

IN-CLASS ACTIVITIES: EVALUATIVE ADJECTIVES

#1. TAKE A LOOK

In the concordances below, circle the noun that the evaluative adjective *different* modifies. Note: it could be on the left or the right of *different*.

Consider what patterns you observe – how is the use of this particular adjective used to build arguments from an interpersonal perspective? How might you use a similar strategy in your own technical writing?

1	Fig. 2.4 gives a rather	different	story from Fig. 2.3 where the product wage has
2	The status quo point in the contract renegotiation is therefore	different.	
3	consider my vocabulary	different	since my purpose is different.
4	This would give	different	benchmark levels of output (Y) in different settings,
5	This approach leads to a very	different	description of movements in GNP.
6	and the seasonal pattern of spending is	different	from the relationship between their cyclic
7	Kreps identifies three models, although his trichotomy is	different	from Marshall's.
8	The right interpretation is	different.	
9	incomplete contracts, public and private ownership are	different	since in one case the government has residual control
10	The two studies came to fundamentally	different	conclusions as to why the market crashed.

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#2. DATA DIGGING:

Find a partner. One of you loads the **Professional Writing** data set in AntConc, and the other loads the **Professional Speech** data set.

Run concordances for each of the below evaluative adjectives and sort them by 1R/2R/3R. Write down the frequencies in each data set and 2-3 nouns that associate with each adjective. Are any of the adjectives markedly more prominent in one data set than the other? Which adjectives are most appropriate for technical and scientific writing?

eval adjective	n Professional Writing	associated nouns	n Professional Speech	associated nouns
different	1507	alternatives, approach, types	2397	cultures, perspectives, things
central				
optimal				
important				
simple				
relevant				
significant				
bad				