to elaborate on or clarify the topic. So, it has been used in 7 different text files. In the category of discourse organizers, Biber et al. (2004) recognized and included this function in their functional taxonomies. The examples are taken from different text files. Moreover, figure 39 displays the occurrences of the particular bundle.

- *In addition to the* influence of social media, unprecedented situations extended periods effectively. (*Master IELTS writing band*)
- *In addition to the* improvement of roads. (*Cambridge 7*)

Figure 39

Screenshot of LB in addition to the

| Concordance Hits 15 | |
|---------------------|--|
| Hit | KWIC |
| 1 | er images are equally sophisticated in execution. In addition to the hundreds of animal paintings, the |
| 2 | results are reported on a nine-band scale. In addition to the score for overall language ability |
| 3 | results are reported on a nine-band scale. In addition to the score for overall language ability, |
| 4 | ng methods that were heavily dependent on labour. In addition to the improvement of roads. these methods |
| 5 | results are reported on a nine-band scale. In addition to the score for overall language ability, |
| 6 | results are reported on a nine-band scale. In addition to the score for overall language ability, |
| 7 | , but at least you will be happy. Architecture In addition to the words and phrases which appear |
| 8 | romise, therefore, is the best solution. The arts In addition to the words and phrases which appear |
| 9 | her source, such as a national lottery. Education In addition to the words and phrases which appear |
| 10 | 92t realise this at the time. The environment In addition to the words and phrases which appear |

Lexical Bundle#39 in the form of

‘In the form of’ has been used for tangible framing attributes. It has been appeared in 7 different text files. Under the category of referential expression, Biber et al. (2004) have enlisted this bundle. The examples are taken from different text files. Furthermore, figure 40 displays the instances of the respective bundle.

- These clues are usually *in the form of* one or two words. (IELTS Essentials by RW)
- In addition to the score of overall language ability IELTS provides a score, *in the form of* a profile, for each of the four skills. (Cambridge 3)

Figure 40

Screenshot of LB in the form of

| Concordance Hits 15 | |
|---------------------|---|
| Hit | KWIC |
| 1 | aquatic plant. The babies emerge from the eggs in the form of nymphs. They live underwater, breathing |
| 2 | Paragraph 4: \x93The babies emerge from the eggs in the form of nymphs.\x94 9. (H) Paragraph 4: \x93 |
| 3 | ual and audio processing. Genetic research, often in the form of twins studies, shows that dyslexia |
| 4 | nsuming caffeine for hundreds of years, primarily in the form of coffee, tea, and cocoa. Today, |
| 5 | overall language ability IELTS provides a score, in the form of a profile, for each of |
| 6 | overall language ability, IELTS provides a score in the form of a profile for each of |
| 7 | be marked wrong. Questions which require answers in the form of words or numbers \x95 Answers |
| 8 | overall language ability, IELTS provides a score in the form of a profile for each of |
| 9 | be marked wrong. Questions which require answers in the form of words or numbers \x95 Answers |
| 10 | overall language ability, IELTS provides a score in the form of a profile for each of |

Lexical Bundle#40 in the last year

This bundle is used for time reference in 6 different text files. Biber et al. (2004) mentioned that the bundle had the same function. This function (time reference) is included

in the list of referential expressions. The following examples are taken from the different text files. Moreover, figure 41 displays the occurrences of the respective bundle.

- It also provides us with an accurate illustration of advances we have made *in the last 20 years*. (*IELTS Essentials by RW*)
- *In the last 14 years*, the National Long-Term Healthcare Survey has gathered data on the health and lifestyle. (*Cambridge 6*)

Figure 41

Screenshot of LB in the last year

| Concordance Hits 10 | |
|---------------------|--|
| Hit | KWIC |
| 1 | impact. E Events that have occurred on Earth in the last 100 years or more have proved to |
| 2 | is \x93Events that have occurred on Earth in the last 100 years or more have proved to |
| 3 | stions: How has education changed in your country in the last 10 years? What changes do you foresee |
| 4 | do strike, it is much later in life. In the last 14 years, the National Long-term Health |
| 5 | buildings near the Toji pagoda had been built in the last 30 years. 4 The builders of pagodas knew |
| 6 | he European economy and its system of production. In the last 20 years, as internal frontiers have been |
| 7 | ccurate illustration of the advances we have made in the last 20 years. K. It illustrates his preference |
| 8 | spite of all the progress it has made in the last 50 years or so, medical science still |
| 9 | forms. \x91Technology has come a long way in the last 50 years, and our lives have become |
| 10 | Arctic sea ice, a 17 cm sea level rise in the last 100 years, and more extreme weather events |

Lexical Bundle#41 in the middle of

The bundle is a referential expression that refers to more than one function. In other words, it is multifunctional. It has been used for time/thing and place references. The function is identified by Biber et al. (2004) and enlisted under the classification of referential expressions. It has been appeared in 6 different text files. The examples of different functions are given below, with screenshots of instances from text files.

- *In the middle of* a garden is a _____. (*Barron's IELTS*)
- However, the unemployment rate in the United States began declining slowly in March 1993, and reached 5% mark *in the middle of* 1996. (*Cambridge 3*)

Figure 42

Screenshot of LB in the middle of

| Concordance Hits 13 | |
|---------------------|--|
| Hit | KWIC |
| 1 | 8 Take the path through the _____, 19 in the middle of the garden is a _____, 20 A _____ |
| 2 | 93It will lead you to a lovely garden, in the middle of which is a fountain.\x94 20. |
| 3 | walk out my front door and be right in the middle of everything. 40 Academic Module Academic Module\ |
| 4 | , It will lead you to a lovely garden, in the middle of which is a fountain. This |
| 5 | focal role and can be regarded as sitting in the middle of a group of people, with |
| 6 | ning slowly since March 1993, and reached 5% mark in the middle of 1996. Japan turned out to be |
| 7 | s consider the following scenario ... You wake up in the middle of the night in a strange |
| 8 | , England, which used to have a large tree in the middle of it. More recently labyrinths have |
| 9 | of on the north side of diagonally opposite in the middle of on the south side of |
| 10 | bankruptcy. 18. We were accidentally disconnected in the middle of our phone call. We were |
| 11 | hone call. We were accidentally _____ in the middle of our phone call. 19. Once the |
| 12 | can just say on the left side of), 6. in the middle of, 7, halfway along (we can also |
| 13 | f they were family. Researchers placed each chick in the middle of a platform and showed it |

Lexical Bundle#42 in the number of

In 5 different text files, this bundle has been utilized for quantity specification or to quantify things. This particular bundle is mentioned in Biber et al. (2004). It falls under referential expression/specification of attributes/quantity specification. The examples of different functions are given below, along with screenshots of instances from the text file.

- Because a decrease *in the number of* daylight hours is significant contributor, geographic location is an important factor in the incident of the disorder. (*Barron's IELTS*)
- It is believed to have been caused by a sudden increase *in the number of* rats breeding in the sewers. (*IELTS Essentials by RW*)

Figure 43

Screenshot of LB in the number of

| Concordance Hits 12 | |
|---------------------|---|
| Hit | KWIC |
| 1 | suitable temperatures. C regulate glacial melt. 5 In 2007, the number of vortices, or chimneys, that pulled |
| 2 | the warmer months approach. 8 Because a decrease in the number of daylight hours is a significant |
| 3 | their finances. That represents a significant drop in the number of disabled old people in the |
| 4 | shows that there has been a considerable reduction in the number of elderly people who are 21 |
| 5 | the next two years, with just over 5,000 closures in 2018. The number of new shops opening decreased dramatically |
| 6 | nder 4,000) but rebounded by roughly 50% by 2014. In 2015, the number of openings then fell to the 2012 |
| 7 | ust. Overall, there was an (13) in the number of visitors to Seahaven and Westhampton, |
| 8 | ven and Westhampton, but a (14) in the number of people visiting Bridgeport. Complete these |
| 9 | to have been caused by a sudden increase in the number of rats breeding in the sewers. |
| 10 | n August. Overall, there was an (13) upward trend in the number of visitors to Seahaven and Westhampton, |
| 11 | ahaven and Westhampton, but a (14) downward trend in the number of people visiting Bridgeport. (Remember to |
| 12 | V are varied. Firstly, people believe the upsurge in the number of programs can satisfy viewers of |

Lexical Bundle#43 *in the same way*

The bundle is used for topic introduction/focus under discourse organization. It has been used in 5 different text files. The purpose, according to Biber et al., is to introduce and explain the topic in particular discourse. The following examples are taken from different text files. Furthermore, figure 44 displays the instances of the respective bundle.

- *In the same way*, random, arbitrary, or accidental mutation of ideas may help pave the way for advances in science. (*Cambridge 17*)
- The actual value of the natural pearl dress is determined *in the same way* as it would be for other ‘precious’ gems. (*IELTS Reading Recent Actual test*)

Figure 44

Screenshot of LB *in the same way*

| Concordance Hits - 11 | |
|-----------------------|--|
| Hit | KWIC |
| 1 | ersed. 33 Today furniture operates as a role sign in the same way as dress has always done. 34 |
| 2 | istics that result from random genetic mutations. In the same way , random, arbitrary or accidental mutations |
| 3 | ly furthermore in addition in brief in conclusion in the same way likewise moreover similarly thus therefore |
| 4 | technicality puts a stop to your plans. C. In the same way , kimchii is a concoction of |
| 5 | it's a matter of personal taste. in the same way that some people prefer modern |
| 6 | ed to before the verb), 3. Likewise / Similarly / In the same way (the main verb in both |
| 7 | x92s more. 6. Likewise / similarly, 7. Likewise / in the same way / Similarly, 8. In brief, 9. In brief / |
| 8 | chemist. 23. Celluloid and Bakelite react to heat in the same way . 24. The mix of different varieties |
| 9 | usic' would be fundamentally different from ours. In the same way our scales derive from human |
| 10 | actual value of a natural pearl is determined in the same way as it would be for |
| 11 | aragraph, we discuss the third issue and solution in the same way as we did with the |

Lexical Bundle#44,45 *is impossible to say, it is impossible to*

The bundles have been used for stance expression under the subcategory of modality/attitudinal stance. They're further anatomized into ability/impersonal. The bundle '*is impossible to say*' has appeared in 6 different text files, and the bundle '*it is impossible to*' has been used in 8 different text files. The following examples are taken from different text files. Moreover, figures 45 and 46 show the instances of the bundle.

- if it *is impossible to say* what the writer thinks about this. (*Cambridge 17*)
- *It is impossible to* learn the sequence of events that led to our development of the concept of numbers. (*Cambridge 6*)

Figure 45

Screenshot of LB is impossible to say

| Concordance Hits 19 | |
|---------------------|--|
| Hit | KWIC |
| 1 | claims of the writer NOT GIVEN if it is impossible to say what the writer thinks about |
| 2 | opinion of the writer NOT GIVEN if it is impossible to say what the writer thinks about |
| 3 | claims of the writer NOT GIVEN if it is impossible to say what the writer thinks about |
| 4 | views of the writer NOT GIVEN if it is impossible to say what the writer thinks about |
| 5 | claims of the writer NOT GIVEN if it is impossible to say what the writer thinks about |
| 6 | statement contradicts the writer NOT GIVEN if it is impossible to say what the writer thinks about |
| 7 | writer's views NOT GIVEN if it is impossible to say what the writer thinks about |
| 8 | contradicts the views of the writer if it is impossible to say what the writer thinks about |
| 9 | contradicts the claims of the writer if it is impossible to say what the writer thinks about |
| 10 | contradicts the claims of the writer if it is impossible to say what the writer thinks about |

Figure 46

Screenshot of LB it is impossible to

| Concordance Hits 24 | |
|---------------------|--|
| Hit | KWIC |
| 1 | the claims of the writer NOT GIVEN if it is impossible to say what the writer thinks |
| 2 | the opinion of the writer NOT GIVEN if it is impossible to say what the writer thinks |
| 3 | the claims of the writer NOT GIVEN if it is impossible to say what the writer thinks |
| 4 | the views of the writer NOT GIVEN if it is impossible to know what the writer thinks |
| 5 | the views of the writer NOT GIVEN if it is impossible to say what the writer thinks |
| 6 | the claims of the writer NOT GIVEN if it is impossible to say what the writer thinks |
| 7 | the statement contradicts the writer NOT GIVEN if it is impossible to know what the situation is |
| 8 | the statement contradicts the writer NOT GIVEN if it is impossible to say what the writer thinks |
| 9 | the writer's views NOT GIVEN if it is impossible to say what the writer thinks |
| 10 | at and remarkable achievements of the human race. It is impossible to learn the sequence of events |

Lexical Bundle#46 *it is important to*

The bundle has been used for stance expression under the subcategory of modality/attitudinal stance/obligation/directive/impersonal. It has been appeared in 9 different text files. The examples are from the corpus, and figure 47 shows the occurrences of the particular bundle.

Figure 47

Screenshot of LB it is important to

| Concordance Hits 20 | |
|---------------------|---|
| Hit | KWIC |
| 1 | gh takes two hours. 270 General Training Module C it is important to clean the inside of the |
| 2 | bread. ...\\x94 6. after each use. Section C: \\x93 It is important to clean the inside of the |
| 3 | that people prefer organic food? Do you think it is important to buy organic food despite the |
| 4 | an examiner) at the back of the book. It is important to note that these show just |
| 5 | examiner as examples of very good answers, but it is important to understand that they are just |
| 6 | he children simply because they are not academic. It is important to remember that children need to |
| 7 | to say what the writer thinks about this 6 It is important to lllderstand how the first audiences |
| 8 | provided model answers (written by an examiner). It is important to note that these show just |
| 9 | provided model answers (written by an examiner). It is important to note that these show just |
| 10 | compiled list. If you are contacting a business, it is important to address the letter to the |

Lexical Bundle#47 is one of the

The bundle has been used in 7 different books and been used for identification/focus. This function has also been mentioned in Biber et al. (2004) under referential expression. The following examples are taken from different text files, and figure 48 shows the instances of the particular bundle.

- The Great Barrier Reef *is one of the* best places to observe it. (Barron's IELTS)
- The Climatic Research University (CRU) of the University of East Anglia in Norwich, *is one of the* world leading institutions. (IELTS Reading Recent Actual Test)

Figure 48

Screenshot of LB is one of the

| Concordance Hits 21 | |
|---------------------|---|
| Hit | KWIC |
| 1 | has only 30 miles of paved roads while London is one of the major centers1 of civilization.2 Why |
| 2 | about ocean life, and the Great Barrier Reef is one of the best places to observe it. |
| 3 | for ideas. Speaking with a firm, clear voice is one of the best ways to give an |
| 4 | aragraph 5: \\x93Speaking with a firm, clear voice is one of the best ways to give an |
| 5 | ronger action against smoking in public places. C is one of the two most preventable causes of |
| 6 | ability to shape one\\x92s own role is one of the freedoms that many people desire, |
| 7 | sed for outside activities, and also ... and this is one of the surprising features... it does work |
| 8 | of all, I think that the modern technology is one of the main reason for this problem. |
| 9 | facility that comes naturally to a person, it is one of the great and remarkable achievements of |
| 10 | a B or C. O. For example, it is one of the peculiarities of the British system |

Lexical Bundle#48 *list of heading below*

The function of this particular bundle is text deixis/text reference. It has been appeared in 5 different text files. The bundle is also identified by Biber et al. (2004) under referential expression. The following examples are taken from different text files, and figure 49 displays the occurrences of a particular bundle.

- Choose the most suitable heading for each section from the *list of headings below*. (Cambridge 3)
- Choose the correct heading for each paragraph from the *list of headings below*. (IELTS Reading Recent Actual Test)

Figure 49

Screenshot of LB list of heading below

| Concordance Hits 16 | |
|---------------------|--|
| Hit | KWIC |
| 1 | suitable headings for paragraphs B-E from the list of headings below. Write the appropriate numbers i- |
| 2 | suitable headings for paragraphs C-G from the list of headings below. Write the appropriate numbers i- |
| 3 | for sections A-D and F from the list of headings below. Write the appropriate numbers i- |
| 4 | for sections A, B and D from the list of headings below. Write the appropriate numbers i- |
| 5 | most suitable heading for each section from the list of headings below. Write the appropriate numbers i- |
| 6 | a brochure on the following page. From the list of headings below, choose the most suitable headings |
| 7 | most suitable heading for each paragraph from the list of headings below. Write the appropriate numbers i- |
| 8 | the correct heading for each paragraph from the list of headings below. Write the correct number, i- |
| 9 | for paragraphs A and C-H from the list of headings below. Write the correct number, i- |
| 10 | sections B, C, E and F from the list of headings below. Write the correct number, i- |

Lexical Bundle#49 *look at the following*

The function of this bundle is identification/focus. This particular bundle has been identified by Biber et al. (2004) under referential expressions. The bundle has been used in 7 different text files. The following examples are taken from different text files, and figure 50 displays the instances of a particular bundle.

- *Look at the following* sentences and decide if they are true or false. (IELTS Essentials by RW)
- *Look at the following* statements and the list of people below. (Cambridge 10)

Figure 50

Screenshot of LB look at the following

| Concordance Hits 15 | |
|---------------------|--|
| Hit | KWC |
| 1 | ss General Training Module\x97Practice Test 1 251 Look at the following descriptions, Questions 28\x9734, o f |
| 2 | I change happen quickly enough?\x92 Questions 1-5 Look at the following solutions (Questions 1-5) and locations. Match |
| 3 | transport is only averagely good. Questions 11-13 Look at the following cities (Questions 11-13) and the list |
| 4 | r socially-disadvantaged children Questions 18-22 Look at the following statements (Questions 18-22) and the list |
| 5 | rease their happiness. 94 Reading Questions 19-22 Look at the following statements (Questions 19-22) and the list |
| 6 | at has been genetically edited Questions 19\x9623 Look at the following statements (Questions 19\x9623) and the |
| 7 | An application form. Size, quantity & dimension 1 Look at the following list and decide whether we |
| 8 | tryside has had a detrimental effect on the 21. 1 Look at the following sentences and decide if they |
| 9 | came to think the way they do. Questions 1-5 Look at the following statements (Questions 1-5) and the list |
| 10 | D younger ones may save any words Questions 32-35 Look at the following people and list of statements |

Lexical Bundle 50-54 *more than three words, more than two words, no more than three, on more than two, using no more than*

These bundles are used for comparison as discourse organizers in Biber et al. (2004); this function is not mentioned, so this is a new contribution to the functional taxonomies of the lexical bundle they presented. The study of concordance lines has shown that the bundles have been used for comparative purposes. The following examples are taken from different text files, and figures 51-55 show the occurrences of these bundles.

- Write no *more than three words* for each answer. (*Cambridge 7*)
- For example, if a question specifies an answer *using no more than* three words and the correct answer is... (*Cambridge 10*)

Figure 51

Screenshot of LB more than three words

| Concordance Hits 46 | |
|---------------------|--|
| Hit | KWC |
| 1 | the timeline fa AND/OR A NUMBER NO MORE THAN THREE WORDS ? for each answer. 1832 In her |
| 2 | ON 2 Questions 11-20 Questions 11 and 12 Write NO MORE THAN THREE WORDS for each answer. 11 Who is |
| 3 | uestions 13-17 Complete the table below. Write NO MORE THAN THREE WORDS OR A NUMBER for each |
| 4 | the notes below. Write NUMBERS AND/OR NO MORE THAN THREE WORDS for each answer. SECTION 4 Questions 31-40 |
| 5 | Questions 1-5 Complete the table below. Write NO MORE THAN THREE WORDS OR A NUMBER for each |
| 6 | uestions 11-15 Complete the table below. Write NO MORE THAN THREE WORDS for each answer. Questions 16-20 Complete |
| 7 | -20 Complete the notes below. Write NUMBERS OR NO MORE THAN THREE WORDS for each answer. SECTION 3 Questions 21-30 |
| 8 | uestions 25-29 Complete the notes below. Write NO MORE THAN THREE WORDS for each answer. Question 30 Choose |
| 9 | ions 31 and 32 Complete the notes below. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for |
| 10 | Questions 33 and 34 Label the diagrams. Write NO MORE THAN THREE WORDS for each answer. Introduction to |

Figure 52

Screenshot of LB more than two words

| Concordance Hits 38 | |
|---------------------|---|
| Hit | KWIC |
| 1 | Questions 1 -4 Complete the form below. Write NO MORE THAN TWO WORDS AND/OR A NUMBER for |
| 2 | 97Practice Test 3 Label the map below. Write NO MORE THAN TWO WORDS for each answer. Questions 13-15 5th |
| 3 | estions 1x9710 Complete the form below. Write NO MORE THAN TWO WORDS AND/OR A NUMBER for |
| 4 | 21x9723 Complete the information below. Write NO MORE THAN TWO WORDS for each answer. How to |
| 5 | s 1x975 Complete the information below. Write NO MORE THAN TWO WORDS AND/OR A NUMBER for |
| 6 | ns 28x9730 Complete the summary below. Choose NO MORE THAN TWO WORDS from the passage for each |
| 7 | each answer. Questions 18-20 Question 18 Write NO MORE THAN TWO WORDS OR A NUMBER. Doctors start |
| 8 | 0 years old E pregnant women Question 20 Write NO MORE THAN TWO WORDS OR A NUMBER The charge |
| 9 | uestions 31-33 Complete the table below. Write NO MORE THAN TWO WORDS for each answer. Questions 34-36 Complete |
| 10 | stio11s 17- 20 Complete the table below. Write NO MORE THAN TWO WORDS AND/OR A NUMBER for |

Figure 53

Screenshot of LB no more than three

| Concordance Hits 45 | |
|---------------------|---|
| Hit | KWIC |
| 1 | 95 / Complete the timeline fa AND/OR A NUMBEI NO MORE THAN THREE WORDS ? for each answer. 1832 In |
| 2 | ECTON 2 Questions 11-20 Questions 11 and 12 Write NO MORE THAN THREE WORDS for each answer. 11 Who |
| 3 | . Questions 13-17 Complete the table below. Write NO MORE THAN THREE WORDS OR A NUMBER for |
| 4 | 30 Complete the notes below. Write NUMBERS AND/OR NO MORE THAN THREE WORDS for each answer. SECTION 4 |
| 5 | -10 Questions 1-5 Complete the table below. Write NO MORE THAN THREE WORDS OR A NUMBER for |
| 6 | 0 Questions 11-15 Complete the table below. Write NO MORE THAN THREE WORDS for each answer. Questions 16-20 |
| 7 | 16-20 Complete the notes below. Write NUMBERS OR NO MORE THAN THREE WORDS for each answer. SECTION 3 |
| 8 | . Questions 25-29 Complete the notes below. Write NO MORE THAN THREE WORDS for each answer. Question 30 |
| 9 | estions 31 and 32 Complete the notes below. Write NO MORE THAN THREE WORDS AND/OR A NUMBER |
| 10 | er. Questions 33 and 34 Label the diagrams. Write NO MORE THAN THREE WORDS for each answer. Introduction |

Figure 54

Screenshot of LB no more than two

| Concordance Hits 43 | |
|---------------------|--|
| Hit | KWIC |
| 1 | -10 Questions 1 -4 Complete the form below. Write NO MORE THAN TWO WORDS AND/OR A NUMBER |
| 2 | 1x97Practice Test 3 Label the map below. Write NO MORE THAN TWO WORDS for each answer. Questions 13-15 5 |
| 3 | Questions 1x9710 Complete the form below. Write NO MORE THAN TWO WORDS AND/OR A NUMBER |
| 4 | ns 21x9723 Complete the information below. Write NO MORE THAN TWO WORDS for each answer. How |
| 5 | ions 1x975 Complete the information below. Write NO MORE THAN TWO WORDS AND/OR A NUMBER |
| 6 | lake to lake. Most were designed to hold no more than two or three people and were |
| 7 | -bark canoes: 1x93Most were designed to hold no more than two or three people 35. parallel floats. |
| 8 | uch annual vacation time are employees allowed? A No more than two weeks B Exactly two weeks |
| 9 | tions 28x9730 Complete the summary below. Choose NO MORE THAN TWO WORDS from the passage for |
| 10 | or each answer. Questions 18-20 Question 18 Write NO MORE THAN TWO WORDS OR A NUMBER. Doctors |
| 11 | r 60 years old E pregnant women Question 20 Write NO MORE THAN TWO WORDS OR A NUMBER The |

Figure 55

Screenshot of LB using no more than

| Concordance Hits 13 | |
|---------------------|--|
| Hit | KWIC |
| 1 | ary, 2004 Questions 5-9 Look at the notice below. Using NO MORE THAN THREE WORDS AND/OR A |
| 2 | x Technical Students\x92 Club Questions 18 and 19 Using NO MORE THAN THREE WORDS, answer the following |
| 3 | . For example, if a question specifies an answer using NO MORE THAN THREE WORDS and the correct |
| 4 | . For example, if a question specifies an answer using NO MORE THAN THREE WORDS and the correct |
| 5 | . For example, if a question specifies an answer using NO MORE THAN THREE WORDS and the correct |
| 6 | ing summary of the paragraphs of Reading Passage, using no more than two words from the Reading |
| 7 | g summary of the paragraphs of Reading Passage 2, using no more than three words from the Reading |
| 8 | ing summary of the paragraphs of Reading Passage, using no more than two words from the Reading |
| 9 | ing summary of the paragraphs of Reading Passage, using no more than two words from the Reading |
| 10 | wing summary of the paragraphs of Reading Passage? using no more than two words from the Reading |

Lexical Bundle#55 of the university of

The bundle has been used to refer to places in 5 different text files. Biber et al. (2004) Enlisted this function (place reference). They have included it in the list of referential expressions. The following examples are taken from different text files, and figure 56 shows the instances of the particular bundle.

- IELTS is a registered trademark *of the University of Cambridge ESOL. (Master IELTS Writing Band)*
- IELTS is owned by three partners, Cambridge English language assessment, part *of the University of Cambridge*, the British Council and IDP education PTY limited. *(Cambridge 10)*

Figure 56

Screenshot of LB of the university of

| Concordance Hits 13 | |
|---------------------|--|
| Hit | KWIC |
| 1 | d students. The Totara Language Institute is part of the University of Waikato in the city of |
| 2 | ners, Cambridge English Language Assessment, part of the University of Cambridge, the British Council and |
| 3 | ns, though, according to psychologist Paul Silvia of the University of North Carolina, is that 'they |
| 4 | lobal biodiversity,\x92 declares Dr Farnon Ellwood of the University of the West of England, Bristol. \ |
| 5 | \x91arrow stork\x92 in the Zoological Collection of the University of Rostock in Germany. People gradually |
| 6 | ngthened by the recent work of Fabrizio Benedetti of the University of Turin, who showed that the |
| 7 | ron Reeves of Stanford University, Esther Thorson of the University of Missouri and their colleagues began |
| 8 | ewer is alone. Subsequently, Robert D. McIlwraith of the University of Manitoba extensively studied those who |
| 9 | years ago psychologist Tannis M. MacBeth Williams of the University of British Columbia studied a mountain |
| 10 | time. H Nearly 40 years ago Gary A. Steiner of the University of Chicago collected fascinating individual accounts |

Lexical Bundle# 56, 57 on reading passage below, on reading passage on

The functions of these particular bundles are text deixis/text reference. *On reading passage below* has appeared in 7 different text files, and *on reading passage on* has appeared in 5 different text files. The function is also identified by Biber et al. (2004) under referential expression. The following examples are taken from different text files, and figures 57 and 58 display the occurrences of a particular bundle.

- You should spend about 20 minutes on questions 1 to 14 which are based on reading passage below. (IELTS Reading Recent Actual Test)

Figure 57

Screenshot of LB *on reading passage below*

| Concordance Hits 51 | |
|---------------------|--|
| Hit | KWIC |
| 1 | minutes on Questions 1-13> which are based on Reading Passage 1 below. Odonata Odonata is the order |
| 2 | s on Questions 27\x9740> which are based on Reading Passage 3 below. The Luddites The term Luddite |
| 3 | minutes on Questions 1-13, which are based on Reading Passage 1 below. The Vikings\x92 Wayfaring Ways |
| 4 | es on Questions 14\x9726 which are based on Reading Passage 2 below. Dyslexia Dyslexia, also referred to |
| 5 | utes on Questions 27-40> which are based on Reading Passage 3 below. Catastrophe Theory A In the |
| 6 | tes on Questions 1\x9713, which are based on Reading Passage 1 below. Questions 1 -7 The following reading passage |
| 7 | s on Questions 14\x9727> which are based on Reading Passage 2 below. Nineteenth-Century Paperback Literature A |
| 8 | minutes on Questions 28-40, which are based on Reading Passage 3 below. Cosmic Black Holes In 1687, the |
| 9 | tes on Questions 1\x9713, which are based on Reading Passage 1 below. The Gulf Stream and Global |
| 10 | es on Questions 14\x9727, which are based on Reading Passage 2 below. Chocolate\x97Food of the |

Figure 58

Screenshot of LB *on reading passage on*

| Concordance Hits 16 | |
|---------------------|---|
| Hit | KWIC |
| 1 | out 20 minutes on Questions 1-14 which are based on Reading Passage 1 on the following pages. Questions 1-4 Reading |
| 2 | out 20 minutes on Questions 29-40 which are based on Reading Passage 3 on the following pages. Questions 29-33 Reading |
| 3 | out 20 minutes on Questions 14-28 which are based on Reading Passage 2 on the following pages. Questions 14-18 Reading |
| 4 | out 20 minutes on Questions 13-25 which are based on Reading Passage 2 on the following pages. Questions 13-15 Reading |
| 5 | ut 20 minutes on Questions 27-40, which are based on Reading Passage 3 on the following pages. ~ Questions 27-32 \x95 \x9 |
| 6 | ut 20 minutes on Questions 14-26, which are based on Reading Passage 2 on the following pages. Questions 14-20 Reading |
| 7 | ut 20 minutes on Questions 17-40, which are based on Reading Passage 3 on the following pages. Questions 27-30 Reading |
| 8 | ut 20 minutes on Questions 14-26, which are based on Reading Passage 2 on the following pages. Questions 14-19 Reading |
| 9 | ut 20 minutes on Questions 14-26, which are based on Reading Passage 2 on the following pages. Questions 14-21 Reading |
| 10 | out 20 minutes on Questions 1-13, which are based on Reading passage 1 on the following pages. Questions 1-7 Reading |

Lexical Bundle#58,59 *on the one hand, on the other hand*

Both bundles have been employed as discourse organizers for the elaboration of topics. The function has been recognized by Biber et al. (2004). ‘*On the one hand*’ has appeared in 5 different texts and recurred 19 times. Similarly, ‘*on the other hand*’ has been recurred 59 times in 9 different text files. The examples of both bundles are given below with screenshots of instances from different text files.

- *On the one hand*, healthcare is of significant essence for the well-being of people in the country as a whole. (*The Complete Solution by ANH TOAN*)
- *On the other hand*, by the time someone is old enough to start thinking about college and preparing for a profession, he or she is no longer really a child. (*Barron’s IELTS*)

Figure 59

Screenshot of LB on the one hand

| Concordance Hits: 19 | |
|----------------------|--|
| Hit | KWIC |
| 1 | needs to balance two key sets of needs. On the one hand , no uniform will work if |
| 2 | has negative effects on the country of training. On the one hand , professionals who decide to work |
| 3 | ersity has its advantages and disadvantages. (16) On the one hand / To begin, you are seeing |
| 4 | ther words, 15. In conclusion / To summarise, 16. On the one hand , 17. On the other hand, 18. In |
| 5 | r example Firstly,\x85 Secondly,\x85 Thirdly,\x85 On the one hand ,\x85. On the other hand,\ |
| 6 | signals what we are going to talk about. On the one hand , it could be argued that |
| 7 | first body paragraph will look like this\x85. On the one hand , it could be argued that |
| 8 | that mixed schools are better for most children. On the one hand , it could be argued that |
| 9 | people\x92s drifting away from their society. On the one hand , the Internet has undoubtedly been |
| 10 | 92 effectiveness owing to their distinct impacts. On the one hand , the reasons why prisons are |

Figure 60

Screenshot of LB on the other hand

| Concordance Hits: 59 | |
|----------------------|--|
| Hit | KWIC |
| 1 | 34. pollution. The speaker says, \x93Wind power, on the other hand , is clean. It causes no |
| 2 | theory, but they make it far less likely. On the other hand , it is known that black |
| 3 | of the total degrees granted, respectively. Law, on the other hand , had gone back up to 15 |
| 4 | .\x94 39. (A) The speaker says, \x93Black bears, on the other hand , have a straighter profile and |
| 5 | calm. It\x92s very boring. The ocean, on the other hand , is natural and exciting. It\x |
| 6 | Test 5 176 I, a specific animal. A single zebra, on the other hand , may use background matching when |
| 7 | is better than it was a century ago. On the other hand , there are other, less material, |
| 8 | easier than it would be without the computer. On the other hand , as I said before, a |
| 9 | e abstract depictions. Most of the animal images, on the other hand , are detailed, realistic portrayals of |
| 10 | stic. Paragraph 6: \x93Most of the animal images, on the other hand , are detailed, realistic portrayals of |

Lexical Bundle#60 *on your answer sheet*

The bundle has been used to place expressions in 7 different text files. It has been recurred 321 times in the corpus. Biber et al. enlisted this function (place reference). They have included it in the list of referential expressions. The following examples are taken from different text files, and figure 61 shows the instances of the particular bundle.

- Choose the correct event from the box below and write the correct letter on lines 20/X9723 *on your answer sheet*. (Barron's IELTS super pack)
- Write your answer in boxes 12 and 13 *on your answer sheet*. (Cambridge 6)

Figure 61

Screenshot of LB on your answer sheet

| Concordance Hits 321 | |
|----------------------|---|
| Hit | KWIC |
| 1 | each answer. Write your answers on lines 14\x9720 <i>on your answer sheet</i> . 'Cause Effect ^ Men used poles |
| 2 | \x97C, and write them on lines 21\x9723 <i>on your answer sheet</i> . 21 The first fire engines A |
| 3 | rmation in the reading passage? On lines 24\x9726 <i>on your answer sheet</i> , write: YES if the statement |
| 4 | correct letter, A\x97H, on lines 27\x9732 <i>on your answer sheet</i> . There are more effects in |
| 5 | formation given in the passage? On lines 33\x9740 <i>on your answer sheet</i> > write: TRUE if the statement |
| 6 | the correct letter, A-O , on lines 6\x9713 <i>on your answer sheet</i> . The people known as Vikings |
| 7 | rmation in the reading passage? On lines 14\x9720 <i>on your answer sheet</i> write: YES NOT GIVEN if |
| 8 | correct letters, A \x97F, on lines 21\x9723 <i>on your answer sheet</i> . A learning to talk at |
| 9 | the correct letter, A-F, on lines 24\x972 6 <i>on your answer sheet</i> . A using special computers B |
| 10 | correct letter, A\x97K, on lines 27\x9732 <i>on your answer sheet</i> . Catastrophe Theory First introduced by 27 |

Lexical Bundle#61 *one minute to think*

The bundle has been employed as a time reference in 5 different text files. Biber et al. have enlisted the same function. This function (time reference) is included in the list of referential expressions. The function of the bundle is further illustrated by examples below. Moreover, figure 62 displays the instances of a particular bundle.

- You have *one minute to think* about what you're going to say. (Cambridge 10)

Figure 62

Screenshot of LB one minute to think

| Concordance Hits 14 | |
|---------------------|--|
| Hit | KWIC |
| 1 | about the topic for 1 to 2 minutes. You have one minute to think about what you\u92re |
| 2 | about the topic for 1 to 2 minutes. You have one minute to think about what you\u92re |
| 3 | about the topic for 1 to 2 minutes. You have one minute to think about what you\u92re |
| 4 | about the topic for 1 to 2 minutes. You have one minute to think about what you\u92re |
| 5 | topic for one to two minutes. You have one minute to think about what you are going |
| 6 | for one to two minutes. You have one minute to think about what you are |
| 7 | topic for one to two minutes. You have one minute to think about what you are going |
| 8 | topic for one to two minutes. You have one minute to think about what you are going |
| 9 | topic for one to two minutes. You have one minute to think about what you are going |
| 10 | topic for one to two minutes. You have one minute to think about what you are going |

Lexical Bundle#62 *one of the most*

The bundle has been used for identification/focus under referential expression. It has been appeared 30 times in 8 different books. Biber et al. have identified the same bundle with the same function. The following examples are taken from different text files. Moreover, figure 63 displays the instances of the bundle.

- *One of the most* beloved characters from the penny blood serials was Sweeney Todd. (*Barron's IELTS super pack*)
- *One of the most* famous works of art in the world is Leonardo da Vinci 's Mona Lisa. (*Cambridge 10*)

Figure 63

Screenshot of LB one of the most

| Concordance Hits 30 | |
|---------------------|---|
| Hit | KWIC |
| 1 | that often depicted the upper class as corrupt. One of the most beloved characters from the penny |
| 2 | time, and the origin of these giants poses one of the most fundamental questions in astrophysics. It |
| 3 | by eliminating some of its members is probably one of the most difficult decisions for a work |
| 4 | chronic back pain. In fact, bad backs are one of the most common health problems today, affecting |
| 5 | Spring, but it is already proving to be one of the most popular. As well as all |
| 6 | and deepest wells; aesthetically it\u92s perhaps one of the most dramatic. Built in around 850 AD |
| 7 | idual can be creative in the right circumstances. One of the most famous photographs in the story |
| 8 | , the nation that we now think of as one of the most technologically advanced entered the 19 |
| 9 | museums of fine art in today's world One of the most famous works of art in |
| 10 | of why leaves turn red in the fall A One of the most captivating natural events of the |

Lexical Bundle#63 *paragraph contains the following*

The concordance lines showed that it had been used for investigating/inquiring. The bundle is identified by Biber et al. (2004) under special conversational functions/simple inquiry. It has been appeared in 6 different text files. The following examples are taken from different text files, and figure 64 displays the occurrences of a particular bundle.

- *Which paragraph contains the following information? (IELTS Reading Recent Actual Test)*

Figure 64

Screenshot of LB paragraph contains the following

| Concordance Hits - 14 | |
|-----------------------|---|
| Hit | KWIC |
| 1 | 28-31 The text has ten paragraphs, A-J. Which paragraph contains the following information? Write the correct letter, |
| 2 | Passage 1 has six paragraphs, A- F. Which paragraph contains the following information? Write the correct letter. |
| 3 | g Passage 2 has nine paragraphs, A-1. \x87' Which paragraph contains the following information? Write the correctleuer. A-1 |
| 4 | Reading Passage 1 has ten paragraphs, A-J. Which paragraph contains the following information? Write the correct letter, |
| 5 | Reading Passage 1 has five paragraphs, A-E. Which paragraph contains the following information? Write the correct letter, |
| 6 | reading Passage 2 has seven paragraphs, A-G. Which paragraph contains the following information? Write the correct letter, |
| 7 | Reading Passage 2 has six paragraphs, A-F. Which paragraph contains the following information? Write the correct letter, |
| 8 | Passage 3 has eight paragraphs, A\x96H. Which paragraph contains the following information? Write the correct letter, |
| 9 | reading Passage has seven paragraphs A-G. Which paragraph contains the following information? Write the correct letter |
| 10 | reading Passage has ten paragraphs A- J. Which paragraph contains the following information? Write the correct letter |

Lexical Bundle#64 *parts of the world*

The bundle has been used to refer to places in 7 different text files. Biber et al. (2004) enlisted this function (place reference). They have included it in the list of referential expressions. The following examples are taken from different text files, and figure 65 shows the instances of the particular bundle.

- I think the module that really impressed me was the animal disease one, when we look at domesticated animals in different *parts of the world* like camel and water buffalo and alpaca. (*Cambridge 17*)
- Nowadays, people eat food from different *parts of the world*, not only local food. (*Master IELTS writing band*)

Figure 65

Screenshot of LB parts of the world

| Concordance Hits 25 | |
|---------------------|--|
| Hit | KWIC |
| 1 | taken from the K-T boundary in other parts of the world were examined, with the same |
| 2 | on animals for pollination. 14 Farmers in certain parts of the world have suffered economically because of |
| 3 | of people who tend to suffer from SAD 30 parts of the world where SAD is common 31 a |
| 4 | earthquakes happen and why they occur in some parts of the world but not others. All of |
| 5 | to be learned from similar ecosystems in other parts of the world. 19 Most ecologists were aware that |
| 6 | lectricity generation. C reduced rainfall in many parts of the world. D trends in population and |
| 7 | in the development of ostrich farming in other parts of the world, and more people are recognising |
| 8 | farming is now becoming well established in other parts of the world. However, setting up an ostrich |
| 9 | and lakes has slowed. And in a few parts of the world, demand has actually fallen. G |
| 10 | has carried out studies of bats in different parts of the world. 4 Habitat modification has resulted in |

Lexical Bundle # 65 *should be able to*

The LB has a predicative clause, and it is used to indicate the possibility or ability. So, it falls under stance expression/modality/ability. The bundle appeared 12 times in 6 different text files. The function was also recognized by Biber et al. (2004). The examples given below have been taken from textbooks. Moreover, figure 66 shows occurrences of the respective bundle.

- According to some people, students from all economic backgrounds should be able to attend university. (*Master IELTS writing band*)
- Should be able to handle basic communication in or in on field. (*Cambridge 10*)

Figure 66

Screenshot of LB should be able to

| Concordance Hits 12 | |
|---------------------|--|
| Hit | KWIC |
| 1 | a higher salary. You probably do, but you should be able to explain exactly why to your |
| 2 | tuations, though is likely to make many mistakes. Should be able to handle basic communication in own |
| 3 | 7 RECEPTIONIST: Yes, that's right. STUDENT: I should be able to find that. And do you |
| 4 | tuations, though is likely to make many mistakes. Should be able to handle basic communication in own |
| 5 | tuations, though is likely to make many mistakes. Should be able to handle basic communication in own |
| 6 | tuations, though is likely to make many mistakes. Should be able to handle basic communication in own |
| 7 | e most important sentences in each paragraph. You should be able to understand the whole essay only |
| 8 | me people, students from all economic backgrounds should be able to attend university. They believe that |
| 9 | me people, students from all economic backgrounds should be able to attend university. They believe that |
| 10 | me people, students from all economic backgrounds should be able to attend university. They believe that |
| 11 | me people, students from all economic backgrounds should be able to attend university. They believe that |

Lexical Bundle# 66, 67 *some people think that, some people believe that*

The bundle has been used for modality/attitudinal stance/intention/prediction/impersonal. The function has been identified by Biber et al. (2004), and they have mentioned it under the category of stance expression. Some people think that the bundle appeared 17 times in 7 different text files, and some people believe that the bundle appeared 24 times in 5 different text files. The examples given below have been taken from the corpus. Furthermore, figure 67 and 68 display some of the instances of the respective bundle.

- Why do you think *some people think that* national celebrations are a waste of government money? (*Cambridge 7*)
- *Some people believe that* more funds should be invested into space exploration. (*Master IELTS Writing Band*)

Figure 67

Screenshot of LB some people think that

| Concordance Hits 17 | |
|---------------------|---|
| Hit | KWIC |
| 1 | f pollution and may contribute to global warming. Some people think that governments should spend money for |
| 2 | h and modern lifestyles Example questions: Why do some people think that modern lifestyles are not healthy? |
| 3 | or old people? Why? Why do you think some people think that national celebrations are a waste |
| 4 | some notes to help you if you wish. Some people think that education should be about memorising |
| 5 | on this task. Write about the following topic: Some people think that all university students should study |
| 6 | to a job that is beyond their ability. 5. Some people think that the government should the rules |
| 7 | agree with this view? Introduction 1. Paraphrase: Some people think that living for the moment and |
| 8 | life. So, the introduction would look like this: Some people think that living for the moment and |
| 9 | is probably true to say that renders shortterm Some people think that for instance, This leads to |
| 10 | main focus. Do you agree with this view? Some people think that living for the moment and |

Figure 68

Screenshot of LB some people believe that

| Concordance Hits 24 | |
|---------------------|---|
| Hit | KWIC |
| 1 | been asked to write about the following topic. Some people believe that children's leisure activities |
| 2 | on this task. Write about the following topic: Some people believe that there should be fixed punishments |
| 3 | on this task. Write about the following topic: Some people believe that professionals, such as doctors and |
| 4 | ation: Type 1: Two opposite views to discuss: \x93 Some people believe that more funds should be invested |
| 5 | part tells you the topic of the essay: Some people believe that more funds should be invested |
| 6 | se impersonal opinions in the body paragraphs \x93 Some people believe that \x85. \x93 \x93 Others argue |
| 7 | 3What is your opinion? \x94 Full Question Example: Some people believe that violence on TV, in films. |
| 8 | extent do you agree? \x94 Full Question Example: Some people believe that violence on TV, in films. |
| 9 | and give your view. \x94 Full Task Example: Some people believe that single-sex schools are more |
| 10 | Let \x92s analyse the following exam question: Some people believe that single-sex schools are more |

Lexical Bundle# 68 *the beginning of the*

The bundle has been used for various functions, such as text, time, and other things under the category of referential expression. So, it is a multifunctional bundle. It has also been identified by Biber et al. (2004). The following examples have been taken from different books. Moreover, figure 69 shows some of the instances of the bundle with different functions.

- Start at *the beginning of the* test and work through it. (Barron's IELTS super pack)
- The disappointing results of many conventional road transport projects in Africa LED some experts to rethink the strategy by which rural transport problems were to be tackled at *the beginning of the* 1980s. (Cambridge 7)
- At *the beginning of the* war, thousands of _____ fled over the border to the next country. (IELTS Essentials by RW)

Figure 69

Screenshot of LB *the beginning of the*

| Concordance Hits 21 | |
|---------------------|---|
| Hit | KWIC |
| 1 | at the top of this page. Start at the beginning of the test and work through it. |
| 2 | at the top of this page. Start at the beginning of the test and work through it. |
| 3 | . When reading, for example, one eye focuses on the beginning of the word and the other focuses |
| 4 | at the top of this page. Start at the beginning of the test and work through it. |
| 5 | at the top of this page. Start at the beginning of the test and work through it. |
| 6 | at the top of this page. Start at the beginning of the test and work through it. |
| 7 | at the top of this page. Start at the beginning of the test and work through it. |
| 8 | at the top of this page. Start at the beginning of the test and work through it. |
| 9 | at the top of this page. Start at the beginning of the test and work through it. |
| 10 | you are told to do so. Start at the beginning of the test and work through it. |
| 11 | at the top of this page. Start at the beginning of the test and work through it. |

Lexical Bundle#69 *the best way to*

The bundle has been used for elaboration/clarification under the category of discourse organizers. This function has also been identified and enlisted by Biber et al. (2004) in discourse organizers. The bundle appeared to be in the range of 6. The examples given below have been taken from different text files. Moreover, figure 70 shows some of the instances of the particular bundle.

- *The best way to* avoid this problem is to decide ahead of time how you want to get there. (Barron's IELTS Superpack)

- Many experts believe that *the best way to* counter this trend is to give a longer-term... (*IELTS Reading Recent Actual Test*)

Figure 70

Screenshot of LB *the best way to*

| Concordance Hits 17 | |
|---------------------|--|
| Hit | KWIC |
| 1 | start studying it at a later age. Therefore, the best way to learn a foreign language is |
| 2 | should not be used. 29. (C) Student 1 says, \x93the best way to help the bird stay calm |
| 3 | . Don\x92t be late for your interview. The best way to avoid this problem is to |
| 4 | enjoy the work. Which do you think is the best way to choose a career? Give reasons |
| 5 | easy steps to a clutter-free desk: A The best way to begin is with a clean |
| 6 | . I have one more question. What\x92s the best way to get to the hotel from |
| 7 | . Another thing we need to say is that the best way to help the bird stay calm |
| 8 | develop skills other than intellectual ones, and the best way to do this is through activities |
| 9 | the role of the shinbashira, the central pillar? The best way to understand the shinbashira's role |
| 10 | chers often their students that the best way to remember new words is to |

Lexical Bundle#70 *the claims of the*

The bundle has been used for tangible framing attributes in 5 textbooks. The function has also been recognized by Biber et al. (2004), who mentioned it under the classification of referential expressions. The examples given below have been taken from different text files, and figure 71 shows some of the instances of the particular bundle.

- Do the following statements reflect *the claims of the* writer in reading passage 2? (*Cambridge 3*)
- if the statement agrees with *the claims of the* writer, if the statement contradicts with *the claims of the writer* (*Cambridge 7*)

Figure 71

Screenshot of LB *the claims of the*

| Concordance Hits 39 | |
|---------------------|---|
| Hit | KWIC |
| 1 | estions 18-21 Do the following statements reflect the claims of the writer in Reading Passage 2? In |
| 2 | answer sheet write YES if the statement reflects the claims of the writer NO if the statement |
| 3 | of the writer NO if the statement contradicts the claims of the writer NOT GIVEN if it |
| 4 | Questions 1-5 Do the following statements reflect the claims of the writer in Reading Passage 1? In |
| 5 | answer sheet write YES if the statement reflects the claims of the writer NO if the statement |
| 6 | of the writer NO if the statement contradicts the claims of the writer NOT GIVEN if it |
| 7 | uestions 6-10 Do the following statements reflect the claims of the writer in Reading Passage 1? In |
| 8 | answer sheet write YES if the statement reflects the claims of the writer NO if the statement |
| 9 | of the writer NO if the statement contradicts the claims of the writer NOT GIVEN if it |
| 10 | NO NOT GIVEN if the statement agrees with the claims of the writer if the statement contradicts |

Lexical Bundle#71 *the end of each*

This bundle has been used for multifunctional references, including thing, time, and text references, as it performs multiple functions. Biber et al. (2004) identified the bundle in their functional taxonomies. It has been appeared in 6 different text files. In *IELTS Essentials by RW*, it has been used only for text reference. The following examples of this bundle are drawn from textbooks, and figure 72 displays instances from the corpus.

- You can check your answer at *the end of each* section or at the end of all four sections. (*Barron's IELTS Superpack*)
- Write the correct word at *the end of*. (*IELTS Essentials by RW*)
- At *the end of each* week, add up your hours. (*Barron's IELTS Superpack*)

Figure 72

Screenshot of LB *the end of each*

| Concordance Hits - 13 | |
|-----------------------|--|
| Hit | KWIC |
| 1 | answer Explanations. You can check your answers at the end of each section or at the end |
| 2 | follow each test. You can do this at the end of each section or at the end |
| 3 | vi Introduction USING THE ANSWER EXPLANATIONS At the end of each test, you will find the |
| 4 | the contract on the last line. \x95 At the end of each week, add up your hours. |
| 5 | . You\x92ll give it to me at the end of each week. Another thing \x92 |
| 6 | INTERPRET YOUR SCORES? In the Answer key at the end of each set of Listening and Reading |
| 7 | lap and finish times, and so on. At the end of each race, SWAN spits out data |
| 8 | duction HOW SHOULD YOU INTERPRET YOUR SCORES? At the end of each Listening and Reading Answer key |
| 9 | uction 9 HOW SHOULD YOU INTERPRET YOUR SCORES? At the end of each Listening and Reading answer key |
| 10 | answer is possible. 1 Write the correct verb at the end of each sentence. 1. His salary is merged |

Lexical Bundle#72 *the end of the*

This bundle has been used for multifunctional references, including time, text, place, and thing references, as it performs multiple functions. Biber et al. (2004) identified the bundle in their functional taxonomies. It has been appeared 55 times in 7 different text files. The following examples of this bundle are drawn from textbooks, and figure 73 displays instances from the corpus.

- According to their hypothesis, the iridium in the K-T boundary was caused by an asteroid or a comet that hit Earth near *the end of the* Cretaceous period. (*Barron's IELTS Superpack*)

- if the verb is wrong write the correct verb at the end of the sentence. (*IELTS Essential by RW*)
- Walk along past the language laboratory and then past the library, which is next to the language lab, on the same side and facing you is the main hall, at the end of the corridor. (*Cambridge 3*)
- In addition, each student will prepare an oral presentation to give to the class before the end of the semester. (*Barron's IELTS Superpack*)

Figure 73

Screenshot of LB the end of the

| Concordance Hits 55 | |
|---------------------|--|
| Hit | KWIC |
| 1 | all your answers on the test pages. At the end of the test, you will be given |
| 2 | all your answers on the test pages. At the end of the test, you will be given |
| 3 | store. B near the front entrance. C at the end of the aisle. 32 Carpet patterns are used |
| 4 | asteroid or a comet that hit Earth near the end of the Cretaceous period, over 65 million years |
| 5 | account for the extinction of the dinosaurs at the end of the Cretaceous period. The acceptance of |
| 6 | 16. sweep/rear leader. The speakers says, \x93At the end of the line will be the rear |
| 7 | let me know your term paper topic by the end of the first week of the semester.\ |
| 8 | says, \x93The term paper is due by the end of the fourteenth week of the semester.\ |
| 9 | all your answers on the test pages. At the end of the test, you will be given |
| 10 | all your answers on the test pages. At the end of the test, you will be given |

Lexical Bundle#73 the information given in

The function of this bundle is text deixis/text reference. This has also been recognized and enlisted by Biber et al. (2004) under referential expression. The bundle has appeared 43 times in 7 different textbooks. The following examples of this bundle are taken from textbooks, and figure 74 displays the occurrences of a particular bundle.

- Do the following statements agree with the information given in the passage? (*Barron's IELTS Superpack*)
- Does the following statement agree with the information given in reading passage 3? (*IELTS Reading Recent Actual Test*)

Figure 74

Screenshot of LB the information given in

| Concordance Hits 43 | |
|---------------------|---|
| Hit | KWIC |
| 1 | s 33\9740 Do the following statements agree with the information given in the passage? On lines 33\9740 |
| 2 | the Arctic Circle. ...94 Choice (A) contradicts the information given in the paragraph. Choice (C) is |
| 3 | mic Module Do the following statements agree with the information given in the passage? On lines 15-23 on |
| 4 | tions 6-14 Do the following statements agree with the information given in the passage? On lines 6-14 on |
| 5 | Building. Do the following statements agree with the information given in the text about the Spring |
| 6 | s 34\9740 Do the following statements agree with the information given in the passage? On lines 34\9740 |
| 7 | 21\972 7 Do the following statements agree with the information given in the text about the Hampfmd |
| 8 | ing Module Do the following statements agree with the information given in the text about employee benefits? |
| 9 | stions 1-6 Do the following statements agree with the information given in Reading Passage 1? In boxes 1-6 on |
| 10 | ions 18-11 Do the following statements agree with the information given in Reading Passage 2? In boxes 18-22 on |

Lexical Bundle#74 *the list of headings*

The function of this bundle is text deixis/text reference. This has also been recognized and enlisted by Biber et al. (2004) under referential expression. The bundle has appeared 16 times in 5 different textbooks. The following examples of this bundle are taken from textbooks, and figure 75 displays the occurrences of a particular bundle.

- Choose the most suitable headings of for paragraphs B-E from *the list of headings* below. (*Cambridge 3*)
- Question 1-7 reading passage 1 has seven paragraphs A-G, choose the correct heading for each paragraph from *the list of headings*. (*IELTS Reading Recent Actual Test*)

Figure 75

Screenshot of LB the list of headings

| Concordance Hits 16 | |
|---------------------|---|
| Hit | KWIC |
| 1 | most suitable headings for paragraphs B-E from the list of headings below. Write the appropriate numbers |
| 2 | most suitable headings for paragraphs C-G from the list of headings below. Write the appropriate numbers |
| 3 | headings for sections A-D and F from the list of headings below. Write the appropriate numbers |
| 4 | headings for sections A, B and D from the list of headings below. Write the appropriate numbers |
| 5 | the most suitable heading for each section from the list of headings below. Write the appropriate numbers |
| 6 | from a brochure on the following page. From the list of headings below, choose the most suitable |
| 7 | the most suitable heading for each paragraph from the list of headings below. Write the appropriate numbers |
| 8 | choose the correct heading for each paragraph from the list of headings below. Write the correct number, |
| 9 | heading for paragraphs A and C-H from the list of headings below. Write the correct number, |
| 10 | for sections B, C, E and F from the list of headings below. Write the correct number, |
| 11 | the correct headings for sections A-F from the list of headings below. Write the correct number, |

Lexical Bundle#75 *the number of people*

The analysis of the concordance lines of this bundle has revealed that it has been used for tangible framing attributes. Biber et al. (2004) have identified it in the category of referential expressions. The bundle has appeared in 5 different text files. The examples given below are taken from different textbooks; moreover, figure 76 displays the occurrences of the bundle *the number of people*.

- Jane: well, because of *the number of people*, we need plenty of refreshments for halfway through. (*Cambridge 17*)
- *The number of people* moving from rural to urban areas in search of a better life is increasing. (*Master IELTS Writing Band*)

Figure 76

Screenshot of LB *the number of people*

| Concordance Hits: 17 | |
|----------------------|---|
| Hit | KWIC |
| 1 | pattern in the second graph, which shows that the number of people working as scientists and technicians |
| 2 | do anything to help? jane: Well, because of the number of people, we need plenty of refreshments |
| 3 | and Westhampton, but a (14) in the number of people visiting Bridgeport. Complete these sentences |
| 4 | art gallery. 10. House prices are so high that the number of people buying their own home has |
| 5 | a large between the number of people employed in service industries, and |
| 6 | were tightened in order to reduce the number of people illegally entering the country. 3 Now |
| 7 | ven and Westhampton, but a (14) downward trend in the number of people visiting Bridgeport. (Remember to vary |
| 8 | ssue be resolved/prevented?x94 Full Task Example The number of people moving from rural to urban |
| 9 | rdts describe the general subject of the question. The number of people moving from rural to urban |
| 10 | n, Madrid, or Paris. Introduction Essay Question: The number of people moving from rural to urban |
| 11 | ng number of several Overpopulation Model Essay 1 The number of people moving from rural to urban |

Lexical Bundle#76 *the passage for each*

In 7 textbooks of IELTS, this bundle has been used for text deixis or text reference. This function (text reference) has also been identified and enlisted by Biber et al. (2004) under the classification of referential expressions. The examples given below are taken from different textbooks, and figure 77 displays the instances of the bundle *the passage for each*.

- Choose no more than two words from the passage for each answer. (*Cambridge 10*)
- Choose one word from the passage for each answer (*Cambridge 17*)

Figure 77

Screenshot of LB the passage for each

| Concordance Hits 32 | |
|---------------------|---|
| Hit | KWIC |
| 1 | M O R E T H A N T H R E E W O R D S f r o m t h e p a s s a g e f o r e a c h a n s w e r . W r i t e y o u r a n s w e r s o n |
| 2 | a n s w e r s o n l i n e s 2 2 \ x 9 7 2 7 o n y o u r a n s w e r m t h e p a s s a g e f o r e a c h a n s w e r , s h e e t . 2 2 P e o p l e o f t e n b e l i e v e |
| 3 | b e l o w . C h o o s e N O M O R E T H A N T W O W O R D S f r o m t h e p a s s a g e f o r e a c h a n s w e r . W r i t e y o u r a n s w e r s o n |
| 4 | M O R E T H A N T H R E E W O R D S A N D / O R N U M B E R S f r o m t h e p a s s a g e f o r e a c h a n s w e r . W r i t e y o u r a n s w e r s i n |
| 5 | T H A N T H R E E W O R D S A N D / O R A N U M B E R / r o m t h e p a s s a g e f o r e a c h a n s w e r . W r i t e y o u r a n s w e r s i n |
| 6 | t h e s u m m a r y b e l o w . C h o o s e O N E W O R D O N L Y f r o m t h e p a s s a g e f o r e a c h a n s w e r . W r i t e y o u r a n s w e r s i n |
| 7 | b e l o w . C h o o s e N O M O R E T H A N T W O W O R D S f r o m t h e p a s s a g e f o r e a c h a n s w e r . W r i t e y o u r a n s w e r s i n |
| 8 | b e l o w . C h o o s e N O M O R E T H A N T H R E E W O R D S f r o m t h e p a s s a g e f o r e a c h a n s w e r . W r i t e y o u r a n s w e r s i n |
| 9 | t h e q u e s t i o n s b e l o w . C h o o s e O N E W O R D O N L Y f r o m t h e p a s s a g e f o r e a c h a n s w e r . W r i t e y o u r a n s w e r s i n |
| 10 | , C h o o s e O N E W O R D A N D / O R A N U M B E R f r o m t h e p a s s a g e f o r e a c h a n s w e r . W r i t e y o u r a n s w e r s i n |

Lexical Bundle#77 the rest of the

The analysis of the concordance lines of this bundle has exposed that it has been used for quantity specification under referential expression. It has been identified and listed by Biber et al. (2004). The bundle has appeared in 5 different text files. The examples given below are taken from different textbooks; moreover, figure 78 displays the occurrences of the relevant bundle.

- The speaker says when you come to any intersection of trails, stop and wait for *the rest of the group*. (*Barron's IELTS Superpack*)
- *The rest of the* paragraph explains why this is important. (*Master IELTS writing band*)

Figure 78

Screenshot of LB the rest of the

| Concordance Hits 32 | |
|---------------------|---|
| Hit | KWIC |
| 1 | a n y i n t e r s e c t i o n o f t r a i l s , s t o p a n d w a i t f o r t h e r e s t o f t h e g r o u p t o c a t c h u p . \ x 9 4 1 8 . |
| 2 | f o r t h e J a p a n e s e c l a s s ? N a r r a t o r : B e f o r e y o u h e a r t h e r e s t o f t h e c o n v e r s a t i o n , y o u h a v e s o m e t i m e |
| 3 | e n d i n g s o m e t i m e t h e r e . N a r r a t o r : B e f o r e y o u h e a r t h e r e s t o f t h e t a l k , y o u h a v e s o m e t i m e |
| 4 | f i t m y s c h e d u l e w e l l . N a r r a t o r : B e f o r e y o u h e a r t h e r e s t o f t h e c o n v e r s a t i o n , y o u h a v e s o m e t i m e |
| 5 | m o r e l a n d f o r f a r m i n g . N a r r a t o r : B e f o r e y o u h e a r t h e r e s t o f t h e t a l k , y o u h a v e s o m e t i m e |
| 6 | t i v i t i e s c o s t a n y t h i n g ? N a r r a t o r : B e f o r e y o u h e a r t h e r e s t o f t h e c o n v e r s a t i o n , y o u h a v e s o m e t i m e |
| 7 | d o n \ x 9 2 t o v e r p a c k . N a r r a t o r : B e f o r e y o u h e a r t h e r e s t o f t h e t a l k , y o u h a v e s o m e t i m e |
| 8 | a n y i n t e r s e c t i o n o f t r a i l s , s t o p a n d w a i t f o r t h e r e s t o f t h e g r o u p t o c a t c h u p . T h i s |
| 9 | y f o r s t u d e n t t e a c h i n g . N a r r a t o r : B e f o r e y o u h e a r t h e r e s t o f t h e c o n v e r s a t i o n , y o u h a v e s o m e t i m e |
| 10 | l e s i n c l o t h i n g s t o r e s . N a r r a t o r : B e f o r e y o u h e a r t h e r e s t o f t h e t a l k , y o u h a v e s o m e t i m e |

Lexical Bundle#78 *the top of the*

The concordance lines revealed that the bundle has been used for multifunctional references, including place and thing references, as it performs multiple functions. Biber et al. identified the bundle in their functional taxonomies. It has been appeared in 9 different text files. The following examples of the bundle are drawn from textbooks, and figure 79 displays instances from the corpus.

- A long cylindrical tube was propped up by two sticks and fastened to *the top of the* launcher. (*Cambridge 3*)
- From *the top of the* tower, we looked out over a city of incredible grandeur. (*IELTS Essentials by RW*)

Figure 79

Screenshot of LB *the top of the*

| Concordance Hits : 13 | |
|-----------------------|---|
| Hit | KWIC |
| 1 | things easy, there's a road to the top of the mountain. You can drive to |
| 2 | is with a clean slate. Remove everything from the top of the desk's office supplies, documents, |
| 3 | 94 so the word Globetrotters has been written at the top of the form. Now we shall begin. |
| 4 | \x93Community Center\x94 have been written at the top of the form. Now we shall begin. |
| 5 | word \x93Grandview\x94 has been written at the top of the form. Now we shall begin. |
| 6 | \x93Telephone Company\x94 have been written at the top of the form. Now we shall begin. |
| 7 | word \x93Global\x94 has been written at the top of the form. Now we shall begin. |
| 8 | propped up by two sticks and fastened to the top of the launcher, thereby allowing the rockets |
| 9 | out from the base and that meet at the top of the hat -rather like a crown - |
| 10 | rest on the ground, but is suspended from the top of the pagoda - hanging loosely down through |
| 11 | the fantastic views. Well, here we are at the top of The Tower, and we're going |
| 12 | them were of any great monetary value. 13. From the top of the tower, we looked out over |
| 13 | crises and resource depletion are pushing it to the top of the agenda. F Thackara agrees. For |

Lexical Bundle#79 *the writer thinks about*

The analysis of concordance lines revealed that the bundle has been used for the stance expression function, which is attitudinal stance/intention/ personal. It has been used in 6 different text files. The following examples of this bundle are drawn from textbooks, and figure 80 displays the instances of bundles from the corpus.

- If it is impossible to say what *the writer thinks about* this one Bush flies are easier to control than Buffalo flies. (*Cambridge 3*)

- If the statement contradicts the views of the writer, if it is impossible to say what the writer thinks about this. (Cambridge 6)

Figure 80

Screenshot of LB the writer thinks about

| Concordance Hits 20 | |
|---------------------|--|
| Hit | KWIC |
| 1 | GIVEN if it is impossible to say what the writer thinks about this 18 Thirty per cent of |
| 2 | GIVEN if it is impossible to say what the writer thinks about this 36 Popper says that the |
| 3 | GIVEN if it is impossible to say what the writer thinks about this 1 Bush flies are easier |
| 4 | GIVEN if it is impossible to know what the writer thinks about this 29 It would be a |
| 5 | GIVEN if it is impossible to say what the writer thinks about this Example The prehistoric inhabitants |
| 6 | GIVEN if it is impossible to say what the writer thinks about this 6 According to British research, |
| 7 | GIVEN if it is impossible to say what the writer thinks about this 37 The coal industry should |
| 8 | GIVEN if it is impossible to say what the writer thinks about this 34 Uniforms were more carefully |
| 9 | writer if it is impossible to say what the writer thinks about this 6 It is important to |
| 10 | writer if it is impossible to say what the writer thinks about this 21 Water use per person |

Lexical Bundle# 80-83 *there is no information, there has been a, there is no doubt, there will be a*

These bundles have been used for identification/focus. This particular bundle has been identified and listed by Biber et al. (2004) under the classification of referential expression. These bundles have different ranges; for example, *there is no information* that has appeared in 7 textbooks, *there has been a* in 6 textbooks, *there is no doubt* in 5 textbooks, and *there will be a* in 6 textbooks. The following examples of these different bundles have been taken from different text files. Furthermore, figures 81-84 show the occurrences of the bundles.

- *There has been a* sudden success in the search for a cure of cancer. (*IELTS Essentials by RW*)
- *There is no doubt* that corruption is the most crucial point to focus on because it originates from positions of power. (Master IELTS Writing band)
- It sounds like *there will be a* lot of fun for everyone at this year's fair. (*Barron's IELTS Superpack*)

Figure 81

Screenshots of LB there is no information

| Concordance Hits 31 | |
|---------------------|--|
| Hit | KWIC |
| 1 | atement contradicts the information j NOT GIVEN if there is no information on this in the passage 24 |
| 2 | tatement contradicts the information NOT GIVEN if there is no information on this _____ t:_____ |
| 3 | your answer sheet write: YES NOT GIVEN if there is no information on this in the pas* |
| 4 | tatement contradicts the information NOT GIVEN if there is no information on this in the passage 24 |
| 5 | tatement contradicts the information NOT GIVEN if there is no information on this 15 Before 200 years ago, |
| 6 | tatement contradicts the information NOT GIVEN if there is no information on this 37 The walking stick |
| 7 | tatement contradicts the information NOT GIVEN if there is no information on this 6 Honeybees eat both |
| 8 | tatement contradicts the information NOT GIVEN if there is no information on this s\\x8B, 37 Braille |
| 9 | tatement contradicts the information NOT GIVEN if there is no information on this B Spring Willow Farm |
| 10 | tatement contradicts the information NOT GIVEN if there is no information on this 34 A lunation takes |
| 11 | tatement contradicts the information NOT GIVEN if there is no information on this 21 The Work\\x97 |

Figure 82

Screenshots of LB there has been a

| Concordance Hits 12 | |
|---------------------|--|
| Hit | KWIC |
| 1 | and life expectancy. It also shows that there has been a considerable reduction in the number |
| 2 | tains essential features with entertainment also. There has been a large growth seen in usage |
| 3 | erview; for example, the candidate could say that there has been a significant decrease in spending on |
| 4 | . civil war B. civil war C. civil war B. There has been a major _____ |
| 5 | atomic particles. 17. There has been a sudden success in the search |
| 6 | productive land in this area. 4. In recent years, there has been a lot of migration from the |
| 7 | has promised to leave the green belt alone. 6. There has been a huge reduction in the amount |
| 8 | is a positive thing in my opinion. However, there has been a price to pay, because of |
| 9 | subjects participate in the experiment for free. B There has been a complete gathered data. C People |
| 10 | 85 Of course, it goes without saying that\\x85 There has been a growing body of opinion that.. \\ |
| 11 | 85 Of course, it goes without saying that\\x85 There has been a growing body of opinion that.. \\ |
| 12 | both views and give your own opinion Answer There has been a difference of opinion regarding the |

Figure 83

Screenshots of LB there is no doubt

| Concordance Hits 10 | |
|---------------------|--|
| Hit | KWIC |
| 1 | that tempers grow shorter in hot, muggy weather. There is no doubt that \\x91crimes against the |
| 2 | that the 'v / Amer!j?:n Indians. But there is no doubt majority of prehistoric Americans ore |
| 3 | what can we do to prevent it?\\x92 There is no doubt that the environment is in |
| 4 | boundaries need to be upgraded and redefined. H There is no doubt that global warming has affected |
| 5 | on a computer animation makes it mind-boggling. There is no doubt it was a technological masterpiece." |
| 6 | we can use this structure in an essay. There is no doubt that corruption is the most |
| 7 | 85 In conclusion\\x85 On the other hand,\\x85 There is no doubt that\\x85 This could involve\\ |
| 8 | , although I also realise that\\x85 Therefore\\x85 There is no doubt that\\x85 However, it is |
| 9 | 85 In conclusion\\x85 On the other hand,\\x85 There is no doubt that\\x85 This could involve\\ |
| 10 | , although I also realise that\\x85 Therefore\\x85 There is no doubt that\\x85 However, it is |

Figure 84

Screenshot of LB *there will be a*

| Concordance Hits 11 | |
|---------------------|--|
| Hit | KWIC |
| 1 | the lake.\x94 17. singing. The woman says, \x93 There will be a singing contest in the afternoon.\ |
| 2 | adults and children will start. 17 On Wednesday, there will be a _____ . 18 A _____ |
| 3 | we hope a lot of people will participate. There will be a singing contest in the afternoon. |
| 4 | and craftspeople, as well. Man: It sounds like there will be a lot of fun for everyone |
| 5 | IELTS test will be reported in two ways: there will be a Band Score from 1 to 9 for |
| 6 | that of the others in the role set, there will be a degree of role ambiguity. Is |
| 7 | and in the noisiest areas of this site there will be a need for specialised double glazing |
| 8 | IELTS test will be reported in two ways: there will be a Band Score from 1 to 9 |
| 9 | IELTS test will be reported in two ways: there will be a Band Score from 1 to 9 for |
| 10 | IELTS test will be reported in two ways: there will be a Band Score from 1 to 9 for |
| 11 | of some plants can hardly be determined. C There will be a huge gap between the water |

Lexical Bundle#84 *there are a number*

The lexical bundle has been used for the specification of attributes, particularly for quantity specification in 6 different text files. This function has also been identified and enlisted in Biber et al. (2004). They have mentioned it under referential expressions. The following examples have been taken from different text files. Moreover, figure 85 shows instances of the respective bundle in 6 different text files.

- In interpreting your score, *there are a number* of points you should bear in mind. (Cambridge 7)
- *There are a number* of options for producing cultured pearl... (IELTS Reading Recent Actual Test)

Figure 85

Screenshot of LB *there are a number*

| Concordance Hits 10 | |
|---------------------|---|
| Hit | KWIC |
| 1 | for those days. 15. clown. The woman says, \x93 There are a number of events especially for children, |
| 2 | entation When planning an effective presentation, there are a number of things to keep in |
| 3 | ? We have a lot of exciting things planned. There are a number of events especially for children, |
| 4 | take the IELTS exam. In interpreting your score, there are a number of points you should bear |
| 5 | take the IELTS test. In interpreting your score, there are a number of points you should bear |
| 6 | take the IELTS test. In interpreting your score, there are a number of points you should bear |
| 7 | take the IELTS test. In interpreting your score, there are a number of points you should bear |
| 8 | 8 Q9 Q10 Q11 Q12 Q13 Test 2 103 I see there are a number of children here with you |
| 9 | compensate better opportunities overseas], but there are a number of errors [that / that believes / |
| 10 | I precipitate calcium carbonate into this pocket. There are a number of options for producing cultured |

Lexical Bundle#85 *to be able to*

The analysis of concordance lines revealed that the bundle has been used for stance expression function that is modality/ability/intention/personal. It has been used in 5 different text files. The following examples of this bundle are drawn from textbooks, and figure 86 displays the instances of a bundle from the corpus.

- For full literacy, students also needed to be able to write. (*Barron's IELTS Superpack*)
- Just like adults, children think about what they plan to do that day and expect to be able to do what they want. (*IELTS Reading Recent Actual Test*)

Figure 86

Screenshot of LB *to be able to*

| Concordance Hits 10 | |
|---------------------|---|
| Hit | KWIC |
| 1 | to read. For full literacy, students also needed to be able to write. C A man named |
| 2 | , numbers, and other symbols; and, for the user to be able to read with ease, a cell |
| 3 | art. Another thing I've been hoping to be able to do is meet some artists. |
| 4 | in a count of low a man had to be able to count to nine! 48 Reading Perhaps |
| 5 | the required length of time 22 Tim was pleased to be able to help A a lamb that |
| 6 | d chess players. 36 Good chess players are likely to be able to play blindfold chess. 91 Test 4 Questions 37\ |
| 7 | you need. jan: Excellent! I love to be able to make chairs. peter: That's |
| 8 | they plan to do that day and expect to be able to do what they want. So, |
| 9 | says, and so we haven't evolved to be able to. Perhaps we will in future, |
| 10 | the IELTS exam, you are not likely going to be able to cite real evidence to support |

Lexical Bundle# 86 *to talk about the*

This bundle is used for topic clarification/elaboration. The bundle has been used in 7 different text files of the corpus. This particular function has been identified by Biber et al. (2004), who have mentioned it under the classification of discourse organizers. The examples of the bundle are as follows in figure 87, which displays the instances of the bundle *to talk about the*.

- You will have to talk about the topic for 1 to 2 minutes. (*Cambridge 3*)
- The first body paragraph is used to talk about the weaker side and the stronger side. (*The Complete Solution by ANH TOAN*)

Figure 87

Screenshot of LB to talk about the

| Concordance Hits 16 | |
|---------------------|--|
| Hit | KWIC |
| 1 | person influenced you so much. You will have to talk about the topic for 1 to 2 minutes. You |
| 2 | such an impression on you. You will have to talk about the topic for 1 to 2 minutes. You |
| 3 | event was memorable for you. You will have to talk about the topic for 1 to 2 minutes You |
| 4 | is so important to you. You will have to talk about the topic for 1 to 2 minutes. You |
| 5 | fit and healthy Example questions: You will have to talk about the topic for one to two |
| 6 | : Family parties Example questions: You will have to talk about the topic for one to t |
| 7 | as and education Example questions: You will have to talk about the topic for one to two |
| 8 | ls and abilities Example questions: You will have to talk about the topic for one to two |
| 9 | : Local business Example questions: You will have to talk about the topic for one to two |
| 10 | nts and children Example questions: You will have to talk about the topic for one to two |

Lexical Bundles# 87-92 *what do you think, what extent do you, what the writer thinks, what you are going, why do you think, would you like to*

A thorough analysis of concordance lines revealed that these bundles belong to the same functional category. These bundles belong to special conversational functions as they have been used for simple inquiry. This particular function has been identified by Biber et al. (2004), who have mentioned it under the classification of referential expressions. All the bundles have a different range; for example, *what do you think* has been used in 7 textbooks, *what extent do you* and *what the writer thinks* has appeared in 6 textbooks, *what you are going* and *why do you think* has been used in 7 different textbooks and *would you like to* have been used in 5 textbooks. The following examples have been taken from different text files. Moreover, figures 88,89,90,91 and 93 display the instances of these bundles.

- You will have one minute to prepare what you are going to say. (*Barron's IELTS Superpack*)
- What do you think is driving this habit? (*Master IELTS Writing Band*)
- It is impossible to say what the writer thinks about this example. (*Cambridge 3*)
- Why do you think they are popular? (*Barron's IELTS Superpack*)

Figure 88

Screenshot of LB what you are going

| Concordance Hits 19 | |
|---------------------|--|
| Hit | KWIC |
| 1 | topic. You will have one minute to prepare what you are going to say. Part 3 Generally, friendships |
| 2 | topic. You will have one minute to prepare what you are going to say. Part 3 Why do |
| 3 | topic. You will have one minute to prepare what you are going to say. Part 3 Why do |
| 4 | minutes. You have one minute to think about what you are going to say. You can make |
| 5 | minutes. You have one minute to think about what you are going to say. You can make |
| 6 | minutes. You have one minute to think about what you are going to say. You can make |
| 7 | minutes. You have one minute to think about what you are going to say. You can make |
| 8 | minutes. You have one minute to think about what you are going to say. You can make |
| 9 | minutes. You have one minute to think about what you are going to say. You can make |
| 10 | minutes. You have one minute to think about what you are going to say. You can make |

Figure 89

Screenshot of LB what do you think

| Concordance Hits 13 | |
|---------------------|--|
| Hit | KWIC |
| 1 | sidering the needs of both employee and employer, what do you think is a reasonable amount of |
| 2 | . We should get something for the baby too. What do you think? Q6 JOHN: Yes, you\x92 |
| 3 | think? Q6 JOHN: Yes, you\x92re right. What do you think of something like baby shampoo |
| 4 | . Now - let's see what else is available. What do you think of administrative work? There is |
| 5 | for society if everyone got the same salary. What do you think about that? Why? 32 Listening Test 2 |
| 6 | ently myself. 13. Let me interrupt you there. 14. What do you think about\x85? 15. Sorry to butt |
| 7 | about\x85? / What are your views on\x85? / What do you think about\x85? / What\x92s |
| 8 | parts of the world, not only local food. What do you think is driving this habit? Is |
| 9 | young people are using the Internet to socialize. What do you think is driving this habit? Pandemic |
| 10 | young people are using the Internet to socialize. What do you think is driving this habit? Do |

Figure 90

Screenshot of LB what extent do you

| Concordance Hits 30 | |
|---------------------|---|
| Hit | KWIC |
| 1 | f their level o f academic ability. To what extent do you agree or disagree with this |
| 2 | in school starting in the earliest grades. To what extent do you agree or disagree with this |
| 3 | is better than it was 100 years ago. To what extent do you agree or disagree with this |
| 4 | releasing patriotic emotions in a safe way. To what extent do you agree or disagree with this |
| 5 | pointless to try and keep them alive. To what extent do you agree or disagree with this |
| 6 | helping the poorer nations in such areas. To what extent do you agree or disagree with this |
| 7 | necessary to help them learn this distinction. To what extent do you agree or disagree with this |
| 8 | ke education, healthcare and public transport. To what extent do you agree or disagree with this |
| 9 | to major industries, should play their part. To what extent do you agree or disagree with this |
| 10 | 93What is your opinion?\x94 or \x93To what extent do you agree?\x94 Full Question Example: |
| 11 | questions that might appear in the task - To what extent do you agree/Do you |

Figure 91

Screenshot of LB *what the writer thinks*

| Concordance Hits 20 | |
|---------------------|---|
| Hit | KWIC |
| 1 | NOT GIVEN if it is impossible to say what the writer thinks about this 18 Thirty per cent |
| 2 | NOT GIVEN if it is impossible to say what the writer thinks about this 36 Popper says that |
| 3 | NOT GIVEN if it is impossible to say what the writer thinks about this 1 Bush flies are |
| 4 | NOT GIVEN if it is impossible to know what the writer thinks about this 29 It would be |
| 5 | NOT GIVEN if it is impossible to say what the writer thinks about this Example The prehistoric |
| 6 | NOT GIVEN if it is impossible to say what the writer thinks about this 6 According to British |
| 7 | NOT GIVEN if it is impossible to say what the writer thinks about this 37 The coal industry |
| 8 | NOT GIVEN if it is impossible to say what the writer thinks about this 34 Uniforms were more |
| 9 | the writer if it is impossible to say what the writer thinks about this 6 It is important |
| 10 | the writer if it is impossible to say what the writer thinks about this 21 Water use per |
| 11 | the writer if it is impossible to say what the writer thinks about this 1 Only two Japanese? |

Figure 92

Screenshot of LB *why do you think*

| Concordance Hits 14 | |
|---------------------|---|
| Hit | KWIC |
| 1 | What kinds of movies are popular these days? Why do you think they are popular? What can |
| 2 | kinds of movies are popular these days? Why do you think they are popular? Romantic movies |
| 3 | in society is often called 'materialistic'. Why do you think this is? Do you think |
| 4 | between family parties and parties given by friends? Why do you think this is? National celebrations Example |
| 5 | celebrations more: young people or old people? Why? Why do you think some people think that national |
| 6 | to have new ideas about improving the company? Why? Do you think people sometimes dislike ideas just |
| 7 | for jobs that you think should have high salaries? Why do you think that? Some people say it |
| 8 | commercial centres affect small local businesses? Why do you think that is? People and business |
| 9 | between parents and children changed in recent years? Why do you think that is? Children's free- |
| 10 | time do tourists in your country enjoy visiting? Why do you think there are often statues of |
| 11 | your country in the last 20 or 30 years? Why? Why do you think that some people prefer modern |

Figure 93

Screenshot of LB *would you like to*

| Concordance Hits 10 | |
|---------------------|--|
| Hit | KWIC |
| 1 | about your neighborhood? What kind of neighborhood would you like to live in? Do you like |
| 2 | to have fun. What kind of neighborhood would you like to live in? When I start |
| 3 | ocean? What do you like about the ocean? Would you like to live near the ocean? Do |
| 4 | it's the best place to swim. Would you like to live near the ocean? Even |
| 5 | familiar topics. EXAMPLE Daily Routine What would you like to change in your daily routine? \ |
| 6 | month would be our limit. JANICE: OK. Well... would you like to have a look at a |
| 7 | alone or with other people? [Why?] \ Where would you like to travel in the future? [Why?] |
| 8 | ? [Why/Why not?] \ What period in history would you like to learn more about? [Why?] PART 2 |
| 9 | you were to move, what sort of building would you like to move to? PART 2 Look at |
| 10 | you were to move, what sort of building would you like to move to? I wouldn't |

Lexical Bundle#93 *which are based on*

This bundle is used for topic clarification/elaboration. It has been used in 7 different text files. This particular function has been identified by Biber et al. (2004), who have mentioned it under the classification of discourse organizers. The examples of the bundle are as follows in figure 94, which displays the instances of the bundle on which it is based.

- You should spend about 20 minutes on questions 15-28 *which are based on* reading passage two below. (*Cambridge 3*)
- You are advised to spend 20 minutes on questions 28-40 *which are based on* the reading passage below. (*Barron's IELTS Superpack*)

Figure 94

Screenshot of LB which are based on

| Concordance Hits 80 | |
|---------------------|---|
| Hit | KWIC |
| 1 | should spend about 20 minutes on Questions 1-13> <i>which are based on</i> Reading Passage 1 below. Odonata Odonata |
| 2 | uld spend about 20 minutes on Questions 27\9740> <i>which are based on</i> Reading Passage 3 below. The Luddites |
| 3 | should spend about 20 minutes on Questions 1-13, <i>which are based on</i> Reading Passage 1 below. The Vikings\ |
| 4 | uld spend about 20 minutes on Questions 14\972 6 <i>which are based on</i> Reading Passage 2 below. Dyslexia Dyslexia, |
| 5 | should spend about 20 minutes on Questions 27-40> <i>which are based on</i> Reading Passage 3 below. Catastrophe Theory |
| 6 | ould spend about 20 minutes on Questions 1\9713, <i>which are based on</i> Reading Passage 1 below. Questions 1 -7 The |
| 7 | uld spend about 20 minutes on Questions 14\9727> <i>which are based on</i> Reading Passage 2 below. Nineteenth-Century |
| 8 | should spend about 20 minutes on Questions 28-40, <i>which are based on</i> Reading Passage 3 below. Cosmic Black |
| 9 | ould spend about 20 minutes on Questions 1\9713; <i>which are based on</i> Reading Passage 1 below. The Gulf |
| 10 | uld spend about 20 minutes on Questions 14\9727, <i>which are based on</i> Reading Passage 2 below. Chocolate\97 |
| 11 | should spend about 20 minutes on Questions 28-40> <i>which are based on</i> Reading Passage 3 below. Academic Module\ |

Lexical Bundle#94 *which paragraph contains the*

This particular bundle has been used for text reference/text deixis. Biber et al. (2004) have listed this bundle under the classification of referential expression/time/place/text reference. The bundle has appeared in the corpus with the range of 6. The examples are taken from the textbook. Moreover, figure 95 displays the occurrences of the bundle *which paragraph contains the*.

- The reading passage has seven paragraphs A-G *which paragraph contains the* following information? (*IELTS Reading Recent Actual Test*)
- Reading passage 1 has 10 paragraphs A-J, *which paragraph contains the* following information? (*Cambridge 6*)

Figure 95

Screenshot of LB which paragraph contains the

| Concordance Hits 14 | |
|---------------------|---|
| Hit | KWIC |
| 1 | ons 28-31 The text has ten paragraphs, A-J. Which paragraph contains the following information? Write the correct |
| 2 | Reading Passage 1 has six paragraphs, A- F. Which paragraph contains the following information? Write the correct |
| 3 | g Passage 2 has nine paragraphs, A-1. \xB7' Which paragraph contains the following information? Write the correctleuer. |
| 4 | Reading Passage 1 has ten paragraphs, A-J. Which paragraph contains the following information? Write the correct |
| 5 | Reading Passage 1 has five paragraphs, A-E. Which paragraph contains the following information? Write the correct |
| 6 | ding Passage 2 has seven paragraphs, A-G. Which paragraph contains the following information? Write the correct |
| 7 | Reading Passage 2 has six paragraphs, A-F. Which paragraph contains the following information? Write the correct |
| 8 | g Passage 3 has eight paragraphs, A\96H. Which paragraph contains the following information? Write the correct |
| 9 | Reading Passage has seven paragraphs A-G. Which paragraph contains the following information? Write the correct |
| 10 | he reading Passage has ten paragraphs A- J. Which paragraph contains the following information? Write the correct |
| 11 | he reading Passage has ten paragraphs A-J. Which paragraph contains the following information? Write the correct |

Lexical Bundle#95 will have to talk

The bundle is used for personal desire as a modality/attitudinal stance in 5 different books of IELTS. The bundle is identified by Biber et al. (2004), and they have mentioned it under the classification of stance expression/ modality/attitudinal stance/desire/personal. The following examples of bundles are taken from different text files, and figure 96 displays the bundles' occurrences from different text files.

- You will have to talk about the topic for one to two minutes. (*Cambridge 3*)

Figure 96

Screenshot of LB will have to talk

| Concordance Hits 14 | |
|---------------------|---|
| Hit | KWIC |
| 1 | why this person influenced you so much. You will have to talk about the topic for 1 to 2 |
| 2 | programme made such an impression on you. You will have to talk about the topic for 1 to 2 |
| 3 | why this event was memorable for you. You will have to talk about the topic for 1 to 2 |
| 4 | why it is so important to you. You will have to talk about the topic for 1 to 2 |
| 5 | s: Keeping fit and healthy Example questions: You will have to talk about the topic for one |
| 6 | ion topics: Family parties Example questions: You will have to talk about the topic for one |
| 7 | opics: Ideas and education Example questions: You will have to talk about the topic for one |
| 8 | pics: Skills and abilities Example questions: You will have to talk about the topic for one |
| 9 | ion topics: Local business Example questions: You will have to talk about the topic for one |
| 10 | tween parents and children Example questions: You will have to talk about the topic for one |
| 11 | live in this neighbourhood in the future. You will have to talk about the topic for one |

Lexical Bundles#96-102 *you are going to, you can make some, you may use any, you should spend about, you think it is, you will have to, you will need to*

In the textbooks, there are many obligatory or directive sentences because of the nature of the books. So, these bundles have been used for directive purposes. Biber et al. have added the functions of such bundles into the category of stance expression/modality/attitudinal/obligation/directive/personal. The following examples have been taken from text files, and figures 97-103 display the instances of bundles.

- *You can make some notes to help you if you wish. (Cambridge 3)*
- *You may use any letter more than once. (Cambridge 17)*
- *You should spend about 20 minutes on this task. (Barron's IELTS Superpack)*
- Do *you think it is* better to visit the city alone or in a group with friends? *Cambridge 17*
- *You will have to* decide for yourself whether you are ready to take the proper test yet. *(Cambridge 3)*

Figure 97

Screenshot of LB *you are going to*

| Concordance Hits: 23 | |
|----------------------|---|
| Hit | KWIC |
| 1 | . You will have one minute to prepare what you are going to say. Part 3 Generally, friendships are |
| 2 | . You will have one minute to prepare what you are going to say. Part 3 Why do people |
| 3 | . You will have one minute to prepare what you are going to say. Part 3 Why do people |
| 4 | . You have one minute to think about what you are going to say. You can make some |
| 5 | . You have one minute to think about what you are going to say. You can make some |
| 6 | . You have one minute to think about what you are going to say. You can make some |
| 7 | . You have one minute to think about what you are going to say. You can make some |
| 8 | . You have one minute to think about what you are going to say. You can make some |
| 9 | . You have one minute to think about what you are going to say. You can make some |
| 10 | . You have one minute to think about what you are going to say. You can make some |
| 11 | . You have one minute to think about what you are going to say. You can make some |
| 12 | . You have one minute to think about what you are going to say. You can make some |
| 13 | want is the third building on your right. You are going to Location & direction 3 Complete |

Figure 98

Screenshot of LB you can make some

| Concordance Hits 14 | |
|---------------------|---|
| Hit | KWIC |
| 1 | about what you're going to say. You can make some notes to help you if |
| 2 | about what you're going to say. You can make some notes to help you if |
| 3 | about what you're going to say. You can make some notes to help you if |
| 4 | about what you're going to say. You can make some notes to help you if |
| 5 | think about what you are going to say. You can make some notes to help you if |
| 6 | about what you are going to say. You can make some notes to help you if |
| 7 | think about what you are going to say. You can make some notes to help you if |
| 8 | think about what you are going to say. You can make some notes to help you if |
| 9 | think about what you are going to say. You can make some notes to help you if |
| 10 | think about what you are going to say. You can make some notes to help you if |

Figure 99

Screenshot of LB you may use any

| Concordance Hits 24 | |
|---------------------|---|
| Hit | KWIC |
| 1 | 97F, on lines 33 on your answer sheet. You may use any paragraph more than once. 33 proof |
| 2 | Reading Passage 3 has some information? Write the letter in each box. You may use any letter more than once. 7 paragraphs, 17 the |
| 3 | y on lines 21 on your answer sheet. You may use any letter more than once. W 21 |
| 4 | -E, on lines 1 on your answer sheet. You may use any letter more than once. Which |
| 5 | 97Ey on lines 1 on your answer sheet. You may use any letter more than once. Which |
| 6 | e would you visit in the following circumstances? You may use any office more than once, on |
| 7 | -E in boxes 7-10 on your answer sheet. NB You may use any letter more than once. Example |
| 8 | in boxes 25 on your answer sheet. NB You may use any letter more than once. 25 Smokers\ |
| 9 | letters in boxes 7-12 on your answer sheet. NB You may use any collection type more than once. |
| 10 | locations in boxes 1-5 on your answer sheet. NB You may use any location more than once. SOLUTIONS 1 |

Figure 100

Screenshot of LB you should spend about

| Concordance Hits 135 | |
|----------------------|---|
| Hit | KWIC |
| 1 | DING PASSAGE 1 Academic Module\97Practice Test 1 You should spend about 20 minutes on Questions 1-13> which are |
| 2 | J swimmers K with their wings READING PASSAGE 2 You should spend about 20 minutes on Questions 14-26, which |
| 3 | DING PASSAGE 3 Academic Module\97Practice Test 1 You should spend about 20 minutes on Questions 27-40> which |
| 4 | TING TASK 1 Academic Module\97Practice Test 1 21 You should spend about 20 minutes on this task. Write |
| 5 | Practice Test 1 22 Academic Module WRITING TASK 2 You should spend about 40 minutes on this task. Write |
| 6 | ractice Test 50 Academic Module READING PASSAGE 1 You should spend about 20 minutes on Questions 1-13, which are |
| 7 | DING PASSAGE 2 Academic Module\97Practice Test 2 You should spend about 20 minutes on Questions 14-26, which are |
| 8 | ctice Test 2 56 Academic Module READING PASSAGE 3 You should spend about 20 minutes on Questions 27-40> which are |
| 9 | TING TASK 1 Academic Module\97Practice Test 2 61 You should spend about 20 minutes on this task. Write |
| 10 | Access 60% 50% 40% 30% 20% 10% 0% WRITING TASK 2 You should spend about 40 minutes on this task. Write |
| 11 | demic Module\97Practice Test 3 READING PASSAGE 1 You should spend about 20 minutes on Questions 1-13, which |

Figure 101*Screenshot of LB you think it is*

| Concordance Hits 10 | |
|---------------------|--|
| Hit | KWIC |
| 1 | f cars that may cause less pollution. Do you think it is better for governments to spend |
| 2 | some reasons that people prefer organic food? Do you think it is important to buy organic food |
| 3 | learning works best for you? How beneficial do you think it is to group students according to |
| 4 | films of real-life events? How important do you think it is for a film-maker to |
| 5 | enough? [Why/Why not?] \x95 How important do you think it is to have free time at |
| 6 | their neighbours in your country? How important do you think it is to have good neighbours? Facilities |
| 7 | be expensive to visit cities on holiday? Do you think it is better to visit cities alone |
| 8 | science? Why / Why not? \x95 How important do you think it is for museums and art galleries |
| 9 | to succeed in life. \x95 How important do you think it is for museums and art galleries |
| 10 | internet access. Why is it happening and do you think it is the most appropriate use of |

Figure 102*Screenshot of LB you will have to*

| Concordance Hits 27 | |
|---------------------|---|
| Hit | KWIC |
| 1 | , if your address is outside of the city, you will have to pay a nonresident fee of \$25 |
| 2 | will hear a number of different recordings, and you will have to answer questions on what you |
| 3 | will hear a number of different recordings, and you will have to answer questions on what you |
| 4 | will hear a number of different recordings, and you will have to answer questions on what you |
| 5 | will hear a number of different recordings, and you will have to answer questions on what you |
| 6 | will hear a number of different recordings, and you will have to answer questions on what you |
| 7 | will hear a number of different recordings, and you will have to answer questions on what you |
| 8 | enough in one module but not in others, you will have to decide for yourself whether you |
| 9 | explain why this person influenced you so much. You will have to talk about the topic for 1 |
| 10 | TV programme made such an impression on you. You will have to talk about the topic for 1 |

Figure 103*Screenshot of LB you will need to*

| Concordance Hits 19 | |
|---------------------|--|
| Hit | KWIC |
| 1 | particular skills. Before you ask for a raise, you will need to do some research. You should |
| 2 | . Then once you have got your sports card, you will need to bring it with you whenever |
| 3 | spectacular views even in the foothills. However, you will need to be extremely fit if you |
| 4 | the place labelled \x91You are here\x92. You will need to use some words / phrases more |
| 5 | in italics after each sentence will help you). You will need to change the form of some |
| 6 | opposite meaning in the context of the sentence. You will need to change the form of most |
| 7 | has the same meaning as the first sentence. You will need to change the verb form in |
| 8 | answers in the crossword grid. In many cases, you will need to change the form of the |
| 9 | cases, more than one answer is possible, and you will need to change the form of one |
| 10 | cases, more than one answer is possible, and you will need to change some of the word |

Lexical Bundle#103 *with the information given*

This bundle has been used for text reference under the category of referential expression. It has been appeared 43 times in 7 different text files. The function is enlisted by Biber et al. in referential expression/text reference. The examples given below are taken from different text files; moreover, figure 104 displays the few instances of the bundle.

- Do the following statements agree *with the information given* in the text about the Hampfmd College work-study program? (*Barron's IELTS Super-pack*)

Figure 104

Screenshot of LB with the information given

| Concordance Hits 43 | |
|---------------------|---|
| Hit | KWC |
| 1 | stions 33\9740 Do the following statements agree with the information given in the passage? On lines 33\ |
| 2 | Questions 37-40 Do the following statements agree with the information given it lines 37\9740 on your |
| 3 | Academic Module Do the following statements agree with the information given in the passage? On lines 15-23 |
| 4 | Questions 6-14 Do the following statements agree with the information given in the passage? On lines 6-14 |
| 5 | Main Building. Do the following statements agree with the information given in the text about the |
| 6 | stions 34\9740 Do the following statements agree with the information given in the passage? On lines 34\ |
| 7 | tions 21\9727 Do the following statements agree with the information given in the text about the |
| 8 | Training Module Do the following statements agree with the information given in the text about employee |
| 9 | . Questions 1-6 Do the following statements agree with the information given in Reading Passage 1? In boxes 1-6 |
| 10 | Questions 18-11 Do the following statements agree with the information given in Reading Passage 2? In boxes 18-22 |
| 11 | Questions 6-10 Do the following statements agree with the information given in Reading Passage 1? In boxes 6-10 |

Lexical Bundle#104 *may use any letter*

This particular bundle has been used for text reference/text deixis. Biber et al. (2004) have listed this bundle under the classification of referential expression/time/place/text reference. The bundle has appeared in the corpus with the range of 7. The examples are taken from the textbook; moreover, figure 105 displays the occurrences of the bundle that *may use any letter*.

- NB you *may use any letter* more than once. (*IELTS Reading Recent Actual Test*)
- you *may use any letter*. (*Barron's IELTS Superpack*)

Figure 105

Screenshot of LB may use any letter

| Concordance Hits : 20 | |
|-----------------------|---|
| Hit | KWIC |
| 1 | Passage 3 has s< ing information? Write t You may use any letter ? ix paragraphs, i ?he correct |
| 2 | on lines 21\x972 7 on your answer sheet. You may use any letter more than once. W 21 finding |
| 3 | , on lines 1\x978 on your answer sheet. You may use any letter more than once. Which hotel |
| 4 | on lines 1\x977 on your answer sheet. You may use any letter more than once. Which opportunity |
| 5 | in boxes 7-10 on your answer sheet. NB You may use any letter more than once. Example rockets |
| 6 | boxes 25\x9728 on your answer sheet. NB You may use any letter more than once. 25 Smokers\x92 |
| 7 | , in boxes 1- 7 on your answer sheet. NB You may use any letter more than once. 1 a reference |
| 8 | , in boxes 1-5 on your answer sheet. NB You may use any letter more than once. I examples |
| 9 | , in boxes 14-17 on your answer sheet. NB You may use any letter more than once. 14 a cost |
| 10 | , in boxes 14-17 on your answer sheet. NB You may use any letter more than once. 14 a reference |
| 11 | in boxes 8-14 on your answer sheet. NB You may use any letter more than once. 8 discounts available |

4.8 Discussion on Findings

All 104 bundles have been functionally analyzed in the section above. Biber et al. (2004) served as a theoretical foundation for the study. The functional taxonomies of Biber et al. (2004) were used to guide the functional analysis of lexical bundles in the IELTS books.

In Biber et al. (2004), there are four functional classifications of lexical bundles: stance expressions, discourse organizers, referential expressions, and the last one is special conversational functions. All the functions are elaborated on in Chapter 4. According to this study, there is no change in the usage of lexical bundles in textbooks of different publications and writers. The reason might be that they are used for similar purposes, and the material is not very diverse but rather interrelated. Almost all the books utilize the same function for each LB. As this study investigated lexical bundles in IELTS self-study textbooks, it discovered only simple inquiries under special conversation functions. The results did not consist of bundles based on politeness and reporting under special conversation functions. Other than this, the study did not find bundles related to imprecision under referential expressions. Overall, referential expressions and discourse organizers are frequently utilized bundles in IELTS textbooks.

In addition to this, the results of the research study have added some new functions, and the researcher has categorized them under relevant categories. The bundles have not

been mentioned in Biber et al. (2004). So, functional taxonomies have been expanded by including some new functions such as comparative/comparison (e.g. any letter more than, more than three words, more than two words, etc) under discourse organizers. Causative/cause and effect (e.g., as a result of, due to, etc.) under discourse organizers. Imperatives (e.g. give your own opinion, complete the notes below, etc) under discourse organizers. Agreement (e.g. agree with the information, agree or disagree with, etc) under stance expressions.

The results also made further contributions in time/place/text under referential expressions developed by Biber et al. (2004). Some bundles under this category may have multiple functions. However, the specification of attributes, focus/identification remained the same. In time/place/text, there is addition of *thing*, (A long cylindrical tube was propped up by two sticks and fastened to the top of the launcher, thereby allowing the rockets to be inserted and lit from the other end. Cambridge 3). The rest of them are included in IELTS textbooks except for impression, as mentioned earlier. So, new additions have been made for stance expressions, discourse organizers, and referential expressions.

The following table includes examples for each functional taxonomy of lexical bundles that are used in IELTS textbooks.

Table 18

Functional taxonomies of lexical bundles used in IELTS textbooks

| Functional Categories | Examples |
|---|----------|
| <p>1-Stance Expressions</p> <ul style="list-style-type: none"> • Epistemic Stance <ul style="list-style-type: none"> Impersonal: <i>are more likely to</i> • Modality/attitudinal stance <ul style="list-style-type: none"> Desire: <ul style="list-style-type: none"> Personal: <i>do you agree or, if you want to</i> Obligation/directive: <ul style="list-style-type: none"> Personal: <i>you are going to, you will have to</i> Impersonal: <i>it is important to</i> Intention/prediction: <ul style="list-style-type: none"> Personal: <i>the writer thinks about</i> Impersonal: <i>some people think that, some people believe that</i> Ability: <ul style="list-style-type: none"> Personal: <i>to be able to</i> Impersonal: <i>is impossible to say, it is impossible to</i> | |

| |
|---|
| <p>Impersonal: <i>is impossible to say, it is impossible to</i></p> |
| <p>2-Discourse Organizers</p> <ul style="list-style-type: none"> • Topic introduction/focus: <i>in the same way</i> • Topic elaboration: <i>in addition to the</i> • Cause and effect: <i>as a result of, is due to the</i> • Imperative: <i>give your own opinion, complete the sentence below</i> • Comparison/comparative: <i>any letter more than, no more than three</i> |
| <p>3-Referential Expression</p> <ul style="list-style-type: none"> • Identification/focus: <i>is one of the, look at the following</i> • Specification of attributes <ul style="list-style-type: none"> Quantity specification: <i>a large number of, a lot of people</i> Tangible framing attributes: <i>the claims of the, the number of the</i> Intangible framing attributes: <i>a result of the</i> • Time/place/text/thing reference <ul style="list-style-type: none"> Place: <i>parts of the world</i> Time: <i>one minute to think, the beginning of the</i> Text: <i>list of heading below, on reading passage below</i> Thing: <i>the end of each, the top of the</i> |
| <p>4-Special Conversational Functions</p> <ul style="list-style-type: none"> • Simple inquiry: <i>what do you think, what extent do you</i> |

4.9 Cohesion and Coherence

Cohesion and coherence in writing are crucial for ensuring that the text is clear, logical, and easy for the reader to understand. Lexical bundles are a group of words or phrases that frequently appear together in a specific genre or context, and they can play a

significant role in achieving cohesion and coherence in written language. Lexical bundles, also known as extended collocation (Cortes,2004), can help to shape the meaning in context and build coherence in the text (Hyland, 2008). As far as cohesion and coherence are concerned, lexical bundles should receive extra attention from teachers and practitioners in order to help students produce coherent and fluent discourse (Nattinger and De Carrico,1992; Lewis, 1997; Willis,2002; Hyland, 2008). Such bundles help IELTS students to bring cohesion and coherence in their speaking, writing (to have flow in writing), listening, and reading skills. The use of LBs would enhance learners' reading and writing skills, as well as their speaking skills, by establishing coherence in what they say and their listening abilities (Hussain, Zahra, & Abbas, 2020). Lexical bundles contribute to the coherence of a text, create a realistic academic voice, and attain naturalness in writing (Kashiha & Chan, 2014).

Cohesion refers to the grammatical and lexical relationship within a text that helps connect ideas at the surface level. Cohesive devices such as conjunctions, pronouns, and transitional words are used to create a smooth flow of information and guide the reader through the text. They help establish relationships between sentences and paragraphs, ensuring that the content is logically connected. Effective use of LBs can help students' writing become more logical and coherent (Hylanf,2008). Similarly, lexical bundles, also known as building blocks of discourse, function as cohesive devices. Particularly, Discourse organizes the cohesive lexical bundles because they help to connect various parts of the discourse and connect text to create or achieve cohesion. They can be employed to grab the addresses' attention, introduce a topic or take turns. The three subcategories they fall under are *Topic introduction/focus*, *topic elaboration* and *identification*. For example:

- *The new simulations do not definitively invalidate the seed theory, but they make it far less likely. **On the other hand**, it is known that more massive than our sun did exist in the early universe. (Barron's super pack)*
- *Besides, cultural exchanges have proven to increase efficiency, since different nationality mean different beliefs and the introduction of new methods. **On the other hand**, when professionals leave the country, where they trained, countries are damaged socially and economically. (Cambridge 17)*
- *As pesticide resistance mounted, the farmers had to apply more and more of pesticides to get the same results. **At the same time**, the pesticides killed off birds, wasps, beetles, spiders and other predators that had once provided natural control of pest insects. (IELTS Reading Recent Actual Test)*
- ***In addition to the** score for overall language ability IELTS provides a score, in the form of a profile, for each of the four skills (Listening, Reading, Writing, Speaking)*

In the above-mentioned examples, lexical bundles *on the other hand*, *at the same time* and *in addition to the* are used as transitional phrases that help and guide the reader through the texts. For example, *on the other hand*, is a transitional phrase meant to show contrast. *In addition to the* is used for addition in previous information, etc. The bundle is used to shift the thought and enhance the flow and connection between the parts of the text. In the same way, there are some other bundles that are used for text, time, place, or thing references, for instance:

- *The disappointing results of many conventional road transport projects in Africa led some experts to rethink the strategy by which ruler transport problems were to be tackled **at the beginning of the 1980s**. (Cambridge 7)*
- *Walk along past the language laboratory and then past the library, which is next to the language lab, on the same side and facing you is the main hall, at **the end of the** corridor. (Cambridge 3)*
- *Write the correct word at **the end of each** sentence. (IELTS Essentials by RW)*
- *A long cylindrical tube was propped up by two sticks and fastened to **the top of the** launcher, thereby allowing the rockets to be inserted and lit from the other end. (Cambridge 3)*

In the above-mentioned examples, the bundles are used as references to enhance the lexical relationships within the texts. Consequently, it helps to connect ideas and creates a smooth flow of information and cohesive relationship between sentences. The bundles ensure that the text is logically connected. In the same way, the study has also revealed some lexical bundles related to discourse organizers. Such bundles are also used as cohesive devices to make the text more coherent. The LBs are used in the examples below:

- *The first body paragraph is used **to talk about the** weaker side and the stronger side (the side that you are inclined to) is presented in the second body paragraph. (The Complete Solution by ANH TOAN)*
- ***In addition to the** hundreds of animal paintings, the Chauvet Cave also has an image of a being, referred to as a Sorcerer with the body of a human and the head of a bison.*

In these examples, the lexical bundles show relationships between the sentences and even sentence-to-sentence.

Coherence, on the other hand, is a more general idea of clarity and balance. All the ideas have to work together to create a unified writing piece. It involves the overall clarity and unity of the text. It's about how well the ideas are organized and presented to make the text easily understandable. Lexical bundles also function as cohesive devices and contribute coherence by providing the necessary links between different parts of the text, helping to create a coherent and comprehensible argument. The example is taken from the IELTS textbook The Complete Solution by ANH TOAN

- ***On the one hand**, some certain benefits of video games are undeniable. Firstly, they are functioning as a source of harmless entertainment. In modern times, daily performances always go along with a huge amount of stress from studying and working, hence the higher demand for relaxation. As a matter of fact, the world is seeing an increasing number of not only youngsters but also adults who play video games to elevate the intensity of their epidemic studies are hardworking occupations. Secondly, it is also proved that playing games can enhance logical thinking and problem-solving skills since player are forced to use their brain to complete the game. **On the other hand**, I would argue that those video games present more disadvantages. Video games are highly addictive and players are constantly given more stages in these games leads to their negligence on other important activities since the temptation of clearing those stages is sometimes irresistible.*

In the above-mentioned example, *on the one hand*, and *on the other hand*, both are used to connect the idea at the macro level. *On the other hand*, connects the previous sentences with upcoming sentences. These lexical bundles ensure that the ideas are connected to create a clear “whole” and present two diverse concepts. In this paragraph, the writer is talking about two opposite ideas in a single paragraph; without lexical bundles that function as cohesive devices, it is hard to figure out how they all go together in the same speech. By using such lexical bundles as coherent devices, the writing is clear about how a group of sentences belongs together in the same paragraph. Lexical bundles are more common than anticipated and improve our sense of coherence in a text (Yousaf & Shehzad, 2018).

In essence, cohesive devices are the glue that holds a text together, both at the micro level (within sentences and paragraphs) for cohesion and at the macro level (throughout the entire text) for coherence. They contribute to the overall effectiveness of communication by ensuring that the reader can follow the logical progression of ideas from start to finish.

CHAPTER 5

MAJOR FINDINGS AND CONCLUSION

The purpose of the study was to investigate four-word lexical bundles occurring in IELTS textbooks: Barron's IELTS Super pack, *Cambridge IELTS 3*, *Cambridge IELTS 6*, *Cambridge IELTS 7*, *Cambridge 10*, *Cambridge 17*, *IELTS Essentials by RW*, *IELTS Reading Recent Actual Test*, *Master IELTS Writing Band* and *The Complete Solution by ANH TOAN*. Textbooks were used to create the specialized corpus, which was then used to accomplish the study aim and answer the research questions. At first, LBs were identified, and then their structures were analyzed with the help of their structure classifications. Following their structural classifications, functional analysis was conducted to determine their discourse functions across the IELTS textbooks. Additionally, the study aimed to illustrate how cohesion and coherence are achieved by employing lexical bundles.

This chapter presents the discussion and findings, offers recommendations for future researchers, and explains the implications of this particular research.

5.1 Major Findings

The study found 104 four-word LBs that have been classified both structurally and functionally. Biber et al. (2004) have been used as a theoretical framework for functional and structural categorization of lexical bundles. The results of the study added a few more bundles to the structural and functional LB categories presented by Biber et al. (2004).

Tables 6-18 in Chapter 4 list the instances of structural types of LBs found in textbooks. Furthermore, functional categories are shown in table 19. In addition to this, the examples from the data have shown that lexical bundles are crucial for enhancing cohesion and coherence in the text. LBs as cohesive devices are the glue that holds a text together, both at the micro level (within sentences and paragraphs) for cohesion and at the macro level (throughout the entire text) for coherence. They contribute to the overall effectiveness of communication by ensuring that the reader can follow the logical progression of ideas from start to finish.

After the successful completion of corpus-based analysis, several frequent LBs have been found. According to the results of structural classification, on the one side, some structures are not available in IELTS textbooks but present in Biber et al. (2004), such as 3rd person pronoun+ VP fragment, discourse marker+ VP fragment, 1st/2nd person pronoun+ dependent clause fragment, etc. (See tables 17,18 in chapter 4). On the other side, data has made some new contributions to the structural classification developed by Biber et al. (2004). Adverbial/adjective fragment, anticipatory IT+ V/adjective, Adjectival phrase fragment, there-phrase fragment, to-phrase fragment, Copula+ noun-phrase fragment, determiner+ preposition of a fragment, passive+ prepositional fragment. (See tables 9-16), verb phrases with a non-passive verb, a noun phrase with an-of phrase fragments, and prepositional phrase expressions are dominant structural groups found in IELTS textbooks.

Moreover, the functional analysis of the bundle discovered that there are no bundles associated with “imprecision” under referential expressions; similarly, the research does not find any bundle related to “politeness and reporting” under special conversational functions. In addition to this, Referential expressions and discourse organizers have been frequently utilized in the data.

As far as the third research question is concerned, the examples from the books are mentioned in chapter 4. According to that, lexical bundles are a group of words or phrases that frequently appear together in a specific genre or context, and they can play a significant role in achieving cohesion and coherence in written language. As discussed earlier, lexical bundles function as cohesive devices. Particularly, Discourse organizers are the cohesive lexical bundles because they help to connect various parts of the discourse and connect text to create or achieve cohesion. They can be employed to grab the addressees’ attention, introduce a topic or take turns. The three subcategories they fall under are *Topic introduction/focus*, *topic elaboration* and *identification*. Lexical bundles also function as cohesive devices and contribute coherence by providing the necessary links between different parts of the text, helping to create a coherent and comprehensible argument. The examples have been mentioned in Chapter 4 under Cohesion and Coherence.

5.2 Answering Research Questions

In discussing research questions, the study has framed **three main research questions**. Research questions are aligned with research objectives accordingly. The **first** objectives and research question of the study deal with the structures of the lexical bundles. They address the different structures of lexical bundles. As the results showed, there are 104 bundles with proper structures in the IELTS books. All these structures are categorized according to Biber et al. (2004) model for lexical bundles. In addition, this study also found some new structures that are added to the theoretical model. Those structures can also be validated by future studies in various genres and registers. The structures found by this study also exist in a number of studies where lexical bundles are explored and analyzed through a corpus-based approach. For instance, many of the structures exist in Biber's (1999) study. Similarly, they occur in Stubbs and Barth's (2003) study. Cortes (2004) also found many such structures, which are included in the findings of this study. Moreover, Hyland (2008) also found these structures. In the Pakistani context, most of these structures can be found in Yousaf and Shehzad (2018). In the study of Biber (2006), many of these structures of lexical bundles can also be found. By considering the theoretical framework, many of these structures are already available in the theoretical model. However, as discussed in the analysis, this study also added some new structures to the model.

In discussing the **second** research question it addresses the discourse functions of lexical bundles. The second objective and second research question of the study deal with the functions of the lexical bundles. They address the different functions of lexical bundles. As the results showed, there are 104 bundles with proper functions in the IELTS books. Interestingly, the same function can be performed by different bundles. All these functions are categorized according to Biber et al. (2004) model for lexical bundles. In addition, this study also found some new functions that are added to the theoretical model. The future researcher can further validate those functions in their studies in various genres and registers. The functions found by this study also exist in a number of studies where lexical bundles are explored and analyzed through corpus-based approaches. For instance, many of the functions exist in Biber's (1999) study. Similarly, they occur in Stubbs and Barth's (2003) study on lexical bundles. Cortes (2004) also found many such functions, which are

included in the findings of this study. Moreover, Hyland (2008) also found these functions. In the Pakistani context, most of these functions can be found in Yousaf and Shehzad (2018). In the study of Biber (2006), many of these functions of lexical bundles can also be found. By considering the theoretical framework, many of these functions are already available in the theoretical model. However, as discussed in the analysis, this study also added some new functions to the model.

In discussing the **third** research question it deals with coherence and cohesion established or achieved through the use of different lexical bundles. As the study found, lexical bundles play a vital role in organizing the discourse at the linguistic surface level and on the deeper meaning level. There are a number of lexical bundles as examples quoted in the analysis chapter from the books. They play a key role in establishing coherence and cohesion in the text. Though, many of these bundles exist in the Biber et al. (2004). These bundles also serve to establish cohesion and coherence in the text. Similarly, Hyland (2008) highlights the same idea that bundles are used to keep the text coherent. They play a vital role in establishing cohesion and coherence. Once students know the correct use of lexical bundles, they can produce accurate stretches of discourse.

5.3 Contributions of the Study

The study has made numerous contributions to this field of research studies. First, the study offers a list of 104 four-word-lexical bundles. These can be used for a variety of purposes, including educational/pedagogical purposes. For comparative purposes, for conducting a comparison with the list of LBs from other registers or genres. In addition to this, the research has modified the model presented by Biber et al. in terms of functions as well as structures. Consequently, Future researchers may examine LBs by using the updated model.

Furthermore, this research study offers a promising approach that future researchers can utilize to carry out studies of a similar kind: examining lexical bundles in another type of textbook or written discourse such as essays, articles, newspapers, etc. The ways or principles for designing or creating a corpus, cleaning a corpus, and identifying, analyzing, and extracting LBs are all provided by this research study. There are few bundles which

are common across all the sample of the study for example, *on the other hand, a wide range of, and you are going to.*

5.4 Implications of the Study

The study has examined LBs in textbooks using a corpus-based methodology. So, this research may have pedagogical and methodological implications; the implications of the study have been discussed as follows:

5.4.1 Pedagogical Implications

This corpus-based analysis has produced a list of 104 four-word lexical bundles. Every LB has undergone structural and functional analysis. Moreover, instances have been stated from IELTS textbooks to illustrate the discourse functions of lexical bundles across the books.

This study offers corpus-informed teaching material (a list of lexical bundles with structures and discourse functions). ELT book writers and material developers can also benefit from this study to write books and design materials. The list can be used in designing the curriculum for EAP. The curriculum designers must incorporate LBs as they are building blocks of academic discourse. The teaching of LBs is not only helpful for learners to produce quick and accurate discourse but also aids in improving comprehension and helps in understanding and reading various types of texts. (Wray, 2002). From a broad perspective, the list produced by this study can be significant in improving students' writing skills, as well as reading/comprehension abilities. Several previous studies, including Jones and Haywood (2004), Cortes (2006), and Byrd and Coxhead (2010), highly suggest using lexical bundles as the basis for curriculum development and material designing. These LBs are corpus-informed material. Thus, when utilized for pedagogical purposes, corpus-informed material can be more effective and useful. The corpus-informed bundles can play a vital role in designing the syllabus or books of IELTS for local writers as well.

From a pedagogical standpoint, this list of four-word lexical bundles can be useful in creating materials related to various tasks and exercises for improving reading and writing skills. Cortes (2006) conducted experimental research to determine the efficacy of

using LBs in language teaching. Similarly, Jones and Haywood (2004) also assessed the efficacy of learning and teaching lexical bundles.

If the students are exposed to the structures and functions with examples of LBs, their understanding of LBs usage in academic writing can be improved. This list will show them which specific lexical bundle is used for which particular function. In the same way, it can help students become more proficient readers of comprehension. So, this list of lexical bundles can be advantageous for students as they can increase their knowledge and awareness of lexical bundles, which constitute an important part of academic writing. It can enhance not only their writing and reading skills but also their speaking by forming cohesion and coherence in their speech and listening by understanding what they hear.

The list of LBs produced by this research can be used to create a variety of tests to check and evaluate learner's competency in the English language. Learners can be instructed to write on specific topics according to the functions of bundles by giving them a list of lexical bundles. Students' reading and writing abilities in the English language can be significantly improved by recognizing and applying lexical bundles. Moreover, by using this list of LBs, supplementary materials can also be planned to allow students to practice a variety of reading and writing tasks.

In addition to this, LBs successfully support all four language skills. Therefore, students' listening comprehension and speaking coherence can be greatly improved if they are taught such lexical bundles found in textbooks. Students can utilize the list from this corpus-based research study for a variety of academic writings. It is a difficult skill that students must acquire to do well in writing academic discourse. Biber (2006) and Miller (2011) have mentioned the same point of view. The employment of lexical bundles helped to produce accurate stretches of discourse (Millar, 2011).

5.4.2 Methodological Implications

The overall methodology, ranging from compiling a specialized corpus to the exploration of lexical bundles, can be adopted by future researchers for the study of lexical bundles in any genre, such as books, research, articles, or essays. This study offers a unique way to compile a specialized corpus from textbooks, how to clean the corpus, how to annotate it, and how to use it in the software to explore lexical bundles. Also, future

researchers can follow the analysis mode for the lexical bundle employed in this study. Moreover, for future researchers, the updated structural and functional model of the lexical bundle can be utilized.

5.5 Recommendations for Future Researchers

As discussed earlier, only four-word LBs found in IELTS textbooks were examined in this study. Therefore, common LBs of three, four, and six words may also be investigated. In addition, the data and findings from this study can be utilized for comparative studies. The researchers may compare this list of lexical bundles with the data/findings from other research studies that have specifically focused on LBs. The size of the specialized corpus can be increased by adding more books for further investigation. To determine the important role that these LBs play in enhancing learners' writing, particularly academic writing or writing for specific goals, an experimental research study can also be carried out.

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APPENDIX A

Screenshots of LBs Generated by AntConc 3.5.9 w

SS 1

AntConc 3.5.9 (Windows) 2020

File Global Settings Tool Preferences Help

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Total No. of N-Gram Types 352 Total No. of N-Gram Tokens 11140

| Rank | Freq | Range | N-gram |
|------|------|-------|-----------------------------|
| 1 | 26 | 5 | a b c or |
| 2 | 53 | 6 | a b or c |
| 3 | 13 | 5 | a g in boxes |
| 4 | 14 | 6 | a large number of |
| 5 | 28 | 5 | a lot of people |
| 6 | 26 | 6 | a number for each |
| 7 | 13 | 6 | a result of the |
| 8 | 10 | 6 | a summary of the |
| 9 | 24 | 8 | a wide range of |
| 10 | 10 | 5 | a wide variety of |
| 11 | 72 | 7 | about minutes on questions |
| 12 | 52 | 7 | about minutes on this |
| 13 | 28 | 7 | about the following topic |
| 14 | 19 | 6 | about the topic for |
| 15 | 15 | 6 | about what you are |
| 16 | 20 | 7 | agree or disagree with |
| 17 | 51 | 7 | agree with the information |
| 18 | 29 | 7 | agrees with the information |

Search Term Words Case Regex N-Grams

N-Gram Size Min. 4 Max. 4

Min. Freq. 10 Min. Range 5

Sort by Invert Order Search Term Position On Left On Right

Total No. 10 Files Processed

SS 2

AntConc 3.5.9 (Windows) 2020

File Global Settings Tool Preferences Help

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Total No. of N-Gram Types 352 Total No. of N-Gram Tokens 11140

| Rank | Freq | Range | N-gram |
|------|------|-------|----------------------------|
| 19 | 10 | 6 | all over the world |
| 20 | 12 | 5 | an example of a |
| 21 | 14 | 6 | and explain why you |
| 22 | 19 | 7 | and give your own |
| 23 | 33 | 8 | and include any relevant |
| 24 | 17 | 6 | and make comparisons where |
| 25 | 14 | 5 | and on your answer |
| 26 | 34 | 7 | and or a number |
| 27 | 14 | 5 | and other familiar topics |
| 28 | 17 | 6 | and reporting the main |
| 29 | 33 | 8 | answer and include any |
| 30 | 16 | 5 | answer sheet list of |
| 31 | 18 | 6 | answer sheet nb you |
| 32 | 44 | 7 | answer sheet write true |
| 33 | 30 | 7 | answer sheet write yes |
| 34 | 10 | 5 | answer the questions as |
| 35 | 51 | 7 | answer write your answers |
| 36 | 14 | 5 | answers from the box |

Search Term Words Case Regex N-Grams

N-Gram Size Min. 4 Max. 4

Min. Freq. 10 Min. Range 5

Sort by Invert Order Search Term Position On Left On Right

Total No. 10 Files Processed

SS 3

AntConc 3.5.9 (Windows) 2020
File Global Settings Tool Preferences Help

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List
Total No. of N-Gram Types 352 Total No. of N-Gram Tokens 11140

| Rank | Freq | Range | N-gram |
|------|------|-------|----------------------------|
| 37 | 19 | 7 | any letter more than |
| 38 | 34 | 8 | any relevant examples from |
| 39 | 10 | 6 | are a number of |
| 40 | 71 | 7 | are based on reading |
| 41 | 21 | 7 | are going to say |
| 42 | 20 | 7 | are more likely to |
| 43 | 29 | 9 | as a result of |
| 44 | 15 | 6 | as well as the |
| 45 | 18 | 5 | at the beginning of |
| 46 | 65 | 9 | at the end of |
| 47 | 28 | 7 | at the same time |
| 48 | 25 | 7 | at the university of |
| 49 | 26 | 5 | b c or d |
| 50 | 71 | 7 | based on reading passage |
| 51 | 14 | 5 | because it x s |
| 52 | 18 | 7 | below choose no more |
| 53 | 43 | 5 | below write no more |
| 54 | 33 | 5 | below write one word |
| 55 | 38 | 6 | below write the correct |

Search Term Words Case Regex N-Grams
Advanced

N-Gram Size
Min. 4 Max. 4

Min. Freq. 10 Min. Range 5

Sort by Invert Order Search Term Position
Sort by Word On Left On Right

Total No. 10
Files Processed

SS 4

AntConc 3.5.9 (Windows) 2020
File Global Settings Tool Preferences Help

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List
Total No. of N-Gram Types 352 Total No. of N-Gram Tokens 11140

| Rank | Freq | Range | N-gram |
|------|------|-------|------------------------------------|
| 56 | 10 | 7 | below write the correct |
| 57 | 12 | 5 | both these views and |
| 58 | 182 | 5 | boxes and on your |
| 59 | 17 | 6 | boxes on your answer |
| 60 | 13 | 6 | by selecting and reporting |
| 61 | 18 | 5 | by the end of |
| 62 | 21 | 7 | can make some notes |
| 63 | 15 | 5 | choose no more than |
| 64 | 63 | 7 | choose the correct heading |
| 65 | 39 | 5 | choose the correct letter |
| 66 | 42 | 6 | claims of the writer |
| 67 | 23 | 7 | complete the notes below |
| 68 | 15 | 6 | complete the sentences below |
| 69 | 12 | 6 | complete the summary below |
| 70 | 26 | 6 | complete the summary using |
| 71 | 19 | 6 | complete the table below |
| 72 | 12 | 5 | contains the following information |
| 73 | 23 | 5 | contradicts the claims of |
| | | | contradicts the information not |

Search Term Words Case Regex N-Grams
Advanced

N-Gram Size
Min. 4 Max. 4

Min. Freq. 10 Min. Range 5

Sort by Invert Order Search Term Position
Sort by Word On Left On Right

Total No. 10
Files Processed

SS 5

AntConc 3.5.9 (Windows) 2020
File Global Settings Tool Preferences Help

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List
Total No. of N-Gram Types 352 Total No. of N-Gram Tokens 11140

| Rank | Freq | Range | N-gram |
|------|------|-------|---------------------------------|
| 74 | 71 | 6 | correct letter a b |
| 75 | 12 | 5 | correct letter in boxes |
| 76 | 11 | 7 | discuss both these views |
| 77 | 77 | 7 | do the following statements |
| 78 | 42 | 6 | do you agree or |
| 79 | 16 | 7 | do you think it |
| 80 | 36 | 5 | don x t have |
| 81 | 14 | 5 | don x t know |
| 82 | 51 | 7 | each answer write your |
| 83 | 38 | 6 | english language testing system |
| 84 | 32 | 7 | examples from your own |
| 85 | 16 | 5 | experience write at least |
| 86 | 28 | 6 | extent do you agree |
| 87 | 43 | 5 | false if the statement |
| 88 | 28 | 5 | false not given if |
| 89 | 17 | 6 | features and make comparisons |
| 90 | 20 | 6 | following information write the |
| 91 | 70 | 7 | following statements agree with |
| 92 | 52 | 7 | for each answer write |

Search Term Words Case Regex N-Grams **N-Gram Size** Min. 4 Max. 4
Advanced

Start Stop Sort
Sort by Invert Order Search Term Position Min. Freq. Min. Range
Sort by Word On Left On Right 10 5

Total No. 10
Files Processed

SS 6

AntConc 3.5.9 (Windows) 2020
File Global Settings Tool Preferences Help

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List
Total No. of N-Gram Types 352 Total No. of N-Gram Tokens 11140

| Rank | Freq | Range | N-gram |
|------|------|-------|--------------------------|
| 93 | 33 | 8 | for your answer and |
| 94 | 18 | 5 | from the list of |
| 95 | 30 | 6 | from the passage for |
| 96 | 32 | 7 | from your own knowledge |
| 97 | 12 | 5 | g in boxes on |
| 98 | 33 | 8 | give reasons for your |
| 99 | 21 | 7 | give your own opinion |
| 100 | 25 | 5 | given if there is |
| 101 | 34 | 6 | given in reading passage |
| 102 | 19 | 6 | going to say you |
| 103 | 12 | 6 | has seven paragraphs a |
| 104 | 17 | 6 | have one minute to |
| 105 | 14 | 5 | have to talk about |
| 106 | 22 | 6 | headings below write the |
| 107 | 14 | 5 | help you if you |
| 108 | 14 | 5 | home work or studies |
| 109 | 11 | 5 | how do you think |
| 110 | 21 | 6 | if it is impossible |

Search Term Words Case Regex N-Grams **N-Gram Size** Min. 4 Max. 4
Advanced

Start Stop Sort
Sort by Invert Order Search Term Position Min. Freq. Min. Range
Sort by Word On Left On Right 10 5

Total No. 10
Files Processed

SS 7

AntConc 3.5.9 (Windows) 2020
File Global Settings Tool Preferences Help

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Total No. of N-Gram Types 352 **Total No. of N-Gram Tokens** 11140

| Rank | Freq | Range | N-gram |
|------|------|-------|-------------------------------|
| 111 | 44 | 7 | if the statement agrees |
| 112 | 50 | 7 | if the statement contradicts |
| 113 | 31 | 7 | if there is no |
| 114 | 19 | 5 | if you want to |
| 115 | 16 | 5 | if you x re |
| 116 | 19 | 6 | impossible to say what |
| 117 | 15 | 7 | in addition to the |
| 118 | 12 | 5 | in boxes and on |
| 119 | 182 | 5 | in boxes on your |
| 120 | 55 | 6 | in reading passage in |
| 121 | 10 | 5 | in the early s |
| 122 | 16 | 7 | in the form of |
| 123 | 10 | 6 | in the last years |
| 124 | 13 | 6 | in the middle of |
| 125 | 12 | 5 | in the number of |
| 126 | 10 | 6 | in the s and |
| 127 | 11 | 5 | in the same way |
| 128 | 34 | 8 | include any relevant examples |
| 129 | 17 | 6 | information by selecting and |

Search Term Words Case Regex N-Grams Advanced

N-Gram Size Min. 4 Max. 4

Min. Freq. 10 Min. Range 5

Start Stop Sort

Sort by Invert Order Search Term Position On Left On Right

Sort by Word

Total No. 10
Files Processed

SS 8

AntConc 3.5.9 (Windows) 2020
File Global Settings Tool Preferences Help

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Total No. of N-Gram Types 352 **Total No. of N-Gram Tokens** 11140

| Rank | Freq | Range | N-gram |
|------|------|-------|--|
| 130 | 34 | 6 | information given in reading |
| 131 | 23 | 5 | information not given if |
| 132 | 19 | 6 | information write the correct |
| 133 | 37 | 6 | international english language testing |
| 134 | 19 | 6 | is impossible to say |
| 135 | 28 | 6 | is no information on |
| 136 | 21 | 7 | is one of the |
| 137 | 14 | 5 | it doesn x t |
| 138 | 20 | 9 | it is important to |
| 139 | 24 | 8 | it is impossible to |
| 140 | 43 | 5 | it x s a |
| 141 | 19 | 5 | it x s not |
| 142 | 19 | 5 | it x s very |
| 143 | 15 | 5 | knowledge or experience write |
| 144 | 29 | 6 | letter a b c |
| 145 | 43 | 5 | letter a b or |
| 146 | 19 | 7 | letter more than once |
| 147 | 16 | 5 | list of headings below |

Search Term Words Case Regex N-Grams Advanced

N-Gram Size Min. 4 Max. 4

Min. Freq. 10 Min. Range 5

Start Stop Sort

Sort by Invert Order Search Term Position On Left On Right

Sort by Word

Total No. 10
Files Processed

SS 9

AntConc 3.5.9 (Windows) 2020

File Global Settings Tool Preferences Help

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Total No. of N-Gram Types 352 **Total No. of N-Gram Tokens** 11140

| Rank | Freq | Range | N-gram |
|------|------|-------|---------------------------------|
| 147 | 18 | 5 | list of headings below |
| 148 | 18 | 5 | list of headings i |
| 149 | 15 | 7 | look at the following |
| 150 | 17 | 6 | main features and make |
| 151 | 17 | 6 | make comparisons where relevant |
| 152 | 14 | 5 | make some notes to |
| 153 | 20 | 7 | may use any letter |
| 154 | 14 | 5 | minute to think about |
| 155 | 50 | 6 | minutes on questions which |
| 156 | 52 | 7 | minutes on this task |
| 157 | 14 | 5 | minutes you have one |
| 158 | 46 | 7 | more than three words |
| 159 | 38 | 7 | more than two words |
| 160 | 18 | 6 | nb you may use |
| 161 | 24 | 5 | no if the statement |
| 162 | 27 | 6 | no information on this |
| 163 | 46 | 7 | no more than three |
| 164 | 43 | 7 | no more than two |
| 165 | 35 | 5 | not given if the |

Search Term Words Case Regexp N-Grams **N-Gram Size** Min. 4 Max. 4

Start Stop Sort **Min. Freq.** 10 **Min. Range** 5

Sort by Invert Order **Search Term Position** On Left On Right

Sort by Word

Total No. 10 Files Processed

SS 10

AntConc 3.5.9 (Windows) 2020

File Global Settings Tool Preferences Help

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Total No. of N-Gram Types 352 **Total No. of N-Gram Tokens** 11140

| Rank | Freq | Range | N-gram |
|------|------|-------|--------------------------|
| 166 | 25 | 5 | not given if there |
| 167 | 14 | 5 | notes below write no |
| 168 | 14 | 5 | notes to help you |
| 169 | 28 | 6 | number for each answer |
| 170 | 15 | 5 | of headings below write |
| 171 | 13 | 5 | of the university of |
| 172 | 20 | 6 | of the world x |
| 173 | 22 | 6 | of the writer in |
| 174 | 51 | 6 | on questions which are |
| 175 | 51 | 7 | on reading passage below |
| 176 | 16 | 5 | on reading passage on |
| 177 | 19 | 5 | on the one hand |
| 178 | 59 | 9 | on the other hand |
| 179 | 12 | 5 | on this task the |
| 180 | 34 | 6 | on this task write |
| 181 | 321 | 7 | on your answer sheet |
| 182 | 14 | 5 | one minute to think |
| 183 | 30 | 8 | one of the most |
| 184 | 12 | 5 | one to two minutes |

Search Term Words Case Regexp N-Grams **N-Gram Size** Min. 4 Max. 4

Start Stop Sort **Min. Freq.** 10 **Min. Range** 5

Sort by Invert Order **Search Term Position** On Left On Right

Sort by Word

Total No. 10 Files Processed

SS 11

AntConc 3.5.9 (Windows) 2020

File Global Settings Tool Preferences Help

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Total No. of N-Gram Types 352 **Total No. of N-Gram Tokens** 11140

| Rank | Freq | Range | N-gram |
|------|------|-------|----------------------------------|
| 184 | 14 | 5 | one to two minutes |
| 185 | 24 | 6 | or a number for |
| 186 | 15 | 6 | or disagree with this |
| 187 | 15 | 5 | or experience write at |
| 188 | 14 | 5 | or studies and other |
| 189 | 14 | 5 | other familiar topics example |
| 190 | 31 | 7 | own knowledge or experience |
| 191 | 14 | 6 | paragraph contains the following |
| 192 | 25 | 7 | parts of the world |
| 193 | 43 | 7 | passage for each answer |
| 194 | 11 | 6 | passage has seven paragraphs |
| 195 | 47 | 5 | passage in boxes on |
| 196 | 55 | 6 | passage you should spend |
| 197 | 42 | 6 | questions choose the correct |
| 198 | 26 | 5 | questions complete the notes |
| 199 | 16 | 5 | questions complete the sentences |
| 200 | 18 | 6 | questions complete the summary |
| 201 | 19 | 5 | questions complete the table |
| 202 | 53 | 6 | questions do the following |

Search Term Words Case Reges N-Grams **N-Gram Size** Min. 4 Max. 4

Start Stop Sort **Min. Freq.** 10 **Min. Range** 5

Sort by Invert Order **Search Term Position** On Left On Right

Sort by Word

Total No. 10
Files Processed

SS 12

AntConc 3.5.9 (Windows) 2020

File Global Settings Tool Preferences Help

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Total No. of N-Gram Types 352 **Total No. of N-Gram Tokens** 11140

| Rank | Freq | Range | N-gram |
|------|------|-------|--------------------------------------|
| 203 | 15 | 5 | questions questions choose the |
| 204 | 15 | 5 | questions questions complete the |
| 205 | 19 | 5 | questions reading passage has |
| 206 | 51 | 6 | questions which are based |
| 207 | 15 | 5 | reading passage below the |
| 208 | 13 | 7 | reading passage has seven |
| 209 | 10 | 6 | reading passage has six |
| 210 | 57 | 6 | reading passage in boxes |
| 211 | 54 | 6 | reading passage you should |
| 212 | 23 | 5 | reading reading passage you |
| 213 | 33 | 8 | reasons for your answer |
| 214 | 34 | 8 | relevant examples from your |
| 215 | 17 | 6 | reporting the main features |
| 216 | 19 | 6 | say what the writer |
| 217 | 19 | 6 | say you can make |
| 218 | 12 | 5 | section questions complete the |
| 219 | 17 | 5 | section questions questions choose |
| 220 | 15 | 5 | section questions questions complete |
| 221 | 17 | 6 | selecting and reporting the |

Search Term Words Case Reges N-Grams **N-Gram Size** Min. 4 Max. 4

Start Stop Sort **Min. Freq.** 10 **Min. Range** 5

Sort by Invert Order **Search Term Position** On Left On Right

Sort by Word

Total No. 10
Files Processed

SS 13

AntConc 3.5.9 (Windows) 2020
File Global Settings Tool Preferences Help

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List
Total No. of N-Gram Types 352 Total No. of N-Gram Tokens 11140

| Rank | Freq | Range | N-gram |
|------|------|-------|---------------------------------------|
| 222 | 15 | 5 | sheet list of headings |
| 223 | 18 | 6 | sheet nb you may |
| 224 | 39 | 5 | sheet write true if |
| 225 | 24 | 5 | sheet write yes if |
| 226 | 12 | 6 | should be able to |
| 227 | 134 | 8 | should spend about minutes |
| 228 | 14 | 5 | some notes to help |
| 229 | 24 | 5 | some people believe that |
| 230 | 17 | 7 | some people think that |
| 231 | 141 | 8 | spend about minutes on |
| 232 | 44 | 7 | statement agrees with the |
| 233 | 12 | 5 | statement contradicts the claims |
| 234 | 28 | 7 | statement contradicts the information |
| 235 | 70 | 7 | statements agree with the |
| 236 | 14 | 5 | studies and other familiar |
| 237 | 11 | 5 | summarise the information by |
| 238 | 12 | 6 | summary using the list |
| 239 | 19 | 6 | talk about the topic |

Search Term Words Case Regex N-Grams **N-Gram Size** Min. 4 Max. 4
Advanced

Start Stop Sort
Sort by Invert Order Search Term Position
Sort by Word On Left On Right
Min. Freq. 10 **Min. Range** 5

Total No. 10
Files Processed

SS 14

AntConc 3.5.9 (Windows) 2020
File Global Settings Tool Preferences Help

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List
Total No. of N-Gram Types 352 Total No. of N-Gram Tokens 11140

| Rank | Freq | Range | N-gram |
|------|------|-------|----------------------------------|
| 240 | 13 | 5 | task write about the |
| 241 | 47 | 6 | task you should spend |
| 242 | 18 | 6 | than three words and |
| 243 | 12 | 5 | than two words for |
| 244 | 15 | 5 | than two words from |
| 245 | 16 | 5 | the advantages and disadvantages |
| 246 | 21 | 6 | the beginning of the |
| 247 | 17 | 6 | the best way to |
| 248 | 39 | 5 | the claims of the |
| 249 | 12 | 5 | the company x s |
| 250 | 16 | 5 | the correct heading for |
| 251 | 147 | 7 | the correct letter a |
| 252 | 12 | 5 | the correct letter in |
| 253 | 17 | 5 | the correct number i |
| 254 | 13 | 6 | the country x s |
| 255 | 18 | 5 | the earth x s |
| 256 | 13 | 6 | the end of each |
| 257 | 55 | 7 | the end of the |

Search Term Words Case Regex N-Grams **N-Gram Size** Min. 4 Max. 4
Advanced

Start Stop Sort
Sort by Invert Order Search Term Position
Sort by Word On Left On Right
Min. Freq. 10 **Min. Range** 5

Total No. 10
Files Processed

SS 15

AntConc 3.5.9 (Windows) 2020

File Global Settings Tool Preferences Help

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Total No. of N-Gram Types 352 **Total No. of N-Gram Tokens** 11140

| Rank | Freq | Range | N-gram |
|------|------|-------|---------------------------------|
| 258 | 20 | 6 | the following information write |
| 259 | 70 | 7 | the following statements agree |
| 260 | 17 | 6 | the information by selecting |
| 261 | 43 | 7 | the information given in |
| 262 | 23 | 5 | the information not given |
| 263 | 16 | 5 | the list of headings |
| 264 | 17 | 6 | the main features and |
| 265 | 36 | 6 | the notes below write |
| 266 | 17 | 5 | the number of people |
| 267 | 13 | 5 | the overall band score |
| 268 | 32 | 7 | the passage for each |
| 269 | 32 | 5 | the rest of the |
| 270 | 44 | 7 | the statement agrees with |
| 271 | 50 | 7 | the statement contradicts the |
| 272 | 14 | 6 | the summary below choose |
| 273 | 12 | 6 | the summary using the |
| 274 | 19 | 5 | the table below write |
| 275 | 13 | 5 | the top of the |

Search Term Words Case Regex N-Grams

Advanced N-Gram Size Min. 4 Max. 4

Min. Freq. 10 Min. Range 5

Sort by Invert Order Search Term Position On Left On Right

Total No. 10 Files Processed

SS 16

AntConc 3.5.9 (Windows) 2020

File Global Settings Tool Preferences Help

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Total No. of N-Gram Types 352 **Total No. of N-Gram Tokens** 11140

| Rank | Freq | Range | N-gram |
|------|------|-------|-------------------------|
| 275 | 12 | 6 | the top of the |
| 276 | 35 | 6 | the world x s |
| 277 | 22 | 6 | the writer in reading |
| 278 | 20 | 6 | the writer thinks about |
| 279 | 10 | 6 | there are a number |
| 280 | 12 | 6 | there has been a |
| 281 | 10 | 5 | there is no doubt |
| 282 | 31 | 7 | there is no information |
| 283 | 11 | 6 | there will be a |
| 284 | 29 | 5 | there x s a |
| 285 | 12 | 5 | there x s no |
| 286 | 11 | 7 | these views and give |
| 287 | 14 | 5 | think about what you |
| 288 | 13 | 5 | this task write about |
| 289 | 10 | 5 | to be able to |
| 290 | 16 | 6 | to help you if |
| 291 | 19 | 6 | to say what the |
| 292 | 19 | 6 | to say you can |
| 293 | 16 | 7 | to talk about the |

Search Term Words Case Regex N-Grams

Advanced N-Gram Size Min. 4 Max. 4

Min. Freq. 10 Min. Range 5

Sort by Invert Order Search Term Position On Left On Right

Total No. 10 Files Processed

SS 17

AntConc 3.5.9 (Windows) 2020

File Global Settings Tool Preferences Help

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Total No. of N-Gram Types 352 **Total No. of N-Gram Tokens** 11140

| Rank | Freq | Range | N-gram |
|------|------|-------|------------------------------|
| 294 | 15 | 5 | to think about what |
| 295 | 30 | 6 | to what extent do |
| 296 | 15 | 6 | true false not given |
| 297 | 43 | 5 | true if the statement |
| 298 | 12 | 5 | two words for each |
| 299 | 15 | 5 | two words from the |
| 300 | 19 | 7 | use any letter more |
| 301 | 13 | 5 | using no more than |
| 302 | 28 | 7 | views and give your |
| 303 | 21 | 6 | we don x t |
| 304 | 13 | 7 | what do you think |
| 305 | 30 | 6 | what extent do you |
| 306 | 20 | 6 | what the writer thinks |
| 307 | 19 | 7 | what you are going |
| 308 | 80 | 7 | which are based on |
| 309 | 14 | 6 | which paragraph contains the |
| 310 | 14 | 7 | why do you think |
| 311 | 14 | 5 | will have to talk |
| 312 | 43 | 7 | with the information given |

Search Term Words Case Regex N-Grams Advanced

N-Gram Size Min. 4 Max. 4

Min. Freq. 10 Min. Range 5

Sort by Invert Order Search Term Position On Left On Right

Total No. 10 Files Processed

SS 18

AntConc 3.5.9 (Windows) 2020

File Global Settings Tool Preferences Help

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Total No. of N-Gram Types 352 **Total No. of N-Gram Tokens** 11140

| Rank | Freq | Range | N-gram |
|------|------|-------|---------------------------|
| 313 | 22 | 7 | words and or a |
| 314 | 35 | 5 | words for each answer |
| 315 | 15 | 5 | words from the passage |
| 316 | 14 | 5 | work or studies and |
| 317 | 10 | 5 | would you like to |
| 318 | 28 | 7 | write about the following |
| 319 | 75 | 8 | write at least words |
| 320 | 51 | 5 | write no more than |
| 321 | 101 | 6 | write the correct letter |
| 322 | 17 | 5 | write the correct number |
| 323 | 39 | 5 | write true if the |
| 324 | 24 | 5 | write yes if the |
| 325 | 69 | 7 | write your answers in |
| 326 | 22 | 6 | writer in reading passage |
| 327 | 20 | 6 | writer thinks about this |
| 328 | 47 | 6 | writing task you should |
| 329 | 1075 | 7 | x x x x |
| 330 | 23 | 5 | yes if the statement |

Search Term Words Case Regex N-Grams Advanced

N-Gram Size Min. 4 Max. 4

Min. Freq. 10 Min. Range 5

Sort by Invert Order Search Term Position On Left On Right

Total No. 10 Files Processed

SS 19

AntConc 3.5.9 (Windows) 2020
File Global Settings Tool Preferences Help

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Total No. of N-Gram Types 352 Total No. of N-Gram Tokens 11140

| Rank | Freq | Range | N-gram |
|------|------|-------|-------------------------|
| 331 | 13 | 6 | yes in the statement |
| 332 | 50 | 7 | yes no not given |
| 333 | 23 | 8 | you agree or disagree |
| 334 | 14 | 5 | you are going to |
| 335 | 23 | 7 | you can make some |
| 336 | 14 | 5 | you don x t |
| 337 | 14 | 5 | you have one minute |
| 338 | 24 | 7 | you if you wish |
| 339 | 13 | 5 | you may use any |
| 340 | 135 | 8 | you should say what |
| 341 | 10 | 6 | you should spend about |
| 342 | 27 | 7 | you think it is |
| 343 | 19 | 5 | you will have to |
| 344 | 33 | 8 | you will need to |
| 345 | 23 | 5 | your answer and include |
| 346 | 16 | 5 | your answer sheet a |
| 347 | 19 | 6 | your answer sheet list |
| 348 | 27 | 7 | your answer sheet nb |
| | | | your answer sheet the |

Search Term Words Case Regex N-Grams Advanced

N-Gram Size Min. 4 Max. 4

Min. Freq. 10 Min. Range 5

Sort by Invert Order Search Term Position On Left On Right

Total No. 10 Files Processed

SS 20

| | | | |
|-----|----|---|-------------------------|
| 348 | 27 | 7 | your answer sheet the |
| 349 | 17 | 6 | your answer sheet which |
| 350 | 83 | 7 | your answer sheet write |
| 351 | 66 | 6 | your answers in boxes |
| 352 | 33 | 8 | your own knowledge or |

Search Term Words Case Regex N-Grams Advanced

N-Gram Size Min. 4 Max. 4

Min. Freq. 10 Min. Range 5

Sort by Invert Order Search Term Position On Left On Right

Total No. 10 Files Processed